

UNIVERSITY OF MINNESOTA

# connect

- + Dream scholarships
- + Autism spectrum disorder
- + Teen sleep
- + 2011-12 donor roster

CEHD | College of Education + Human Development

WINTER 2013

## COMING HOME

Testing parenting tools for life after deployment



# connect

VOL. 7, NO. 1 | WINTER 2013

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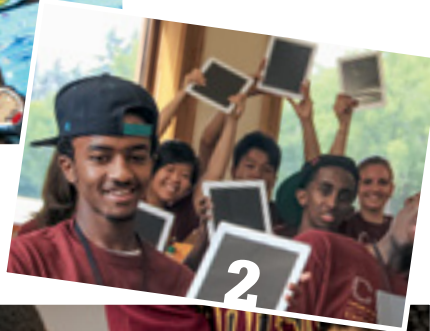
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#### ON THE COVER:

The Matascastillos are one of 250 military families that has volunteered for Project ADAPT led by professor Abi Gewirtz, center. Their mission is to develop effective parenting tools for life after deployment. Up to 150 more families can join the study. Read more on page 10.

Photo by Dawn Vilella

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*Connect* is published three times a year by the University of Minnesota College of Education and Human Development for alumni, faculty, staff, and friends of the college. Send correspondence to the editor, 105 Burton Hall, 178 Pillsbury Drive S.E., University of Minnesota, Minneapolis, MN 55455. For address corrections, contact us at 612-625-1310 or [connect@umn.edu](mailto:connect@umn.edu).

This publication is available in alternative formats upon request. Contact 612-626-5650 for more information.

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**COLLEGE OF EDUCATION  
+ HUMAN DEVELOPMENT**

**UNIVERSITY OF MINNESOTA**  
**Driven to Discover<sup>SM</sup>**



**from the dean:** What is a lab in CEHD? It can be a bunch of brilliant students with iPads in a meeting room or classroom. It can be one of the new bench labs or an exercise performance lab in the School of Kinesiology. It can be the Shirley G. Moore Lab School full of energetic preschoolers. It can also be the kitchen or living room of one of the military families in Project ADAPT that has volunteered to improve the lives of parents returning from deployment. I am so moved and inspired by these families and by our faculty and staff who are working in partnership with them. I hope you will read the cover story about this remarkable project and pass the word to families you may know who are eligible to participate.

In the year ahead, we will mark the 50th anniversary of Martin Luther King, Jr.’s famous “I Have a Dream” speech. The educational legacy of that dream continues in our college, home to the University’s TRiO programs. For more than 20 years, these federal programs have been given wings at the University of Minnesota by Dream Scholarships, the gift of Karen Sternal and the late Bill Lahr. The story of TRiO students, staff, and advocates in this issue can inspire us all in this season of giving.

Over the past year, we’ve introduced a new blog called CEHD Vision 2020 to share our ideas and research more widely. You can find posts from our faculty on a range of topics, from addressing the educational achievement gap to new educational technology to community engagement. I hope you will check out the blog at [cehdvision2020.umn.edu/vision](http://cehdvision2020.umn.edu/vision).

Here’s to dreams of all kinds in 2013! Best wishes for the new year.



Dean Quam



Gopher Adventure Race



Homecoming

# this is CE+HD



Block Party— Welcome to CEHD!



iPad Distribution— iPads for incoming freshmen  
Year 3 in a three-year study of iPads in the classroom





Winners! Phillip Kelly & Collin Randolph

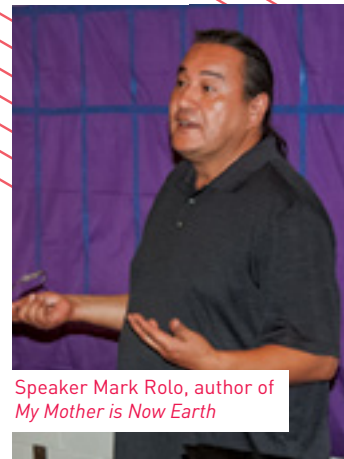
First cohort entering under the redesigned MSW curriculum



### Master of Social Work orientation



5,091 students enrolled in  
 CEHD 2011-12 2,714 graduate  
 2,377 undergraduate 273  
 international from 53 home countries  
 452 iPads distributed in 2012  
 39.3% of CEHD first-year  
 class who identify as students of color  
 50 faces painted at the Homecoming  
 gathering 130 CEHD marchers  
 in the Homecoming parade 100  
 teams in the Gopher Adventure Race



Speaker Mark Rolo, author of *My Mother is Now Earth*

### Fall Assembly



Provost Hanson addressed CEHD faculty and staff



**CE+HD**  
 by the  
 numbers



## Global partners, from Thailand to Iceland

**THE COLLEGE HOSTED** two international visits this fall. The first, sponsored by the Kingdom of Thailand, was the sixth Thailand-U.S. Education Roundtable. Over two days in September, 25 high-level Thai government and higher-education leaders came to Minnesota to focus on “The 21st Century Global University”—in particular the role of liberal arts, science-technology-engineering-mathematics (STEM) education, leadership, partnerships, and multiculturalism in universities. Participants from Hennepin Technical College, Intermediate School District 287, and other U of M units joined in. The conversation will continue at the seventh forum to be held in Thailand in 2014.

The second event was a visit from University of Iceland president Kristin

Ingólfssdóttir in October. In a public lecture, she described how her university has internationalized graduate education through coursework abroad, in contrast to the U.S. emphasis on undergraduate study abroad. Her visit marked the 30th anniversary of a cooperative agreement between the universities of Iceland and Minnesota and the first of its kind for the University of Iceland. The U’s Global Programs and Strategy Alliance cosponsored the event.

For more information about the Thailand roundtable, contact associate professor **Fred Finley** in the Department of Curriculum and Instruction, [finle001@umn.edu](mailto:finle001@umn.edu). To learn more about ties with Iceland, contact **Christopher Johnstone** at [john4810@umn.edu](mailto:john4810@umn.edu).

## Redesigned curriculum for teacher candidates debuts

**NEW COMMON CONTENT COURSES** for CEHD’s initial licensure students debuted this summer as part of the Teacher Education Redesign Initiative (TERI). The new courses were redesigned from “foundation” courses that teacher candidates typically took before clinical work and student teaching. Common Content courses now span two to three terms, so field experience is embedded in each. Teams of faculty across CEHD departments are developing the courses.

Initial licensure teacher candidates gave positive reviews as they completed the first sequence of three of the redesigned courses this summer: Cultures, Schools, and Communities (EDHD 5000), Child and Adolescent Development (EDHD 5013), and Teaching Special Needs Students in Inclusive Settings (EDHD 5015).

Read more at [www.cehd.umn.edu/teri](http://www.cehd.umn.edu/teri).

Harriet Bishop, Minnesota’s first public school teacher played by Katherine McKee, delivered part of the lesson on the first day of EDHD 5000, an energetic, student-focused, active-learning experience. Bishop brought the 150 teacher candidates back to her makeshift classroom of 1947, where her students’ languages included English, French, and Ojibwe.



With Sen. Klobuchar, second from left, were CASCW staff [L-R] **Liz Snyder**, **Jae Ran Kim**, and **Traci LaLiberte**.

## An angel for Minnesota

**WHEN MORE THAN 140 ANGELS IN ADOPTION** were honored in Washington, D.C. in September, one of them was the Center for Advanced Studies in Child Welfare (CASCW).

Senator Amy Klobuchar selected CASCW to recognize its Permanency and Adoption Competency Certificate, the new professional training program developed in response to community demand for an adoption-competent mental health and child welfare workforce to serve the unique and complex clinical and practice needs for adopted individuals and their families.

The Congressional Coalition on Adoption Institute sponsors the Angels in Adoption program. Read more at [www.cehd.umn.edu/ssw/cascw](http://www.cehd.umn.edu/ssw/cascw).





Coach Sobalvarro (center) with Team USA (L to R) Kelley Hurley, Courtney Hurley, Susie Scanlan, and Maya Lawrence.

## Minnesota in the medal

**WHEN THE U.S. FENCING WOMEN'S TEAM ÉPÉE** won its first medal at the London Olympics in London, a Minnesota coach was at their side. **Roberto Sobalvarro**, a fencing instructor in the School of Kinesiology, was exuberant—but not surprised.

"We have done everything I knew we could do," he told the press. Sobalvarro, who grew up in Owatonna and discovered fencing at Macalester College, has coached the sport at the national level for years. He knew the team members well—including St. Paul Central High School graduate Susie Scanlan.

Women's épée was included in the Olympics for the first time in 1996. In August, China took the gold, Korea the silver, and Team USA defeated Russia to clinch the bronze.

"Anybody watching can see that fencing is incredibly athletic," Sobalvarro says. "You're astonished by the speed and strength it requires."

Sobalvarro studied under the world's legendary coaches as the sport was organizing in the United States. Club-based membership now numbers around 30,000 men, women, and youth.

U women have had a fencing club for a century but no intercollegiate team. Sobalvarro joined the staff in 1991, regularly teaching introductory courses in foil and sabre. Next fall he will add épée.

"I like teaching at the U," says Sobalvarro. "It's the only place I work with total beginners. The class starts at zero and goes to wherever we get. I can try new ways of teaching—sometimes more successful, sometimes less—and record all the results."

Read more at [z.umn.edu/ama](http://z.umn.edu/ama).

AVA WICHMANN; PEDRO FONSECA; COURTESY CASOW; COURTESY ROBERT SOBALVARRO

## Design thinking for higher ed

**WHAT IF YOU COULD REDESIGN** some part of postsecondary education? That was the question posed at the Design Thinking for Higher Education Innovation Workshop in October. About 100 people, including deans **Jean Quam** of CEHD and Thomas Fisher of the College of Design, worked in groups of 12 on one of four challenges. Together they learned about the design process and how to apply it to creating more equitable, affordable, and high-quality higher education. The workshop was presented by CEHD's Jandris Center for Innovative Higher Education, the College of Design, the Midwestern Higher Education Compact, and the Center for Integrative Leadership.

Read more at [www.cehd.umn.edu/Jandris](http://www.cehd.umn.edu/Jandris).

## School readiness at the children's museum

**THE CENTER FOR EARLY EDUCATION AND DEVELOPMENT** is a partner on a grant awarded to the Minnesota Children's Museum from the Institute of Museum and Library Services. The museum, along with the St. Paul Promise Neighborhood, Hennepin County Library System, Northside Achievement Zone, and CEED, will work to increase school readiness among children from families facing financial barriers.

Learn more at [www.cehd.umn.edu/ceed](http://www.cehd.umn.edu/ceed).



# Autism Spectrum Disorders: Learning the facts and how to respond

The Institute on Community Integration works to improve knowledge and services

**AUTISM SPECTRUM DISORDERS** (ASD) are among the fastest-growing developmental disability diagnoses in the United States. The Centers for Disease Control (CDC) estimates that about one in 88 children has been identified as having an ASD.\*

CEHD’s Institute on Community Integration (ICI) has a 27-year history of working to improve community services and supports for individuals with developmental disabilities and their families across the United States. In recent years, its work focusing specifically in the area of ASD has grown as the frequency of diagnosis of ASD has increased. It has been working across the lifespan to improve the capacity of schools, community services, and states to address the needs of individuals with ASD and their families.

“The increase in the prevalence of children, youth, and adults with ASD is evident across the service systems in Minnesota and nationally,” observes **Amy Hewitt**, director of ICI’s Research and Training Center on Community Living.

## What are autism spectrum disorders?

Autism spectrum disorders are complex neurodevelopmental disabilities for which signs typically appear before age three and persist throughout the lifespan. Characteristics usually include challenges in the social, communication, and behavior areas of life. While some individuals with ASD develop typical functional skills, many will need life-long supports.

The prevalence of ASD diagnosis has been steadily increasing since the 1990s. To date, there is no single, universally-accepted explanation for the increase in prevalence. This increase is likely due to various factors, including increased public awareness, changes in diagnostic criteria, improved availability of services and supports, an emphasis placed on diagnosis occurring at an earlier age, and an actual increase in the number of people with ASD.

## The importance of early intervention

In order to have the best possible life outcomes for young people with ASD, it’s necessary to intervene early with

appropriate services, supports, and therapy, and to have in place systems of support throughout their lives. The American Academy of Pediatrics has recommended ASD screening in children at 18 and 24 months\*\* and there appears to be a critical window of early intervention for behavioral therapy during the childhood years of birth through age five.

Early intervention also has a fiscal benefit. Historically, services and supports for individuals with ASD across the lifespan have been both vital and costly. Research suggests that the cost of lifelong supports may be cut by as much as two-thirds with early diagnosis and appropriate intervention.<sup>1</sup> Some early intervention cost-benefit analyses have estimated the lifetime savings per individual with an ASD (ages 3–55 years) may range from \$656,000 to \$1,082,000.<sup>2</sup>

## Looking ahead

While a growing number of specialized services and supports are emerging around the country to meet the increasing need for early detection and intervention services for young children with ASD, there continues to be a need for research on how to best deliver the services and supports that give these children the best possible chance to succeed in life. And just as critically, there is an urgent need to look ahead to what will happen as they move into adulthood and need services and supports beyond those available in the early intervention and preK–12 school systems. Development of specialized services for older youth and for adults with ASD has not kept pace with the increasing numbers of persons being identified as having ASD.

Further, there appears to be a significant shortage of trained professionals and specialized services—including speech/language therapy, occupational therapy, behavioral supports, and supported community living services—to meet the diverse needs of individuals with ASD. The shortage is particularly present in minority communities. This shortage of specialized services and well-trained professionals to support people with ASD creates significant challenges for adults in accessing the full range of assistance they need to live independently in community settings.<sup>3</sup>

## A valued resource on ASD

ICI is addressing the challenges associated with autism spectrum disorder on many fronts. In its current ASD-related research and training activities, the Institute is:

>>> collaborating with the Autism Society of Minnesota; Arc Minnesota; Minnesota's departments of health, education, and human services; and others to establish a statewide network of agencies and organizations that will utilize the Centers for Disease Control's Learn the Signs Act Early message and materials to promote early identification, screening, and intervention for ASD and related neurodevelopmental disabilities.

>>> partnering with leaders in the Minneapolis Somali community, and with the Minneapolis Public Schools, a number of charter schools, Minnesota's state departments of education and health, and the University's departments of pediatrics and educational psychology, to study the higher-than-usual incidence of ASD diagnosis among children of Somali descent living in Minneapolis. The research is seeking

## Red flags for ASD

The CDC lists the following as possible red flags that a child may have an autism spectrum disorder. A person with an ASD might:

- not respond to their name by 12 months of age
- not point at objects to show interest (point at an airplane flying over) by 14 months
- not play "pretend" games (pretend to "feed" a doll) by 18 months
- avoid eye contact and want to be alone
- have trouble understanding other people's feelings or talking about their own feelings
- have delayed speech and language skills
- repeat words or phrases over and over (echolalia)
- give unrelated answers to questions
- get upset by minor changes
- have obsessive interests
- flap their hands, rock their body, or spin in circles
- have unusual reactions to the way things sound, smell, taste, look, or feel

Source: Centers for Disease Control, [www.cdc.gov/ncbddd/autism/signs.htm](http://www.cdc.gov/ncbddd/autism/signs.htm)

to determine whether there are true differences in ASD prevalence between local Somali and non-Somali children.

>>> working with the Minnesota Department of Human Services (DHS) to study current and possible future models of residential and coordinated supports across the human services, education, and vocational systems for children with ASD in the state. In addition, the Institute is working with DHS to gather information needed for further development of early intervention autism services in Minnesota, looking at what other states are doing and the needs in Minnesota, and making recommendations for how to proceed.

>>> partnering with the University's Department of Pediatrics in coordinating the Minnesota Leadership Education in Neurodevelopmental and Related Disabilities (LEND) program. Twelve academic disciplines within the University collaborate in LEND to create a unique and powerful interdisciplinary learning experience that prepares University students and community trainees to be leaders in services to children with ASD and related disabilities, and their families, in health care, education, human services, and policy settings.

"Children and their families need support and services, yet our communities currently do not have the capacity or available funding to meet this demand," says Hewitt. "We hope the research, training, and development work of ICI will help us better understand these needs, but more importantly will give us insight into what must happen to improve systems capacity and ultimately to improve lives."

\* [www.cdc.gov/ncbddd/autism/data.html](http://www.cdc.gov/ncbddd/autism/data.html)

\*\* [www.healthychildren.org/English/health-issues/conditions/developmental-disabilities/Pages/Where-We-Stand-Autism.aspx](http://www.healthychildren.org/English/health-issues/conditions/developmental-disabilities/Pages/Where-We-Stand-Autism.aspx)

## References

<sup>1</sup> Järbrink, K., & Knapp, M. (2001). The economic impact of autism in Britain. *Autism*, 5, 1, 7-22.

<sup>2</sup> Jacobson, J., Mulick, J., & Green, G. (1998). Cost-benefit estimates for early intensive behavioral intervention for young children with autism: General model and single state case. *Behavioral Interventions*, 13, 201-226.

<sup>3</sup> U.S. Government Accountability Office. (2006). Federal autism activities: Funding for research has increased, but agencies need to resolve surveillance challenges (GAO Publication No. GAO-06-700).

Parts of this article were adapted from Hall-Lande, J., Hewitt, A., & Moseley, C. (2011). *Policy research brief: A national review of Home and Community Based Services (HCBS) for individuals with autism spectrum disorders*. Minneapolis: University of Minnesota, Research and Training Center on Community Living. Available online at [ici.umn.edu/products/prb/213/default.html](http://ici.umn.edu/products/prb/213/default.html).

Learn more about the Institute on Community Integration at [ici.umn.edu](http://ici.umn.edu).

## Homelessness and high mobility affect student achievement, yet some show resilience

Students who experienced homelessness or high mobility had chronically low levels of reading and math achievement compared to their peers—gaps that either stayed the same or worsened as students approached high school, according to a longitudinal study conducted through CEHD’s Institute of Child Development and Minneapolis Public Schools. The study, published Oct. 30 in the journal *Child Development*, found that homeless and highly mobile students did not catch up to their peers during a six-year period.

Alumnus **J.J. Cutuli**, Ph.D. '11, now a research director at the University of Pennsylvania, was the principal investigator on the study, co-authored by ICD professor **Ann Masten**, an expert on resilience. Masten noted that 45 percent of homeless and highly mobile students—despite the risks—were able to meet the expectations of academic success during third through eighth grades.

“That is a striking variability,” said Masten. “Discovering why some children are more resilient than others is key to helping all children.”

More than a million U.S. children experience homelessness or high mobility each year. This is the first study that looked at academic achievement data for homeless and highly mobile students during a long period of time, according to Cutuli. It included data from 26,474 Minneapolis third- through eighth-graders over the period 2005–11.

“We are not going to be able to tackle the issues of the achievement gap without addressing the issue of mobility in our student populations,” Masten said.

Cutuli, J. J., Desjardins, C. D., Herbers, J. E., Long, J. D., Heistad, D., Chan, C.-K., Hinz, E. and Masten, A. S. (2012), “Academic Achievement Trajectories of Homeless and Highly Mobile Students: Resilience in the Context of Chronic and Acute Risk.” *Child Development*. doi: 10.1111/cdev.12013

[onlinelibrary.wiley.com/doi/10.1111/cdev.12013/abstract](http://onlinelibrary.wiley.com/doi/10.1111/cdev.12013/abstract)

### NEW GRANTS

#### NFL Charities grant will support research on concussions

A team led by associate professor **Don Dengel** and researchers in the School of Kinesiology will study the effects of concussions with a medical research grant from NFL Charities. They will look specifically at how multiple sports-related concussions affect neurocognition and cerebral vascular function.

Those who have suffered multiple concussions often complain of having trouble concentrating during work or have trouble reading. While these individuals don’t show signs of structural damage, the concussions may actually affect the performance of the blood vessels in the brain, thereby altering the



brain’s cognitive function abilities.

“We have developed a new ability for an MRI to show us how blood vessels in the brain are functioning in individuals who have suffered multiple sports-related concussions,” said Dengel. “Understanding the function level of the blood vessels allows us to correlate that to cognitive function. This grant is a stepping stone to move this research to the next level.”

This is the first study conducted by U of M researchers that has been awarded a grant by NFL Charities. The grant of \$100,000 is among 15 given out by NFL Charities this year to support sports-related medical research, totaling more than \$1.5 million.

#### National Science Foundation awards \$8 million for STEM education

The STEM Education Center has received an \$8 million, five-year grant from the National Science Foundation to partner with 200 Twin Cities metro area teachers to increase science and math learning through engineering for 15,000 students in Grades 4 through 8.

The center will lead an engineering, design-based approach to teacher

professional development that will help teachers design curricular units for science topic areas within the Minnesota State Academic Science Standards. Opportunities will include summer professional development and curriculum writing workshops paired with a cognitive and content coaching model to allow teachers to design curricular units focused on science concepts, meaningful data analysis, and measurement. Each unit will go through an extensive design research cycle to ensure quality and then will be submitted to TeachEngineering.org, an online peer-reviewed digital library, for use across the nation and beyond.

**Tamara Moore**, co-director of the center and associate professor in the Department of Curriculum and Instruction, is the principal investigator for the project.

### Social work faculty will study tribal gang involvement

School of Social Work assistant professors **Katie Johnston-Goodstar** and **Ross VeLure Roholt** have been awarded a two-year, \$437,261 Tribal FIRE grant from the Office of Juvenile Justice and Delinquency Prevention. They will work with a local tribe to assess, identify, and understand risk and protective factors for tribal youth in a community perceiving increased gang involvement.

Using a community-based participatory research approach, the project's short-term goals will be to (1) assess needs of tribal youth, (2) examine risk and protective factors for tribal youth, (3) determine the feasibility of conducting longitudinal research with tribal youth, and (4) conceptualize and investigate new research questions to inform program and policy development

in juvenile justice, delinquency prevention, and victimization for tribal youth. Intermediate and long-term outcomes include developing recommendations for culturally appropriate and effective policies, and intervention and prevention strategies.

**Olivia Walker** and **Clarissa Siedl**, students in the Youth Development Leadership master's in education program, will assist on the project.

### More research news

**Priscilla Gibson** (social work) received a \$100,000 award from the University Metropolitan Consortium for her research project, "Reducing Out-of-School Suspensions of African American and African Immigrant Students: Building a Well-Educated Minnesota Workforce for the 21st Century."

**Leon Hsu** (postsecondary teaching and

learning) received a \$310,000 grant from the National Science Foundation's Transforming Undergraduate Education in Science program to continue work with physics faculty in developing computer programs that provide students with individualized coaching to solve problems in introductory physics.

**Beth Lewis** (kinesiology) was awarded a Research Project Grant (R01) by the National Institute of Mental Health. This four-year, \$1.46 million grant is aimed at examining the efficacy of exercise and wellness/support interventions for preventing postpartum depression, which affects about 10–13 percent of women. She also is co-investigator on a \$1.8 million grant funded by the National Institute on Drug Abuse to study smoking, sex hormones, and pregnancy.

### NEW BOOKS

*A Measure of Success: The Influence of Curriculum-Based Measurement on Education*, **Kristen McMaster** and **Susan Rose**, eds. (University of Minnesota Press, 2012), was written in honor of emeritus professor **Stan Deno** and his work at the University for more than 30 years. The Department of Educational Psychology faculty editors worked with consultant Miya Wayman and Christine A. Espin, Leiden University, the Netherlands. Deno reviewed the book at a doctoral/faculty member seminar on Nov. 2. It is now available through University of Minnesota Press and amazon.com, and in e-book format. All proceeds from the book will go to the CEHD/Stan Deno fund to support student research in special education.

[www.upress.umn.edu/book-division/books/a-measure-of-success](http://www.upress.umn.edu/book-division/books/a-measure-of-success)

*Student Learning Abroad: What Our Students Are Learning, What They're Not, and What We Can Do About It*, **Michael Vande Berg**, **R. Michael Paige**, **Kris Hemming Lou**, eds. (Stylus Publishing, 2012) draws on decades of research and experience in study-abroad administration by leaders in the field, including CEHD faculty member **Michael Paige**. The book reviews the three paradigms of study abroad (positivist, relativist, and experiential/constructivist) and six examples of interventions that apply knowledge based on sound theory and research. Paige, whose international experience began in the Peace Corps, is a professor of international/intercultural education in the Department of Organizational Leadership, Policy, and Development and a co-founder of the program in comparative and international development education.

[stylus.styluspub.com/Books/BookDetail.aspx?productID=284204](http://stylus.styluspub.com/Books/BookDetail.aspx?productID=284204)

# Coming home to families

After deployment, children can become unintended victims of reentry stress. Now Minnesota military families are stepping up to serve at home, in research to develop effective parenting tools.

BY GAYLA MARTY

**ONE BY ONE**, Kaelen and his parents added colorful little blocks in a stack until it teetered—then collapsed. They laughed and started over. It's just a simple game of Blockhead, but the interaction it requires can bring important lessons to light. Kaelen, Hector, and Trista Matascastillo all wore monitors under their shirts to measure heart-rate variability, an indicator of how the body responds to stress.

The Matascastillos are part of Project ADAPT, which is developing the first parenting program specifically tailored to National Guard and Reserve populations. An emerging body of studies of the military has found that National Guard service men and women are more at risk than active-service members for things like post-traumatic stress disorder. With one of the largest National Guard and Reserves in the nation, Minnesota is taking a leading role in meeting the challenge.

Blockhead and heart-rate monitors are two of the items in a kit carried into the home of a military family when they volunteer for Project ADAPT. Each box also contains a computer tablet, stopwatch, and video camera. For up to three hours, the family plays games, watches videos, and completes online exercises with staff from the project.

After the first visit, families are randomly assigned to be invited to attend a 14-week parenting program—or to receive parenting materials currently available in the community (“services as usual”). After a year, all the families host a second home visit, then a third visit after two years. Project ADAPT assesses how well the parenting resources help to reduce family stress and increase parents’ and children’s well-being.

Hector and Trista Matascastillo volunteered after they heard about the study through their advocacy work for veterans and military families. Trista, a former member of the Minnesota Army National Guard who came into the military through the Navy and Marines, has spent many periods away from her children and immediately saw the value of participating.

“Returning home after long periods or even short ones was difficult,” she says. “My sons would often not talk to me or would ignore me for awhile.”

Hector, a former First Sergeant in the Minnesota Army National Guard in Iraq, experienced multiple deployments in hostile fire zones in his 18-year military career. Kaelen is the one of their five children in the age range of the study. The first home visit took place a year ago.

“It was easy and entertaining,” says Hector. “The staff came prepared to entertain the other kids so they didn’t feel left out. That was a long night, but it was done respectfully and professionally.”

The Matascastillos were assigned to the services-as-usual group, so they have not attended the course. Nevertheless, they report benefits from the experience.

“My son has really gotten a kick out of it. He loved the attention and it sparked curiosity for him,” says Hector. “It made him realize that he served alongside me while I deployed and that he isn’t forgotten in all of it. Interestingly enough, that seems to have been a turnaround point for behaviors in school. It made us think harder as parents with all of them as we checked ourselves more.”

So far, of 250 families in the study, 85 families have taken the course at 10 locations around the state. One Guard member said he thinks of it as continuing education.

“For anybody considering the ADAPT program, it is a bit of a commitment,” says Kevin Ross. “Anybody that has kids has made a commitment for at minimum 18 years, so really, what’s 14 weeks to help get some additional skills to cope and make the best of those 18-plus years and beyond?”

Early results are encouraging, says Abigail Gewirtz, associate professor and director of the study. But she knows that challenges for service members and their families often don’t emerge immediately.



Kaelen Matascastillo played the Blockhead game while his dad, Hector, talked with Project ADAPT director **Abi Gewirtz** about the online assessments.

“That will be the real test, seeing if results are maintained over the longer term,” she says.

## Support for Minnesota

Gewirtz has years of experience working with families under stress. She grew up in London, hearing stories of her father’s evacuation from the city as a child during World War II. But it was in 1991, while working at a hotel in Tel Aviv when the Gulf War broke out, that she witnessed the agony of her coworkers with children at home as rockets fell. Gewirtz changed course. She went into graduate study with a focus on families that experience trauma, from war to homelessness. At the University of Minnesota, her faculty appointment resides in family social science as well as the top-ranked Institute of Child Development.

Applying her expertise to work with military families in Minnesota was a natural response. Nearly 19,000 soldiers from Minnesota have been deployed for the National Guard and Reserves federal mission since 2001.

Today’s veterans of the long wars in Iraq and Afghanistan make up only a tiny percentage of the population, compared to World War II, when more than half of military-aged males served. And today, a much larger percentage are reservists. Studies show that—compared with active-duty service men and women, who tend to be younger and live on bases—reservists are more vulnerable to a number of challenges and, at the same time, have less access to supports.

“In 16 years, I was away from my children many times, sometimes leaving in the middle of the night as I was called to duty in response to emergencies. Returning home after long periods or even short ones was often difficult.”

—TRISTA MATASCASTILLO



The home assessment kit includes games, computer tablets, video camera, and heart-rate monitors.

When the National Institutes of Health called for proposals to help, Gewirtz answered

with support from the Minnesota National Guard and Reserves. For Project ADAPT, she has assembled a team that draws on years of military experience. Many have walked in the shoes of the families in the study.

“We have fantastic partners,” says Gewirtz. “It is a complete privilege to work with families who have sacrificed so much for our country.”

## Space still available in Project ADAPT

Minnesota National Guard and Reserves parents with children ages 5–12 who have been deployed to the current conflicts (OIF, OEF, or OND) are invited to become part of Project ADAPT (After Deployment, Adaptive Parenting Tools). Other volunteers and forms of support are also welcome. Read more and learn how you, or families you know, can participate at [www.cehd.umn.edu/fsos/ADAPT](http://www.cehd.umn.edu/fsos/ADAPT) or contact **612-624-8136** or [adapt@umn.edu](mailto:adapt@umn.edu). Also watch a video at [vimeo.com/52091598](https://vimeo.com/52091598).

# Legacy of a dream

BY GAYLA MARTY

Fifty years after Martin Luther King's "I Have a Dream" speech, scholarships combined with tested programs are helping first-generation college students close the gap



**PHILIP BINNS HAS A CLEAR MEMORY** of the day in 2005 that Upward Bound came to his house. He was a ninth grader at North High in Minneapolis. His family had plans to go to the gym together, and that didn't happen every day. But when Minerva Muñoz knocked, his mother opened the door.

"We were filling out forms and I was thinking, 'I could be at the gym right now!'" Binns remembers.

Upward Bound never let up. For the next four years, it brought Binns to the University of Minnesota after school at least one day a week—more when his grades slipped. It also allowed him to earn a scholarship called "I Have a Dream" that

was put in escrow and would be paid out, year by year, if he became the first in his family to go on to college.

The first two years of "UB" did not look promising. Binns, naturally quiet, preferred to fly under the radar, whether at school or the U.

"I felt like quitting—I actually failed sophomore English," he admits. "I saw it as a chore. My parents made me do it."

Through Upward Bound, Binns came to the campus each summer for rigorous classes in English and math, introductory Latin, and ACT prep work. One year the group camped for five days near Ely, Minnesota, canoeing, portaging, and learning to set up and take down a tent. They had no electronics, showers, or mirrors. Binns got to know his UB classmates and himself.

The Dream Scholarship encouraged his parents, too.

"I kept talking to him about the bigger picture," says his mother, Verna Binns. "It was a huge stepping stone."

Slowly Binns started thinking about the future. As a little

**Philip Binns** volunteers at an after-school program of Pillsbury United Communities in North Minneapolis, not far from where he grew up.

GREG HELGESON



kid, his dream job had been to work at Camp Snoopy; now, sneaking a look at late-night TV while his mom worked two jobs, he noticed that the dad on *The Brady Bunch* was an architect.

In 2009, Philip Binns entered the University as a Dream Scholar enrolled in TRiO Student Support Services. A whole new world opened up. He explored career ideas, made friends, took racquetball, and used a break to learn Spanish in a three-week program in Mexico. He got an A in public speaking. As part of his First Year Experience course, he played the lead in an adaptation of *A Lesson Before Dying*.

When Binns declared a youth studies major, he began to volunteer. Over the past three years he has tutored fourth

## TRiO Programs at the University of Minnesota

Today TRiO has eight programs nationally that serve more than 840,000 students—including more than 15,000 at a total of 29 sites in Minnesota. Each site must apply for funds based on documented need and urgency.

The University of Minnesota-Twin Cities (UMTC) houses three TRiO programs, all in CEHD.

### Upward Bound

Helps low-income first-generation high school students prepare for and succeed in college  
Est. 1964, UMTC in 1966

Enrollment: a total well over a thousand since 1966; currently more than 100 students from three high schools  
Graduates apply to any U.S. college

### Student Support Services

Supports low-income first-generation college students and students with disabilities during their first two years of college  
Est. 1968, UMTC in 1976

Enrollment: 3,800 since 1976; about 270 enrolled in any given year

### Ronald E. McNair Scholars Program

Prepares low-income, first-generation, and underrepresented college students for success in graduate school  
Established 1986, UMTC in 1991

Enrollment: 440 at UMTC since 1991 in cohorts of 20 per year

Source: University of Minnesota TRiO and [www.coenet.us](http://www.coenet.us)

Pre-college TRiO students in southern Minnesota are invited to 2013 Minnesota Southern Tier TRiO Day on February 23 at the University of Minnesota, St. Paul.  
Contact [mntrioday.southern@gmail.com](mailto:mntrioday.southern@gmail.com).

graders in math and high-school juniors and seniors in history and English. This year he works with grade-school kids in an after-school program not far from where he grew up.

“They’re curious and honest and they don’t care how you feel about their questions,” Binns says with a smile. “My favorite part is debunking the myths.”

Stay in school, he tells them. Don’t do drugs. Now in his senior year, he’s aiming for graduate school in public health.

## Dream for the nation

Upward Bound was the first in a “trio” of innovative efforts that began with the Educational Opportunity Act of 1964 to address the social and cultural barriers to education (see box, left). It arrived at the University of Minnesota–Twin Cities in 1966 and has operated ever since. Collaborating high schools are those with the state’s poorest youth—currently South, North, and Edison high schools in Minneapolis.

Bruce and Sharyn Schelske went to work for Upward Bound when it came to Minnesota, at first part-time in college. Their compassion for students and drive to fulfill the program’s vision soon put them at the national forefront of TRiO program leadership and innovation.

“It was so hard to keep those kids,” says Bruce Schelske. Family instability, responsibility for younger siblings, peer pressure, fear of standing out, and especially the lure of low-paying summer jobs reduced cohort after cohort. When Upward Bound grads made it to college, many lacked the informal network and confidence to stay. The Schelskes and their staff became experts in the forces undermining education and in ways to keep kids in school.

“You see the faces of those who made it, who graduated, who did what they had never dreamed was possible—and then every exhausting thing is worth it,” says Sharyn Schelske.

When a second TRiO program was created to support low-income and first-generation students in college, the Schelskes helped to apply and bring it to Minnesota. TRiO Student Support Services opened at the U in 1976, serving students who enrolled from across the state.

Despite accumulating evidence of lives transformed by TRiO programs, threats of cuts joined the list of battles



waged by the staff in the 1980s. A newspaper article about the TRiO programs at the University described their successes, their potential, and their daunting challenges.

Then a pair of allies appeared.

## Inspiring commitment

Karen Sternal had read the article about Upward Bound and handed it to her husband, Bill Lahr. He had been following the work of Eugene Lang, a business owner and philanthropist in New York who had created “I Have a Dream” scholarships as an incentive for low-income kids to graduate from high school and then college.

Lahr owned a Minnesota-based family business and was a long-time contributor to causes close to his heart—education chief among them. Now he wanted to do more. Lahr and Sternal liked what they read about Upward Bound at the University of Minnesota.

“Grants for education were being cut,” Sternal says. “By coming forth as an outsider and saying we wanted to give our support, it put Upward Bound in a stronger position to keep or get other funding they needed.”

Lahr and Sternal worked with the University to create the Minnesota “I Have a Dream” Scholarship program for students in Upward Bound, learning from Lang’s program. Taking its name from Dr. Martin Luther King, Jr.’s 1963 speech during the March on Washington for Jobs and Freedom, the scholarship inspired students to envision a future of their own.

“We had been doing this for 15 years,” Sharyn Schelske recalls, “and it was our dream, too, that we could find a way for



Joyce Bell, left, now tenure-track faculty in sociology in Pittsburgh, was recruited into Upward Bound with a Dream scholarship and later was a McNair Scholar. In 2011 she celebrated a National TRiO Achievers Award with U TRiO leader and mentor Sharyn Schelske.

kids to complete their degrees and fulfill what Upward Bound was created to do.”

The first scholarships were awarded in 1991. At first, Upward Bound students had to complete applications for a set number of scholarships. But reading their essays, Sternal was stopped cold.

“I saw how hard-working these students had to be just to complete a high school degree,” she says. “I said, ‘All of them deserve the scholarship—there is no way I can be the judge. We have to figure out a different way to do this.’”

The scholarship fund was expanded in such a way that any University of Minnesota Upward Bound student who graduated from high school would automatically become a Dream Scholar. Their scholarship would be put in escrow and paid out as they completed each year of college, wherever they enrolled.

## A model for closing the achievement gap

Joyce Bell first heard about Upward Bound from a friend in the late 1980s.

“She told me they paid poor kids for good grades,” Bell remembers. “I thought, ‘Well hey, that sounds like me.’”

U of M TRiO program directors, left to right, Anthony Albecker, McNair Scholars; Amy Kampfen, Student Support Services; and Minerva Muñoz, Upward Bound.

Unlike Philip Binns, Joyce Bell did not come from a family that could support her academically. School was an escape, and Upward Bound became a lifeline, especially in the summers she spent in and around the U.

“More than anything I needed a



place to belong and a place to feel safe,” says Bell.

She didn’t know anyone who had gone to college but, with Upward Bound assistance and the promise of a Dream Scholarship, Bell applied near and far. She attended the University of St. Thomas in St. Paul, and then—recruited as a junior into the McNair Scholars graduate school preparation program—she came back to the University of Minnesota for a doctorate in sociology. In one of the most competitive academic job markets ever, Bell was hired at the University of Georgia and then got a tenure-track job in her field at the University of Pittsburgh. She won the Minnesota TRiO Achievers Award in 2008 and a national TRiO Achievers Award in 2011.

Bell has been asked how she did it. Once in a graduate school course, the professor challenged her argument about poverty and education by asking, “What makes you able to do it and not them?” It is a question, she says, driven by the idea of the American dream.

“What I can say without a doubt is that I didn’t have any more drive than most of the people around me, I’m not any smarter, I wasn’t destined to go to college, I didn’t have any magical bootstraps to pull myself up with,” Bell says. “I had intervention. I had Upward Bound and I had McNair. I had people and programs in my life that pointed out opportunity and made it clear how to take advantage of it.”

Bell is ever conscious of the privilege of working in the world of ideas, with the ability to develop research around emerging questions. Despite the pressures and stress, she loves teaching and dedicates time to mentoring first-generation students and students of color.

“That is part of closing the loop that Upward Bound set up,” she says, “and I take that role seriously.”

As a researcher, Bell has looked at the design, methods, and results of the TRiO programs. Even students who participate in Upward Bound and Student Support Services without

## Minnesota “I Have a Dream” Scholarship Program

Students in Upward Bound at the University of Minnesota who graduate from high school become Dream Scholars. Wherever they enroll, their Dream Scholarship is put in escrow and paid out as each year of college is completed. A total of 460 Dream Scholarships have been awarded since they were established in 1991.

completing degrees experience significant gains. With data and expertise approaching the 50-year mark, the programs serve as an important foundation in ongoing efforts to address the problem of poverty and the educational achievement gap.

“These programs work!” Bell says. “They are vastly underfunded, but they have the ability to make a significant difference in the lives of students they are able to serve.”

## Navigating change

Another strength of Minnesota’s TRiO programs has been its staff. For nearly 40 years, the Schelskes honed methods, kept a lean structure, mentored staff, and adapted to changes in the population they served and the culture at large.

Again and again, they showed legislators, skeptics, and funders the accumulating data and mounting return on investment. Over the years, they played a role in building the strong bipartisan support so essential to the programs’ endurance.

When General College, longtime TRiO base of operations, closed in 2005, they shepherded the programs into a new home within the redesigned College of Education and Human Development in new offices a few blocks away.

When the Schelskes retired in 2012, they passed the reins to a new generation of leaders. Minerva Muñoz, who has recruited Philip Binns and scores of other students into Upward Bound, partners with Amy Kampsen in Student Support Services and Anthony Albecker heading McNair. Consistent with TRiO’s commitment to employ a staff that reflects the population served, Muñoz, Kampsen, and Albecker are all first-generation college graduates, and Muñoz and Albecker are TRiO program alumni. In offices on the ground level of Education Sciences, the office is a beehive of activity overlooking the city skyline and the Mississippi River—a connection to the communities from which students come and the world of opportunity beyond the U.

“We are really pleased that we were able to lay a foundation for the next generation and develop a model that they can work with,” says Sharyn Schelske.

Another change came with the loss of Minnesota’s Dream Scholarship champion Bill Lahr, who died in 2004. But Karen Sternal’s commitment to the vision they shared and to Upward Bound students has not wavered.

## The next generation

A few years after the Dream Scholarships were established, the Upward Bound staff worked with Lahr and Sternal to create a



Dream Celebration 2012, clockwise from top right: Upward Bound students; new high school graduates and Dream Scholars; two continuing Dream Scholars with dean **Jean Quam**, left, and Dream Scholarship founder **Karen Sternal**, right; new college graduates



celebration to recognize the students' accomplishments and spur them on. It was so successful they have held it each year. Every Dream Celebration is different, but every one produces a colorful outpouring of young energy and joy.

On a long summer evening in 2012, the McNamara Alumni Center served as the backdrop for the 22 newest Dream Scholars—those Upward Bound students fresh out of high school and getting ready to go their separate ways to college—to show and tell the difference their time together has made. Next to them were Dream Scholars in various stages of their college programs and eight who had just reached their goal of graduating from college, with new dreams to describe and explore.

In the audience were high school students still in Upward Bound aspiring to be Dream Scholars, and parents, friends, and staff.

"I have a dream," one new Dream Scholar said, "of taking my family's name to college."

"Upward Bound was my healthy habit," said another—Ahmed Ahmed Ali, who arrived in Minnesota at age nine without a word of English. "Without those summers in Upward Bound, I would have been brain-dead! UB was my caffeine!"

There were speeches, a skit, a video, laughter, and tears.

"When I attend a Dream ceremony, it is a real private moment to see the students," Sternal reflects. "They might thank me, but it's them. They haven't done this because it was easy!"

What troubles Sternal the most is the unmet need. Upward Bound, she believes, should be in every high school.

"This is like a little pebble, and what we need is a wall!" says Sternal. "As an individual, this is what I can do. As a society, we need to do more. If we don't have an educated populace, the gulf between us all will just get larger, and that is not healthy for a republic."

Philip Binns has joined Joyce Bell and many more Dream Scholars envisioning and creating a better future. In addition to his academics and community service, this year he became one of the first co-chairs of TRiO's new student board.

"Watching Phil change from a shy high school student to a leader for his peers and community—that is just awesome," says Muñoz. "And there are many more stories like his. It's why we do this work."

To learn more about TRiO programs at the University of Minnesota, see [www.cehd.umn.edu/trio](http://www.cehd.umn.edu/trio).



# A long winter's nap

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Less than 20 years ago, discoveries about teen sleep began changing school start times in Minnesota. Now it's a national movement.

**ONE MORNING IN 1996**, Kyla Wahlstrom got a call from a local superintendent. His school board had just decided to change the high school start time from 7:15 to 8:30 the next fall, only months away. Emerging research on profound differences in teen sleep patterns was so strong that the board believed a later start time could help their students. The superintendent called Wahlstrom because she directs the U's Center for Applied Research and Educational Improvement (CAREI), which examines new things happening in schools.

Wahlstrom admits she was skeptical. But Edina went through with the plan and the results astounded everyone. A year later, all seven high schools in Minneapolis followed suit. CAREI was asked to investigate and report the findings. Now, 15 years later, as author of the School Start Time Study, Wahlstrom is called upon by school districts across the country that are considering the change. Here are her answers to some common questions.

## **How is teen sleep different than sleep for anybody else?**

Sleepiness is caused by melatonin's release in the body, which is regulated by the central nervous system. Medical research shows that teenagers—different from young children and adults—have a distinct sleeping and waking cycle. Almost all teens in the world, not just in our country, tend to fall asleep biologically about 10:45 p.m., and their bodies and brains want to stay

in the sleep mode until about 8 in the morning. The shift in sleep timing happens at puberty, around age 13, and lasts until about age 19. That's still more than nine hours of sleep a teen needs every night.

Younger children need 10 to 12 hours of sleep, and they can easily fall asleep at a regular bedtime that is very early. Of course the body is also regulated by sunlight, so kids are naturally more ready to stay up in the summer when the sun is still up, too.

Then as adults, we go back to our genetically determined sleep patterns and need less sleep—usually around 8 hours. About 22 percent of us are larks and wake up naturally very early in the morning, around 5 to 6 a.m., and about 27 percent of us are owls, who naturally don't feel sleepy until 1 or 2 a.m. and don't function well until around 10 a.m. The rest of us are somewhere in the middle.

### **What difference does it make to change school start times?**

In the initial findings in both Edina and Minneapolis the teachers said, "This is a different bunch of kids now with the later start. They are awake and ready for learning." And the principals said, "We have a different school here!" There were fewer disruptions in the lunchroom, and passing times in the hallways were more subdued. School counselors said the students were self-referring less for peer relationship problems. When we interviewed parents—and we interviewed and surveyed hundreds of parents—they said their kids were easier to live with. Of course, it makes sense—no matter how young or old we are, we're less crabby when we get enough sleep!

After five years, Minneapolis found a statistically significant improvement in the graduation rate. Kids stopped missing the bus and missing as much class time. In 2010, a study in Virginia showed a connection between later start times and a drop in car accidents by teens on their way to school in the morning. So there are tremendous positive outcomes by pushing back start times for high schools by at least an hour.

### **How many schools have changed?**

We stopped counting when more than 250 schools across the country had made the change. In Minnesota, it appears that many school districts have shifted to at least 8 a.m., and more are considering an 8:30 start. It's happening everywhere—I've heard from every state in the union. Just today I had a call from a national newspaper to check some facts for an article they're running about the local issues that districts have in making such a change.

### **Are there costs and problems?**

It can be very difficult for schools historically starting at 7:15 or 7:20 to make that shift. But Minneapolis did it, with 52,000 enrolled students at the time they made the move, at no cost. What we've seen is that it requires two things—a lot of careful planning, and for people to believe the facts. By now the medical link between teen sleep and school performance is strong.

Making the change creates an imbalance in the community for about a year. You know: When are buses on the road? When are babysitters available? In school districts where they use the same set of buses for all grade levels, like Minneapolis, it means the elementary students are now waiting for the bus on those winter mornings in the dark. It's a real concern. Some neighbors take turns waiting with the kids in the morning. On the other hand, those little ones may not be going home in the dark at the end of the day anymore.

### **What can parents do to help teens get enough sleep?**

It's about routines—the human body really likes routines. The body has to slow down to get ready to fall asleep. Even as adults we know we can't come home from a party and jump in bed! So parents can establish routines for their kids to slow down before bed. There's also brand-new research about the effect of light that comes off all of our devices—cell phones and computers and TV: it's very disruptive to the brain because the brain thinks it's daylight. It's a different wavelength than regular light bulbs. So a half hour before bedtime, depending on your kids' ages, you can say shut everything off except a lamp. They can have a quiet game or story—parents can read to younger ones, or kids can read themselves something calming in bed.

And we can tell them why! Sleep is important for learning.

### **How does sleep affect learning?**

The function of sleep is to "prune" our memories of the stimuli that have bombarded us all day and to consolidate what's important. If you don't have that pruning and consolidation, you wake up all scattered and disorganized. This is true for human learning at any age—information is consolidated in your brain during sleep, especially REM sleep. A good night's sleep is all about learning.

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Learn more about CAREI, the direct research link between CEHD and Minnesota schools preK–16, at [www.cehd.umn.edu/CAREI](http://www.cehd.umn.edu/CAREI).

## **Up next**

In October 2013, the Twin Cities will host a major national conference on teen sleep—the intersection between medicine, education, and policy, cosponsored by CAREI and the U's Academic Health Center. Watch for conference information on the CAREI website.



## Honored

The University Council for Workforce and Human Resource Education selected the paper “A Theoretical Review of the Signaling Role of Certification in Career and Technical Education” by **Ken Bartlett** (organizational leadership, policy, and development) for an inaugural Nexus Award. The award recognizes and encourages high-quality papers that illustrate the connection between career and technical education and human resource development.

**Dante Cicchetti** (child development) was awarded the Klaus J. Jacobs Research Prize and more than \$1 million by the Jacobs Foundation in Zurich, Switzerland, for 30 years of work. Cicchetti is one of the world’s leading researchers in developmental and clinical psychology; he studies the consequences of child maltreatment and neglect and the conditions that lead to resilience—the psychological capacity to withstand difficult life conditions.

**Joan Dejaeghere** (organizational leadership, policy, and development) was selected as a Fulbright Scholar to Vietnam for January to June 2013. She plans to interview policymakers at the national, provincial, and local levels about the implementation of a new teacher professional development program for addressing inequalities in educational participation and achievement.

**Joel Donna** (curriculum and instruction) was named a 2012 Bush Fellow by the Bush Foundation. His research focus is on professional development for new science teachers through online learning.

Recently UNICEF announced a new race to reduce the number of malnourished children in the world by 2016. **Michael Georgieff** (child development),

director of the University’s Center for Neurobehavioral Development, spoke at a worldwide meeting on malnutrition and brain development in children that followed the announcement. The meeting was streamed live to more than 90 countries and 900 observers.

**J. B. Mayo** (curriculum and instruction) was selected by the Office of Equal Opportunity and Affirmative Action as a recipient of the Lillian Williams Award for 2012. The award is named in honor of the office’s founding director and was established in 1986 to recognize units and individuals who exemplify her spirit and commitment to equal opportunity and affirmative action.

**Jan McCulloch** (family social science) was named a recipient of the Jack Davis Professional Achievement Award from the University of Alabama, where she received her M.S. degree. The award is given annually to recognize professional accomplishments in administration, education, extension, research, or business in several fields of human environmental sciences.

Regents Professor **Karen Seashore** (organizational leadership, policy, and development) will hold the title of visiting professor at the Institute of Education, University of London, through August 2015. The institute confers the title on those who have made outstanding contributions to the advancement of education. Seashore will make multiple visits and plans to develop a joint research project.

Five CEHD graduate faculty advisers were selected for 2012 as outstanding advisers by the University’s Graduate and Professional Student Assembly and the Student Conflict Resolution Center: **Tim Lensmire** and **Cynthia Lewis** (curriculum and instruction), **Rebecca Ropers-Huilman** (organizational leadership,

policy, and development), **Sashank Varma** (educational psychology), and **Susan Walker** (family social science).

## Appointed

**Kristen McMaster** (educational psychology) was appointed by Gov. Dayton to serve a four-year term on the Minnesota Department of Education Special Education Advisory Panel, which provides input to department staff on policies, practices, and issues related to the education of children and youth with disabilities from birth to age 21.

The college made the following new faculty appointments in 2012:

**Zan Gao** (assistant professor, kinesiology) specializes in physical activity and health. His research focuses on fighting childhood obesity through school-based physical activity intervention. He has a Ph.D. from Louisiana State University.

**LeAnne Johnson** (assistant professor, educational psychology, Ph.D. ‘04) is program coordinator for the early childhood special education M.Ed. and teacher licensure program. Her research is also focused on early childhood special education.

**Nidhli Kohli** (assistant professor, educational psychology) has a research emphasis on statistical methods and analysis, including factor analytic models, structural equation models, and longitudinal data analytic methods. She has a Ph.D. from the University of Maryland, College Park.

**Michèle Mazzocco** (professor, child development, and research director, Center for Early Education and Development) focuses on the role of cognitive development and function on problem-solving behaviors, including identifying individual differences in the cognitive skills underlying mathematical



Zan Gao



LeAnne Johnson



Nidhli Kohli



Michèle Mazzocco



Tai Mendenhall



Tania Mitchell



Glenn Roisman



Eric Snyder



Mark Vagle

achievement. She has a Ph.D. from Arizona State University.

**Tai Mendenhall** (assistant professor, family social science, Ph.D. '03) studies issues involving families and chronic illness, trauma, and other community health care concerns.

**Tania Mitchell** (assistant professor, postsecondary teaching and learning) focuses on community engagement and service learning as well as diversity in higher education and leadership development. She has a Ph.D. from the University of Massachusetts, Amherst.

**Glenn Roisman** (professor, child development, Ph.D. '02), examines the connections between the nurturing children receive in early years and the impact on their lives as adults.

**Eric Snyder** (assistant professor, kinesiology, Ph.D. '05) studies exercise science and physiology with a focus on factors that regulate ion and fluid balance in the lungs of healthy humans and in patients with heart failure and cystic fibrosis.

**Mark Vagle** (associate professor, curriculum and instruction, Ph.D. '06) specializes in elementary education, examining broad social and philosophical concerns that shape curriculum and student experiences.

## In Memoriam

**Nicki Crick**, Irving B. Harris Professor of Child Psychology, passed away October 28 after a brief and courageous battle with cancer. She was 54. Crick was a renowned expert on relational aggression and peer relationships. She showed that social exclusion and rumor spreading are more characteristic of young girls than the physical aggression that has been studied in the past, and that children who engage in bullying of all kinds may be at risk of developing social and psychological problems such as peer rejection and problematic friendships. As a result of her work, school-based programs have been developed and groups organized to reduce relational aggression. Studies of aggression now routinely include measures of relational aggression, and measures of emotional and behavioral problems include assessment of relational bullying and victimization. Last summer Crick traveled again to Uganda, where she and colleagues have worked to understand and alleviate the challenges faced by child soldiers. Crick joined the faculty of the Institute of Child Development in 1996 and served as director 2005–11. She was known for her energetic and fun-loving approach to work and discovery.

Memorial gifts may be made to the University of Minnesota Foundation in memory of Nicki Crick, Institute of Child Development Program Development Fund, Fund 3653.

**Maynard Reynolds**, Ph.D. '50, educational psychology professor emeritus, an architect of federal legislation to support education for children with disabilities, passed away October 16 at his home in North Oaks. He was 90. Reynolds is best known as a pioneer in developing “adaptive mainstreaming” for teaching exceptional children in schools across the nation. He first joined the faculty as director of the psychoeducational clinic and became the spirit and driving force behind the development of the special education program at the University. Reynolds worked with Gov. Elmer Andersen to enact the 1957 legislation that created school programs for students with disabilities in Minnesota, putting the state at the forefront of the developing field of special education. His many accomplishments included the University’s Outstanding Achievement Award and the J. E. Wallace Wallin Lifetime Achievement Award from the Council for Exceptional Children. Before his doctoral work, he served in the U.S. Air Force in the South Pacific during World War II. He retired in 1989. Former University president and CEHD colleague Robert Bruininks gave a eulogy at the memorial.

Memorial gifts may be made to the University of Minnesota Foundation designated as Maynard Reynolds Fund.



# A new year of learning

## Professional development and enrichment opportunities from CEHD

Make a New Year's resolution for learning!

Explore a new avenue of interest or get a fresh look at a familiar topic in 2013. Many opportunities in CEHD can be taken for CEU or college credit. Plan now—and bring a friend!

### Take a class in CEHD

If you're a former student not currently enrolled in an academic program at the U, learn more at [onestop.umn.edu/special\\_for/former\\_students.html](http://onestop.umn.edu/special_for/former_students.html).

If you've never been a U student, go to [onestop.umn.edu/non-degree](http://onestop.umn.edu/non-degree).

### More professional development resources

Don't miss these U resources:

Lifelong Learning  
[lifelong.umn.edu](http://lifelong.umn.edu)

Digital Campus  
[digitalcampus.umn.edu/programs/professional-development.html](http://digitalcampus.umn.edu/programs/professional-development.html)

### Racism, Educational (Mis)leadership, and School Reform

January 10

The Urban Leadership Academy presents a workshop by Jeffrey S. Brooks, associate professor and program coordinator of educational administration at Iowa State University and author of *The Dark Side of School Reform: Teaching in the Space Between Reality and Utopia* and *Black School, White School: Racism and Educational (Mis) leadership*.

Info: <http://z.umn.edu/ula>

### Minnesota Evaluation Studies Institute (MESI) Spring Training

March 6–8

Pre-session workshops March 4–5

The 18<sup>th</sup> annual spring training (formerly known as the MESI conference) provides a unique opportunity to learn and reflect on contemporary issues in evaluation with national experts and practitioners in a small setting. Professional evaluators, program directors and staff, community agency staff, students, and others interested in conducting or using evaluations are welcome.

Info: [evaluation.umn.edu/home/training](http://evaluation.umn.edu/home/training)

### Preschoolers in Movement: Exploring Their World

March 4–May 6

This nine-week online course will explore physical activity for the preschool child's development, physically as well as socially, emotionally, and intellectually. Presented

by the Center for Early Education and Development (CEED).

Info: [www.cehd.umn.edu/CEED/onlinecourses](http://www.cehd.umn.edu/CEED/onlinecourses)

### Urban School Leadership Seminar

April (date to be announced)

Principal Baruti Kafele, M.A. Milken National Educator, internationally-renowned speaker, and best-selling author, is on a mission to motivate, educate, and empower educators, parents, and children toward elimination of the *attitude gap* the world over.

Info: <http://z.umn.edu/ula>

### Improving Teachers' Assessment Practices Through Professional Development

May 17

Stanford University professor of education Linda Darling-Hammond will present the case of National Board certification and preparing teachers for a changing world—what teachers should learn and be able to do.

Info: <http://z.umn.edu/ula>

### Save the date

2013 STEM Education Colloquium  
August 5–6

Summer Literacy Workshop, Minnesota Center for Reading Research  
August 7

Watch for more opportunities at [www.cehd.umn.edu/professional-development](http://www.cehd.umn.edu/professional-development) or contact the CEHD Research, Innovation, and Outreach office at [rio@umn.edu](mailto:rio@umn.edu).

# Creating great places to work

## Entrepreneur J. Forrest designs tools for small organizations and their employees



**WINTER WAS ENDING IN 2006** when, after seven years working for a big local company, J. Forrest's job and department were being eliminated. As he cleaned out his desk, he opened a folder and recognized a sketch.

On a sheet of lined yellow paper was a career plan he had drawn for himself nearly ten years earlier, as a new college grad about to embark on grad school. According to the plan, Forrest found himself right on schedule. But the next step gave him pause.

*Own my own retreat center or consulting firm.*

Instead of beginning a job search, over the next few days Forrest made the decision to follow his plan. By year's end he had founded Employee Strategies, Inc., a company dedicated to helping organizations "create great places to work." Six years later, through a sobering recession, the company is thriving. And it is doing what it set out to do—several clients have made it onto lists of best workplaces.

Employee Strategies offers customized and proven services in improving the workplace—specifically, workplace audits and culture surveys, customer input through surveys, strategic business planning and goal setting, and implementation work that typically involves training and change management.

Last year the company launched a new organization called Alignamite, an online employee performance tool designed primarily for organizations and teams with less than 200 employees. With an estimated 5.8 million such companies in the nation, the potential demand for Alignamite is huge.

"For us the challenge is to get our product in front of busy leaders," says Forrest, M.Ed. '98. "For the organizations using the tool, they are seeing an improvement in performance and engagement in organizational objectives."

The company employs a team of six to seven people including part-time contractors. They work in a one-room office with an open environment that supports collaboration

and also saves on overhead costs. Forrest himself spends an hour or two every day in the car, out meeting clients, doing needs analyses and assessments, and selling Alignamite.

"I'm outfitted with mobile devices—mobile phone and an iPad," he laughs. "Even though every day is different, we've built our brand on being 'responsive, results oriented, and fun.'"

Busy is certainly nothing new for Forrest. During his senior year at St. Olaf College, he was finishing a double major in political science and speech communication and serving as student body president while also working for the Minnesota Twins. For a senior project, his mentor professor gave him eight books to read about leadership.

Then the college president referred him to a leadership expert at the U as a resource. They met, and Forrest was instantly drawn to the field of human resource development. That's when he sketched out the career plan.

"I had a loose idea that I wanted to be a leader," he says. "I was ambitious and restless, and she opened the door for me with some great questions."

Forrest enrolled in the master's program in human resource development, working full-time and still finishing in two years. His thesis focused on retention—how companies can keep the best employees, and best practices for understanding why people stay in jobs or leave them. Mentorship and advising are key ingredients, as he had personally experienced many times over.

These days, Forrest and his wife's lives are busier than ever with three young children. It helps that his commute is only about five minutes from home. He still finds time for baseball games. He also makes time for mentoring others. Next summer, a high school student who interned with Forrest before his layoff—now a student in CEHD—will intern at Employee Strategies and Alignamite.

Read more at [www.cehd.umn.edu/people/profiles/forrest](http://www.cehd.umn.edu/people/profiles/forrest).



## FROM THE PRESIDENT

DOOBIE KURUS,  
B.S. '95, M.Ed. '03

As president of the CEHD Alumni Society, I've been running a lot this semester...literally! On October 5, fellow alum Tom Harding and I competed in the third annual Gopher Adventure Race, where teams of two decipher clues and race between the Minneapolis and St. Paul campuses, completing a variety of physical and mental tasks. Tom and I took first place in our division and showed students that alums still have some pep in our step! Hats off to all the CEHD recreation, park, and leisure studies students who coordinated this outstanding event.

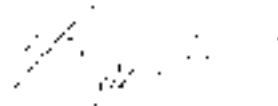
I was back on campus a week later for homecoming festivities, paired with Dean Quam in the lead CEHD car during the parade. This year's theme was "Legendary U," so our transportation was my friend's classic '57 Chevy, and all 130 CEHD parade marchers wore T-shirts with a Warhol-inspired collage of Goldy Gopher. Our parade revelers were loud and proud!

After the New Year, be sure to save the date for our annual Alumni & Student Networking Event. It takes place Tuesday, February 12, at 5:30 p.m. in McNamara Alumni Center. I've attended many of these, and it is truly rewarding for both the students and alums. Never underestimate how important your career journey and professional advice can be for our undergraduates. To RSVP, please contact [cehdas@umn.edu](mailto:cehdas@umn.edu).

Go Gophers!



Before the start of the Gopher Adventure Race, the CEHD Alumni Society team connected with "Team K," the wives of football coach Jerry Kill and U of M President Eric Kaler. (L-R) Doobie Kuras, Rebecca Kill, Karen Kaler, and Tom Harding.



**Stay connected to CEHD and the University of Minnesota! [cehd.umn.edu/alumni](http://cehd.umn.edu/alumni)**

### 1930s

**Mary Gardner Vance** (B.S. '34) passed away at age 99 on July 23. For more than 30 years, she built an amazing record of volunteer service in Portland, Oregon.

### 1940s

**Alden Knatterud** (M.A. '47), prominent educator and senior high principal in Moorhead, passed away on October 26 at age 92.

### 1950s

**Barbara Erickson** (B.S. '55) passed away on July 17.

### 1960s

**Larry Hatfield** (Ph.D. '69), University of Wyoming mathematics education professor, received the College of Arts

and Sciences Distinguished Alumni Achievement Award from Western Michigan University.

### 1970s

**Randy Johnson** (B.S. '75), former CEHD alumni society president, retired as Apple Valley's parks and recreation director after nearly 25 years of service.

• **Stan Mack** (M.A. '77) is the new superintendent for the Oshkosh School District. • **Jackie Hays** (B.S. '79) was recognized by the Arden Hills/Shoreview Rotary Club for exceptional service to the community.

### 1980s

**Timothy Morrison** (B.S. '85) is assistant professor in the teacher education department at Crown College, focusing on math education. • **Ann Casey** (Ph.D.

'86), executive director for special education at Minneapolis Public Schools, was honored by CEHD's educational psychology department with its School Psychology Distinguished Alumni Award. • **Michael Madell** (M.A. '87), superintendent for the Vicksburg National Military Park, will host a major Civil War sesquicentennial event highlighting the theme "From Civil War to Civil Rights." • **Carol Peterka** (B.S. '87) served with the U.S. Sports Academy in a pilot program to retrain a thousand Malaysian physical education teachers. • **Brenda Hartman** (M.S.W. '89) published *Tell 'Em Charlie Sent 'Ya: Nine Stories of Healing and Death*, illustrating how the experience of dying can be one of healing. Support, understanding, and love emerge as forces that guide an individual through the dying process.



CEHD alumni relations sponsored teams for the Gopher Adventure Race on October 5. (Clockwise from top) **Teresa Nesteby** (M.Ed. '08) and **Trina Greene** (M.Ed. '08). **Joo Ree Richards** (M.A. '12) and her sister Mai took second place in their division. **Katie Buelo** (M.Ed. '09) struck a pose with Goldy Gopher.



The CEHD Alumni Society welcomed seven new members to its board this summer: (L-R) **Mala Ugargol** (M.Ed. '03), **Amy Barton** (B.S. '07), **Cheryl Reid** (M.A. '95), **Zer Vang** (B.S. '07), **Tommy Watson** (B.S. '97), **Liz Melcher** (M.S.W. '07), and **Brenda Hartman** (M.S.W. '89).

## 1990s

**Thomas Gaudreau** (M.Ed. '91) joined the Meridian Community School District as the assistant superintendent of schools.

• **Vicky Knickerbocker** (M.S.W. '91), human services and sociology instructor at Inver Hills Community College, was one of 12 Holocaust educators chosen nationally by the Children of Auschwitz Nazi Deadly Lab Experiments Survivors (CANDLES) Museum to travel to Poland and participate in the "Seed of Forgiveness" tour. • **Anthony Bibus III** (Ph.D. '92), professor emeritus, retired from Augsburg College, where he taught social work since 1992. He received a lifetime achievement award in 2012 from the Minnesota chapter of the National Association of Social Workers. • **Terrie Rose** (Ph.D.

'92), licensed child psychologist and founder of Baby's Space, was named to the board of Youthprise. • **Julie Furst-Bowe** (Ed.D. '95) became the eighth chancellor of Southern Illinois University Edwardsville. • **Polly Roach** (M.S.W. '97), vice-president of strategic services for Mentoring Partnership of Minnesota, was recognized by the Minnesota Association for Volunteer Administration for leadership in the field of volunteer resources. • **Melinda Wells** (M.S.W. '97) is policy and advocacy director for the Canadian Red Cross. • **Doug Gentile** (Ph.D. '98), associate professor of psychology at Iowa State University, was featured in the *Star Tribune* for his research on six risk factors that predict violent behavior in children. • **Vicki McDougall** (M.Ed. '98) was appointed



**Huann-shyang Lin** (Ph.D. '92), 2002 CEHD Distinguished International Alumni Award recipient, was named editor-in-chief of the *International Journal of Science and Mathematics Education*. **Zuway-R Hong** (Ph.D. '02) was appointed vice-president for student affairs at Sun Yat-Sen University in Taipei, where both she and Lin serve as professors in education.



**Meredith Fergus** (B.S. '98), **Leonard Goldfine** (Ph.D. '03) and **Jennie Robinson Kloos** (Ph.D. '99) are serving on the 2012 steering committee of the Association for Institutional Research in the Upper Midwest.

associate warden of operations at the Minnesota Correctional Facility, St. Cloud. • **Scott Peters** (Ph.D. '98) was named co-director of the Imagining America: Artists & Scholars in Public Life consortium at Syracuse University.

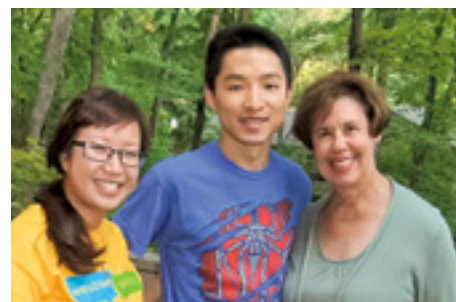
## 2000s

**Jennifer Cherry** (M.Ed. '03) is the Anoka-Hennepin School District's Title IX/equity coordinator. • **Phil Esten**



Two outstanding CEHD alums were recognized at the University of Minnesota Alumni Association Awards Celebration in October. **Carol Mulligan** (B.S. '01), former CEHD alumni society president, received the Alumni Service Award for her notable volunteerism and service to the University. A respected communicator and editor, Mulligan has recruited exceptional board members, championed student scholarships, and advanced faculty research. **Louis Quast** (Ph.D. '03), CEHD faculty member and ex officio alumni society board member, received the Faculty/Staff Volunteer of the Year Award for his active participation in, and support of, University events that engage alumni. Hats off to Carol and Lou!

(Ph.D. '03), former president and CEO of the University of Minnesota Alumni Association, was named executive associate athletic director for advancement at the University of California, Berkeley. • **Tammy McIntyre** (M.Ed. '03) is founder of McIntyre Employment Service, LLC, providing workforce readiness consulting for nonprofit organizations. • **Cardina Esparza** (M.Ed. '04), planning and contract specialist for the Wilder Foundation, was named a 2012-13 policy fellow at the Humphrey School of Public Affairs. • **Pamela Steinle** (M.Ed. '04) is an attorney at Bassford Remele. • **Karen Carmody** (Ph.D. '05) received the Early Career Research Award for Outstanding Contributions to Research/Practice in the Field of Child Maltreatment from the American Psychological Association, Division 37. • **Matthew Lindner** (M.Ed. '05) is a K-5 literacy teacher for the Palo Alto Unified School District. • **Mandy Ellerton** (M.S.W. '07) is project manager for the Bush Foundation's InCommons initiative. • **John Hamre** (Ph.D. '07) was named head coach and general manager for the Coulee Region Chill of the North American Hockey League. • **Merrill Harris** (M.Ed. '07) is head of the physical education/health department at Breck School in Minneapolis. • **Sheila Krejci** (M.Ed. '07) completed her first book, *The Engaging Expert: a Fieldbook for Occasional Presenters and Accidental Trainers*. • **Ellen Austin** (M.Ed. '08), of Palo Alto Senior High School, was named the 2012 Dow Jones News Fund National High School Journalism Teacher of the Year. • **Julie Schmitz Miller** (M.Ed. '08) coordinated athletes' logistics and communications as a manager for the U.S. Olympic Committee at the 2012 London Games.



CEHD recently partnered in a pilot program with the Minnesota International Center to match seven alumni hosts and their families with new international students for a meal. We sincerely thank those alumni who opened up their homes: **Andrew Adelman** (M.A. '09), **Sandy Campbell** (B.S. '69), **Kate Donahue** (B.S. '70), **Frida Mindrum** (M.Ed. '99), **Marie Rice** (B.S. '84), **Mary Tjosvold** (Ph.D. '75), and **Sue Weinstein** (B.S. '68), pictured with students **Marina Uehara** and **Jingbo Wang**.

## 2010s

**Holly Bunn** (M.Ed. '10) is a learning and development consultant for Mayo Clinic. • **Chee Kwai** (Ph.D. '10) is director for the University of Maine's office of international programs. • **María Pabón Gautier** (Ph.D. '10) is coordinator of undergraduate education for CEHD, University of Minnesota. • **Diana Cooper** (Ph.D. '11) presented in Rio de Janeiro this June for the World Symposium on Sustainable Development at Universities. • **Marie Nelson** (M.S.W. '11) is a social worker at UW Medicine in Seattle.

## Share your news

Land a new job? Celebrate a professional milestone? We want to share your news in *Connect*. Submit an alumni note online at [cehd.umn.edu/alumni/news](http://cehd.umn.edu/alumni/news). Need to update your contact information? [update.umn.edu](http://update.umn.edu)

CEHD Alumni and Friends on   
 CEHD Alumni & Student Networking  
 Group on   
 @UMN\_CEHD\_Alumni on Twitter 

- **Lindsay Kipp** (Ph.D. '12) is a lecturer for the University of Kentucky department of kinesiology and health promotion.
- **Donald Mitchell, Jr.** (Ph.D. '12), assistant professor of higher education at Grand Valley State University, received the McKaig Outstanding Doctoral Research Award from the Center for the Study of the College Fraternity.
- **Jessica Pleuss** (Ph.D. '12) is assistant professor of psychology for Morningside College.
- **Susan Rickers** (Ph.D. '12) is assistant professor in social work at Bemidji State University.
- **Valeria Sinelnikov** (B.S. '12) is a business intelligence analyst for Viral Technologies.
- **Pang Vang** (B.S. '12) is a human resource staffing specialist for the Travelers' Foundation.

More than 80 alumni and guests attended the Celebrating U: Recent Alumni Mixer at Weisman Art Museum in September. The event was a joint collaboration between CEHD alumni relations and five other U of M collegiate units. **Kelsey Savoie** (M.Ed. '11), CEHD alumni society vice president, was a featured speaker.



## collegeCALENDAR

There are many ways CEHD alumni and friends can stay connected to the college. We hope you'll attend some of the events listed here or connect with us online. Visit [cehd.umn.edu/alumni/events](http://cehd.umn.edu/alumni/events) or call **612-626-8782**.

### University of Minnesota Legislative Briefing

Wednesday, January 23  
5 p.m. networking and light dinner, 6 p.m. program  
Memorial Hall, McNamara Alumni Center

Join President Eric Kaler at this annual briefing and hear the plan to renew the University's partnership with the state. Registration opens December 3.

[www.MinnesotaAlumni.org/2013briefing](http://www.MinnesotaAlumni.org/2013briefing)

### Minne-College

Saturday, January 19, 12:30 p.m.  
Inn on Fifth, Naples, Florida

Saturday, February 16, 12:30 p.m.  
Hyatt Regency Resort at Gainey Ranch  
Scottsdale, Arizona

Snowbirds and alumni who live in Florida and Arizona are invited to participate in an afternoon of learning featuring faculty from colleges across the U. Visit [MinnesotaAlumni.org](http://MinnesotaAlumni.org) for registration information.

### CEHD Alumni & Student Networking Event

Tuesday, February 12, 5:30–7 p.m.  
McNamara Alumni Center

Looking to give back? Now in its fourth year, our networking event has connected hundreds of undergraduate students with alumni in an informal, casual setting. Alumni participation helps sharpen students' networking skills and career goals. Complimentary food and refreshments. RSVP to [cehdas@umn.edu](mailto:cehdas@umn.edu).

### CEHD Research Day

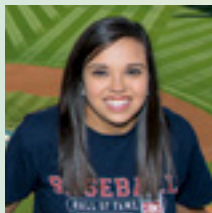
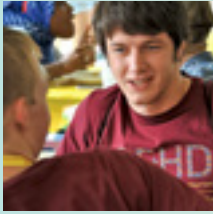
Tuesday, March 26, 11 a.m.–1 p.m.  
Memorial Hall, McNamara Alumni Center

Faculty and staff evaluation projects and research will be showcased. Save the date!

# Improving lives.

## One student at a time.

From a remote village in Bhutan to the inner cities of Minneapolis and St. Paul, to rural communities in Minnesota and beyond, students' paths to the University of Minnesota and the College of Education and Human Development tell a story of struggle, resilience, hope, and gratefulness. The lives of these students and countless others have been improved because of nearly 3,000 generous alumni and friends who gave more than \$8 million in gifts last year. Parmananda Khatiwoda, who lived in a refugee camp for 17 years before resettling in Minnesota, wants to use his degree in social work to help local Bhutanese elders live respectful and dignified lives. Colleen Erdman, a talented special education student with a hearing loss, wants to be a teacher and a role model for her deaf and hard-of-hearing students. Or freshman Nao Lor who is proud to be the first in her family to go to college. These are just three of the hundreds of students who are very thankful for scholarships and fellowships that have enriched their lives and who are passionate about their chosen work to improve the lives of young people, the elderly, and the community at large. In addition, more than \$225,000 in annual gifts provides Dean Quam with funds to support faculty research, special initiatives, scholarships, and community partnerships. To all of our donors we say thank you. **Your gifts both large and small are improving lives.**



# Roster of Donors 2011–2012

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, 2012. Also listed are donors to the Women’s Philanthropic Leadership Circle and members of the Burton Society. A complete donor list is available at [cehd.umn.edu/giving](http://cehd.umn.edu/giving).

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

**\$1,000,000 or more**

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 Joel and Susan Barker  
 Robert Beck\* and Corrie W. Ooms Beck  
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American Express Company and American Express Foundation  
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 Wood-Rill Foundation  
 Xcel Energy  
 John P. Yackel  
 John A. and Delta E. Youngquist

**\$25,000 to \$99,999**

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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.

\* deceased

## Recent gifts and commitments to the college

received after July 1, 2012

**Kristin and Russell Anderson** have created the CEHD Fund for School–University Partnerships with a gift of \$12,500 to support the work of the Educator Development and Research Center.

A gift of \$589,000 has been made by **Sheldon Hess** and his children, **Lt. Colonel Timothy S. Hess** and **Christine Hess Orthmann**, to create the Kären Matison Hess Memorial Fellowship to support doctoral students in teacher development.

**Jeanne Higbee** has pledged an additional \$10,000 to the David Ghere Memorial Fund for Student Professional Development.

An estate gift of \$25,000 was made by **John C. Masters** for the Institute of Child Development.

**Virginia Puzak** has contributed another \$10,000 toward the Puzak Family Scholarship Fund to support teacher licensure students in the college.

The **Gordon E. Robertson** estate has made a gift of \$200,000 to support scholarships.

### Recent corporate and foundation gifts

\$25,000 from the **Glen and Harold Bend Foundation** to support the Project for Babies.

**Students Impacting Communities, Inc.**, has pledged \$35,000 to create the Gary Tinsley Memorial Scholarship and the Gary Tinsley Business and Marketing Education Grant Fund.

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*A circle of donors who combine their resources to support and develop women leaders and philanthropists.*

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## Campbell Leadership Chair established

In September, **Carmen and Jim Campbell** created a new endowed chair. The Campbell Leadership Chair will have as its initial focus reducing the educational achievement gap. The Campbells' contribution of \$1 million was matched by the University.

This is the second chair established by the Campbells. The first, established in 2003, focuses on teacher development.

# Giving matters

**FOR MORE THAN 25 YEARS,** David Olson taught and advised students as a faculty member in the Department of Family Social Science. He and his wife, Karen, used their expertise to create a company and the PREPARE/ENRICH assessment tool to help couples build stronger relationships. Several years ago, the Olsons decided to create an endowment to help students complete their doctorates in this critically important field.

“Completing a dissertation is a very demanding task that requires intense individual effort,” says Olson, now a professor emeritus. “Students need to be able to focus on completing their dissertation before accepting job offers.”

This year, one of those students is **Diego García-Huidobro**, a family physician from Chile. Working with patients struggling with mental illness and chronic health problems, García-Huidobro became aware of the importance of the family system to their well-being and care.

“Today’s most important health challenges are cardiovascular disease, cancer, and mental illnesses,” says García-Huidobro. “All of these can be related to individual and family health behaviors such as eating or physical activity and the type of family relations.”

He recognized that he needed more clinical skills and deeper understanding of the unique and appropriate ways of conducting research with families. His search led him to pursue a Ph.D. in Minnesota.

“Here, I have found a perfect combination for my clinical and research interests—great family science and family medicine departments and a well-known school of public health,” García-Huidobro says. “I have been able to combine learning experiences in these three units, tailoring my program to my needs.”

Supported by the Olson fellowship, García-Huidobro will be able to collect data for one of his doctoral preliminary written exams and stay on track in the program. After his Ph.D., he plans to become a family scholar practicing holistic family medicine as part of a health team, conducting research, and teaching.

“David and Karen Olson’s generous support has allowed me to gain experience as an independent investigator,” says García-Huidobro, “but more importantly, it has allowed me to connect my studies with my passion.”

**“I will use my learning in the academic community but also by serving community people who don’t have access to ‘scientific knowledge.’ These are the people with the greatest need, who need our efforts.”**

—**DIEGO GARCÍA-HUIDOBRO, M.D.**  
doctoral student, family social science

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