

UNIVERSITY OF MINNESOTA

# connect

- + Language immersion
- + Global learning community
- + Accommodation decisions
- + Summer opportunities

CEHD | College of Education + Human Development

SPRING/SUMMER 2014



**BECOMING**  
**bilingual**

# connect

VOL. 8, NO. 2 | SPRING / SUMMER 2014

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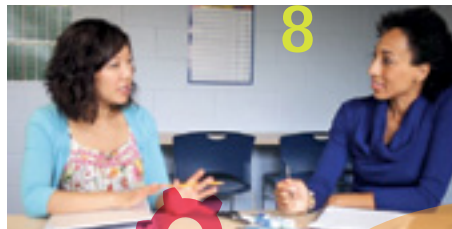
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Institute of Child Development researchers Maria Sera, left,  
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Photo by Dawn Villella

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**COLLEGE OF EDUCATION  
+ HUMAN DEVELOPMENT**

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

Dean Quam, center, and associate dean Na'im Madyun spoke with Best Academy students attending the annual Martin Luther King, Jr., Holiday Breakfast at the Minneapolis Convention Center in January.



**from the dean:** What languages did you learn when you were in school? I had the options of Spanish, German, or French, but only in high school. Some of us came from homes where English was not the language that was spoken. Others had grandparents who spoke a native language and were less comfortable with English.

Today the diversity of languages in our homes and in our classrooms has changed dramatically. The number of students in Minnesota whose first language is not English is growing. Over 65,000 English-learner students throughout Minnesota represent more than 200 languages. Among the 39,000 students in Saint Paul Public Schools alone, more than 125 languages and dialects are spoken at home. We recognize not only the need to teach English as a second language but also the need for English speakers to learn other languages. In this issue, you have an opportunity to read about how children learn languages and about language immersion education, one model of second-language teaching and learning where our college has made an internationally recognized and lasting contribution.

Language is of course only one aspect of the diversity we recognize and celebrate in CEHD. In this 50th anniversary year of the Civil Rights Act of 1964, we are reminded of the work of path breakers before us and also of the work ahead of us. The variety of contributions in our college always amazes me, from the recent prevalence study of autism spectrum disorder in Minneapolis to preparing leaders for national organizations that support healthy families.

Finally, I am truly honored that in this issue you can meet Ndi Kalomo, the first recipient of a scholarship in my name through a fund to which I have been contributing for almost 20 years. This is one way to assure you that CEHD's faculty and staff aren't just employed in the college but are also giving back as your partners in the work of improving lives.

SERENA WRIGHT



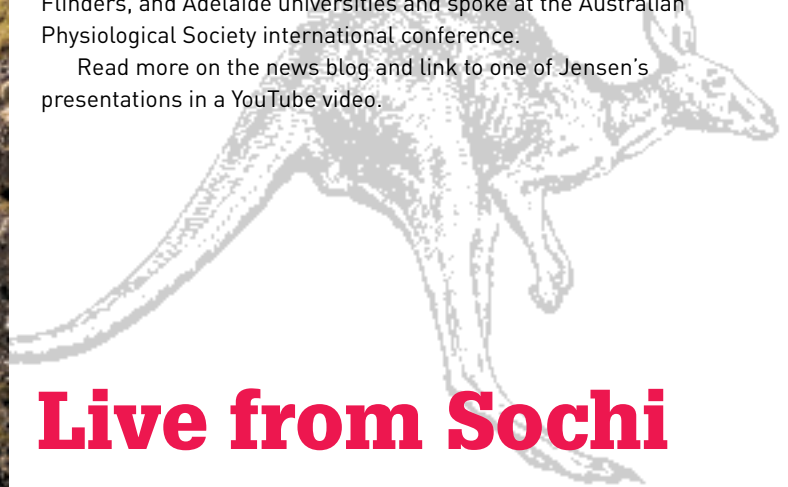
## Sabbatical high

**PROFESSOR KEN BARTLETT** is covering a lot of ground during his sabbatical. He's been visiting universities, conducting research, and giving lectures and workshops in countries across Europe, the Middle East, Asia, Australia, and his home country of New Zealand. He also loves to head off into the hills for hiking and climbing. After recently completing a multi-year challenge to reach the highest point in all 50 U.S. states, he has now been able to trek to the top of several European countries. Bartlett, who served as a ranger in the U.S. Forest Service before his career path led him to human resource development, posed for a photo on the famous overhanging rock above Geirangerfjord in Norway. Next he heads to the lower elevations of the U.K. as a visiting scholar at Oxford University in Cambridge and Napier University in Edinburgh.

## Flipped in Australia

**MURRAY JENSEN FLIPPED** not only seasons in December but also brought his "flipped classroom" to the land down under. As part of a National Science Foundation project, the associate professor in the Department of Postsecondary Teaching and Learning led workshops and discussed a pedagogical model in which the lecture and homework portions of a course are reversed. The project is called Process Oriented Guided Inquiry Learning, or POGIL, and Murray uses it to teach anatomy and physiology through the College in the Schools program in Minnesota. In Australia, he shared his expertise at Deakin, LaTrobe, Monash, Flinders, and Adelaide universities and spoke at the Australian Physiological Society international conference.

Read more on the news blog and link to one of Jensen's presentations in a YouTube video.



## Live from Sochi

**WHEN THE OLYMPICS ARE OVER**, the Paralympics begin. On March 2, School of Kinesiology graduate student **Jason Kask** arrived in Sochi, Russia, as part of the U.S. Paralympics Nordic Ski Team. Kask was a service technician for the team, responsible for helping to prepare the athletes' skis. He also blogged about the two-week experience. Find a link to read more and see photos on the news blog.





# Help after Haiyan

**ON A MONDAY IN NOVEMBER, Stacy Remke** responded to a call from Project HOPE for help in the wake of Typhoon Haiyan. On Thursday, she was on a plane from Minnesota to the Philippines.

Remke is a teaching specialist in the School of Social Work who specializes in grief and loss. The request from Project HOPE was for bereavement services. She became part of an advanced planning team of three that, over 10 days at the end of November, would lay the foundation for more than 300 volunteers to follow. The team helped to build an infrastructure and create a setting in the Philippines to



support Project HOPE volunteers in the weeks, months, and years to come.

Theirs was the first relief group to arrive in Topaz, a town directly in the storm's path.

"Rice paddies and banana plantations had been flattened," says Remke. "A lot of the houses, made of woven mats, were smashed."

Topaz had been without power since the storm hit on November 8. The roof of the health system had blown off, with substantial damage to the local hospital. Staff in the town had been working non-stop. Remke's role quickly changed from addressing grief and loss to traumatic stress.

"People had been pulling together and working in overdrive to meet immediate needs and figure out what they needed to do as a community," she says. With little help from the local military, much of the

Clockwise from top right: Airport repairs, Remke with the social welfare office staff in Topaz, a meeting of non-governmental organizations planning disaster response.



stress fell on the shoulders of municipality workers.

Every day in the Philippines, Remke worked to identify a project for the future volunteers, meeting local people and dignitaries who would be able to assist in implementing it, and finding housing, food, and supplies for the 18-20 expected volunteer teams to come.

Back in Minnesota, Remke remained involved, finishing a report, identifying needs, and recommending the most useful types of volunteers. She hopes to see future groups implementing grief-and-loss strategies into their relief projects.

"Social workers are well prepared to provide emotional support in extreme circumstances to people in distress," she says. And, like Remke, they are ready to jump at the opportunity to serve people in need around the world.

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

—Ali Lacey







## 100 years of exchange with China

**IN 1913, THE FIRST CHINESE** students enrolled at the University of Minnesota. They came through the Boxer Indemnity Scholarship Program, which President Theodore Roosevelt approved to divert what the United States recognized as an outrageous war penalty placed on China by eight colonial powers after the Boxer Rebellion.

A fitting tribute to the centennial of U of M–China exchange was a keynote address by Gene Luen Yang for Book Week 2013. Yang's *American Born Chinese* was the first graphic novel to be nominated for a National Book Award, in 2006, and his new companion volumes—*Saints* and *Boxers*, set during the Chinese Boxers Uprising in 1899–1901—had just been shortlisted for the same award. Yang started drawing in fifth grade and is a passionate advocate for using comics in education.

It was an international evening all around, hosted by Polish-born **Marek Oziewicz** as the new Marguerite Henry Professor of Children's and Young Adult Literature, accepting the baton from professor emeritus **Lee Galda**. Book Week, founded in 1941, is one of the oldest ongoing literary events in the nation.

Read more on the [news blog](#) and link to a [YouTube video](#) of Yang's talk.



At the Gateway of India in Mumbai last year, Doug Kennedy (back row, right) posed with students and staff from partner schools.

## Continuing a legacy

**DOUGLAS KENNEDY WAS TEACHING** high school in Minnetonka when he got a Fulbright to India in 2010. That experience changed everything, he says, putting him on a path to a doctorate in comparative and international development education. He has since traveled to South Africa, China, and back to India, connecting schools and students. He contributes to CEHD's Teacher Education Redesign Initiative (TERI) and is working with professor **Deanne Magnusson** to create an international resource center for the Department of Organizational Leadership, Policy, and Development that aspires to continue the work of professor emeritus **Josef Mestenhauer**. This year, Kennedy became one of the first three recipients of the Mestenhauer Student Award for Excellence in Campus Internationalization, named in honor of the long-time champion of international education and a recipient of several Fulbrights himself. Kennedy and Mestenhauer met at the awards ceremony in February. See the news blog for a link to Kennedy's digital story and more information about the award.



# Snows of Kilimanjaro



**FIFTEEN STUDENTS TRADED** the snows of Minnesota for the snows of Kilimanjaro over winter break this year. The January-term class REC 4301 marked the first time Africa's highest mountain has been climbed as a college course.

During the 17-day, 19,000-foot trek to the peak, students spent a week on the mountain on the northeastern border of Tanzania. They also visited five national parks, learning about wildlife protection, conservation efforts, climate change impact, and cultural diversity.

The class was led by **Connie Magnuson**, director of the Recreation, Park, and Leisure Studies program in the School of Kinesiology. Magnuson saw Kilimanjaro the first time a few years ago while leading students on a climb up Mt. Kenya. Through a clear sky, the summit of the fabled snow-capped Kilimanjaro was visible in the distance.

Only 40 percent of those who attempt to reach Kilimanjaro's summit each year make it to the top, says Magnuson. In the U of M group, 14 of 15 persevered to the peak, though some with varying levels of altitude sickness.

"The learning that occurs on so many

levels on an intense, challenging trip like this is phenomenal," Magnuson says. "Students from many backgrounds and majors came together to not only challenge themselves, but also to encourage others who were having difficulty."

Link to a slideshow and to senior **Mary Russell's** travel blog at [www.cehd.umn.edu/connect/2014/peak.html](http://www.cehd.umn.edu/connect/2014/peak.html).



## Goldy goes to Cuba— and beyond

## Food for life

**FOR TWO HOURS** one winter Saturday, a team of students in the Counseling and Student Personnel Psychology (CSPP) program volunteered with family and friends to produce enough meals to feed 67 children in Haiti for a year. The project was carried out through Feed My Starving Children, a multi-state volunteer program with an outreach in 70 countries. The CSPP effort was coordinated by school counseling and clinical training director **Marguerite Ohrtman** in the Department of Educational Psychology, along with CSPP students **Natalie Chan** and **Kayte Haagenon**. Read more on the news blog.



**THIS YEAR, DEAN QUAM**

inaugurated "Flat Goldy" to accompany CEHD students, faculty, and staff on their travels. The purpose is to help document our global college community in this year designated for a focus on international activities—and to have fun! Among Flat Goldy's companions in December was CEHD events director **Serena Wright**, left, who joined a People to People delegation to Cuba along with her husband, CLA faculty member John Wright. The group toured arts locations, from studios to museums, explored the history of Afro-Cuban ties, and visited a UNESCO biosphere reserve.



# Answering the call to understand autism

**ABOUT 1 IN 32** Somali children, ages 7–9 in 2010, was identified as having autism spectrum disorder (ASD) in Minneapolis, according to new data released by CEHD’s Institute on Community Integration. While Somali and White children were about equally likely to be identified with ASD, both groups were more likely to be identified with ASD than non-Somali Black and Hispanic children.

The Somali and White estimates from Minneapolis were higher than most other communities where the Centers for Disease Control and Prevention (CDC) tracks autism spectrum disorder. Overall, the research estimates that 1 in 48 children reviewed in Minneapolis was identified as having ASD.

This is the largest research project to date to look at the number and characteristics of Somali children with autism spectrum disorder in any U.S. community.

“We do not know why more Somali and White children were identified as having ASD than Black and Hispanic children in Minneapolis,” said principal investigator **Amy Hewitt**, director of the Research and Training Center on Community Living in the institute. “This project was not designed to answer these questions, and future research is warranted.

“What we know for sure is that children and families living with ASD in Minneapolis continue to need support,” said Hewitt. “These new findings can be used to make improvements so that all

children in Minneapolis are identified and connected to appropriate services and supports as soon as possible.”

Researchers included members of the Somali community and community facilitators who worked directly with the Somali community to make sure that families and community leaders were involved and informed.

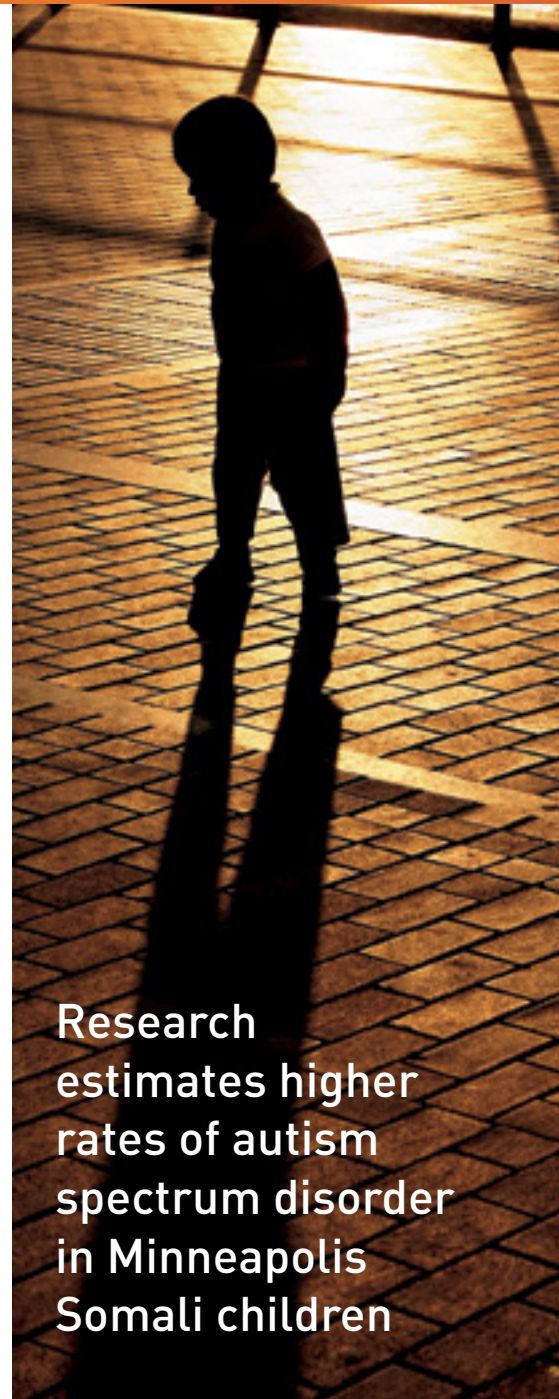
## Late diagnoses and co-occurring intellectual disabilities

In reviewing more than 5,000 clinical and educational records, researchers found that the age at first ASD diagnosis for Minneapolis children was around five years. Somali children with ASD were more likely to also have an intellectual disability (e.g., IQ lower than 70) than children with ASD in all other racial and ethnic groups in Minneapolis.

“Children with ASD can be reliably diagnosed around two years of age,” said Hewitt. “Further research must be done to understand why Minneapolis children with ASD, especially those who also have intellectual disability, are not getting diagnosed earlier.

“Future research can and should build upon these findings to better understand how ASD affects Somali and non-Somali children differently,” said Hewitt, who is pursuing funding for new projects.

In 2008, the Minnesota Department of Health (MDH)—responding to the concerns of Somali parents—conducted a study to find out if Somali children were participating in special education



Research estimates higher rates of autism spectrum disorder in Minneapolis Somali children

programs for autism in Minneapolis Public Schools at a higher rate. CEHD’s current research, funded by the CDC, the National Institutes of Health, and the nonprofit organization Autism Speaks, was a next step to the MDH study.



## What is a prevalence study? Why do it?

Prevalence is a scientific term describing the number of individuals with a disease or condition among a defined group of people at a specific period in time. In this case, determining the prevalence of ASD helps communities develop realistic plans to support children and their families. Understanding the number and characteristics of children who have ASD is key to promoting awareness of the condition and identifying important clues for further research.

This project, which began in July 2011, looked at information on Minneapolis children who were between the ages of 7 and 9 during 2010. Data collected on children included a review of school and medical records and application of a surveillance definition of ASD by expert clinicians. Specifically, the Autism and Developmental Disabilities and Monitoring (ADDM) Network method, developed by the CDC, was used to track the number and characteristics of children with ASD. This method helps explain if certain groups are more likely to be identified with ASD than others and is ideal for a project such as this one, in which data come from multiple sources in the community.

## RESEARCH SHORTS

### Helping child cancer survivors

Cancer is the leading cause of death by disease in U.S. children 1–14 years old, but there has been a dramatic increase in survival in recent decades. A new study shows that childhood cancer survivors experience changes in their arterial blood vessels that indicate an increased risk for premature atherosclerosis and cardiovascular disease. **Donald Dengel**, professor of kinesiology and director of the Laboratory of Integrative Human Physiology, is the lead author of the study. It examined arterial blood vessel function in 319 childhood cancer survivors and 208 sibling controls. The study supports monitoring and managing cardiovascular risk factors in these children.

### Marital first responders

Nearly three-fourths of U.S. adults have been a confidant to someone with problems in marriage or a long-term committed relationship, according to a new study led by family social science professor **William Doherty**. It is the first study to determine how many U.S. adults serve as confidants and advisers when it comes to relationship issues.

Yet many confidants are not equipped to be supportive, said Doherty, a nationally known expert on marriage. “We found only half of confidants feel confident in their ability to help and about 40 percent feel stressed by these conversations,” he said. Doherty is developing tools for what he calls marital first responders.

### Knowledge of the brain benefits teachers

Providing teachers with information about neurobiology of learning can improve K–12 teaching and student learning, according to a new study. A team that included CEHD faculty members **Gillian Roehrig**, curriculum and instruction, and **Sashank Varma**, educational psychology, studied attendees of BrainU, a professional development workshop that teaches neuroscience principles of learning to in-service teachers. Learning the key concept of “plasticity” resulted in an understanding that translated into better classroom instruction.

### Teen sleep improves grades and health

Later high school start times improve student grades and overall health, according to a new study conducted by CEHD’s Center for Applied Research and Educational Improvement (CAREI) and funded by the U.S. Centers for Disease Control and Prevention (CDC). The three-year project used data from more than 9,000 students in eight high schools in three states.

Later start times resulted in improved attendance, standardized test scores, and academic performance, and decreased tardiness, substance abuse, depression symptoms, and caffeine consumption. The school that moved to the latest start time saw a 70 percent drop in car crashes involving teen drivers.

“It confirmed what has been suspected for some time,” said CAREI director **Kyla Wahlstrom**, who pioneered the research.

# Accommodation REVELATION

New online training helps instructors support learners with disabilities

BY MICHAEL MOORE

**IN THE VIDEO**, a special education teacher and a math teacher are talking about a student. The student has a learning disability, and the special education teacher suggests an accommodation. Initially, the math teacher is skeptical about the process and not sure it is her job to do anything about it. But at the conversation's end, she is willing to give it a try.

The scene reflects very real conversations that happen every day in classrooms across the country. The video is part of a new set of online training modules on making decisions about instructional and assessment accommodations for students with disabilities.

The training was created by the National Center on Educational Outcomes (NCEO) in CEHD for the State of Alabama, but it is available to anyone who wants to use it. Whether the training is shown to educators in Alabama or at conferences nationwide, the reaction is universal. Once the video clip concludes, audience members cannot wait to use it.

"Oh, I can use this!" is the phrase NCEO's Sheryl Lazarus so often hears.

The first time Lazarus showed the training was at a conference for teacher educators held by the Council for Exceptional Children.

"After we presented it one person asked, 'Can the Decision Making Tool be used to get a grade for a student?'" Lazarus remembers, "and then three other people jumped in—'Well,

this is how I think I could use it in my course'—and suddenly we weren't the ones answering the questions."

## A resource for instructors

Accommodations are tools or processes that enable a student with disabilities to access instruction and assessment meaningfully, without changing the difficulty or construct. They help students better access learning and show what they know.

The training includes case-based video clips and contains five interactive, multi-media professional development modules. Educators are coached on best practices in how to select, administer, and evaluate the use of accommodations.

A special education teacher and a math teacher talk about a student's accommodation in a scene from the new set of online training modules.





A key feature of the training is an accommodations decision-making tool that walks the participant through the steps to take when making decisions about accommodations. The tool provides an opportunity to put into practice what they are learning, and it can be used once the training is completed. The training also offers activities and other resources to build teachers' knowledge and skills.

This training is available without charge and is accessible from NCEO's website. NCEO developed the training collaboratively with the State of Alabama, where instructors earn continuing education credits after completing it, but it can be used in other states because the information in the training is not state specific.

## Designed for users

After conducting a needs assessment, the Alabama State Department of Education found that teachers were randomly assigning accommodations.

"Teachers were doing accommodations, but there was no rhyme or reason for what they were doing," says DaLee Chambers, director of the department's transition initiative.

"It has been many years since any kind of training has been conducted in Alabama to help educators understand what accommodations are and how to properly use them with students instructionally and on state assessments," says Nannette Pence, the department's education specialist for Student Assessment Special Populations at the Alabama State Department of Education.

NCEO is a national center funded by both state and national grants. The center works with states across the country to provide leadership to include students with disabilities and English language learners (ELLs) in large-scale state assessments. The grant that funded this training was from the Office of Special Education Programs. NCEO and Alabama began to develop it in 2010.

As part of the development process, NCEO staff members led focus groups, teacher surveys, usability testing, and a national summit meeting. They found that case studies are helpful, and teachers learn best when they can relate the training to their own practice. NCEO made an early decision to include video clips, which then required writing scripts, involving actors, and filming.

Knowing that learning is aided when learners can actually do something rather than passively watch a computer screen led the NCEO team to develop the Decision Making Tool included in the training.

After considering various options for implementing the training itself, NCEO selected the college's LT Media Lab.

"They had a focus on creating content and presenting it in a way that was engaging that involved learners and brought them in," Lazarus says. "One of the highlights working with them was the very excellent people they had working on the videos."

Throughout development, LT Media Lab emphasized thinking and doing the training in cutting-edge ways. From the start, they said the training should be able to work on mobile devices and iPads.

"That was always their focus," says Lazarus, "and I'm glad we went that route."

## Comprehensive and fun

The training launched last August, in time for teacher development prior to the school year. Since then, Pence has presented the training to several thousand educators in Alabama. She has also included it as part of the curriculum for an exceptional-learner class she teaches at a private college.

"It was very well received and looked upon as a necessary tool everyone could use," Pence says. "Everyone thought it was easy to follow, understand, and then able to implement within the classroom. And they were glad they could receive credit for it."

Video clips from the training are available on NCEO's YouTube channel, where anyone may view and use them. NCEO is also creating web pages that will embed selected videos and provide curriculum for teachers to use.

The training is spreading to other states. Matt Holloway, special education specialist at Texas Education Service Center Region 13, found the training while doing a web search.

"When we came across it," Holloway says, "we were very impressed that somebody did a comprehensive, methodical training that looks at the whole picture of the accommodations process."

Holloway works with schools to align accommodations with student needs.

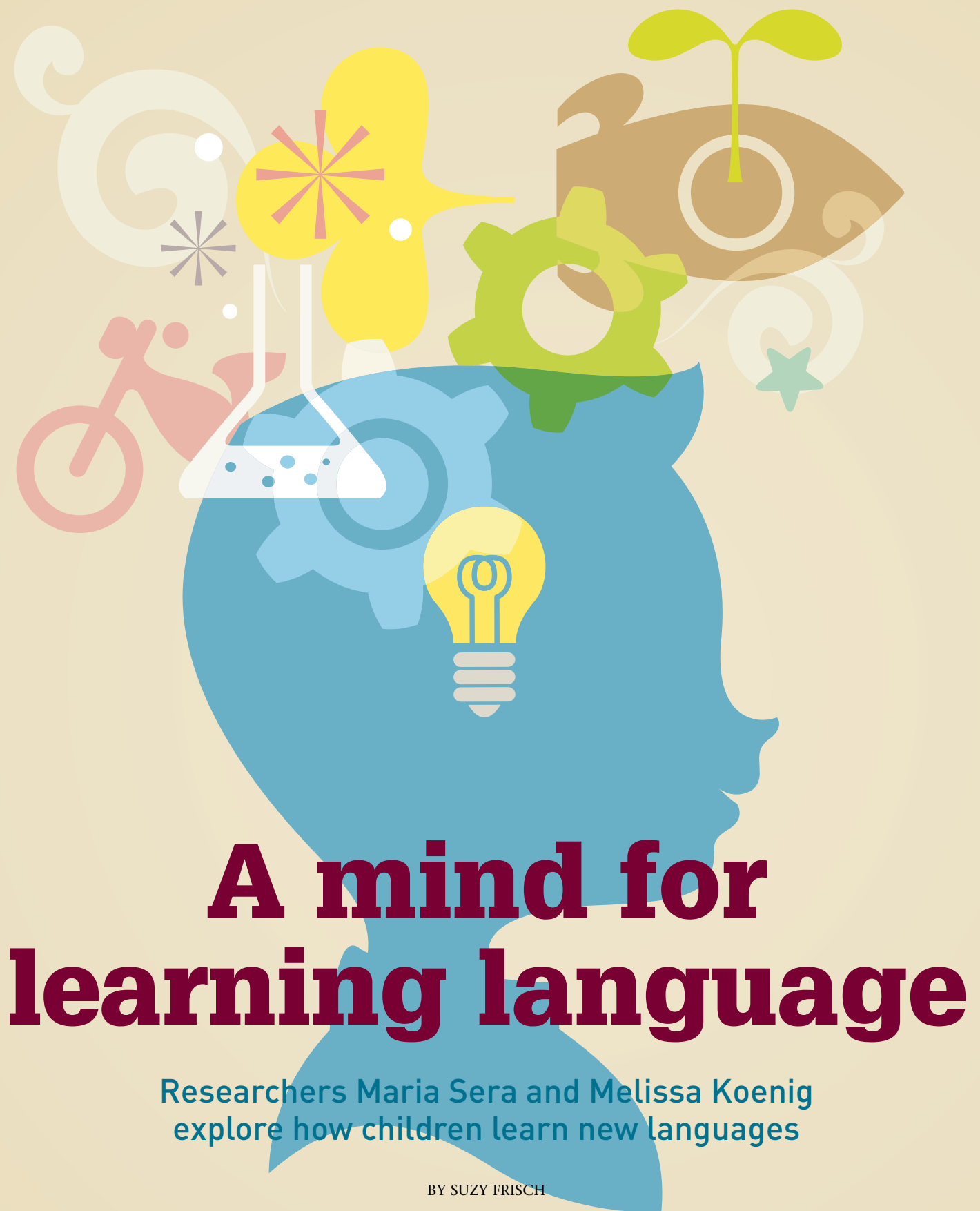
"We were thrilled that this training is generalized enough that it translates across multiple state policies," he says. "We didn't have to tailor the training to relate to Texas teachers."

It isn't just the content Holloway likes, but how the information is presented.

"Overall the design is engaging, it is quick paced and responsive," Holloway says. "It's fun!"

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Learn more at [www.cehd.umn.edu/nceo/OnlineAccommodationsTraining.html](http://www.cehd.umn.edu/nceo/OnlineAccommodationsTraining.html).



# **A mind for learning language**

Researchers Maria Sera and Melissa Koenig  
explore how children learn new languages

BY SUZY FRISCH



**SITTING ON HIS DAD'S LAP**, three-year-old Henry listens as the researcher asks him, “Donde esta el mido?” Then, pointing to a brightly colored cardboard chute, she instructs him to “Pon el mido aqui.”

With two purposefully unfamiliar objects in front of him, English-speaking Henry puts them both in the chute, not just the *mido*.

The researcher, a graduate student, reminds Henry in Spanish which toy is the *mido*, and they try again. She asks him in Spanish to put a *nevi* and a *pivo* down the chute. After about three tries, curly-haired Henry listens to her instructions in Spanish, then correctly puts the *mido* in the chute. Eventually he succeeds with the other objects, too, as the Spanish names start mapping to the items.

The experiment belongs to a body of work by Maria Sera (SAE-rah) and Melissa Koenig (KAY-nig) of the Institute for Child Development that focuses on the relationships between language and cognitive development. Overall, Sera and Koenig seek to gain insight on how young children learn languages and whether their language acquisition processes—and abilities—vary when they are learning their native tongue or a new language.

Since 2010, Koenig and Sera have undertaken several studies that aim to uncover practical knowledge of language learning that could be applied in schools. That might mean finding ways to help English language learners become proficient faster or discovering more effective methods for teaching a new language to English speakers. It’s an especially important effort because by 2030, an estimated 40 percent of students in U.S. schools will be non-native English speakers.

“We know that there is an achievement gap between non-native speakers of English and native speakers of English in schools,” says Sera, a professor and lead investigator in the Language and Cognitive Development Laboratory. “But before we began this work, we thought that young children learning a second language would learn it quickly, and we saw it wasn’t as quickly as we thought. We wanted to find ways to support second-language learners by doing experiments on that.”

Koenig, an associate professor and director of the Early Language and Experience Lab, focuses on how children learn language from other people. She was drawn into the research with questions about how they learn from foreigners.

Children may be simultaneous bilinguals, exposed to more than one language from birth, or sequential bilinguals, who learn one language well before exposure to new ones. Sometime between six and twelve months old, babies stop distinguishing the sounds of all the world’s languages and



Professor Maria Sera, left, and associate professor Melissa Koenig in their lab.



“We thought that young children learning a second language would learn it quickly, and we saw it wasn’t as quickly as we thought.”



Doctoral student researcher Caitlin Cole (above) works with Sera and Koenig to explore how children learn the words for unfamiliar objects in a new language. Below, native Spanish speaker Angelita Incer conducts an experiment with a two-and-a-half-year-old English speaker.

“hear” only those sounds that occur in their own. The window of native language-learning facility was first documented in studies by Janet Werker and Richard Tees in the early 1980s.

“We have a sense for how first languages are acquired and how that unfolds over the first three to four years of life. If we are presented with a second language, do we learn it as we do the first language? Or are we on to something completely new?” Koenig asks. “We may need a different set of tools to explain how that second language is going to be learned.”

### **A first language helps in acquiring new languages**

In one of Sera and Koenig’s initial experiments, published in the October 2013 issue of *Language Learning and Development*, they used a variety of tests to see if 48 children, age three to five, could learn words in a foreign language. They also tested whether they retained their new vocabulary several days later.

The team investigated whether the children’s vocabulary size in English affected their ability to learn foreign words. Participants learned words for eight items, four in Spanish and four in English. Some of the words were familiar objects, and some were for novel items like the *mido*.

Sera and Koenig found that the younger, three- and four-year-old preschool children learned the Spanish words more easily when they already knew the English word for the object—although they could learn foreign words for the unfamiliar with more repetitions. The five-year-olds could learn

all of the foreign words easily. Children’s abilities to retain those new foreign words over several days also improved with age.

To advance their inquiry, Sera and Koenig are currently continuing the language research in another experiment with 64 children ages two and three, which is led by doctoral student Caitlin Cole. It builds on the team’s previous experiments. The team is focusing more deeply on whether participating children like Henry learn Spanish words faster if they master the English words first.

They also want to discover what else might help a child learn foreign words for objects. That could include having





more conceptual information about an item, such as how it functions, Koenig notes. Another project involving Sera and graduate student Elizabeth Stephens investigates whether it helps kids ages four to six to learn foreign words associated with each other—body parts or animals, for example—or whether it's more effective to learn distinct words. So far, preliminary results show that the four-year-olds learn the foreign words a bit more easily when they are unrelated, says Sera.

## Next steps

Some of these results could change the way educators approach teaching English language learners, Sera says. Currently, the generally accepted practice is to encourage non-native English speaking families to speak to their children in English as much as possible to help them learn the new language. Instead, parents should continue speaking to their children in their native tongue.

“If we keep finding this facilitation between your first language and your ability to learn words in a second, this has immediate consequences for the classroom,” Koenig adds. “When educators have kids in their classrooms with a minority-language status, you don’t want to ask them to lose that in favor of just focusing on the dominant language. You want a curriculum that supports their strengths in their native language. Keeping their native language strong will only support their acquisition of English.”

Lori Markson, an associate professor of psychology and director of the Cognition and Development Lab at Washington University in St. Louis, conducts similar research and knows Sera and Koenig’s research well. She calls their work unique in child development—few other researchers investigate foreign language

learning quite the way they do, she observes.

Though early, Markson says, the University of Minnesota research could have important social, cognitive, and educational implications for teaching non-native speakers, bilingual students, and students who want to learn a second language.

“If we have some understanding of how this learning is going on, it can help those doing the teaching. I would hope it would help the immigrant child who has to learn a new language,” Markson says. “We also might gain a better understanding from this research of how we go about teaching languages differently for different ages, and at what age we start teaching it.”

Koenig and Sera recently submitted a grant proposal to the U. S. Department of Education to complete more comprehensive and large-scale studies with native Spanish-speaking children, both in the lab and in the classroom. It would continue their existing experiments that involve learning English as well as foreign words and fund further studies on whether it is more effective to learn related or unrelated words simultaneously.

“I’m interested in the role that first language is playing in acquiring words in the second language,” says Koenig. “We have some idea that there is a relationship, and it’s a positive one—it’s not hurting them. I’m very interested in finding out more about the relationship between words you know in your first language and words you’re being asked to learn in a second language.”

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Learn more about the work of Maria Sera and Melissa Koenig on the Institute of Child Development website, [www.cehd.umn.edu/ICD](http://www.cehd.umn.edu/ICD).



# A state of immersion

Minnesota is a leader in developing language immersion programs that work

BY GAYLA MARTY

**ANWATIN MIDDLE SCHOOL** is a giant circle of classrooms around a courtyard. The woods of Theodore Wirth Park in Minneapolis form the backdrop. But the bigger backdrop is the world.

Enter Anwatin and you stand in a foyer flooded with light falling through the bright fabric of world flags. Listen and you hear English, Spanish, Hmong, Somali, and other African languages. In classrooms, you hear English, Spanish, French, and Japanese. In the hallways and at lunch, conversations slip from one language to another and back depending on the subject matter.

This is Anwatin's fourth year as an authorized International Baccalaureate (IB) school for Grades 6 through 8. All of the school's 640 students are in the IB program. But Anwatin is also home to the only Spanish-English two-way

Anwatin's immersion coordinator, Elizabeth Dwight (right), was born and raised in White Bear Lake. Her love of French took her to college, but her love of theater took her into Spanish and off to New York and Puerto Rico before returning to Minnesota. At Anwatin, she reports to principal VaNita Miller, '93 (left), the Venezuelan-born daughter of small-town Minnesotans, who graduated from the U and followed the dairy industry to Latin America.





Science teacher Augusto Vargas is an engineer from the Dominican Republic who is changing careers. He led an experiment about *fuera, carga, and trabajo*—force, load, and work—for his class of immersion sixth graders. They attached loads of metal washers to a pulley system to measure force, recording, calculating, and discussing everything in Spanish.

middle-school language immersion program in Minneapolis Public Schools. A third of the school's IB students are enrolled in the immersion program, too.

Two-way immersion is a model that is gaining attention, especially in areas with a substantial population that speaks a language other than English at home. Anwatin is one of the most ethnically and racially diverse schools in the city; a full two-thirds of its immersion students speak mostly Spanish at home.

The immersion students at Anwatin come from programs including Emerson and Windom in Minneapolis. Many have known each other since kindergarten. At Anwatin they take science and social studies—called humanities here—in Spanish. They also have three years of advanced Spanish language arts, where they read and analyze literature in Spanish. Yet only 4.2 positions in Anwatin's staff of 70 are devoted to the Spanish side of immersion.

One of those 4.2 positions is the immersion coordinator, Elizabeth Dwight, who reports to principal VaNita Miller, '93. Dwight and Miller first met and team-taught at Emerson Elementary, then a one-way immersion school that traced its roots to Spanish immersion classrooms at Wilder and Jefferson beginning in the late 1970s. Miller was an immersion teacher when Dwight was hired as Emerson's first English as a second language teacher in 1993 to work with a surge in students who spoke Spanish at home. Emerson soon became a two-way immersion school.

Twenty years later, Miller and Dwight have become a leadership team, walking quickly through the halls, swapping information in English and Spanish, spreading their sunny dispositions. They have known many of the students and their families for years.

"The big change we've seen during our years teaching is that our Latino families have really embraced immersion, too," says Dwight. "They can see that Spanish is going to be an asset that their kids take into higher education and their careers."

"Our story is *The Little Engine That Could*," says Miller. "Looking at results in a district study last year, we saw really promising signs. Our native English speakers are performing with and above their peers. Among our native Spanish speakers there's a huge range, but more and more are hitting the top of the range."



## Three types of immersion:

**ONE-WAY**—serve a linguistically homogenous student population of English-speaking students

**TWO-WAY**—target a linguistically heterogeneous student population, ideally 50 percent English-speaking and 50 percent who speak another language

**INDIGENOUS**—serve children of Indigenous communities, designed to revitalize endangered languages and cultures

Accumulating evidence shows that English learners in well-implemented two-way immersion programs do as well as or better than their peers in English-only programs on standardized achievement tests. And two-way immersion is able to serve a significant number of English language learners, who constitute a vulnerable and high-risk population when it comes to student achievement measures.

## From Don Miguel to Mandarin

Across Minnesota, dual language and immersion education is booming. From Leech Lake and Duluth to St. Cloud and Rochester, school districts are responding to the demand from parents and communities. This year, more than 85 programs in a total of at least seven languages are in place (see sidebar, p. 17).

Immersion education is a program model in which teachers who are highly proficient teach subject content—from math to social studies—in the target language. The three broad types include one-way, two-way, and Indigenous language immersion (see box above).

The growth in Minnesota reflects a national and international movement. The two-way model was pioneered in Miami-Dade County, Florida, in 1962 by Cuban exiles, who expected their



Spanish language arts teacher Nathan Lee, above left, is known as a tech-savvy guy who is creative in getting students up and moving around as they learn. The class recently read a novel and a book of poetry in Spanish. Students worked in small groups to identify key themes from each text to highlight on hanging ribbons—orange for the novel, red for the poetry. Later they added stickers to the themes with significance in their own lives.



Art is a subject taught in English by Ted Hansen to all Anwatin students. Here they work from architectural drawings to create model houses in clay. Meanwhile, in the media center, immersion humanities teacher Robyn Eliason, bottom left, and mentor Matt Peterson, center left, work with students who have created exhibits, websites, and performances for History Day. The national competition is in English, so immersion students get a chance to show they can excel in using social studies skills in English even though they have devoted so much of their school day to Spanish since early elementary years.





**IMMERSION SCHOOLS IN MINNESOTA by the numbers:**  
 Spanish and Spanish/English (56), French (9), Chinese (9),  
 Ojibwe/Dakota (6), Hmong/English (3), German (2).  
 Programs at various levels (preschool, elementary,  
 middle school, high school) are counted separately.

stays to be temporary and did not want their children to lose their native Spanish. The first one-way immersion program was developed in 1965 in Quebec, Canada, by English-speaking parents who wanted their children to become bilingual, well before equal protection for French and English was passed into law in 1982. The first Indigenous immersion programs were developed by the Maori people of New Zealand in the 1980s; in the United States, Hawaiians soon followed suit.

During the '60s in Minnesota, Howard Hathaway of St. Paul—better known as Don Miguel—taught Spanish on television to students in schools across Minnesota and Wisconsin. Later, as the supervisor for world languages in St. Paul Public Schools, Hathaway received the first grant for bilingual education in Minnesota and started the first English as a second language program. When the magnet school concept was introduced in the 1980s, the superintendent polled the district's leadership team for themes most likely to succeed.

Hathaway replied immediately. *Immersion*. The first St. Paul students enrolled in 1986.

Minnesota has been ahead of the wave. And less than 30 years after children experienced its first Spanish immersion classrooms, the state's first Mandarin Chinese immersion program opened in 2006—Yinghua Academy in Minneapolis, quickly joined by several more.

Proximity and collaboration with Canadian researchers across the border are likely a contributing factor to Minnesota's early adoption of the immersion model. Another is the University's Center for Advanced Research on Language Acquisition (CARLA), which draws heavily on expertise in the College of Education and Human Development (CEHD). Established in 1993, CARLA is now one of 15 national Language Resource Centers in the country. Immersion has played a big part in CARLA from the beginning.

"Minnesota stands out," says Diane "Dee" Tedick, associate professor of second languages and cultures education in CEHD and faculty coordinator of the immersion project at CARLA. "Not only do we have programs in seven languages,



Adams Spanish Immersion School principal Heidi Bernal originally joined the school as a teacher in its third year. A native of Lake City, she had just returned home from teaching in Mexico for five years. Her first child, then four weeks old, later attended Adams. Bernal worked at the district level before returning to Adams as principal. Her son is now a teacher and uses his Spanish "all the time."

but we have all types of immersion models here, and they are more robust."

For example, most immersion schools nationally are "50-50," meaning half the school time is spent in English and half in the target language.

"We're known as the mecca for the 'early total immersion' model," says Tara Fortune, '01, director of CARLA's immersion research and professional development programs. "That means students who start immersion school in kindergarten receive no instruction in English until second or third grade. For parents, it feels like a leap of faith."

Bilingual education has not gone without opposition. "English only" legislation has passed in California, Arizona,

# Support for a global movement

Research brought Dee Tedick and Tara Fortune together in the early 1990s. Tedick had recently joined the Department of Curriculum and Instruction when Fortune began graduate school.

Both had been drawn to immersion research by personal experiences. Tedick, with a degree in Spanish and education, had moved to Spain and was giving private English lessons to three biology majors who needed English to read biology texts.

“This light bulb went off in my head,” she remembers. “It was so much more interesting to teach English through subject matter, and so much more interesting for them to learn.”

Fortune, the daughter of a naval officer, spent her first year of life in Japan. Her language learning began in fifth grade Spanish with Don Miguel on TV, then Latin in high school, and Hebrew, Greek, and more Latin in college. It was almost by accident that she began learning German in her junior year.

“I became interested in these two diametrically opposed ways I had learned and taught world languages—traditional grammar translation versus in-country ‘immersion’ where I learned the language in the language,” says Fortune. “I wanted to understand why my German was better after six months in southwest Germany than my Latin after six years of classroom study.”

In graduate school, Fortune worked as a research assistant with her adviser, Helen Jorstad, on a national survey of U.S. immersion programs funded by CARLA, the University’s new Center for Advanced Research in Language Acquisition. For her master’s thesis, she studied private bilingual and international schools in Mexico City.

“I saw that immersion programs in the United States were really making available to the public something that had been available in other countries and to the elite for a very long time—centuries, if not more,” she says.

When Fortune decided to go on for her Ph.D., she committed herself to investigating and supporting educators with language immersion education and asked Tedick to be her adviser. They have worked together ever since.

Tedick teaches, conducts research, advises students who focus on immersion, and co-edits an international journal on immersion education that she recently co-founded. She points to CEHD’s curriculum, continually developing under her leadership to meet the needs of immersion educators and schools (see box on facing page). On a sabbatical year, she worked with Minneapolis Public Schools to develop smooth curricular transitions between preK–5 immersion programs at Windom and Emerson and the continuation program at Anwatin as it prepared to reorganize into a middle school. This February, she testified at the legislature on teacher preparation for dual language and immersion settings. Her work with the national and international immersion communities includes Indigenous programs in Hawaii and Alaska, and last fall she represented the United States at an international seminar on immersion teacher education in Finland. In May, she will deliver a plenary speech at an immersion conference in Brazil.

Based at CARLA, Fortune has worked with the growing network of immersion schools and educators in Minnesota and around the world, disseminating research, identifying and spreading best practices, and pinpointing new areas for research. She delivers summer training institutes, consults in communities, and has given keynote presentations at conferences in California, Texas, and Canada on immersion learners and struggling language learners. In September, she was invited to co-represent the United States at the East Asia Summit Conference on Bilingualism in Singapore, and she’ll speak in France in October.

“If there is one thing we have learned, it is that no one immersion program model works in every community,” says Fortune. “The key is implementation.”

Associate professor Dee Tedick, left, and alumna Tara Fortune, '01





## CEHD initiatives to support immersion education

- + 15-credit certificate program in dual language and immersion education launched in fall 2001, now offered online
- + M.Ed. program subplan revised to replace interdisciplinary focus with interdisciplinary studies in a program to be offered on a cohort basis, with the first cohort focusing on immersion
- + Now in the beginning stages of planning an alternative pathway to licensure in elementary education with a focus on immersion education

and Massachusetts. Yet immersion programs, recognized as the most effective way to learn a language in an academic setting, continue to open and flourish.

If 9/11 convinced the government that bilingual foreign language speakers are essential, the rise of China as an economic power has persuaded business owners and communities, entrepreneurs and environmental advocates. Last year, well over a thousand immersion programs were estimated to be up and running in the United States. Utah, Delaware, and North Carolina are among the states that have launched unprecedented immersion initiatives with generous state support.

### Building a staff

In a classic redbrick schoolhouse in St. Paul, Adams Spanish Immersion School is thriving. This is the program that Don Miguel envisioned, now more than 25 years old, a K–5 program with 708 students.

“We’re an ‘urban one-way language immersion program’—that’s how I describe it,” says principal Heidi Bernal, who first came to Adams as an immersion teacher in 1988 and returned three years ago as principal. “It’s different from most one-way programs. In urban settings, you have a more diverse population. Fifty percent of our students at Adams are Latino, but only about five percent come into kindergarten proficient in Spanish, so in many ways, Adams is more of a heritage-language program for them.”

A challenge for Adams this year, she says, is making sure curriculum development matches the new state standards for reading.

“The district will do that for English, but we usually have to do it ourselves for Spanish,” she explains. “We have enough immersion programs now that we’re not invisible anymore, but



XinXing immersion coordinator Molly Wieland, right, brought years of experience and U faculty expertise to founding the new program at Eisenhower School. She was soon joined by principal and bilingual educator Terri Següenza, left.

we’re not the first priority, either, when curriculum is adopted or developed.”

Staffing challenges also come with the territory, especially for new schools.

“You need teachers who are bilingual, are excellent teachers, have the right training and licensure,” Bernal says, “and the right visa!”

Adams employs teachers through the international Amity Institute, this year from seven countries, and engages lots of volunteers managed by a parent resource coordinator. The school is now so well established that Bernal gets email year round asking about job openings and is able to refer queries to lesser-known programs in the state.

### Building a community

Across the metro in Hopkins, Eisenhower Community School shares a building with one of Minnesota’s newest immersion programs—XinXing Academy.

XinXing (pronounced Shin-Shing) means “new star.”

It opened in 2007, a year after Minnesota's first Chinese immersion program and the same year as two more in Minnetonka and one in St. Cloud. Within the school of 800 students in grades K–6, XinXing's enrollment is already 350.

Molly Wieland was Hopkins' world language coordinator when the conversation about starting an immersion school began. It was October 2006.

"I called Tara Fortune and we had coffee," says Wieland. As a former U faculty member in French, Wieland had been among those who helped to create CARLA. "Tara gave suggestions. She encouraged us to be bold—we talked about Mandarin. Then she sent me to Larry Leebens in Eden Prairie, where they'd recently opened a Spanish immersion program."

Leebens said two things that proved to be true, Wieland remembers: "You will have to spend a lot more time on staff training and development than you think, and it will cost more to develop materials."

By January, Wieland had a proposal. The school board approved it, the site was chosen, and XinXing opened the same fall.

"Immersion is hard, and Mandarin is harder," Wieland says, shaking her head but smiling. "I didn't sleep much from then until, well—now! ...But every day is new."

XinXing implemented a comprehensive curriculum that includes science, technology, engineering, and math (STEM). Students consistently score as well or better than their non-immersion peers on the MCA standardized tests of English and math.

Building a strong school community has proven challenging. The Eisenhower building includes learners from the highest and lowest socioeconomic groups in the district. In addition, the teachers who are native speakers of Chinese come from a vastly different educational system that is more teacher- than student-centered, while student-centered classrooms are most effective for immersion.

"We started out thinking we'd keep the Chinese classrooms and teachers together for various reasons that seemed logical and intuitive," says Wieland. "But to build a school community and a community of teachers, we found that we needed to locate all the classrooms of each grade level together, regardless of program."

Terri Sigüenza joined Eisenhower as principal in 2009. A bilingual special education teacher with experience in Arizona, Mexico, and Minneapolis, Sigüenza had also worked on a bilingual assessment team and directed English language learning. She wanted to work in a neighborhood school, and

she was excited to work with Wieland to make the Chinese immersion program successful.

Together they are making progress, identifying tools for training teachers to lead responsive classrooms, and facilitating communication among students, teachers, and parents.

"Parents still are alarmed when a third grader is getting only an hour of English a day," says Sigüenza. "But language skills transfer—that's not solid in people's belief systems yet."

## Language and the brain

Added to all the reasons for learning a language—economic, national security, cultural heritage—is accumulating evidence that being bilingual is not only natural but also good for the brain. Humans have been coming in contact with other languages for millennia. Bilingualism promotes comparative thinking. And now comes evidence that learning and actively using more than one language from birth may even stave off forms of dementia.

"The earlier the better" has been the general rule for second-language teaching. But bilingual educators know that it isn't always the case. Having a firm base in a native language aids the acquisition of new ones and is critical for academic success overall. Yet for at least a century, many minority-language parents in the United States have feared speaking their native language, some because they believed it would hinder their children's progress in English.

Sigüenza is haunted by memories of her first job. In Phoenix she taught bilingual special education to families who would not or could not speak Spanish for fear of punishment. It is a problem she still encounters.

"These children are coming up into school 'language poor,'" she says. "There has been so little research on bilingualism."

Those are the kinds of critical questions CEHD and CARLA researchers continue to pursue with the immersion community. A lot of research, for example, assumes monolingualism as the norm, while in many parts of the world, people speak at least two languages.

"We are still developing our understanding of what it means to be emergent bilinguals," says Fortune.







In a math lesson taught in Chinese, XinXing Academy teacher Au-Yeung Wang shows her second-grade students how to form an angle.

In the meantime, there is growing recognition of immersion education's potential to be a powerful tool in addressing the achievement gap.

### **Vision, courage, and follow-through**

Brian McInnes, '10, was teaching in Ontario when he heard about a new Ojibwe immersion charter school near Hayward, Wisconsin. McInnes, a member of the Wasauksing First Nation and a proficient speaker of Ojibwe, had to see it.

"I came, visited, and thought, 'I cannot bear to *not* be part of this!'" he remembers. "In Ontario, things just weren't

getting off the ground. I quit my job and moved. Here they had vision, they had courage, they had the follow-through."

McInnes remembers Fortune driving to Hayward to conduct a mini-immersion session for the teachers.

"She gave us the scaffolding for delivering content and language together," he says. "I remember how innovative it seemed at the time, and it made my classroom performance and student learning much better. CARLA has been such a model, so responsive and helpful."

Among the cofounders of the Waadookodaading school was Mary Hermes, an educator of Native ancestry committed to Indigenous culture and learning. She and McInnes followed similar paths to affiliation with the University of Minnesota–Duluth before Hermes came to the Twin Cities campus, joining the faculty in curriculum and instruction in 2012.

"Immersion education is very different for us," says Hermes. "It's so much more than being able to get a better job. It's also spiritual."

Hermes is working to gain support for Indigenous language programs in Minnesota and western Wisconsin. As many as six new and expanded Indigenous language immersion programs, including Dakota in Minneapolis, are preparing to open this fall.

"So much is going on here that I am just on fire," she marvels. Between teaching and research, she also attends an adult Ojibwe language immersion camp to keep building her own language proficiency.

In Duluth, McInnes's work has included cofounding the Enweyang Ojibwe Language Nest for preschoolers. In 2012, when CARLA hosted its fourth international immersion conference, he played a role in organizing a strong presence of Indigenous language immersion educators, including presenters from Hawaii and New Zealand.

"To have the Indigenous immersion strand not only welcome at the conference but represented as a vital stream was so good to see," he says. "For Indigenous languages, growth of immersion is the single best way we have in this state to make sure children speak their languages. It's the ultimate social justice initiative."

Just a little more than a decade since he left Ontario, McInnes sees himself as part of a vibrant, hardworking group of educators in Minnesota and Wisconsin.

"Why would you want to go anywhere else?" he asks.

Learn more about immersion education at CEHD at [www.cehd.umn.edu/ci](http://www.cehd.umn.edu/ci) and watch a video about immersion education in Minnesota on the CARLA website at [www.carla.umn.edu/immersion](http://www.carla.umn.edu/immersion). Read more about Indigenous language teaching and learning at [www.grassrootsindigenoumultimedia.org](http://www.grassrootsindigenoumultimedia.org).



>>>FACULTY PROFILE <<<

## Collaborating for improvement

Jean King puts the power of evaluation in students' hands

**THE FIRST EVALUATION CONDUCTED** by Jean King was a survey of bicycle riders at her elementary school. She was in fifth grade, serving on the bike subcommittee of the public safety committee, investigating whether the location of the bike rack met their needs. She doesn't exactly remember doing it, but her mom saved the survey.

"I'm a collaborator," King says with a smile and a shrug in her sunny office in Wulling Hall. "It's all about working with people who are asking 'How can we make something better?'"

King's door is open as she talks about the sources of her considerable energy—collaboration, classical music, her family, cats, regular jogs....but mostly about her students and the clients they serve.

Evaluation, she explains, uses the same methods as research but is driven by clients' needs. Since the bike riders, King's clients have ranged from school districts to state agencies.

King is a professor of evaluation studies in the Department of Organizational Leadership, Policy, and Development. Her career has been on the leading edge of a rapidly growing field, which began in the 1960s with the Great Society programs and the drive to measure their effectiveness.

Her path has taken her from her home state of New York to Louisiana and then Minnesota. She began as an English teacher, earned a doctorate in curriculum and instruction at Cornell, then taught courses related to teacher certification for grades 7-12. She earned Louisiana's Class A program evaluation credential and went on to examine the research and evaluation unit of the state's largest urban school district.

King was recruited to Minnesota as the founding director of the U's Center for Applied Research on Educational Improvement (CAREI). Meanwhile, shifts in the field of evaluation called for a different college approach to educating program evaluators. Quantitative methods and evaluation

(QME) had formed as a highly successful program in the Department of Educational Psychology in the 1960s. But by 1996, a new program with a broader focus was needed.

King was asked to organize an academic program in evaluation in collaboration with colleagues in educational psychology and the units that would become OLPD. Essential competencies for program evaluators were developed that would form the basis for credentialing discussions around the world. Today the evaluation studies program includes master's, doctoral, and certificate programs and a minor available to grad students across the campus, many in public affairs and public health.

Along the way, King founded the Minnesota Evaluation Studies Institute, or MESI.

"Yes, messy," she says with a mischievous look, "because evaluation is messy!"

Now in its nineteenth year, MESI expands King's collaborative spirit by matching students in evaluation studies with groups and nonprofit organizations who need help, including, for example, a county project to reduce homelessness, a historical society, a neighborhood house, and more. Every year, MESI opens its doors for a three-day "spring training" attended by an enthusiastic group of evaluators and evaluation users.

In 2011, MESI began to offer U-wide, year-round, high quality, cost-effective evaluation services. Since then, staff and students from around the University have worked with more than 60 organizations. Their highest priority is to connect with the region's communities and agencies in need of evaluation expertise and tools, to share how to infuse evaluation into their programs while also providing critical experience to students.

"This is 'heart work,'" says King. "I can't say enough about our students from across the whole University."

Read more about Jean King at [www.cehd.umn.edu/olpd/people/faculty/King.asp](http://www.cehd.umn.edu/olpd/people/faculty/King.asp).





## Honored

**Dante Cicchetti** (child development) has been selected for a 2014 James McKeen Cattell Fellow Award from the Association for Psychological Science (APS) for his lifetime contributions to the field of applied psychological science. Cicchetti, William Harris Professor of Child Development and Psychiatry and McKnight Presidential Chair, will deliver his award address at the 26th APS Annual Convention, May 22–25, in San Francisco.

**Ernest Davenport** (educational psychology) received the best paper award for “Number of Courses, Content of Coursework, and Prior Achievement as Related to Ethnic Achievement Gaps in Mathematics” at the 2013 International Conference on Education. He also won the Raymond W. Cannon Award for Education from the Midwest Region of Alpha Phi Alpha Fraternity, Inc.

**Mark Davison** (educational psychology), along with alumni Chi-Keung Chan, '06, and Jungwon Hahn, CLA '03, received the Distinguished Paper Award from the 2013 International Symposium on Education and Psychology, Kitakyushu, Japan.

**Donald Dengel** (kinesiology), director of the Laboratory of Integrative Human Physiology, and doctoral candidate Tyler Bosch are recipients of the Scientific Manuscript Excellence Honor: Gary A. Dudley Memorial Paper for their article “Body Composition and Bone Mineral Density of National Football League Players.” Their research, published in the *Journal of Strength and Conditioning Research*, examined the

body composition of National Football League (NFL) players before the start of their regular season. The Dudley award is one of the highest honors the National Strength and Conditioning Association gives for scholarship and is named after a pioneer in modern exercise physiology research.

**Megan Gunnar** (child development) received the Association for Psychological Science (APS) Mentor Award for Lifetime Achievement for her transformational advising and inspirational research that has influenced the field.

U of M associate vice president for research **Frances Lawrenz** (educational psychology) is the recipient of the 2014 National Association for Research in Science Teaching Distinguished Contributions to Science Education through Research Award. The award is given to recognize an individual who, through research over an extended period of time, has made outstanding and continuing contributions, provided notable leadership, and made a substantial impact in the area of science education.

**Robert Poch** (postsecondary teaching and learning) has been named a Morse-Alumni Undergraduate Teaching Award winner and member of Academy of Distinguished Teachers, the University's highest teaching honor. His background in history and higher educational policy focuses on the early U.S. civil rights movement, with recent research on pedagogical approaches that prepared and enabled early civil rights attorneys to win landmark cases that eventually desegregated public schools.

**Louis Quast** (organizational leadership, policy, and development) received the 2013 Distinguished Educator Award from the University's College of Continuing Education in recognition of his outstanding educational contributions to the college.

## Appointed

**Bic Ngo** (curriculum and instruction) has been invited to serve on the editorial board of the social and institutional analysis section of the *American Educational Research Journal*. She also has been appointed program co-chair, Division G, of the American Educational Research Association (AERA), 2014–15, and program chair of Division G, AERA, 2015–17.

**Steven Harris** (family social science), program director of couple and family therapy, was appointed to the Research Advisory Group for the Oklahoma Marriage Initiative, dedicated to strengthening families and helping couples across Oklahoma.

**Kendall King** (curriculum and instruction) was appointed as an editorial director of the *Annual Review of Applied Linguistics*; to the editorial board of the *Journal of Language, Identity, and Education*; and as a consulting editor for the *Review of Educational Research*.

**Jürgen Konczak** (kinesiology), director of the Human Sensorimotor Control Laboratory, has been invited to serve on the editorial board of the *Journal of Neurophysiology*. He will serve a three-year term starting July 1.



**Angelica Pazurek** (curriculum and instruction) has been invited to join the College Educational Quality national research project at Teachers College, Columbia University, to develop alternative ways to evaluate educational quality and rigor in U.S. higher education institutions. She will lead the

development of a methodology that will appropriately assess online courses and programs.

**Tom Post** (curriculum and instruction) was awarded honorary membership in the Minnesota Council of Teachers of Mathematics for a lifetime of outstanding contributions to mathematics education in the state.

**Zha Blong Xiong** (family social science) has been elected chair of Hmong National Development, Inc., a nonprofit policy advocacy organization for the Hmong American community, for a two-year term. He was also appointed to serve on the advisory board for the Hmong 18 Council in Minnesota.

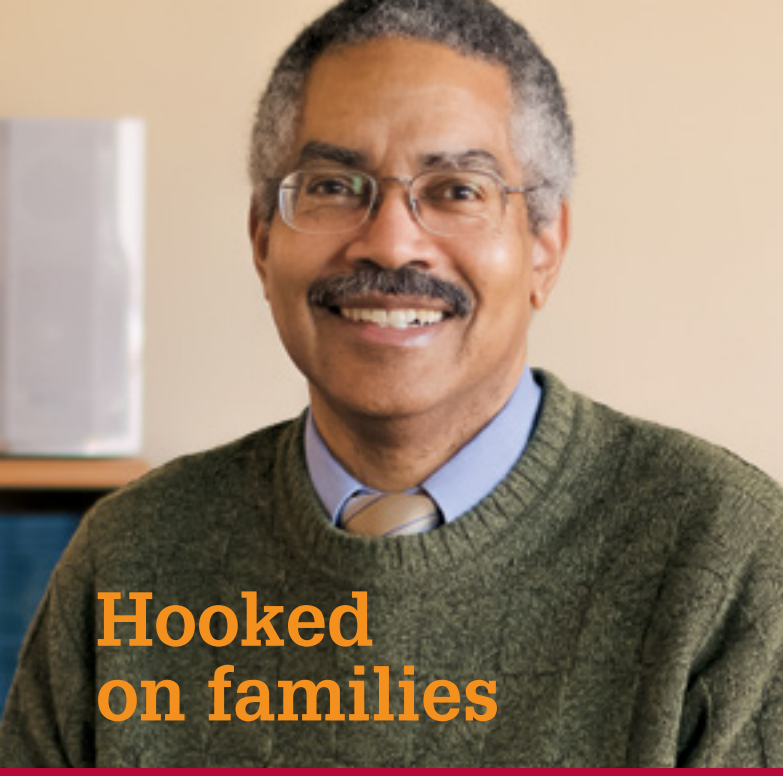


## In memoriam

**Shirley G. Moore**, long-time professor in the Institute of Child Development (ICD), passed away December 7 at the age of 91. Moore was one of the seminal leaders in the education of young children. Her legacy lives on in the Shirley G. Moore Lab School, named in her honor when she retired in 1987, and in the Center for Early Education and Development (CEED), which she co-founded 40 years ago. Moore received her education at the universities of Chicago and Iowa. She began her career teaching in the children's program of a Chicago settlement house during World War II and continued in Iowa, where she eventually became principal of the Iowa Preschool Laboratories. Moore was a gifted educator and outstanding researcher, recruited to revitalize the University's preschool program in the early 1960s. Over the years, she contributed to many of the most important science-to-practice endeavors at ICD and abroad. She played a role in training teachers for Project Head Start when it first began. "I will always remember Shirley's eyes lighting up around young children," said professor emeritus and CEED co-founder **Rich Weinberg** at Moore's memorial service. "Her gentleness and warmth were candid reflections of her understanding, appreciation, and love of young people."

Memorial gifts may be made to the University of Minnesota Foundation in memory of Shirley G. Moore, Shirley G. Moore Lab School Fund 3646 or the Institute of Child Development Program Development Fund 3653.





## Hooked on families

### >>>ALUMNI PROFILE <<<

## William Allen, '97, focuses on cultural diversity and the role of fathers in family life

**BILL ALLEN HAS TAKEN ON** many roles throughout his life—student, therapist, educator, researcher, and now president.

In November, Allen became president-elect of the National Council of Family Relations (NCFR), a multi-disciplinary organization of researchers, educators, and practitioners dedicated to advancing the field of family social science. Beginning in 2015, his role will be to help shape what the organization does on behalf of families in the United States and around the world.

Allen sees the NCFR as his professional home, an extension of the roots that he began to grow while attending the University, where he attained his doctorate in family social science.

Whether he's talking with colleagues from NCFR or researching new methods to use for helping families, Allen describes his work as energizing.

"As a student I felt this energy, too," he says, "thinking about families and all of the things that we might do to help them help themselves."

Two themes run throughout Allen's work: the idea that culture matters, and the roles that males play in family throughout the lifespan. But focusing on those themes took time.

Originally from the east coast, Allen studied at Brown University and graduated with a degree in child psychology. Then in the work force for 15 years, he was able to see family interactions and circumstances more closely. He also witnessed

a growing appreciation in the human service fields for culture, diversity, and their effects on behavior and thought processes.

Beginning his graduate work, Allen felt there was a void in the research exploring male roles in families, especially previous work on young fathers. For his master's thesis, Allen worked with family social science professor Bill Doherty to conduct a qualitative study on what being a father meant to a group of African American teen dads. For his doctorate, Allen worked with professor David Olson to develop a theory of African American marriages to gain a better understanding of the factors that make those marriages strong.

Since completing his doctorate in 1997, Allen has taught at the University and at St. Thomas. He also started his own practice, Healing Bonds. In his office on Lake Street in Minneapolis, he sees individuals, couples, and families, many referred by social service agencies, counties, or the child welfare system. Drawing on his foundation in child psychology, Allen is often called to work more effectively with adolescents and young males with whom other practitioners have struggled.

Recently, he has been taking reunification cases. Many involve non-custodial fathers who have been estranged from their children and are trying to reestablish relationships with them.

"It's really a fun practice because I see a lot of different families and family configurations," Allen says. "I end up working with people across the lifespan."

Through all aspects of his work, Allen remains focused on advancing the importance of diversity and culture in the field of family social science. The field today is not just as an adjunct to psychology or social work, he says, but a key player in developing systemic solutions to relational problems facing families.

"At the time I was coming through my undergraduate program at Brown, psychology didn't have a place for families as much as it does now," says Allen. "The family field is really coming into its own."  
—Ali Lacey

Read the complete story and link to more information at [www.cehd.umn.edu/people/profiles/Allen](http://www.cehd.umn.edu/people/profiles/Allen).



## FROM THE PRESIDENT

**BRENDA HARTMAN,**  
B.S. '81, M.S.W. '89



Although the Minnesota winter was unusually cold and snowy, it did not stop our great alumni from taking part in CEHD activities. On February 18, we held the fifth annual CEHD Alumni and Undergraduate Student Networking Event at Coffman Memorial Union. More than 85 alums and students from across our college's diverse academic majors connected to share advice and build professional networks. I am extremely grateful to the 50-year span of recently graduated, mid-career, and retired alumni who took time out of their schedules to give back to our current students!

CEHD Alumni Relations also partnered with the Carlson School of Management on February 27 to host Marcia Ballinger, author of *The 20-Minute Networking Meeting*. More than 130 alumni and friends from across the U of M, including me, heard Ballinger discuss the keys for effectively building professional networks through informational interviews. Our alumni society is proud to support such professional development, whether for students or alumni. If you'd like to get involved, you can volunteer at [z.umn.edu/4ch](http://z.umn.edu/4ch). If you have ideas, questions, or feedback for the CEHD Alumni Society, please email me at [cehdas@umn.edu](mailto:cehdas@umn.edu).

*Go Gophers!*

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

## 1950s

**Joy Johnson** (B.S. '52), the oldest woman to complete the 2013 New York City Marathon at age 86, passed away November 4. Although she didn't start running until age 59, she averaged three marathons a year. • **Stanley Gilbertson** (M.A. '53), longtime teacher and administrator for Bloomington Public Schools, passed away August 30. • **Donna Hollen Bolmgren** (B.S. '57), accomplished Pittsburgh artist, passed away March 5, 2013. • **Donald Blocher** (Ed.D. '59), former CEHD faculty member and national leader in counseling, passed away November 9.

## 1960s

**Russell Warnberg** (A.A. '67), a teacher for 41 years, published the novel *Edge of Redemption*. • **Anita Garrett-Roe** (B.S.

'68) was named the top seller in the world for Mary Kay Cosmetics, with a sales force spanning the U.S., Canada, Mexico, E.U., U.K., and Brazil.

## 1970s

**Harold LaRoche** (M.A. '71), former teacher, principal, and Bureau of Indian Affairs administrator, passed away November 8. • **Lois Schurke** (B.S. '71), who graduated with honors in elementary education, passed away October 14. • **David Thompson** (M.S.W. '71) retired from the Minnesota Department of Human Services. • **David Wentzel** (M.A. '74), longtime teacher for Minneapolis Public Schools, passed away October 19. • **Eddie Williams** (Ph.D. '75) retired after 40 years as a clinical psychologist with the Veterans Administration.

• **Janet Hagberg** (M.S.W. '76) published the book *Who are You, God? Suffering and Intimacy with God*. • **JoEllen Ambrose** (B.S. '77), social studies teacher in Champlin, MN, received the American Bar Association Isidore Starr Award for Excellence in Law-Related Education. • **Kerry Ashmore** (B.S. '77), respected community journalist and consummate musician, passed away January 27. • **Peggy Lucas** (M.S.W. '78) was appointed to the University of Minnesota's Board of Regents. • **Fred Flodin** (A.A. '79) retired after a long career with Family Dollar. • **CeCe Terlouw** (B.S. '79) is executive director of Heartland Girls' Ranch.





Twenty-three alumni were recognized in November with the CEHD Distinguished Alumni Award. They are community builders and leaders who make a positive difference in the lives of children, youth, families, schools, and organizations, and whose achievements bring honor to the college. Back row (L-R): **Susan Jungck** (B.S. '65), **Shirley J. Billigmeier** (M.A. '78), **Michael J. Sarafolean** (M.S.W. '89), **Kim Louise Keprios** (B.S. '80), **Thomas G. Pearson** (M.A. '68), **Diane Lucille Madden** (Ph.D. '90), **Henry M. Wellman** (Ph.D. '75), Dean Jean Quam, **Thompson J. Pooton** (A.A. '66), **Benhong Rosaline Tsai** (Ph.D. '95), **Michael J. McKasy** (B.S. '70), **Blair Larry Poitras** (B.S. '73), **Almond A. Clark** (Ph.D. '78). Seated (L-R): **Rebecca L. W. Otto** (M.Ed. '94), **Thomas J. Libby** (M.A. '63), **Thomas Barrett Mich** (Ph.D. '77), **Floyd E. Keller Jr.** (Ed.D. '74), **Rachel Serene Anderson Leonard** (M.A. '75), **Lea Ellis Dahl** (M.Ed. '95), **Frank R. Braun** (Ph.D. '60), **Robert Dykstra** (Ph.D. '62). Not pictured: **Steven P. Geiger** (Ph.D. '83), **Margaret J. Howland** (M.Ed. '44), **James P. Metzen** (A.A. '64).

## 1980s

**John Cullen** (M.A. '82) has enjoyed a nearly 30-year career in Washington, D.C., focused on policy and management of U.S. space affairs, including leading the Senate investigation of the loss of Space Shuttle Columbia, establishing the U.S. National Land Imaging Program, and currently working for the National Intelligence Manager for Science and Technology.

- **Jim Hirsch** (M.Ed. '82), formerly of the Anoka-Hennepin School District, retired as associate superintendent for academic and technology services in Plano, TX.
- **John Clarke** (Ph.D. '84) retired after 35 years of service as a senior clinical psychologist in a forensic assessment unit for Hennepin County.
- **Patti Neiman** (M.A. '88) is director of educational efficacy and leadership at YMCA of the Greater Twin Cities.



The CEHD Alumni Society also honored three exceptional alumni in November. The Award of Excellence was presented to **Marvin Davis** (M.S.W. '97) and **Peg Lonquist** (Ph.D. '95), who have demonstrated outstanding achievement and leadership in their respective professions, served as mentors to others in their field, and shown exceptional volunteer service. The CEHD Distinguished International Alumni Award was given to **Halil Dundar** (Ph.D. '93) for outstanding contributions to educational progress abroad. Pictured (L-R): alumni board president **Brenda Hartman** (M.S.W. '89), Davis, Dundar, Lonquist, director of alumni relations **Jon Ruzek**.



## 1990s

**Dan Baker** (Ph.D. '93), associate professor of pediatrics at Rutgers, co-authored the book *Mental Health and Wellness Supports for Youth with IDD*. • **Darcia Narvaez** (Ph.D. '93), professor of psychology at the University of Notre Dame, writes the Moral Landscapes blog for *Psychology Today* and authored the new book *Neurobiology and the Development of Human Morality: Evolution, Culture and Wisdom*. • **Patricia Kubow** (Ph.D. '96) is a full professor and director of the Center for Social Studies and International Education at Indiana University. • **Adele Munsterman** (M.Ed. '99) received the Emma Birkmaier Award, the highest career achievement recognition given by the Minnesota Council on the Teaching of Languages and Cultures. • **Marney Thomas** (B.S. '99) is director of partnerships and community engagement for YouthLink MN.

## 2000s

**Reggie Bicha** (M.S.W. '00) is executive director for the Colorado Department of Human Services. • **Carolyn Barnhart** (Ed.D. '01) was recognized with the Twin Cities Home Economist in Business of the Year Award and appointed to the National Advisory Council of the National Food Service Management Institute. • **James Schmidt** (Ed.D. '01) was named chancellor for the University of Wisconsin–Eau Claire. • **Nick Bowsher** (B.S. '02) is director of facilities and sports information for Montana Tech. • **Doobie Kurus** (M.Ed. '03) was elected to the Hopkins School Board. • **Janet Holdsworth** (Ph.D. '04) was named assistant coach for Centenary College's lacrosse team. • **Bridget Hoolihan Buding** (M.Ed. '05) will publish a new novel later this year, *My World is Over: Day Zero, When It All Went Dark*. • **Robin Sakamoto**

(Ph.D. '06) was appointed dean of the Faculty of Foreign Studies for Kyorin University in Tokyo, Japan.

• **Kirsten Canterbury** (M.A. '09) was named director of education abroad at the Carlson Global Institute, University of Minnesota.

## 2010s

**Eric Nelson** (M.Ed. '10), social studies teacher at North Lakes Academy Charter School, developed Fantasy Geopolitics

to teach international political science through gamification. • **Brandon Quittem** (B.S. '10) started a new business, The Yoga Nomads. • **Jenny Wright Collins** (M.Ed. '10) is executive director of the University YMCA, Greater Twin Cities. • **Isaac Bolger** (M.A. '11) is director of international programs at the Mediterranean School of Business in Tunisia.

• **Saah Kpakar** (B.S. '11) is a financial contract analyst with CA Technologies. • **Anne Schleper** (B.S. '12) and **Megan Bozek** (B.S. '13) were members of the U.S. women's hockey team at the Sochi Olympics. • **Lauren Causey** (Ph.D. '13) is a senior research and evaluation associate for the Science Museum of Minnesota. • **Tori Hensley** (B.S. '13) is a career services coordinator for Rasmussen College.

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Degrees listed are highest earned in the College of Education and Human Development at the University of Minnesota.

Dean Jean Quam reconnected with 35 CEHD alumni and friends on February 22 in Scottsdale, Arizona, before the U of M's annual Minne-College day of learning.



Tim and Marilynn Leaf (M.A. '77), Dean Quam, and Jane McNamara (B.S. '71)



Dean Quam, Michael (M.S.W. '82) and Gayle McGrane (M.S.W. '94)

## 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 



## Recent gifts and commitments to the college



On February 18 at Coffman Union, 85 guests gathered for the fifth annual CEHD Alumni & Student Networking Event, where alums shared career advice with undergraduate students in a fun, informal setting. Alumni truly make a difference in the lives of students. Be sure to join us next year!



**Mary Alyce** and **P. David Pearson** made a commitment of \$155,000 to establish the Pearson Family Fellowship in Reading.

The **Robert R. McCormick Foundation** made a gift of \$50,000, and the Emerald Foundation made a gift of \$150,000—both in support of research in the Institute of Child Development.

The college received a gift of \$137,873 from the estate of **M. Geraldine Gage** to establish the Gage Scholarship Fund in Family Social Science.

**David** and **Karen Olson** made a gift of \$100,000 to support graduate fellowships through the Dr. David H. Olson and Karen B. Olson Marriage and Family Endowment.

An anonymous donor added \$70,000 to the CEHD Global Discovery Scholarship and the CEHD Global Engagement Scholarship.

**Marvin Bauer** pledged \$50,000 to be added to the Jean W. Bauer Family Economics and Policy Fellowship.

**Denneth** and **Joan Dvergsten** established the Lucille and Gustav Bauermeister Scholarship with a gift of \$50,000.

**Robert E. Keane** made a gift of \$50,000 to establish the Robert E. Keane Fellowship in Ambiguous Loss.

The **R. & D. Oliveira Foundation** made a gift of \$50,000 to be added to the I Have a Dream Scholarship, supporting Upward Bound students.

**David** and **Joan Elton** made a gift of \$26,000 to establish the David and Joan Elton Global Responsibility Scholarship.

**Roger M. Adams** made an estate commitment of \$25,000 to create the Roger M. Adams Scholarship for Elementary Teachers.

The estate of **F. Robert Naka** provided \$25,000 to create the Patricia Ann Neilon Naka Endowed Fellowship Fund for Child Development.

**Alice** and **Bruce Thomas** made a gift of \$25,000 to be added to the Burkhardt Endowed Fellowship.

**Luong B. Tran** made a gift of \$25,000 to establish the Lu Mong Chi Memorial Scholarship.

Members and friends of the **Ghere family** contributed \$19,000 to the David Ghere Memorial Fund for Student Professional Development.



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# Summer at

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## The Other Side of Poverty in Schools

May 13

In this exciting and intensive one-day workshop, teachers, administrators, counselors, and teacher educators will learn about the five principles for change to better meet the needs of working-class and poor students, develop research-based teaching practices sensitive to these students and their families, reflect on formative assessment across the curriculum, and take away powerful classroom ideas for incorporating social class-related content. Earn 5 clock hours of professional development. Info: [z.umn.edu/osopmay13](http://z.umn.edu/osopmay13)

## Big Ten Higher Education Summer Institute

June 2–6 and 9–13

Two intensive, week-long 3-credit courses on timely and important topics facing higher education today: (1) Beyond the Stadium: Implications from Intercollegiate Athletics for Higher Education Leaders, and (2) Legal Aspects of Access and Equity in Higher Education. Info: [www.cehd.umn.edu/olpd/big10si/](http://www.cehd.umn.edu/olpd/big10si/)

## Minnesota Early Intervention Summer Institute

June 11–12

Two days of deep, focused learning on one subject taught by experts from around the country. St. John's University, Collegeville, MN. Registration \$110 includes 12 clock hours, housing, all meals. Earn one academic graduate credit for an additional \$180. View sessions, instructors, and details online. Info: [www.cehd.umn.edu/ceed/events/summerinstitute](http://www.cehd.umn.edu/ceed/events/summerinstitute)

## Disaster Behavioral Health

June 23–24

This free two-day training course is designed to help behavioral health specialists develop the skills necessary to facilitate a psychologically supportive response to a disaster. Participation is limited to licensed behavioral health professionals and qualified mental health practitioners who have been or are expected to be part of a disaster response. Presented at UROC, 2001 Plymouth Avenue N., Minneapolis. Contact: Tai Mendenhall, Department of Family Social Science, [mend009@umn.edu](mailto:mend009@umn.edu)

## Let's Talk About Sex

July 13–19

Using contemporary research, this workshop will examine the place of sexuality in human life, including the influences of biological, psychological, familial, cultural, religious, and spiritual factors. Special attention will be paid to sexuality within the contexts of intimate relationships, from how couples talk or don't talk about sex, to



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learning new ways to grow together in a healthy and enriching union. Presented at Camp Unistar, Cass Lake, by Tai Mendenhall. Info: [www.campunistar.org/program#sthash.2fZjkZrf.dpuf](http://www.campunistar.org/program#sthash.2fZjkZrf.dpuf)

## Center for Advanced Research on Language Acquisition (CARLA) Summer Institutes

July and August

Four institutes are designed for K–12 and post-secondary foreign language and English as a second language teachers: (1) Using Technology in Second Language Teaching, (2) Culture as the Core in the Second Language Classroom, (3) Immersion 101: An Introduction to Immersion Teaching for Chinese and Japanese, (4) Immersion 101: An Introduction to Immersion Teaching. Info: [carla.umn.edu/institutes/2014/schedule.html](http://carla.umn.edu/institutes/2014/schedule.html)

## Summer Literacy Workshop: Practical Approaches to Research-Based Literacy Instruction

August 4

The Minnesota Center for Reading Research (MCRR) annual workshop for reading practitioners and school literacy leaders connects you to the latest reading research findings and applications. Keynote address, breakout sessions, and workshops are presented by CEHD faculty and staff directly engaged in reading research projects. 8:30 a.m.–3 p.m., Continuing Education & Conference Center, St. Paul campus. Info: [www.cehd.umn.edu/reading](http://www.cehd.umn.edu/reading)

## Early Childhood Online Professional Development Courses

Ongoing

The Center for Early Education and Development (CEED) offers a wide variety of unique courses for any practitioner working with young children and their families, all online and primarily asynchronous. Students can attend classes at times that work best for them from anywhere with an Internet connection. Courses are taught by content experts, supported with live technical assistance, within a community of cross-sector professionals. Learn more and view the course schedules. Info: [www.cehd.umn.edu/CEED/onlinecourses](http://www.cehd.umn.edu/CEED/onlinecourses)

## 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)

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Watch for more opportunities at [z.umn.edu/cehdsummer](http://z.umn.edu/cehdsummer)

# Giving matters

## IT STARTED WITH A PAYROLL DEDUCTION.

As a young faculty member in the School of Social Work, **Jean Quam** started with \$25 per pay period.

“We knew we wanted to support a scholarship,” she says, referring to her long-time partner. “I managed to get through college and finish a Ph.D. without debt, so we knew what a difference it had made in looking for that first job.”

Quam went on to head the School of Social Work and in 2009 was named dean of the college. Every year, she has increased her giving and involved others, too. On birthdays, she asked friends to donate to the fund instead of buying presents. When her mother died, she gave the fund a boost. When she and her partner married last fall, support from friends helped the fund reach endowment status.

This year, the Quam Fellowship was created.

**Eveline “Ndi” Kalomo**, a graduate student in the School of Social Work, is its first recipient.

Kalomo worked with abused women and children in her home country of Namibia before coming to Minnesota in 2009. Here she has conducted research about grandparents raising children due to incarceration or child protection issues; she hopes to continue on this path by researching grandmothers in south Saharan Africa who are raising children orphaned by HIV/AIDS.

As she neared the end of her coursework, Kalomo realized that a master of social work degree would provide important preparation for her scholarship work. Now she is in the final stages of her dissertation.

Namibia has been the focus of Kalomo’s research and is the place to which she hopes to return as a professor. The fellowship has given her the confirmation that social work is, without a doubt, what she is supposed to be doing.

“Being a part of the process of changing the lives of others has been an anchor,” says Kalomo. “Social work has been my home.”

“This award is wrapped with so many blessings. It’s giving what I need to become what I’ve always wanted to be.”

—EVELINE “NDII” KALOMO,  
graduate student, School of Social Work

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## college**CALENDAR**

There are many ways CEHD alumni and friends can stay connected to the college. We hope you'll join us at some of the events listed here or connect with us online. Visit [cehd.umn.edu/alumni/events](http://cehd.umn.edu/alumni/events) or call **612-625-1310**.

### Women, Wine, and Research

April 29, 5:30–8 p.m.  
McNamara Alumni Center

An interactive speed-networking format featuring distinguished CEHD faculty members and dean Jean Quam. Dinner will be provided. No cost to attend. Hosted by the Women's Philanthropic Leadership Circle. RSVP to [wplc@umn.edu](mailto:wplc@umn.edu)

### WPLC Annual Awards Celebration

June 17, 9–11 a.m.  
Town and Country Club, St. Paul

Recipients of the Women's Philanthropic Leadership Circle 2014 awards will be honored. Complimentary breakfast. RSVP to [wplc@umn.edu](mailto:wplc@umn.edu)

### CEHD Commencement

May 15  
12:30 p.m. Graduate Ceremony  
5 p.m. Undergraduate Ceremony  
Mariucci Arena

[cehd.umn.edu/commencement](http://cehd.umn.edu/commencement)

