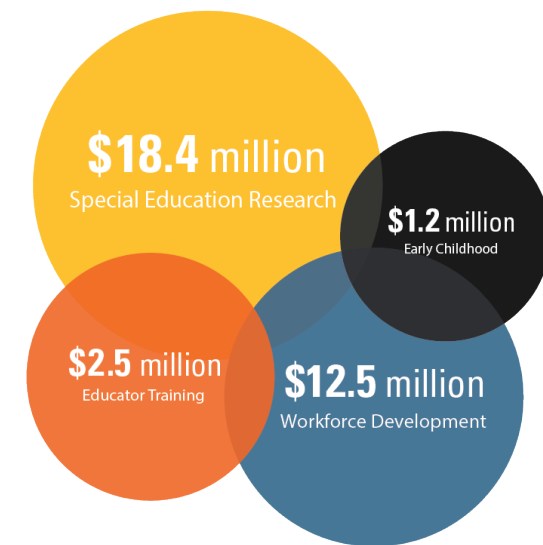


momentum

\$26 million External Funding FY18



Our research & community engagement are conducted with attention to issues of **social justice, equity, & diversity.**



Dear Friends,

The Carnegie Foundation ranks VCU as a Research 1 (R1) university with “Very High Research Activity” status, which combined with its “Community Engaged” designation makes VCU just one of 28 public universities in the country with academic medical centers to achieve both distinctions.

As the dean of the VCU School of Education, I am very proud of this designation. And I am proud because the School of Education is an important part of it. With \$26 million in external funding for FY18, we are second only to our medical school in external funding, which allows us to have a large impact on our surrounding communities through our research and implemented projects.

Of the \$26 million, \$20.6 million is federal funding, while \$4.26 million is sourced from the state. Additionally, expenditures related to our work in special education represents our largest area at \$18.4 million. This is followed by \$12.5 million related to transition and workforce development, \$2.5 million in educator development, and \$1.1 million in early childhood work. Our other areas have critical impact as well.

We are proud of the work that we are doing in the Richmond area and beyond. We also know that we are not done and there is much more to accomplish. That is our mission in the years ahead.

As always, we appreciate your support.

Andrew P. Daire, Ph.D.
Dean, VCU School of Education

Make It Real campaign update

1.) Student Support: Donor support helped students enrolled in the Teacher Education Home and School Collaboration class to tour the Richmond communities in which they would be student-teaching.

2.) Faculty recruitment: Thanks in part to the generosity of annual fund contributions, the school hosted the Association for Assessment and Research in Counseling (AARC) annual conference in Richmond. The conference attracts professionals and students in the areas of counseling, research, and educational psychology. Hosting AARC in Richmond was an opportunity for recruitment and professional development while providing important visibility to leaders in the field.

Many of the VCU School of Education’s key initiatives and programs are supported by the generosity of annual contributions. Here are some highlights of the impact that annual contributions made during this past fiscal year.



3.) The Richmond Teacher Residency (RTR) Program: Donor support helps RTR, which recruits, trains, and prepares teachers to meet the distinct challenges of urban school systems. 100% of RTR graduates are hired by Richmond Public Schools at the end of their residency. Since 2011, RTR has prepared more than 105 teachers, and impacted over 9,500 students.

4.) Faculty Development: Support makes it possible for our faculty to present their important research.

5.) Teacher Appreciation: We hosted a Teacher Appreciation event, which celebrated the generous work of cooperating educators who supervised and evaluated School of Education students for in-school required student teaching, internship, and practicum experience.

6.) Students, Faculty, and Community Outreach – Donor support provides resources for our new student mentoring program, lunch and learn events about important issues such as effective online instruction and the creation of a new initiative comprised of education and city stakeholders, that allows for our students to serve as mentors to strengthen child and family stability in the area.

Faculty Grants

Seven SOE researchers received grants totaling \$8.7M this fall.

Dr. Genevieve Siegel-Hawley, associate professor in the Department of Educational Leadership, was awarded a \$50,000 Small Research Grant by the Spencer Foundation to explore whether, and through what processes, federal civil rights policies in education change during the Trump administration.

As part of a \$3.4 million study across three institutions, Dr. Christine Bae, a professor in the Department of Foundations of Education, will examine the mechanisms by which content and pedagogy learned by teachers in professional development lead to sustainable instructional improvement in science education. This study is funded by a four-year grant from the National Science Foundation.

Dr. Jason Chow, assistant professor in the Department of Counseling and Special Education and research faculty in the Clark-Hill Institute of Positive Youth Development, was awarded

a four-year, \$395,278 grant by the Institute of Education Sciences’ National Center for Special Education Research to explore the developmental relations between language ability and behavior problems in young children.

As part of a \$1.7 million continuing grant across three institutions, Dr. Katherine Dabney, associate professor in the Department of Teaching and Learning, will examine the impact of science, technology, engineering and mathematics experiences on formal STEM learning.

As part of a \$2.99 million grant awarded to leading STEM and Education faculty at VCU, Dr. Rosalyn Hargraves, associate professor in the Department of Teaching and Learning, and Dr. Maïke Philipsen, chair and professor in the Department of Foundations of Education, will be part of an interdisciplinary team whose goal is to raise the participation and advancement of women in academic

STEM careers by initiating systematic change throughout VCU’s institutional structure and culture.

Dr. Kevin Sutherland, a professor in the Department of Counseling and Special Education, received a \$3.29 million grant to test a program called BEST in CLASS-Elementary in Virginia and Florida elementary schools that aims to address children’s problem behaviors in the classroom.



Graduates from SOE's ACE-IT in College program find employment

By Brian McNeill, University Public Affairs

Troy Carter, a 20-year-old from Henrico County with an intellectual disability, was told in high school that attending college was likely out of the question, and that his future career options would be limited. But Carter knew he wanted more out of life. He applied to VCU’s ACE-IT in College program for students with intellectual disabilities. In ACE-IT, Carter and his classmates took VCU classes, worked on campus in part-time jobs and participated in internships — all with the goal of securing employment in each of their individual areas of interest.

“I always keep my eyes on the prize,” he said.

In the spring, Carter was one of five students to graduate from ACE-IT. Shortly after graduation, he landed a job with Richmond Region Tourism.

Including Carter, all five students in this year’s ACE-IT graduating class have landed competitive post-graduation jobs that will allow them to live more independent and fulfilling lives.

People with intellectual and developmental disabilities are historically unemployed or underemployed despite their ability, desire and willingness to work, according to the American Association on Intellectual and Developmental Disabilities. Since ACE-IT started at VCU in 2011, 90 percent of its alumni have obtained paid, competitive, inclusive employment. And 86 percent of ACE-IT students and families have reported improved quality of life.

A two-year program for 18- to 26-year-olds with intellectual disabilities, ACE-IT is part of the Center on Transition Innovations, a collaborative effort between the VCU School of Education, the Virginia Department of Education and the Virginia Department for Aging and Rehabilitative Services.

“I think sometimes there’s a misconception about why individuals who are nontraditional would come to college. But that’s what college is all about. It is a pathway for everyone, traditional or nontraditional,” said Elizabeth Evans Getzel, director of the Center on Transition Innovations.

“[Our students] are benefiting from academics and they are benefiting from their employment experiences,” she said. “We tie that all together with their interests and their passions and they go out into the community.”



Troy Carter, who graduated this spring from ACE-IT in College, is working at Richmond Region Tourism. (Photo by Kevin Morley, University Relations)

Save the date!
December Graduation

Dec. 8, 1 pm

Greater Richmond Convention Center

Ballrooms A and B

New Associate Dean for research and faculty development joins School of Education

The VCU School of Education welcomes Dr. Kathy M. Rudasill as associate dean for research and faculty development.

Rudasill joins VCU from the University of Nebraska-Lincoln where she was the Susan J. Rosowski professor in educational psychology in the College of Education and Human Sciences; associate director of the Nebraska Center for Research on Children, Youth, Families, & Schools; and the director of the Temperament, Affect, and Behavior in Schools (TABS) Lab. She focuses her work on the interplay of children’s temperament and school support, shy children’s experiences with teachers, and school support for adolescents at risk.

In her new role with the School of Education, Rudasill will be responsible for promoting the scholarly agenda of the school through education and awareness of research opportunities, individual work with faculty and grant development.



2018 Fall Convocation

Kamras, Bhagat encourage stronger connections with Richmond's children

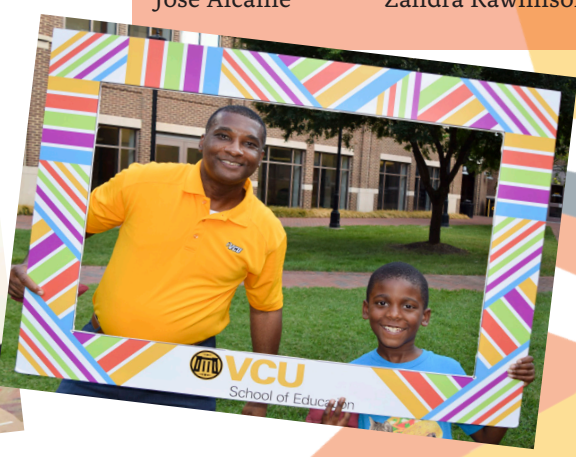
Before a crowd of new and returning students, faculty and staff at the fall convocation of the VCU School of Education, Richmond Public Schools Superintendent Jason Kamras encouraged them to devote their time and skills to helping students in Richmond schools achieve their potential.

"We all know that there are a lot of challenges in Richmond Public Schools," he said. "I also know that every RPS student deserves the same opportunity at success as students anywhere else. I encourage all of you to join me in making RPS everything that it can be," he said.

SOE alumnus Dr. Ram Bhagat, a member of RPS' new Restorative Justice Task Force, spoke about a need to bring all Richmonders together. "We all have a collective responsibility to build a culture of collaboration in Richmond, and end the social arrhythmia that is pulling us apart," he said.

Dr. Andrew Daire said that the challenges facing urban and high needs schools in Richmond also present opportunities for SOE.

"Our faculty and staff are working very hard to meet and address these challenges," he said. "The year that we're embarking on gives us another opportunity to do more for our students, for our community, and for the state."



New Alumni Council

It is with great pleasure that we announce the addition of 26 new members to the VCU SOE Education Alumni Council (EAC). The EAC provides leadership and meaningful activities for alumni to engage in our school and to engage with our current students. The council is organized to: advance the cause of education; stimulate and maintain professional relationships between the School of Education and its alumni; promote awareness, understanding and support of the School's goals, progress and needs; and embrace the larger purposes of the VCU alumni organization.

VCU and the School of Education have rededicated time, energy and focus in our alumni and student engagement efforts. With the help of our faculty and staff, we reached out to these 26 new members to help make the impact that you and your school deserve.

- | | |
|--------------------|---------------------|
| Amanda Hall | Julie Palanca |
| Anita Prince | Kitty Boitnott |
| Ann Witthoefft | Laura Lay |
| Anthony Faina | Lisa Webb |
| Brian Maltby | Robert Lowerre |
| Donna Dalton | Robin Smith |
| Elizabeth Roberson | Samuel Burns |
| Faith Wilkerson | Sarah Marrs |
| Jacqueline Roberts | Serra DeArment |
| Jared Crist | Shajuana Isom-Payne |
| Jennifer Arce | Sheila Franco |
| Joan Pellegrini | William Rider |
| Jose Alcaine | Zandra Rawlinson |

Making a Difference

Jean Thomas (M.T. '77) supports SOE students

Jean Thomas taught elementary school in Chesterfield County and Richmond Public Schools for 31 years. She earned her Master of Teaching in early and elementary education from the VCU School of Education in 1977. We sat down with her recently to learn more about why she became a teacher, her impressions and memories of the School of Education, and why she finds it meaningful to give back.



How did you become interested in teaching?

When I was growing up, there were nine teachers in my extended family. There were always teachers around. My aunt taught at Maggie Walker High School, and she helped me out financially when I decided to attend Virginia Union University as an undergrad. I majored in teaching with a concentration in elementary education, and I graduated in January 1958. My first job was teaching second grade at a very old school in Bowling Green, Va. My classroom had a pot-bellied stove, and chopped wood was stored in a bin outside the door. When I got to school each day in the cold months, I had to make a fire in the stove to heat the room.

When did the VCU School of Education come into the picture?

I had been teaching for almost 20 years, and I really enjoyed teaching children, especially



reading and arithmetic. My family and friends started asking me if I was interested in pursuing a master's degree to further my career. My cousin, Dr. Stanley Baker, was an English teacher in the urban studies program at the VCU School of Education, and he strongly encouraged me to further my education there. I was teaching in Richmond Public Schools at the time, and four of us from RPS started the master's program at VCU SOE at the same time. I earned my Master of Teaching degree in 1977. I was 41 years old.

What are you most thankful for, from your time at VCU?

I was exposed to more opportunities at VCU than I had been as an undergraduate, and I took advantage of them. I mentored undergraduate students in the library one summer who were interested in pursuing an advanced degree in education, and the volunteer hours helped reduce my tuition expense. I was also more focused as a graduate student, mainly because I had been teaching for a while. The workload was never a problem either, even though I had been out of school for some time. In fact, it was more enjoyable than my undergrad years. I'll always be glad that I earned my master's degree; I only wish that I had done it sooner.

You're currently a Dean's Circle donor to VCU SOE. What is it about the school that makes it meaningful to give back?

I believe passionately about the value of an education, and it means a lot to me to be able to help students. I was fortunate to have a very strong support system when I was growing up – my mother, my father and my extended family – all of whom strongly encouraged me to finish college and get a good job, and eventually to get my master's degree.

Everyone needs someone, somewhere, who is willing to make a difference in their lives. Everyone isn't as fortunate as I was. I've always been willing to help. Young people today really need it.



Grants available!

We are seeking candidates for our Ph.D. in Education and six NEW fully funded, full time, competitive grant opportunities for community-driven research starting Fall 2019.

For more info, visit soe.vcu.edu.

momentum

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CAMPAIGN FOR VCU

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