CHILD WELFARE WORKFORCE STABILIZATION • LEGACY OF CURRICULUM-BASED MEASUREMENT
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On the cover:
Troy Wildenberg, Maryan Garane, and Sonia Paredes ’16, in the atrium of Burton Hall, are among CEHD’s first-generation college students and alumni who are bringing their strengths to campus and communities. Read the story on page 9.

Photo by Erica Loeks

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from the dean: My mother lost her own mother when she was five years old and her father when she was a teenager. As a result, my mother went to secretarial school and immediately began working as a full-time secretary after high school graduation to support herself.

My father was the oldest of seven children and worked several part-time jobs to help out at home to support his younger siblings. Upon graduation he found a full-time job and continued to send money home to support the family.

Neither of my parents had the opportunity to attend college. I wonder how their lives—and my life—might have been different if they had been able to go on to school.

So I was a first-generation college student. I am not sure that I fully appreciated what a remarkable opportunity I had. My community of Fargo-Moorhead had three excellent colleges. I attended North Dakota State University for two years and graduated from Moorhead State University. I obviously liked higher education, as I continued on to earn a master’s degree from the University of Nebraska-Lincoln and a doctorate from the University of Wisconsin-Madison, and then spent my entire career in public higher education.

Despite the fact that the number of first-generation college students is declining, at the College of Education and Human Development, over 40 percent of our students are first in their families to attend college. We have a first-year experience that makes them feel welcome and helps them to be successful. We have one of the highest first-year retention rates and graduation rates at the University. You have an opportunity in this issue to learn more about the great work that our faculty and staff are doing to work with all of our students but particularly the teaching of our first-generation students that is so highly regarded.

Thank you for your continued support of our amazing students, who become amazing alumni.
Healing divisions

Family social science professor Bill Doherty hit the road last summer, traveling across the nation on a mission to understand the red–blue political divide. The One America bus tour was taken in partnership with the bipartisan organization Better Angels, which Doherty cofounded.

Doherty is well known for his work in marriage and couple therapy, with years of experience bringing people together across many divides. At stops in 15 communities in eight states, local residents who identified as either “red” or “blue” were invited into structured conversations designed to move past stereotypes and discover common ground.

Since the tour, participants have begun forming red–blue alliances around such issues as gerrymandering and paid parental leave. And Doherty—who quips that he’s now bilingual in red and blue—is training facilitators to work with individuals and communities to learn about each other’s personal values and stories.

RENEWING CIVIC LIFE

In October, Doherty brought what he is learning to the first Minnesota Symposium on Civic Renewal, hosted by CEHD.

“Lots of people have good communication skills but struggle to use them in political conversations,” Doherty said, providing examples of how to move forward.

More than 200 civic-minded Minnesotans attended the symposium, with panels and discussions on topics including depolarization, equity in education, and immigration.

“We can all aspire to the habits of political friendship,” said keynote speaker Danielle Allen, a leading political theorist at Harvard. “In a democracy, people lose all the time, but the same people should not be losing again and again. We need to learn to be good losers and also to recognize that loss has weight—good winners are needed too.”

Sending love

When violence broke out on the University of Virginia campus in August after demonstrations and protests surrounding the removal of a Confederate statue, CEHD reached out to its sister college. Students, faculty, and staff recorded video messages of support for the Curry School of Education using Flipgrid, a learning technology created in CEHD. Associate dean Na’im Madyun and student services director Amy Kampsen organized the gesture, sending dozens of donuts along with the recorded messages.

The Curry School responded with a bundle of thank-you notes filled with heartfelt messages.

“What a sweet and kind gesture,” wrote one student. “It is so wonderful to see others sending love, not hate.”

“Thank you for your support during these trying times,” wrote another. “We are touched by your kind words (and donuts!). Peace and love.”

“Your generosity and thoughtfulness in reaching out to us at a time of extraordinary challenge and stress has truly been a reminder of the goodness in people and in the foundational values of our professional communities,” wrote Curry School dean Robert Pianta, ’86.
Welcome, students!

New students donned maroon and gold gear and joined the CEHD community outside Burton Hall for the annual block party August 31. They brought in the new school year with food, games, raffles, a DJ, and caricature drawings.

The college welcomed 484 new first-year undergraduates, 320 transfer undergraduates, and 589 new graduate and professional students this fall. The undergraduate Class of 2021 is among CEHD’s largest first-year classes. It includes 187 first-generation students. Read more in the story on page 9.

State fair flurry

Minnesota State Fair-goers made good use of the U’s new Driven to Discover research building this year, where they got to learn about and take part in studies. Six teams from CEHD enrolled 3,800 participants in investigations from “Spit on a Stick” and “Keep Calm and Play On” to “How to Build a 21st Century Village.” Professor Liz Lightfoot’s team set the record for the highest recruitment ever at the U research booth—1,300 in four half-day shifts—in a study about perceptions of social work.
CEHD reads Just Mercy

Bryan Stevenson, acclaimed author of CEHD’s common book Just Mercy, spoke for over an hour without notes to a packed house of students, alumni, and friends at Ted Mann Concert Hall in November. As a lawyer, his career has been dedicated to defending the wrongly incarcerated. A panel of five first-year students responded with pointed questions. We need to get closer to the marginalized, Stevenson told the audience, as well as change the narrative, be willing to do things that are not comfortable, and stay hopeful. “The opposite of poverty is not wealth,” he said, “but justice.”

From the inside out

Book lovers were captivated by the energy of Thanhha Lai, author of best-selling young-adult books that draw on her family’s experience as immigrants from Vietnam—Inside Out & Back Again, which won the Newbery Medal, and Listen, Slowly, at the annual Book Week event in October. “What I’m interested in is what people won’t tell me [even] if I followed them around for five years,” she said. One student reflected, “She highlighted that life is so much more than surface level, and that a person’s real character goes much further than simply where they’ve been or what they’ve done.” Book Week has been celebrating the best of children’s literature by bringing great authors to the U since the 1940s.
Discovering child life

A new master’s program features a track focused on child development during medical care

In health care-related environments, children and youth may face stressful or traumatic situations that can negatively impact not only their physical and emotional health but also their development. That's where certified child life specialists (CCLS) step in. As trained professionals, they promote optimum development and coping through medical preparation and education, play, and therapeutic activities. They advocate for patient- and family-centered care and work in partnership with all members of a patient’s medical team.

Sarah Wiebler, MS, CCLS, child life coordinator in the Institute of Child Development (ICD), answered questions about the child life profession and a new master’s program in ICD.

What inspired you to enter the child life field?
As an undergraduate child psychology student in ICD, I developed a passion for working with children as well as a strong interest in the research of how hospitalization can impact a child’s development. I’m grateful to one of my professors, who encouraged me to meet with a child life specialist and pursue a master’s degree in the field. After working as a CCLS for more than 8 years at the University of Minnesota Masonic Children’s Hospital, I’m happy to be back where my journey began.

What are trends you see in the child life field?
While pediatric hospitals and clinics still employ most certified child life specialists, we’re seeing more specialists working in settings like pediatric home care and hospice, bereavement programs, camps, nonprofit community support groups, dental settings, and with children of adult patients.

What type of preparation is needed to become a CCLS?
Starting in 2022, the Association of Child Life Professionals, which establishes and maintains professional standards for the field, will require newly credentialed certified child life specialists to have a master’s degree in child life. Last year, ICD launched a master’s in applied child and adolescent development, which offers three tracks: child life, infant and early childhood mental health, and individualized studies. The child life track will prepare students to pursue the child life certification.

What sets ICD’s master’s program apart from other child life graduate programs?
ICD has a long been a leader in the field of developmental science and research. Developmental science helps us understand how best to communicate with and support children of all ages through traumatic or stressful experiences, such as illness, injury, hospitalization, or grief. Our students will graduate with a deep knowledge of how to best serve children and their families during life’s most challenging moments.

—Cassandra Francisco

Learn more about ICD’s MA in applied child and adolescent development at z.umn.edu/ICDMA.
Learn more about child life and the Association of Child Life Professionals at childlife.org.
Healthy moms
Exploring the power of exercise to prevent postpartum depression

IT’S NOT UNCOMMON for new mothers to experience worry, fatigue, and sadness for a few weeks after giving birth, what’s often called the baby blues. But up to 15 percent of new moms will develop postpartum depression, a mood disorder characterized by more extreme feelings of anxiety and unhappiness. Left untreated, postpartum depression can prove unhealthy or even dangerous for a mother as well as her new baby.

“After a baby is born, there are so many stressors in a woman’s life,” says Beth Lewis, professor and director of the School of Kinesiology. “And if the mom isn’t taking care of herself, then she can’t take care of her baby.”

Lewis studies motivational interventions for physical activity and the relationship between exercise and mental health, much of it carried out through the school’s Exercise and Mental Health Lab. Her research examines how non-face-to-face behavioral interventions can promote physical activity among sedentary adults and make physical activity a part of everyday life.

Some of Lewis’s leading research has focused on the role of exercise in preventing postpartum depression. So far, she has led three large intervention trials focused on it.

In 2012, Lewis received a $1.46 million grant from the National Institute of Mental Health for a study that ended in 2017. She and her team recruited postpartum women with a history of depression and randomly placed them in three groups. One group got a six-month phone-based exercise intervention program, another received phone-based intervention focused on wellness but not exercise, and a third continued their usual lifestyle and care with no intervention.

Preliminary results at six months indicated that women in the wellness intervention program reported lower depressive symptoms than participants in the usual care group. And women in the exercise intervention program reported lower stress levels than either of the other two groups.
In 2014, Lewis published results from a different study that placed participating women into two groups, both exercising about 125 minutes a week. An estimated 30 to 40 percent would have been expected to develop postpartum depression without any intervention given all participants either had a family or personal history of depression. But after the six-month program, in both groups, they found that only 8 percent of the women experienced postpartum depression.

“Exercise is one of the best things a person can do in terms of prevention for medical and mental health issues,” Lewis says. “We know that exercise is helpful for depression in general. Research has shown that it’s just as effective as antidepressant medications—if you can get people to exercise.”

As Lewis wrapped up the 2012 study last summer, she started recruiting participants for new research on postpartum depression prevention that will begin during pregnancy and continue through the postpartum phase.

She’s actively seeking more low-income participants and offering bilingual intervention services.

In a society that focuses much of its resources on treatment, Lewis says promoting preventative measures is essential.

“We know that depression and stress are associated with huge health care costs and loss of work time,” she says. “If we can prevent these mental health issues in the postpartum phase, we can make an impact on how health care is delivered.”

Lewis is encouraged when she hears from new moms impacted by her research.

“It’s exciting when we get feedback from women who say, “This was so helpful for me,” says Lewis.

—Ellen Fee

Women interested in participating in current or future postpartum research can contact mompro@umn.edu.

Learn more about Beth Lewis and link to a video interview with her at connect.cehd.umn.edu/healthy-moms.

REFERENCES


Path to Reading Excellence in School Sites (PRESS) workshops
January 19: Classwide interventions
February 9: Tier 2 interventions and introduction to progress monitoring
March 9: Making decisions with progress monitoring data
The PRESS framework structures literacy achievement in elementary grades within a response-to-intervention (RTI) or multi-tiered systems of supports (MTSS) context. Workshops are designed for elementary school teachers and interventionists. CEUs are available.
Info: PRESScommunity.org/events

College Readiness and Achievement Gaps (CRAG) Talks
February 8, April 12
The College Readiness Consortium hosts one-hour sessions on recent or ongoing research related to college readiness and achievement gaps. Each includes a series of short presentations and ends with a discussion about application of ideas and connections with other work. Faculty, staff, and community members are invited. Free.
Info: email Sweitzer@umn.edu

Minnesota Evaluation Studies Institute (MESI) Spring Training 2018
March 19–22
The annual MESI training institute is a weeklong experience that brings together faculty and staff, University colleagues, and local and national professionals to create interdisciplinary evaluation training. Spring training is designed for students and professionals seeking to improve knowledge, skills, and competencies around evaluation. Participants gain:
- deeper understandings of evaluation and evaluation theory
- opportunities to reflect about past and present evaluation challenges
- a deeper understanding of the cultural dynamics in evaluation
- the chance to share and network with a community of colleagues
Discounts for students and groups from single organizations. CEUs available.
Info: https://www.facebook.com/socialjusticeSEP

Women Coaches Symposium
April 20
This full-day symposium offers high-quality professional development, networking, and space to build community among women coaches. Women coaches of all sports and levels are welcome. Sponsored by the Tucker Center for Research on Girls & Women in sport. CEUs available.
Info: www.cehd.umn.edu/tuckercenter/events/symposium

Early education and development online courses
Various dates
The Center for Early Education and Development (CEED) offers online courses for professionals seeking to hone their skills in key areas of early education and development. New this year is the Online Credential in Supporting Social and Emotional Development. All practitioners working with early childhood populations and families are invited to participate. CEUs available.
Info: ceed.umn.edu/online-courses

Take a class in CEHD
If you’re not currently enrolled in an academic program at the U, learn more at onestop.umn.edu/academics/take-class-non-degreeguest-student.

Social Justice Through Sport and Exercise Psychology 2018 Symposium
April 6–7
This symposium brings together sport and exercise psychology researchers and practitioners whose work focuses on social justice, marginalized communities, participants lacking scholarly attention, and other work that falls outside the field’s mainstream. Designed for anyone passionate about social justice and sport and exercise psychology. CEUs available.
Info: https://www.facebook.com/socialjusticeSEP

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Info: ceed.umn.edu/online-courses
THE first-generation FORCE

Reframing student stories as strengths

STORY BY ELLEN FEE
SONIA PAREDES GREW UP in north Minneapolis. Her parents always expected her to pursue higher education.

Troy Wildenberg of Wisconsin says the U of M campus felt right for him from his very first visit.

Maryan Garane hopes to use her college experience to create positive change and foster more resources for diverse communities in workplaces, schools, and government.

Paredes, Wildenberg, and Garane all came to the College of Education and Human Development (CEHD) as first-generation college students. They and their siblings will be first in their families to earn a four-year degree.

On the University’s Twin Cities campus, CEHD is the college with the highest percentage of first-year, first-generation students—a total of 187 welcomed this fall. Of all CEHD undergraduates enrolled fall semester, 40.5 percent were first-generation to college, and 25 percent were both first-generation and low-income.

“If you look back historically, you can see that the University of Minnesota and many other land-grant institutions had a high population of first-generation students,” says associate professor Rashné Jehangir, PhD ’04, whose teaching and research focus on these students. “There’s a great history.”

"I've always been a people person," says Sonia Paredes, BS ’16. When she arrived at the U, Paredes hoped to find the right college community, but it wasn’t easy. “I definitely felt kind of isolated at the beginning until I found my space.”

Groups like the University YMCA and her fellow first-generation classmates helped bridge some of those gaps.

“I surrounded myself with people I could identify with,” says Paredes. “I learned that it was healthy for me to connect with people who went through the same challenges.”

She chose family social science for her major because the program was in-depth but broad enough to give her a wide field of job opportunities. Paredes spent a year after graduation as youth development coordinator for the U YMCA. Now she works as an employment specialist for East Side Neighborhood Services in Minneapolis. She says her own journey definitely influenced the career path she chose.

“I enjoy helping people find resources and things that work best for them and help them in their development,” she says. “I want to continue to provide one-on-one services to families and individuals in the community.”
As the nation’s demographics have changed over time, so have the students. In CEHD this fall, 73 percent of incoming first-generation students are students of color.

“They represent a really rich diversity,” says Jehangir.

A strength, not a deficit
Too often, the story of first-generation students focuses on their needs rather than the talents and strengths they bring.

“Many first-generation students have already negotiated multiple worlds, worked more than one job, speak more than one language—literally and figuratively—and are civically engaged,” Jehangir says. In reality, the barriers that first-generation students overcome in order to pursue higher education mean they arrive at college with a complex skillset.

“First-generation students have a tremendous amount of capital,” says Jehangir. “They’ve figured out how to prioritize complex life roles in complex life systems while also going to school and getting into college. In many ways, they have the kind of preparation that we hope all young adults would have. But too often, those issues are framed as a deficit instead of a strength.”

Jehangir began her own University career as a staff member working with first-generation students in TRIO, a federally funded program that supports traditionally underserved students pursuing college degrees at sites around the country. Working with TRIO changed her life. She credits her students’ resilience and the strengths and skills they brought to college with motivating her work today.

In 2014, Jehangir partnered with the TRIO Student Support Services program to create a photo narrative project that was part of a course designed and taught by TRIO advisers. The course afforded students the space and language to talk about their identities as first-generation students, and they used photographs and texts to present stories of their own lived experiences. The photos and reflective narratives became part of a campus exhibit, Talking Pictures, that put students in front of and behind the lens of the camera.

“The photos challenge and provide a counter-narrative of who first-generation students are,” says Jehangir. These images and accompanying texts are part of a research study that challenges the deficit-based narrative of first-generation students.

Director of CEHD Career Services Jeannie Stumne, herself a former first-generation college student, knows that first-generation students bring a variety of strengths and struggles with them to school.

“They all come with unique lived experiences and stories that add to our college,” says Stumne, “and they are eventually going to add to the workforce, too.”

Learning from TRIO
As a professor and researcher, Jehangir continues to collaborate with the TRIO program at the University, which resides in CEHD.

“We’re lucky enough to house one of the top TRIO programs in the nation,” Jehangir says. “It has done tremendous good by partnering with faculty and creating academic spaces where students can thrive.”

At the U, TRIO has three essential programs. TRIO Student Support Services provides academic, financial, and personal counseling and support to 150 low-income, first-generation, and special-needs freshman across the Twin Cities campus each year. Upward Bound, a college prep program for underrepresented high school students, offers academic skill development and other support for college-bound students who go on to enroll in many colleges in the region. The TRIO McNair Program, named after the late African American astronaut Ronald McNair, readies first-generation college students for graduate school through paid research internships, mentoring, and test preparation.

“We’re at this unique space within the University and the college,” says Anthony Albecker, ’07, director of the McNair Scholars program at the U. The McNair program collaborates regularly with
CEHD Student Services as well as faculty in the college in order to best serve their scholars. “CEHD is a key partner and provides significant support.”

That partnership has made CEHD a leader in working effectively with first-generation students beyond the TRIO program. The college created a highly effective First Year Experience program that integrates and builds on the strengths of first-generation students. CEHD has one of the highest retention rates of first-year students—nearly 95 percent—and more than half its first-generation students graduate in four years.

In this information, Jehangir saw an opportunity. She is working to create a one-day symposium showcasing research and practice around first-generation college students and how to best support and learn from them.

The symposium, which she calls the First Generation Institute, is designed to increase awareness of the first-generation college experience, assess current support systems and identify gaps, establish faculty–student connections, and identify strategies for collaboration in support of first-generation college students across the University campus.

“My hope is for a place where partnerships can be made meaningfully solidified,” Jehangir says. “They can bubble up into ideas of support for first-generation students that are not just driven by one or two people but by many people in the college who do this work and care about it a lot.”

The issues of the first-generation student experience align closely with CEHD’s values. An event such as the First Generation Institute is not only timely but relevant to the college’s mission.

“We are poised to demonstrate our leadership in this arena, with students
“Being a TRIO student has meant a lot to me,” says senior Troy Wildenberg. Like many in the program, he came to CEHD as a first-year student who had not yet declared a major. TRIO’s connection to the college helped him decide to stay. He took advantage of CEHD’s integrated degree program, choosing to study a combination of youth studies, leadership, and social justice.

Wildenberg later became an orientation leader for incoming freshman and now administratively supports the college’s First Year Experience program. As a part of a CEHD course focused on social change, he spent winter break in South Africa learning how that nation ended apartheid.

Intersections of experience and identity influenced his decision to study youth work and social justice, he says.

“Being first-gen, my experience in South Africa, and my experience in the queer community really drove me in that direction,” he says.

Like many first-generation college students, Wildenberg has struggled with impostor syndrome—the feeling of being a fraud or not deserving of one’s accomplishments. His college community helps him remember that he belongs here, and in his career he wants to give others that type of support.

“I’ve always had powerful mentors in my life who remind me that my experience is valid,” says Wildenberg. “I would love to be able to be that same person to someone else.”

Motivated to give back

The McNair program’s Albecker was a first-generation college student who benefitted from the presence of a TRIO program.

“I remember my own clumsy journey,” he says. “I was lucky that I had a really good director of my TRIO student services that provided significant support and advocacy that I would not otherwise have had.”

Just as Albecker is motivated to give back to a community that helped him, he says the first-generation college students he sees are focused on making positive impacts with their own careers—usually not by making a lot of money but by seeking helping careers geared toward empowering individuals and communities to better their lives and overcome challenges.

For Garane, Paredes, and Wildenberg, that observation rings true. They agree that their experiences as first-generation college students influenced their college and career choices.

“It’s important to me to continue to serve the people that may be going through the same challenges I went through,” says Paredes.

Though their journeys were different, all three found their places in CEHD and in their larger communities.

“I want all students to know that there’s always going to be bumps in the road,” says Garane. “I really love this college because it helped me a lot.”

Read more at connect.cehd.umn.edu/the-first-generation-force.
Helping families, protecting children

Collaborating to stabilize and strengthen Minnesota’s child protection workforce
MINNESOTA’S CHILD WELFARE WORKFORCE was stressed. It was 2014, and families and communities continued to face lasting effects of the recession. The opioid crisis was escalating but still poorly understood.

Then in September, the state’s largest newspaper broke the story of a four-year-old’s death the previous year in a small town in western Minnesota, despite repeated reports to child protection. Photos of Eric Dean, bruised but smiling, got Minnesota’s attention. The governor formed the Task Force on Child Protection. Reports of child maltreatment began to rise rapidly around the state.

Hennepin County, Minnesota’s largest with 1.2 million residents, stretches from the urban skyline of Minneapolis to the farm land of St. Bonifacius. In one year, the county experienced a 37 percent child welfare staff turnover.

“It was crazy, caseloads were exorbitant,” says Janine Moore, MSW ’01, who oversees efforts toward a critical reduction of racial disparities and disproportionality in the county’s child welfare. At the time she was area director for children and family services in Hennepin County Health and Human Services.

The county ordered an internal audit of the screening and investigation process for child protection cases.

“We were trying to get a handle on the increase in cases and staff turnover and assess the opportunities for change,” says Moore. “We knew we had to do things differently.”

Seventy-five miles to the north, Kanabec County is home to 16,200. The county seat is Mora, surrounded by farms, woodlands, and wetlands. With only a handful of child welfare positions, it was regularly losing staff to counties with stronger tax bases. The children’s services career supervisor, nearing retirement, was concerned about leadership transition.

“She was a real advocate for me in continuing my education and pushing me to challenge myself in my child welfare career,” says Kristen Struss, MSW ’14, then commuting to complete classes at the U while working full time and raising her own kids.

In both Hennepin and Kanabec counties, about a quarter of the population is under 18. As the number of children involved with child protection services climbed, caseloads for child protection workers were increasing dramatically. And as a wave of professionals reached retirement age, more and more of them were opting to take it.

Staff at the University’s Center for Advanced Studies in Child Welfare (CASCW) knew from their network of students, alumni, and field supervisors that Minnesota families, children, and the workforce that provides services to them were in trouble. CASCW staff along with dedicated community partners and collaborators sounded the alarm and worked hard to address workforce needs, but the caseloads and turnover only went up.

A RELIABLE RESOURCE

Representative Ron Kresha didn’t expect to become an expert on child protection. In 2014 the Republican from Little Falls
The Center for Advanced Studies in Child Welfare

Private agencies have been serving children and families for a century, but the child welfare system as we know it today was established as a public agency mandate in the 1970s with the Child Abuse Prevention and Treatment Act (CAPTA). The Indian Child Welfare Act (ICWA) followed in 1978. Throughout this history, reform efforts of various kinds—philosophical, legislative mandates, public vs. private responsibility, and practice techniques and models—have continued to evolve. A major theme has been balancing child safety with keeping families intact.

Esther Wattenberg recognized a need for child protection reform early in her career, which began in the 1950s. She came to the University with her husband, a prominent cancer researcher, and soon joined the U faculty herself. Since her appointment in the School of Social Work (SSW) in 1972, she has valued the use of research to make change and provided opportunities for policy makers, practitioners, and scholars to work together. She also became a prolific and persuasive writer of opinion pieces and practice notes.

In 1992, Wattenberg and Jean Quam, then director of the School of Social Work, founded the Center for Advanced Studies in Child Welfare in a joint effort with the Minnesota Department of Health and Human Services and funding from the Bush Foundation. CASCW became the home of federal Title IV-E funding for Child Welfare Scholars, providing specialized training related to child protection, foster care, and permanency that the school didn’t then have.

"Originally, Esther and I saw it as a way to support students and attract students of color into the field of child welfare," says Quam. "Over time we started to see that the center could be a great resource to the community and to educational programs all around the state, too."

Janine Moore was one of the scholars drawn to CASCW. As a young county employee who discovered her gift for working with families in need, she was encouraged by her supervisors, mentors, and colleagues to go back to school to finish her degree. But the MSW was another hurdle.

"The Title IV-E program left me no excuses," says Moore with a smile. "I was personally supported by CASCW, including Esther Wattenberg. Years later when I received the school’s Alumni of the Year award, Esther was in the audience. She is one of the most insightful, intelligent, and dedicated child welfare champions I have ever had the pleasure of knowing."

Wattenberg served as director of CASCW until 2001. Today, with Traci LaLiberte, PhD, at the helm, it continues her mission of improving the well-being of children and families through education, bridging research and policy, and connecting more highly trained child welfare social workers statewide, including rural counties and the White Earth band of Ojibwe.

"In a rural area, it’s easy to feel disconnected," says Kristen Struss of Mora, another former Title IV-E scholar. But CASCW keeps Minnesota’s workforce connected. "I’m so thankful for that."

CASCW is uniquely positioned to impact both the broadly defined child welfare workforce while also working to improve outcomes for children and families through policy, research, and practice collaborations.

"It’s a tremendous responsibility," says LaLiberte, "but also an incredible honor to do this work."
was a member of the House early education committee in the Minnesota legislature. But when Governor Mark Dayton formed the child protection task force, Kresha was one of 26 state leaders who became involved and eventually issued 93 recommendations for child protection system reform. Later Kresha was named as co-chair of the ongoing Legislative Task Force on the Protection of Children, a legislative oversight body formed at the conclusion of the Governor’s task force. That’s when he met Traci LaLiberte.

LaLiberte is the director of CASCW in the School of Social Work. Affectionately pronounced “cashew,” the center has been a resource on child protection for 25 years. LaLiberte provided information and resources to Kresha and the taskforce about the training and education of Minnesota’s child protection workforce. She also scheduled a meeting and sat down in Kresha’s office.

“She started to go through the data with me,” Kresha remembers. “She broke it down so I could see, ‘Here’s what the data is telling me. Here’s what’s verifiable.’”

Reform efforts are often triggered by tragedy, but research shows that efforts rolled out without comprehensive analysis of contributors to a problem or effectiveness of proposed interventions not only fail but often make things worse. Kresha was committed to a thorough, data-driven analysis of problems, possible solutions, and outcomes to strive for.

Through the months ahead, Kresha came to know the energetic, professional LaLiberte and members of her staff, turning to them for reliable data and information.

**UNDERSTANDING THE WORKFORCE**

Workforce stabilization emerged as a theme of several recommendations in the 2015 task force report. But more in-depth information was needed.

Even with reasonable caseloads, child protection workers endure high stress on the job, often daily. For the most seasoned professional—calm during a visit to a hospital, school, or home—it’s not unusual to shed tears in the car or back in the office. Supportive work environments are critical.

Many child protection workers came to their work, or stayed in the field once they found it, out of a deep compassion for families and children and a drive to improve lives. They know not only stress but the relief of getting a child to safety and the joy of seeing small and big changes that lead to healthier, happier families. Simply adding more layers of regulations can demoralize and even drive out the best workers.
To learn more, CASCW joined forces with the Minnesota Department of Human Services and county social service administrators to develop and conduct a child welfare workforce stabilization survey.

In February 2016, the survey was sent to 1,948 professionals like Janine Moore and Kristen Struss working as front-line staff or supervisors in child welfare—which includes child protection services, children’s mental health, foster care, adoption and permanency, and prevention and early intervention services.

Completed responses from 734 professionals working specifically in child protection showed that Minnesota’s public and tribal child protection workforce was stressed in ways that had created significant instability over the previous year—and at least a quarter of the workforce could be expected to turn over in the year ahead. Respondents said that higher salaries, lower caseloads, and fewer administrative requirements would help retain them.

The survey sponsors asked leaders to focus their efforts on providing more support for dealing with secondary traumatic stress, improving quality of supervision, fostering peer support, keeping the workforce informed of reform efforts coming up, and improving public perception of child protection work in Minnesota.

**CHANGES**

In Hennepin County, a transformation of children and youth services, specifically within child protection services, is well underway. Annual turnover has been reduced to approximately 10 percent with an ultimate goal of less than 7 percent.

Hennepin County partnered with CASCW to create an embedded field unit where MSW students from the U specializing in child welfare complete their field internship and literally navigate the gigantic system. Through a unique child protection training program called Title IV-E (see the sidebar on page 19), these MSW students work with an onsite educator—a field coordinator—to gain direct, supervised experience working with vulnerable children and families. Many Title IV-E graduates go on to become Hennepin County employees, benefiting the county with their existing knowledge and skills.

To increase support to its child protection employees, the county offers new hires supervision toward social work licensure, increased pay, and flexible work environments. The staff is equipped for greater mobility, so it can meet with families closer to home instead of making them head downtown or to a government center. And staff members are
working more with neighborhood partners to identify at-risk homes earlier and offer a community-based response.

“Our goal is to move our first contact with a family off the porch and back to the sidewalk, well before the family finds themselves in crisis,” says Moore. “This will allow us, and community agencies as our partners, to provide preventative supports and services to families.”

Other counties also continue to make changes as child protection reform efforts roll out across the state. In Kanabec County, survey data related to salaries convinced the county to bring its pay for child protection workers into line with peers. The workforce stabilized. Struss, now children’s services supervisor, heads a team of eight, with front-line staff who rotate days on intake duty.

“We are one person to one family, full service,” says Struss, meaning intake, assessment, investigation, and case management.

COMING TOGETHER
In fall 2017, the legislative task force entered its fourth year. Kresha is proud of the bipartisanship that he believes has allowed the state to make progress.

“This is a societal problem, not something we can tuck away in corners and ignore,” he says. “If we accept the fact that we’re short on workers, we can’t have a high percentage of our kids going through trauma—it’s going to hurt us down the road.”

That’s why Struss and her staff in Kanabec County get out into the community to provide education—for example, about foster care—and to maintain good relationships with the schools, hospital, faith communities, and law enforcement.

Collaboration is a value taught to MSW Title IV-E students, who learn to collaborate across disciplines as well as to partner within communities to support families and ensure the safety of children.

“Let’s stop putting blame and come together as a community,” she says. Good community relationships are an outgrowth of what child protection workers do with individuals and families, case by case.

“You’re working through some hard things at the beginning, but by the end, you see some trust in this person,” says Struss. “We’ve got to celebrate those victories. They may seem small—like walking into a treatment facility—but they are victories.”

WHAT COMES BEFORE READING?

In year six, CEHD’s first tech start-up continues to grow

by SARAH JERGENSON

20 CONNECT WINTER 2018
IN THE EARLY 1990S, Scott McConnell was a young faculty member working alongside professor Stan Deno in the Department of Educational Psychology. Deno was the inventor of curriculum-based measurement (CBM), a tool already transforming special education for school-age children, and McConnell and his colleague, the late Mary McEvoy, were looking for ways to improve early childhood education.

Deno and his students had graphs of elementary students’ early academic performance. The graphs served as indicators for children’s preparation for success in reading, writing, and math. Generally, McConnell noted, kindergarteners began with a score of 0 and their scores increased steadily over time.

“I asked Stan, ‘What happens before zero?’” says McConnell. “Really, they can’t do anything?”

“Why don’t you figure it out?” Deno challenged him.

From their conversation that day, the idea for Individual Growth & Development Indicators (IGDIs) was born, later leading to the first technology start-up in the College of Education and Human Development.

RISING TO STAN DENO’S CHALLENGE

By 1998, McConnell and McEvoy were full professors. They and colleagues across the country received a grant from the Office of Special Education and Rehabilitation Services (OSERS) to fund the Early Childhood Research Institute on Measuring Growth and Development. Their goal was to develop measures of progress for infants, toddlers, preschoolers, and early elementary kids—measures they later named IGDIs.

It was a time when the National Literacy Panel had started identifying domains of early literacy development, McConnell explains.

“So we narrowed our focus at the U of M to early language and literacy measures for preschoolers,” he says, “and that’s an emphasis that continues.”

A TECH START-UP FOR THE COLLEGE

Stan Deno believed that general outcome measures—like CBM and IGDIs—should be short and easy to use, meaningful, accessible and inexpensive, connected to long-term outcomes, and able to produce data that teachers can act upon. And they should be widely available.

IGDIs had all those features—except wide availability.

“We initially offered IGDIs online for free, but they just weren’t getting out,” McConnell says. “Kristen Missall, one of our former students, pushed us to consider the idea of making them more accessible through commercialization. We agreed that creating a company might be one way to speed dissemination.”

The company, Early Learning Labs, was established in 2012 as the College of
Education and Human Development's first tech start-up. It offered a combination of web-based management and reporting frameworks for schools, teachers, and early childhood specialists. Early Learning Labs eventually spun off into a private company.

Today, myIGDIs is the licensed commercial arm of the research of the Department of Educational Psychology's McConnell, senior research associate Alisha Wackerle-Hollman, and professor Michael Rodriguez, IGDI Lab's measurement expert, along with IGDI colleagues across the country. Teachers can access IGDIs through the company more easily because of its distribution and customer service capabilities.

“Our role as IGDI Lab researchers is to push the boundary of what's available and what can be done, while the company emphasizes increasing the base of users,” says McConnell. “The company and IGDI Lab share the focus on making tools teachers can use.”

**IGDI EVOLUTION**
Wackerle-Hollman was an assistant director in a childcare center before coming to the University of Minnesota to get her PhD in school psychology. With McConnell as her adviser, she wrote her dissertation on IGDIs and then continued working with him as a coordinator for IGDI Lab.

“I grew up on IGDIs,” says Wackerle-Hollman. “I was nurtured by a lot of researchers—Stan, Scott, and our IGDI colleagues across the country. At the end of my work as coordinator, I started to figure out what my own path would be.”

She now co-directs IGDI Lab with McConnell. Her focus has been on expanding IGDIs to different audiences and new technologies. That work began with Spanish IGDIs, continued with development of the tablet-based application IGDI-APEL, and recently entered into a partnership with St. Paul schools developing IGDIs in Hmong.

“Today, our work leans toward interventions and solutions rather than just assessments,” she explains.

**LOOKING TO THE FUTURE**
Kayne Lussier is an undergraduate student majoring in early childhood education. This summer, as a TRIO McNair Scholar, Lussier worked with McConnell on IGDIs for three-year-olds. When the summer ended, he continued working for IGDI Lab as a data collector.

Lussier thought he would become a teacher, but his experience working with McConnell sparked his interest in research.

“Should I be a teacher or pursue research?” Lussier says. “If a teacher, I know I must be willing to keep trying new methods.”

New methods are the future of CBM and IGDIs, says McConnell, and he sees a productive future for this work.

“As time goes on, I need to step back, get out of the way, and let innovations happen,” he says. “It’s Alisha and her students that will continue the work. I’m confident that Stan Deno’s general outcome measures, logic, and principles will carry on.”

Read more at [connect.cehd.umn.edu/what-comes-before-reading](http://connect.cehd.umn.edu/what-comes-before-reading).

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Scott McConnell, Alisha Wackerle-Hollman, and colleagues at the University of Minnesota developed Individual Growth and Development Indicators, or IGDIs. Intellectual property from this research has been licensed to Early Learning Labs, Inc., for commercial development and sale. McConnell, Wackerle-Hollman, and the University of Minnesota have royalty and equity interest in Early Learning Labs, Inc. This work is reviewed and managed by the University of Minnesota in accordance with its conflict of interest policies.
MEASURING SUCCESS

A U pioneer in educational psychology started a revolution in special education that spread to classrooms everywhere

HOW DO YOU MEASURE a young person’s progress in reading?

That was the problem that occupied the mind of the late Stan Deno, PhD ’65, as a young University researcher. After starting his career teaching high school biology, Deno turned toward special education. He went back to graduate school to study classroom behavior and learning.

Deno became a master of measuring what happens in classrooms. His major focus was on reading and spelling at elementary grade levels. Returning to Minnesota after his first faculty job in Delaware, he invented what came to be known as curriculum-based measurement, or CBM.

CBM is a fast, easy way for teachers to track their students’ progress through one-to-one interactions across time. Rather than infrequent and demanding assessments, CBM provided teachers ways to measure student achievement as often as once a week and adjust teaching to help students progress. It has given teachers a powerful tool to tailor their instruction for individual students.

Designed for special education, CBM’s impact soon went far beyond. It has reached general classrooms and students across the nation and around the world.

With the advent of digital technology, CBM has also formed the basis for a growing number of commercially available systems, including Early Learning Labs, CEHD’s first tech start-up (see the companion story on page 20).

FastBridge Learning, AimsWeb, Easy CBM, DIBELS, and EdCheckup are all based on CBM.

A BRILLIANT IDEA

In 1953, physician Virginia Apgar had a brilliant idea: rate the general health of newborns on a 10-point scale at the moment of birth and again five minutes later. Physicians assigned points based on crying, breathing, oxygen-infused skin color, moving limbs, and heart rate—indicators they could act upon. As the Apgar test was adopted, infant mortality rates plunged around the world.

Stan Deno’s brilliant idea for special education had important parallels to the
Apgar test. He wanted outcome measures to be brief and easy to use, meaningful, accessible and inexpensive, connected to long-term outcomes, and able to produce data that teachers could act upon.

Simple indicators of academic competence would estimate a student’s strength, or skill level, in a specific subject at a point in time. The simplicity would make it easy to measure often so teachers could track their students’ academic growth over weeks, months, or a year.

Reading was the first subject area to address.

“We needed measures,” Deno related later. “I was working with reading expert Donna Goodell about 1974 and I asked her, ‘Donna, how are we going to do this? For core skills, what are the behaviors that people engage in?’ and she said, ‘Word recognition and comprehension.’ I thought, ‘Okay, vital signs data.’”

As indicators of a student’s overall reading competence, Deno demonstrated that the words a student reads aloud correctly from text in a certain amount of time, as short as a minute, were strong correlates of much longer, widely accepted measures of reading achievement.

**RESEARCH TO PRACTICE**

The research underlying the widespread use of progress-monitoring procedures for CBM was carried out in the Institute for Research on Learning Disabilities, a center in the College of Education from 1977 to 1983, where Deno served as research director.

Phyllis Mirkin (1931–82) was Deno’s partner at the institute. Together they authored *Data-Based Program Modification: A Manual* in 1977.

Gary Germann, a young director of special education in east central Minnesota, read the manual. He was struck by Deno and Mirkin’s vision of a delivery model based on the assumption that the disability is never the problem; the problem is the discrepancy between the child’s actual and expected progress.

Germann called Deno in the winter of 1979, which led to years of close friendship and productive collaboration.

As director of the Pine County Special Education Cooperative, Germann invited Deno and Mirkin to provide the intellectual and developmental capital, the time and energy of their graduate students, and supportive science to create a comprehensive intervention- and outcome-based education problem-solving system. As German described it, the cooperative would provide “two school psychologists to manage the implementation effort, an unbelievable group of willing teachers, a supportive group of principals, and the nervous approval of the superintendents.” He provided the leadership.

In 1981, the Pine County Special Education Cooperative conducted its first fall, winter, and spring benchmarking of all students in its districts using CBM. The collaboration refined and validated CBM and developed a nationally recognized data-based special education system. It moved the Pine County districts ahead dramatically in their ability to meet the needs of children with learning disabilities.

Ten years later, Germann initiated the development of the St. Croix River Education District (SCRED). Through the 1990s, it led member districts' efforts to develop a continuous database of all students’ academic performance and an electronic data management system.

A third-grader read for one minute to his teacher, who monitored and showed him his progress with FAST, a system based on CBM research.
This work, along with Doug Marston and colleagues in Minneapolis Public Schools and other districts around the country, provided demonstrations, platforms for research, and a foundation for expansion of CBM to classrooms throughout the country.

Kim Gibbons was a doctoral student at the University of Oregon in 1995, seeking an internship, when her adviser, Mark Shinn, Ph.D. ‘81, connected her with Germann. “I thought I might stay a year, and I stayed 20,” she laughs. Gibbons became the special education director after Germann’s retirement, and later the executive director. She carried on Germann’s legacy and led the charge in helping the SCRED districts implement the response-to-intervention framework that included CBM as a core component.

Gibbons got to work closely with Deno, including teaching classes at the U. He was a powerful influence and mentor. “As CBM was taking hold nationwide, with response to intervention and multi-tiered systems of support, the St. Croix River Education District was way ahead of the curve,” says Gibbons. In fact, SCRED secured legislative funding in 2007 to form a statewide response-to-intervention center.

In 2015, Gibbons joined the University’s Center for Applied Research and Educational Improvement to help scale up evidence-based practices in Minnesota school districts.

**HONORING A GIANT**

Deno mentored nearly 100 doctoral students and junior researchers in his 40 years at the University of Minnesota. His students continued and expanded his commitment to CBM and problem-solving education. Individuals like Mark Shinn, Lynn and Doug Fuchs, Christine Espin, Doug Marston, Gerald Tindal, and a host of others continue that research today.

With alumni all over the world, he continued to share ideas and loved to hear about their work until just days before he died in 2016. Known as down-to-earth and amiable, he marveled at CBM’s global life of its own.

“Was so good to see you for the first time since 1999,” wrote Shabari Karumbaya, ’99, a former student from India working in Singapore in May 2016. “CBM is everywhere.”

For his career of distinction, Deno posthumously was awarded the University’s highest honor to alumni in May 2017. His family accepted the award in a ceremony following a memorial conference attended by alumni from as far away as the Netherlands.


www.upress.umn.edu/book-division/books/a-measure-of-success
A SET OF precious books sits in the office of associate professor J.B. Mayo—red leather-bound social studies textbooks from the early 1950s and a logic textbook dated 1891. The books belonged to Mayo’s great-grandfather, Charles Franklin Simpson, first in an academic lineage of four generations.

Mayo never knew his great-grandfather but became interested in social studies as a kid.

“In my house it was just standard that we would watch the news,” he says of his childhood in Virginia. “Every night at 6:30, it was normal to not talk because of the news.”

Mayo taught in Virginia schools for more than seven years before moving to the University of South Florida to complete a PhD in education. He arrived in Minnesota for postdoctoral work in 2005. As a faculty member in the Department of Curriculum and Instruction today, Mayo’s area is social studies education.

“I prepare teachers,” Mayo says. “I teach them how to teach with an equity mindset.”

Diversity and democracy

Mayo pursues a full line of research. One of the leading topics is how to bring the histories of lesbian, gay, bisexual, and transgender persons and communities into the classroom.

He researches and writes about school genders and sexualities alliances, or GSAs. In schools with GSAs, he has found, there is more acceptance of various sexual orientations and of difference.

“There is still bullying going on—that hasn’t been solved,” he says. “But where there are GSAs, the issues that queer students face are far decreased.”

A new area of research for Mayo centers on “Two Spirit” people among American Indian communities. Nations such as the Navajo have recognized the idea that one person can embody both the masculine and the feminine spirit simultaneously. Mayo teaches that you don’t have to destroy difference.

“It can be appreciated, it can be exalted,” he says. “Folks have been valuing difference for thousands of years.”

Mayo also coordinates the Teacher–Scholars of Color program, which is open to all teacher candidates of color in CEHD’s initial licensure programs and provides resources to attract and retain them.

In 2016, the University recognized Mayo’s dedication to equity in schools with the Josie Johnson Human Rights and Social Justice Award.

College in the family

That brings Mayo back to the books in his office. His great-grandfather—Charles Franklin Simpson, owner of the books—was the son of a slave: “Alfred X,” says Mayo. “We never knew his last name.”

In the 1880s, Simpson studied at Wilberforce University in Ohio, joined the faculty, and later moved to Lawrenceville, Virginia, where he taught at St. Paul College. His field was social studies.

Family members continued the college tradition. One became a professor, and Mayo’s grandmother taught for 41 years, integrating her school system in Powhatan County in 1967.

Mayo opens the old brown textbook owned by his great-grandfather and points to a yellowed slip of paper.

“This is the best part,” he beams. “Here is a tardy slip excusing a student for being late in 1908. It is signed by Professor Simpson.”

—Michael Moore

Read the full story at connect.cehd.umn.edu/an-academic-legacy.
Honored

Melissa Koenig (child development) is the recipient of a 2017 Sara Evans Faculty Woman Scholar/Leader Award. The award is sponsored by the University’s Office of the Executive Vice President and Provost and the Women’s Center. It recognizes women faculty at the University who have achieved significant national and international accomplishments and who contribute as leaders on campus.

Ann Masten (child development) will receive the 2018 Smith Medal from her alma mater, Smith College, for her outstanding achievements in research and public engagement in child development issues around the world. The Smith Medal was established in 1962 to recognize alumnae who exemplify in their lives and work “the true purpose” of a liberal arts education. She will receive the award at a Smith College ceremony on Feb. 21.

Joel Maturi, U of M athletic director from 2002 to 2012 and retired adjunct professor in kinesiology, was honored by the University in naming the sports pavilion the Joel Maturi University Sports Pavilion.

Gary Peter’s (organizational leadership, policy, and development) collection of short fiction, Oranges, was named the winner of the 2016 Many Voices Project Competition in Prose sponsored by New Rivers Press. The national competition promotes the work of new and emerging writers, with one prize given each year in prose and one in poetry.

Cliff Poetz (Institute on Community Integration) received the Leadership in Advocacy Award from the Association of University Centers on Disabilities. This award is presented to an outstanding individual or family member who has exhibited exceptional leadership and self-advocacy skills in the area of developmental disabilities. He received the award at the association’s November conference in Washington, D.C.

Michael Stebleton (organizational leadership, policy, and development) was presented the NCDA Merit Award from the National Career Development Association. The award was presented at the NCDA Global Conference and honors individuals who have made significant contributions to the field of career development, including education and mentoring of career counseling students, exemplary career programs, research in the field, and advocacy.

Marlene Stum (family social science) is the winner of the 2017 Outstanding Engagement Award from the Association of Public and Land-grant Universities Board on Human Sciences, Inc. The award recognizes a campus-based or a state-level faculty member with exceptional creativity and scholarship in the development, application, and evaluation of outreach, extension, and public service programs.

Appointed and elected

Peter Demerath (organizational leadership, policy, and development) was elected president of the Council on Anthropology and Education (CAE). A section of the American Anthropological Association, CAE was founded in 1968 to support scholarship on schooling in social and cultural contexts and human learning both inside and outside of schools.

Zan Gao (kinesiology) was reappointed as a high-end foreign expert on physical activity and health by the People’s Republic of China for summer 2017. During his appointment tenure, Gao was based at Hunan Normal University (Changsha, China).

Michael Rodriguez (educational psychology) was appointed chair of the Department of Defense’s Advisory Committee for Military Personnel Testing. The advisory committee designs, develops, and validates research of the Armed Services Vocational Aptitude Battery and related tests, including noncognitive assessments addressing readiness for military life.

Misty Sato (curriculum and instruction) served on the editorial team for the newly published SAGE Handbook of Research on Teacher Education with editors D. Jean Clandinin at the University of Alberta and Jukka Husu at the University of Turku, Finland. This international overview of the current landscape of teacher education research offers a landmark collection of research as well as insights about how research can influence future practices and policies.
Everybody outside!

Inspiring leader opens the door to parks and recreation

Minnesota is not only the Land of 10,000 Lakes but the birthplace of a very special group of alumni who call themselves “McAvites” after Leo McAvoy, PhD ’76. McAvoy is a world-renowned scholar of outdoor recreation planning and policy and a beloved U professor emeritus of kinesiology.

Like their mentor, McAvites are outdoor enthusiasts who now live and work far and wide. Last July, a number of them outside the state traveled back to Minnesota to celebrate with McAvoy and his family when he received the University’s Outstanding Achievement Award, its highest award to alumni. In fact, they camped in his backyard.

A few weeks later, McAvoy and his wife Katie were at the Superior Hiking Trail campsite they volunteer to maintain.

The field of parks and recreation has changed since McAvoy transitioned from graduate student in recreation, park, and leisure studies to faculty member in 1976. Increased use of technology, growth of urban areas, and concern about children’s safety has increased the need to promote open space and interaction with the environment.

At the same time, you can find outdoor recreation programs in settings beyond city and state parks. School districts incorporate activities like cross-country skiing in their physical education programs. Adventure travel is a growing sector of tourism. Retail stores like REI Co-op sponsor outings. McAvoy’s work played a role in these trends because of his dedication to ensuring all populations have access to, and appreciate, the multitude of benefits wilderness offers.

McAvoy’s focus on inclusive recreation stands out. His groundbreaking research challenged long-held myths about the preferences of individuals with disabilities for outdoor environments and the extent of their ability to participate in adventure activities. He collaborated with community groups like Wilderness Inquiry to develop strategies and set legislation to ensure the outdoors were wholly accessible—not just by paving a single trail.

Another area of McAvoy’s work yielded vital insight and guidance for balancing public land regulation with American Indian culture. While a federal entity like the National Park Service may be charged with managing land adjacent to American Indian reservations, the land often originally belonged to the tribe, and members value it for cultural and recreational purposes. McAvoy partnered with the Leech Lake Band of Ojibwe, among other tribes, to study how they used protected areas close to their reservation and how best to collaborate with external agencies on use policies.

In the classroom, McAvoy’s commitment to intense field training made him a memorable professor. Engaging his students in hands-on learning put a “gleam in his eyes,” according to a frequent co-investigator, Dan Dustin. McAvoy’s students learned technical skills on backpacking trips to Montana and how to build a snow house in the Boundary Waters Canoe Area Wilderness. They went on to become accomplished professionals in a variety of organizations that organize and teach outdoor activities. Many now lead groups to the same spots they visited with McAvoy.

Thanks to McAvoy’s legacy, they continue to make sure that everyone can enjoy Minnesota’s 10,000 lakes—and the outdoors far beyond.

—Ann Dingman
DEAR FELLOW ALUMNI,

At the University of Minnesota, fall is all about new beginnings. A new academic year brings new students, new classes, and a fresh slate of plans for the year ahead. This year your CEHD Alumni Society Board, 23 strong, welcomed nearly 500 first-year students at the annual CEHD Block Party. Student engagement is paramount in creating lifelong community engagement and learning.

We had a great time spending a day with Cookie Cart during our Day of Community Service on October 14. Cookie Cart is a positive learning environment in North Minneapolis where teens gain work, life, and leadership skills through experience and training in a bakery. Our Homecoming Pre-Parade Tailgating Gathering at Burton Hall, followed by the Homecoming Parade, is always a rousing time for both students and alumni. See the photos on the next pages.

Stay tuned as we roll out an exciting lineup of events in 2018 including CEHD Research Day, our alumni networking event with undergraduates, the Rising Alumni Awards, Celebration of Scholars, and more! We are asking you—CEHD Alumni—to play a large role in the coming year’s events because, after all, you are such a large part of what makes CEHD great. We hope that throughout 2017–18, you will connect virtually by sharing your stories and memories either online or via social media.

Thanks for all of your contributions. I look forward to connecting with you at one of our events this year. Feel free to drop me a line at newbrightonmark@msn.com.

FROM THE PRESIDENT

MARK GROVES, AA ’83, BA ’90

Outstanding alum, outstanding service

Jan Ormasa ('74, '90), center, celebrated with the CEHD Alumni Society Board and friends as she received the U’s Alumni Service Award in October—its highest award for alumni volunteerism. Ormasa worked as a special education teacher and administrator for Hopkins Public Schools for over 40 years. Her passion for education and advocacy shines as a member of the National Alliance on Mental Illness (NAMI) and PACER Center boards and the CEHD Women’s Philanthropic Leadership Circle. She is past president of the CEHD Alumni Society Board.
CELEBRATING A CENTURY

The School of Social Work marked its 100th anniversary with a gala at the McNamara Alumni Center October 7. Nearly 400 attended, many traveling from around the country.

PBS talk-show host Tavis Smiley (top left photo below) gave the keynote address and then moderated a stand-out panel discussion about social justice for a better world: (bottom left, left to right) Sage Foundation president Sheldon Danziger, child welfare expert Alan Dettlaff, social justice scholar Michele Fine, and internationally renowned activist Winona LaDuke.

“I enjoyed the gala thoroughly—well organized and very cheerful,” wrote Rosemary Martin ’66 (center right below with Dean Quam). “And the panel was terrific! Very impressive experience and wisdom!”

Sweet Day of Service

CEHD alums were among U of M alumni who teamed up in 30 cities for the fourth annual Day of Service on October 14. Cookie Cart was one of more than a dozen sites in the Twin Cities. It drew lots of enthusiastic CEHD volunteers to a fun place on the Northside of Minneapolis where teens gain work, life, and leadership skills in a bakery.

Share your news

Land a new job? Celebrate a professional milestone? We want to share your news! All our alumni class notes are now published online. Go to www.cehd.umn.edu/alumni/news and select Class Notes. Please send us your news—and photos if you have them.

Link to the form on the above web page.

CEHD Alumni and Friends on Facebook
CEHD Alumni & Student Networking Group on LinkedIn
@UMN_CEHD_Alumni on Twitter
Homecoming cheer!

More than 400 alumni, students, and faculty attended the tailgate gathering on Friday night before the Homecoming parade. CEHD’s largest group ever—and the largest college representation in the parade—marched down University Avenue chanting, “CEHD! This is where you want to be!” It was an electrifying night!
When I accepted the role of chair for CEHD’s Improving Lives campaign, I must admit that leading a $62 million campaign seemed rather daunting. Now, six years into our campaign, we have surpassed our goal, reaching $75 million in gifts to support CEHD students, faculty research, and special initiatives.

In September, the University of Minnesota celebrated the public launch of its largest philanthropic initiative in University history, *Driven: The University of Minnesota Campaign*, with a goal of $4 billion. Planning for this campaign began soon after President Eric Kaler arrived in 2011. The generosity of University alumni and friends has resulted in gifts totaling $2.5 billion to date. At the launch, President Kaler said, “I can’t think of a better investment in the state of Minnesota than the University of Minnesota… We are an unbelievably strong magnifier of private philanthropy for the public good.”

As the *Driven* campaign moves into its public phase, CEHD kicks off Phase II of Improving Lives, with an increased goal of $100 million. An exciting priority for this second phase is a new facility for the top-ranked Institute of Child Development. The building site is in the historic Knoll area on the East Bank of the Minneapolis campus, where the existing building stands now. Chairing the campaign for this transformational project is truly an honor.

In the following pages, you will read about several giving opportunities for Improving Lives. You will also find the donor roster for the past fiscal year. On behalf of the CEHD Campaign Cabinet, thank you to all who give to CEHD and partner with the college to improve lives.

Louellen Essex, PhD ’79
Chair, Improving Lives campaign

6,928 donors
$75,567,557 raised
78% faculty & staff campaign participation

[cehd.umn.edu/improving-lives/](cehd.umn.edu/improving-lives/)
Improving Lives Phase II—Building for the future

Since 2012, the College of Education and Human Development has raised more than $75 million to support faculty, students, research, and outreach, all of which are improving the lives of children, families, organizations, schools, and communities. Now, in conjunction with the University of Minnesota’s Driven campaign, we are launching Phase II to continue building on the transformative work of the college and the continued needs of our community, nation, and world.

A new facility for the Institute of Child Development | $20 million

A consistently top-ranked program, the Institute of Child Development is based in one of the oldest buildings on campus. Its field-shaping work on autism, executive function, language development, children’s mental health, resilience, and more is changing lives. Institute faculty and researchers are at the cusp of new discoveries that could lead to even greater success in finding solutions to some of society’s most pressing problems. Yet our full potential is limited by current facilities, which are outdated and spread among multiple buildings. It is time to bring our expertise together in a modern facility that supports the changing demands of today’s research (conceptual design above). We also seek to expand our laboratory school and increase our ability to get new knowledge into the hands of practitioners, where it can be used to make an immediate difference in the lives of children and families.

Envisioning the future: support for innovation, research and development, and new collaborations | $5 million

Under the leadership of Dean Jean Quam, the college has become increasingly innovative and entrepreneurial. For example, the Educational Technology Innovations group is using technology to re-envision faculty work in ways that reach many more schools, teachers, communities, and parents. Its first successful project launch expanded PRESS, a tiered reading intervention program for teachers.

Providing a foundation for critical research and programs | $4 million

Endowed chairs and professorships provide the critical edge of excellence for our outstanding and creative faculty. These endowments support graduate students, travel to conferences, equipment, and other costs that provide a margin of excellence. Such chairs and professorships also help the college retain our best and most in-demand faculty members. The college seeks support for key faculty areas, such as STEM education, child development, school psychology, and health-based social work—priorities now and into the future.

Leveraging the future for our students | $6 million

Teachers, social workers, early childhood educators, school counselors, and family therapists—CEHD’s students have a passion for helping people and their communities. To help them, we must find ways to reduce the cost of their education and allow them to graduate with a reduced debt load. Raising funds for student scholarships—especially at the graduate level—is a high priority for Improving Lives Phase II.

Paving the way for a more diverse teacher workforce | $3 million

In the 2015–16 school year, a survey by the U.S. Department of Education showed that about 80 percent of teachers nationwide were non-Hispanic white. At the same time, our K–12 student population is much more diverse. Research tells us that students do better in school when their teachers include professionals who look like them and have a shared culture or experience. The college is finding alternative pathways for K–12 licensure, which will recruit more diverse and bilingual students into the teaching workforce. Support in this area will help the college expand current school and district partnerships and develop new pathways.
In September 1943, Minneapolis Central High School graduate Frances Harrison began riding streetcars to classes at the University of Minnesota. Living at home, she embraced the opportunity to soak in knowledge across fields. She particularly liked anthropology and biology and majored in psychology. It came as no surprise to many when Frances progressed straight from undergraduate coursework to obtain a master of social work. Frances always wanted to help people.

Armed with her MSW in 1949 and looking to escape Minnesota winters, she took a social work job in the Portland, Oregon, school district. Her early cases included helping children with polio.

Frances loved to travel. On her first summer break, she took a road trip to Mexico in a convertible with the top down.

The adventure continued in 1955 when she married Richard Edgar, then on active duty in the Navy. Frances soon found herself on the Mediterranean, meeting up with Richard in ports from Gibraltar to Istanbul.

She embarked on a career of service. After working with the Seattle Family Society and Seattle Public Schools, she entered private practice. As a social worker, she focused on helping clients through counseling guided by principles and insights of psychoanalysis. She grew acutely aware of the historical atrocities affecting Native Americans across the country and hoped to address the lasting effects.

In recent years, while donating her personal library of more than 300 books to the University of Washington’s School of Social Work, Frances also reconnect ed with her alma mater. As the Harrison-Edgars explored what kind of philanthropic impact to make in partnership with the College of Education and Human Development, they focused on Native Americans, specifically women pursuing an MSW. The idea of endowing a fellowship fund to support social work education for students far into the future excited Frances.

Last May, Frances passed away at age 91. When Richard shared the news with CEHD, he also declared his desire to fund the fellowship steeped in her passion for underserved peoples and recognition of need in those communities.

The Frances Harrison-Edgar and Richard Edgar Endowed Fellowship will be a legacy of Frances’s work, care, and concern for others. Through its recipients, the fund will serve communities across Minnesota, the Upper Midwest, and the nation, as many Native American social work graduates return to their home communities. In a unique and powerful way, this gift is designed to create a cyclical impact, changing many lives along the way.

The first Harrison-Edgar Fellow will be named in 2018. “Frances was a spirited, independent soul who cared deeply for others, gave generously of her time and resources, treated her clients with great respect, and brought comfort and happiness to those she loved, while having some fun doing it!” says Richard.
Fostering financial education

Marvin E. Bauer—Marv to his many friends—is a professor emeritus in the University’s College of Food, Agricultural & Natural Resource Sciences (CFANS). A pioneer and field shaper in the science of remote sensing, he spent four decades investigating, developing, and refining its applications to help analyze land use and monitor lake quality.

Bauer’s illustrious career was matched by that of his late wife, Jean Bauer, a professor in CEHD’s Department of Family Social Science. Her scholarly legacy in extension and research focused on how family economics are affected by policy. With an academic foundation in home economics education, including a PhD from the University of Illinois, her commitment to financial education for high school students and families was lifelong.

In the past few years, Marv has made generous philanthropic gifts aimed to insure that CEHD and University of Minnesota Extension will be able to carry Jean’s legacy far into the future. Funds support faculty and graduate student research and outreach in family economics. His most recent gift of $50,000 to establish the Jean W. Bauer Fund for Financial Education will support early financial training for high school students. Currently, the fund is supporting associate professor Joyce Serrido’s partnership program with public schools.

“Because early financial education is the foundation for later financial literacy, there is an urgent need to reach out—and to teach—our youth how to make good financial choices now—before they find themselves struggling financially,” says Serrido.

Marv agrees.

“The need for financial education is greater now than in the past, when financial education was part of high school curricula,” he says. “Jean would have loved this fund, for it addresses a pressing need in an area to which she was passionately committed. I’m excited to partner with CEHD to make this critical outreach effort as impactful as possible.”

Welcoming our new chief development officer

Susan Oswald Holter, ’87, senior development officer with CEHD, has been named chief development officer for the college, where she will provide leadership for Phase II of the college’s Improving Lives campaign.

“Susan has served our college very well for years,” said Dean Quam. “We have a shared vision for CEHD and agree on our priorities for the college.”

Holter has worked with individuals, corporations, and foundations in the Twin Cities and been part of four campaigns in the community, with Minnesota Public Radio, the Science Museum of Minnesota, and Campaign Minnesota and Driven at the U. In CEHD, she helped to lead a successful faculty and staff campaign as part of Improving Lives, Phase I, and is working to develop plans for a new building for the Institute of Child Development. She succeeds Lynn Slifer, who accepted a new role at the University of Minnesota Foundation.

“CEHD is more than a place I work every day—it is my family, my passion, my focus,” says Holter, who received her B.S. in elementary education from the college. “Everything that is important to me throughout my life and career converge right here, right now—creativity, diversity, leadership, the value of education, and a belief in the power of philanthropy.”
Roster of Donors 2016–2017

The names listed in this roster are donors to the College of Education and Human Development and qualified for membership in the Presidents Club either before or during the fiscal year ended June 30, 2017. Also listed are donors to the Women’s Philanthropic Leadership Circle. A complete donor list is available at cehd.umn.edu/giving.

The first section represents life-to-date giving to the college.

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We have made every effort to accurately reflect contributions to the college. If you find an error, please contact the Office of External Relations at 612-625-1310.

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Marilyn Horowitz

Recent gifts and commitments

SUSAN DUNCAN has made a gift of $200,232 to be added to the Jacqueline R. Mithun Fellowship in Curriculum & Instruction, established in memory of her mother.

AN ANONYMOUS DONOR has given $150,000 to support the Global Discovery Scholarship Fund, the Global Engagement Scholarship Fund, and the Global Graduate Grant.

RICHARD B. EDGAR has made a gift of $100,000 in memory of his late wife, Frances Harrison-Edgar, to establish the Frances Harrison-Edgar and Richard Edgar Endowed Fellowship.

MARVIN E. BAUER has made a gift of $50,000 to establish the Jean W. Bauer Fund for Financial Education in the Department of Family Social Science and a gift of $16,000 to be added to the Jean W. Bauer Faculty Fund in Family Economics and Policy.

ROBERT D. POTTS has made a gift of $50,000 to be added equally to the Judy King Potts Fellowship for Literacy Education and the Judy King Potts Endowment for Teaching Leadership in Literacy.

RACHEL AND MITCHELL TROCKMAN have made a gift of $50,000 to establish the Mitchell D. Trockman Fund for School Leadership.

JOANNE M. FARLEY has made a gift of $25,000 to establish an endowed fellowship in her name to support students in the teacher preparation program.

MARTHA E. ANDRESEN WILDER has made a gift of $25,000 to establish an endowed fellowship in her name to support students in the teacher preparation program.

MARY E. WILKOSZ has made a gift of $25,000 to establish the Dr. Joan R. Wilkosz Fellowship for Public School Leadership in memory of her late mother.

JUDITH AND EDWARD BERGAUER have made a gift of $10,000 to be added to their named fellowship in the Department of Organizational Leadership, Policy, and Development.

MARCIA M. HAUG has made a gift of $10,000 to the CEHD Centennial Scholarship Fund.

Heritage Society
Recognizes individuals who make a future gift of any size to the college.
Roger M. Adams
Donald F. Alm
Anonymous donor
Manouch and Lila M. “Peggy” Azad
Thomas D. Bacig and Barbara Perushek
Norma J. and Roy C. Baker
Marvin E. and Jean W.* Bauer

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Recognizes donors who joined the Presidents Club with gifts and pledges totaling at least $10,000, the minimum level, before July 1, 1998.
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+ WPLC lifetime member
GREG SIMONSON works with kids who have trouble in the classroom during primary instruction times—at risk for exclusion from general education. During math or reading, some of the students in his current group were spending up to 90 percent of their time off task.

Simonson provided these students systematic access to choices. With structured, timed interventions, about 10 minutes each, he’s seeing percentage of time on task increase dramatically.

“A lot of kids got to 100 percent,” he says. “It’s really a proof of concept. This is a person-centered approach to behavior interventions. My work is about giving kids more access to choice.”

Simonson is a doctoral candidate in the school psychology program conducting an internship at Fraser, a service provider for people with disabilities around Minnesota. Before graduate school he worked for three years with students with autism in public schools. He’s had a long interest in behavioral interventions.

Most school psychology students conduct school-based intervention studies to bolster student learning and well-being, but those projects can be expensive to administer. A fellowship from the Kim M. and David B. Cooke Fund for School Psychology made the difference for Simonson. It provided funds to buy the reinforcers for his students to choose, from games to stickers to snacks, as well as incidental costs that add up, like paper.

It was aspiring professionals like Simonson who inspired Kim Cooke, ’78, to establish the fund. Cooke was a distance swimmer for the Gopher women under coach Jean Freeman and calls the U home. In her career as a school psychologist in Osseo school district 279, Cooke was buoyed by the enthusiasm of school psychology interns and practicum students she had the opportunity to work with. But too often they said they wished they’d had the time or money to do something to make a bigger impact.

This spring she got to meet the first five Cooke Fellowship recipients.

“To meet that group was a thrill beyond words,” says Cooke. “It’s a blessing to me.”

“The Cooke Fellowship allowed me to work on my dissertation more naturally, with a lot less stress.”

—Greg Simonson, doctoral candidate, school psychology
Support student scholarships at cehd.umn.edu/giving
Contact us at 612-625-1310
There are many ways CEHD alumni and friends can stay connected to the college. We hope you’ll join us at some of the events listed here or connect with us online. Visit cehd.umn.edu/alumni/events or call 612-625-1310.

Minne-College 2018
Saturday, January 20
Hilton Naples, Naples, Florida
With Regents Professor Ann Masten, child development

Saturday, February 10
Marriott at McDowell Mountains, Scottsdale, Arizona
With CEHD faculty Lori Helman, curriculum and instruction, and Daheia Barr-Anderson, kinesiology
Info and registration for both: umnalumni.org

CEHD Alumni & Undergraduate Networking Social
Thursday, March 22, 5:30–7:30 p.m.
McNamara Alumni Center
Looking to give back? Alumni help sharpen students’ networking skills and career goals. Complimentary food and refreshments. RSVP: z.umn.edu/UGnetworking

CEHD Research Day
Tuesday, March 27, 11 a.m.–1 p.m.
McNamara Alumni Center
Join us at our annual faculty and student research showcase.
Info: www.cehd.umn.edu/research/research-day/

American Educational Research Association (AERA) Annual Meeting
April 13–19
New York, New York
Many CEHD faculty and students will present their research.
Info: www.aera.net

UMAA Annual Celebration—save the date!
Friday, May 4
McNamara Alumni Center
Info: umnalumni.org/UMAA-events

Call for Nominations: CEHD Rising Alumni
The CEHD Alumni Society is accepting nominations for alumni who have achieved early distinction in their careers, shown emerging leadership, or demonstrated exceptional volunteer service in their community. Info: z.umn.edu/RisingAlumni2018. Deadline: January 15.