Dear College of Education Community, the 2015–2016 fiscal year ending June 30 was an extraordinary year of academic and research accomplishments for our college. Among our many achievements, we set external grant and contract funding records, obtained significant donor funds to support our work, expanded our faculty with talented new hires, and created new master’s and PhD degree programs in prevention science. These milestones and many others are chronicled in this report.

Our annual report reminds us that we need to revisit and reinternalize our mission annually. Our university’s vision, mission, and strategic priorities are available at https://provost.uoregon.edu/strategicframework. These priorities help us remain focused on our goals and, from a practical standpoint, ensure that our expenditures are clearly directed toward achieving them. We made significant headway on our first college priority this year: replenishing and expanding our faculty ranks. To do so, under the direction of our university administration, we made two percent budget cuts in our administrative and academic units and redirected those funds toward faculty hires. The remainder of this letter details our efforts to meet university priorities.

Our college continues to grow in accomplishment and stature for a variety of reasons, but the central ingredient of our success is our new faculty. Thanks to the support of President Schill, Provost Coltrane, and our UO board of trustees, we have hired more new tenure-track faculty in the past two years than in the previous ten. We continue to hire increasingly strong non-tenure related faculty who also are driving our performance. These new faculty members are creating new courses and adapting old ones; pursuing new teaching, research, and service partnerships across campus, communities, and universities; providing new and enhanced services in our HEDCO Clinic; training students in new and more effective clinical services; and moving us faster in new and fruitful directions such as mathematics, science, obesity prevention, and bilingual and multicultural education, among many other initiatives.

As a result of this new infusion of energy and our already prolific record, our college’s research performance is accelerating at an unprecedented rate. Together, our faculty have set new records for externally funded research, instructional, and service grants in two of the last three years. Our external funding increased from $23.8 million in FY2014, to $32.9 million in FY15, and a record
$42.8 million this past year, or a 30 percent increase over the prior year. Our faculty hired last year have already brought in $8.5 million of these new research grants to our university. This singular contribution to our national and international reputation as a research university college of education has already been noticed by our university administration and other supporters, who use words like wow, incredible, impressive! in their e-mails to me. All of our faculty are helping us achieve one of the university’s priorities to, “Enhance the impact of research, scholarship, creative inquiry, and graduate education.”

An equally important university priority is to, “Attract and retain high quality, diverse students, faculty, and staff.” We have made notable progress toward our goal of becoming a more equitable and inclusive institution during the past year. We have a new assistant dean for equity and inclusion — the first position of its kind in any college at the UO — held by Krista Chronister, who has already begun implementing a variety of practices that clearly demonstrate our dedication to inclusivity. I look forward to reporting more on those activities and practices throughout the year.

Our new master’s and doctoral degree programs in prevention science are among the first of their kind, and they represent one way of addressing a third university priority to, “Promote and enhance student access, retention, and success.” For our college to thrive, and to better serve students who are seeking new and emerging areas of study, we have to be the crucible for the creation of the academic disciplines, degree programs, and other academic pursuits of tomorrow. This is what research universities are best prepared to do; they challenge the status quo with new research and scholarship, including our own status quo. You can expect many more curricular innovations of this type in the years to come.

Our donor community has been central to enhancing student access via scholarships to offset the cost of university attendance. This year, the R.H. and Jane Logan Scholarship program will provide $640,000 in perpetuity for teachers in training, and our $6 million gift from the Quest Fund to endow operations at the HEDCO Clinic will allow us to both diversify and strengthen clinical training in speech pathology, reading and mathematics intervention, couples and family therapy, autism services, and new areas yet to be identified by our faculty. Donors for scholarships for undergraduate and master’s degree students, and fellowships for doctoral students and post-doctoral trainees will continue to be a focus of my work this year as we continue to strive for better student access to our college.

Thank you for reading this report, and for your engagement with our college. We will accomplish much more for schools, communities, our children, and others with your participation, contributions and, yes, your critiques of our work. For our part, be assured that our faculty, staff, and students are committed to making important contributions at a pace, and of a kind, that position us to become a preeminent institution.

R.W. Kamphaus, PhD
Professor and Dean
randyk@uoregon.edu

Sincerely yours,

R.W. Kamphaus, PhD
Professor and Dean
randyk@uoregon.edu

ACADEMIC DEPARTMENTS AND PROGRAMS

Department of Counseling Psychology and Human Services
• Counseling Psychology (PhD)
• Couples and Family Therapy (MS)
• Family and Human Services (BA/BS/BAEd)
• Service Learning (non-degree)
• Substance Abuse Prevention (non-degree)

Department of Special Education and Clinical Sciences
• Communication Disorders and Sciences (BA/BS/MA/MS/post-baccalaureate/PhD)
• Prevention Science (MED, MS)
• School Psychology (MS, PhD)
• Special Education (minor/MA/MS/MEPh/PhD)

Department of Educational Methodology, Policy, and Leadership
• Educational Leadership (NS, EdD, PhD)
• Administrator Licensure (non-degree)
• Reading Endorsement (non-degree)

Department of Education Studies
• Curriculum and Teaching/UGTeach (MED w/ESOL endorsement)
• Curriculum and Teacher Education (MA/MS)
• Critical and Sociocultural Studies in Education (PhD)
• Educational Foundations (BA/BS)
• Sapsik’wa Project (non-degree)
• Reading Endorsement (non-degree)

RESEARCH AND OUTREACH UNITS

• Behavioral Research and Teaching (BRT)
• Center for Educational Policy Research (CEPR)
• Center for Equity Promotion (CEQP)
• Center for the Prevention of Abuse and Neglect (CPAN)
• Early Childhood CARES
• Educational and Community Supports (ECS)
• Institute on Violence and Destructive Behavior (IVDB)

EXCELLENT NUMBERS

COLLEGE OF EDUCATION RANKINGS BY U.S. NEWS AND WORLD REPORT

Best Special Education Program in the Nation
Best Graduate School of Education Among Public Institutions
Best Graduate School of Education in the Nation

Five of the UO’s top 22 programs are at the COE.

PhD Programs in:
• Communication Disorders and Sciences
• Counseling Psychology
• Education Methodology, Policy, and Leadership
• Special Education

The Department of Education Studies

As rated by Academic Analytics AAD2015

3rd
Best Special Education Program in the Nation

5th
Best Graduate School of Education Among Public Institutions

12th
Best Graduate School of Education in the Nation

intoCAREERS
• Oregon Career Information System (CIS)
• Secondary Special Education and Transition Program (SSET)
• University Center for Excellence in Developmental Disabilities (UCEDD)
Courts for Kids is an international nonprofit that sponsors the creation of sport courts in parts of the world where concrete is about as common as free Wi-Fi. Students and faculty from the COE started making these trips with Courts for Kids in 2014, and have since traveled to the Dominican Republic, Panama and, in March 2016, a tiny rural community called Cruz de Mayo in 2016, a tiny rural and, in March 2016, a tiny rural community in Nicaragua. Preparations include a term-long course in global citizenship through the service-learning program. Professor Leslie Leve from counseling psychology led this year’s group.

"Seeing the fusion of what students have learned in their courses and this community service experience in Nicaragua was one of the most exciting and rewarding things to witness as their teacher," she said.

The jungle is an inhospitable place to try and build anything, let alone a sport court. For college students unaccustomed to manual labor, it was a bit jarring.

"By the end of it, I was so sore," said Rachel Kovenisky, a doctoral student in counseling psychology and Courts for Kids veteran who shared trip-leader duties with Leve. "I have great appreciation now for that kind of work."

Courts for Kids provides volunteer participants with a powerful opportunity to learn about themselves while living out the goals of service and community involvement. Rachel's insights offer a glimpse into the transformative potential of such service-learning experiences.

Textiles have been a time-honored storytelling medium for centuries. Tapestries, silk garments, blankets—capturing history and ideas in fabric—is an elegant means of expression. With this in mind, one of the first projects by instructor Laurie Kahn’s Education Issues and Opportunities class was a quilt.

All 111 students in the class—many of whom are not in the COE—were asked to form small groups that would deep-dive into areas of contemporary education that sparked their interest. The challenge was to communicate their critical analyses visually, via an 8-inch square of fabric. According to Kahn, students quickly overcame this challenge. As one group member shared, "This was the first time I’ve ever felt like art was a way to share my ideas." The project proved to be a profound experience for participants, fostering a greater appreciation for the power of visual communication and the connections we can make across disciplines.

"It was all the diversity, creativity, and thoughtfulness of the students that made it so dynamic and so beautiful," Kahn says. The quilt hung in the waiting room of the student academic services office in the HEDCO Education building, the gateway to the dean’s office, during fall term. It was the first art piece in “Our Space,” a collegewide initiative to highlight artwork that reflects the diversity of the school community.

During her time at the UO, Huang worked with the Child and Family Center, the Child Development and Rehabilitation Center, the Oregon Social Learning Center, and Oregon Community Programs. Though the move has been a little jarring, Huang says the connections forged while earning her PhD in counseling psychology at the UO have endured.

"Eugene is the literal opposite of NYC," said Cindy Huang, now an assistant professor of counseling psychology in the Teachers College at Columbia University. "When we do not attend to our underserved students, it is a tragic loss for them and consequently for all of us," she said.
John Seeley researches the school-based prevention of depression and suicide. Now a professor in the Department of Special Education and Clinical Sciences, Seeley spent 29 years at the Oregon Research Institute before accepting a faculty position at the COE.

“My father committed suicide when I was 18,” he said. “I’ve always been interested in what would contribute to suicide and how to prevent it, and one of the strongest risk factors for suicide is depression.”

Seeley’s work uses social data to predict behaviors and develop interventions. Risk factors ignored during crucial inflection points carry forward in relatively predictable (but avoidable) ways, which helps explain his sense of urgency. A depressed teen doesn’t get the attention of the class clown or the violent kid, and that can lead to feelings of isolation that pave the way for suicidal thoughts. Seeley and his colleagues believe that simply engaging and working with the parents of depressed and/or suicidal adolescents could dramatically improve the likelihood of external referrals, but there is limited research in this area. In any case, educators need to recognize the warning signs and take ownership.

Translational research for bridging the research-to-practice gap has been a key area of emphasis for Seeley, including effectiveness evaluations of evidence-based practices for addressing emotional and behavioral disorders within school contexts. By gaining a better understanding of the factors that influence the adoption, implementation, and sustainability of these evidence-based practices, Seeley hopes that the persistent barriers that have hindered dissemination and scale-up efforts can be addressed in order to improve the reach of school-based mental health supports for those students in need.

“Depression is the leading cause of disability in the world.” Seeley said. “If you can intervene either prior to the first episode or have treatment during the first episode ... you can prevent the long-lasting impact of depression on human capital with respect to educational and vocational attainment.”

Most teenagers make mostly good decisions most of the time. When they don’t, it often prompts parents to ask, “What were you thinking?”

Risks taken in our youth help us learn from our mistakes. If we’re lucky — and generally we are — the consequences of those risky decisions aren’t life-altering. In fact, relatively minor bad decisions in our youth shape the people we become, and equip us to avoid making worse decisions in the future, when the stakes are higher.

The fact that too many teens make risky choices, particularly when it comes to sex, is both interesting and troubling to Atika Khurana, an assistant professor in the COE’s Department of Counseling Psychology and Human Sciences. Her recent research indicates a link between working memory and an adolescent’s propensity for engaging in risky behaviors such as unprotected sex or binge drinking. If she can understand this better, it could lead to the design and testing of preventive interventions that help strengthen working memory. In 2014 she was the lead author of a similar study focused on problematic drug use.

Working memory allows your mind to be deliberate and thoughtful when making decisions. We access it while doing something that requires our attention, like holding a phone conversation while we follow our usual route to work. The study showed a correlation between weak working memory in adolescents and impulsive tendencies, which are linked to risky behaviors.

“Adolescence is such a unique life stage,” she says. “There’s so much happening, both in terms of the individual and the social environment — it’s just very intriguing to me.”

Nancy Golden, former chief education officer for the State of Oregon, joined the COE as its first professor of practice for the Department of Educational Methodology, Policy, and Leadership. Her appointment began January 1, 2016.

Golden’s relationships and insights should provide vital inroads to the schools and districts upon which the department’s research agenda depends. Her vast experience also will help inform the research itself, potentially expediting the process faculty undertake to arrive at the most relevant and pressing questions of practice, and helping to bridge research and practice.

Golden also will work with current faculty on a new model of professional development, particularly (but not exclusively) in Portland, and will expand alumni involvement and input. EMPI Department Head Charles Martinez said this latter charge can help the department respond to the needs of their market while helping practitioners understand why the COE’s research is relevant to them.

“Giving alumni the opportunity to put their passion, their love for the college, into action is something Nancy will be perfect at,” he said. “She brings into school administrators all the time who say, ‘How can I be more involved with the COE?’ She’s going to help us answer that question, and our programs will be better for it. I think it says a lot about the quality of the department and the college that someone like her wants to join us.”

Beth Stormshak became the UO’s newest Knight Chair this April. She’s the director of the Prevention Science Institute (PSI) and lead for the successful cluster hiring initiative for health and obesity prevention.

PSI creates and evaluates interventions that help families, with the goal to prevent problem behaviors and help children (and parents) stay healthy and succeed. Decades of behavioral research informs this work, much of which is being done at the COE. The real brass ring now is to scale their proven methods.

“At the University of Oregon, and in the College of Education, we want to help families across Oregon and the nation.”

Between directing the work at PSI and leading the nascent cluster, Stormshak’s dance card stays pretty full. But a bonus of the Knight Chair, apart from the extent to which it validates the work of a longtime researcher like her, is that it encourages innovation.

“It’s common to offer research funding to new hires. But when you’ve been at a university for years (like I have) most of your research is tied to federal grants. It’s hard to try fresh ideas. The Knight Chair includes resources for launching new initiatives. Many of these projects will, in turn, lead to additional funding from sources outside the university,” she said.
reading comprehension challenges and could lead to new interventions.

Biancarosa called news of the Swindells Chair "breathtaking." It was established with a $1.2 million gift from the late Ann Johnston Swindells, a 1955 alumna who studied education.

"For me, this is all about improving access and opportunities for people who have been underserved by our educational, economic and political systems," she said. "Literacy is the gatekeeper skill. The ability to read, write and express yourself opens the doors to opportunity."

Lisa Mazzei

Broadly speaking, qualitative research studies ask questions like why and how, not just what, who, or how many. But personal experiences and biases can influence both the methodology and interpretation of qualitative research — something Lisa Mazzei in the Department of Education Studies wants to challenge.

"What I'm trying to do is get people to use concepts that come from outside education as a different way of looking at what's going on," she said. "It's a way of interrupting the common-sense way that we approach a situation because of what we already know based on the experience we bring."

Let's say a school has a bullying problem, and is trying to understand why it persists despite professional development and curricular interventions. Traditional descriptive methods might ask which students are more likely to be bullied, if they share common background, etc. Mazzei would want to learn what other factors within the school might actually contribute to bullying. Maybe the language used in the halls implicitly condones bullying. Or maybe the interventions they're using are producing other forms of bullying, she might wonder what other forces are at work.

Mazzei's scholarship has earned international attention. Thinking with Theory in Qualitative Research: Viewing Data Across Multiple Perspectives, the 2012 book she co-authored with frequent collaborator Alecia Jackson, is currently being revised for the release of a 2nd edition. In the short time it has been published, it is being referenced as changing the way researchers think about what constitutes analysis and is in use by scholars around the world. It's interesting to note that her previous research has impacted her current research. (It's very meta.) It also impacts other disciplines; she's been sought out by doctoral students at UO from counseling psychology, special education, psychology, political science, and journalism.

The new endowment will cover much of the operational cost borne by those programs that give students hands-on clinical experience. This critical support will enable the clinic to extend its reach and redirect existing funding to the college’s research activities, according to UO President Michael Schill.

“Our long-term vision is to expand the college’s clinic and capabilities to become the educational and social-services equivalent of a modern teaching hospital,” he said. “This very generous gift is a game-changing step toward achieving that goal.”

The HEDCO Clinic currently houses the UO’s Speech-Language-Hearing Center and the Center for Healthy Relationships. These centers are staffed by master’s degree students in communication disorders and sciences, and couples and family therapy. Fees average $15 per client, which enables many community members to receive the help that they might not find or afford anywhere else. The new gift will broaden the clinic’s impact, according to Randy Kamphaus, dean of the COE.

“This gift allows our academic programs to expand their capacity, train more clinicians and better serve our community members — nearly half of whom have significant financial challenges,” Kamphaus said.

He added that beyond its core competencies in teacher and administrator education, the COE is highly regarded for its excellence in clinical and human services. Future plans for the clinic now include establishing a center for the family-based treatment of autism, and reading and math tutoring, both of which would build upon the college’s strengths across many disciplines.

The additional services enabled by this gift also will help the college close the “translational gap,” or how the work of its researchers is applied in practice.

"The HEDCO Clinic is positioned to become a vital resource in the Pacific Northwest as we work to bring our knowledge and expertise to families and children in need,” Kamphaus said. “This endowment takes years off that process, and we couldn’t be more grateful.”
### Research Grants for Fiscal Year 2016

During FY 2016 (July 1, 2015 – June 30, 2016), College of Education faculty received 95 grants, contracts, and other competitive awards totaling $42.8 million. This represents a 30 percent increase from the $32.9 million reported in FY 2015. Awards were received by 45 different principal investigators. Our awards come from federal, international, state, and foundation sources. See below for a list of awards received during FY 2016.

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Title</th>
<th>Principal Investigator</th>
</tr>
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<tbody>
<tr>
<td>Institute of Education Sciences</td>
<td>Multiple-choice Online Close Comprehension Assessment (MOCCA): Refining and Validating a Measure of Individual Differences in Reading Comprehension Processes During Reading</td>
<td>Gina Biancarosa</td>
</tr>
<tr>
<td>US Dept of Education, Steppingstones of Technology Innovation</td>
<td>Stepping Up KinterTek: Expanding Early Math Instruction for Students with Disabilities</td>
<td>Mari Cary</td>
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<tr>
<td>US Dept of Education, Outreach Projects for Children with Disabilities</td>
<td>A Randomized Control Trial of a Tier 2 Kindergarten Mathematics Intervention</td>
<td>Benjamin Clarke</td>
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<tr>
<td>Institute of Education Sciences</td>
<td>A Randomized Study of the Efficacy of a Two-year Mathematics Intervention for At-risk pre-kindergarten and Kindergarten Students</td>
<td>Benjamin Clarke</td>
</tr>
<tr>
<td>Institute of Education Sciences</td>
<td>Validation of the Effectiveness and Sustainability of Innovative Early Mathematics Curricula for High-need Students</td>
<td>Benjamin Clarke</td>
</tr>
<tr>
<td>National Science Foundation</td>
<td>Precision Math: Using Interactive Gaming Technology to Build Student Proficiency in Foundational Concepts and Problem Solving Skills of Measurement and Data Analysis</td>
<td>Chris Dobbler</td>
</tr>
<tr>
<td>Institute of Education Sciences</td>
<td>Exploring Alterable Variables in Tier 1 and Tier 2 Instruction: A Collaboration Across Interdisciplinary Fields of Observational Research</td>
<td>Chris Dobbler</td>
</tr>
<tr>
<td>Institute of Education Sciences</td>
<td>A Multi-site Randomized Controlled Trial to Assess the Efficacy of the Numberline Level 1 Gaming Intervention for Improving Math Outcomes for Students With or At Risk for Math Learning Disabilities</td>
<td>Hank Rien</td>
</tr>
<tr>
<td>Institute of Education Sciences</td>
<td>Freshman Success: Implementation of Comprehensive Universal Supports for School Engagement</td>
<td>Brigid Flannery</td>
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<tr>
<td>US Dept of Education, Office of Special Education Programs</td>
<td>Highly qualified Interventionists with Transition Evidence-based Knowledge and Skills</td>
<td>Brigid Flannery</td>
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<tr>
<td>National Science Foundation</td>
<td>Collaborative Research: Electronic Textiles for Exploring Computer Science with High School Students and Teachers to Promote Computational Thinking and Participation for All</td>
<td>Joanna Goode</td>
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<tr>
<td>US Dept of Education, Office of Special Education Programs</td>
<td>Technical Assistance Center on Positive Behavioral Interventions and Supports</td>
<td>Robert Horner</td>
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<tr>
<td>Institute of Education Sciences</td>
<td>Institute of Education Sciences Summer Research Training Institute: Single-Case Intervention Design and Analysis</td>
<td>Robert Horner</td>
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<tr>
<td>National Institute on Drug Abuse</td>
<td>Siblings Reared Apart: A Naturalistic Cross-fostering Study of Young Children</td>
<td>Leslie Levy</td>
</tr>
<tr>
<td>National Institute of Child Health and Human Development</td>
<td>Family and Peer Processes and G-E Interplay in Middle School: An Adoption Study</td>
<td>Leslie Levy</td>
</tr>
<tr>
<td>Institute of Education Sciences</td>
<td>Paths 2 the Future: Testing the Efficacy of a Career Development Curriculum for High School Girls with Disabilities</td>
<td>Lauren Lindstrom</td>
</tr>
<tr>
<td>US Dept of Education, Office of Special Education Programs</td>
<td>Specialized Training to Ensure Proficiency</td>
<td>Wendy Machalicek</td>
</tr>
<tr>
<td>US Dept of Education, Office of Special Education Programs</td>
<td>Project HEART: Heightened Excellence in Autism Research and Training</td>
<td>Wendy Machalicek</td>
</tr>
</tbody>
</table>

**Grants from Federal Agencies**

**Funding Source**
- Institute of Education Sciences
- US Dept of Education, Office of Special Education Programs
- US Dept of Education, Office of Special Education Programs

**Title**
- Multiple-choice Online Close Comprehension Assessment (MOCCA): Refining and Validating a Measure of Individual Differences in Reading Comprehension Processes During Reading
- Stepping Up KinterTek: Expanding Early Math Instruction for Students with Disabilities
- A Randomized Control Trial of a Tier 2 Kindergarten Mathematics Intervention
- A Randomized Study of the Efficacy of a Two-year Mathematics Intervention for At-risk pre-kindergarten and Kindergarten Students
- Validation of the Effectiveness and Sustainability of Innovative Early Mathematics Curricula for High-need Students
- Precision Math: Using Interactive Gaming Technology to Build Student Proficiency in Foundational Concepts and Problem Solving Skills of Measurement and Data Analysis
- Exploring Alterable Variables in Tier 1 and Tier 2 Instruction: A Collaboration Across Interdisciplinary Fields of Observational Research
- A Multi-site Randomized Controlled Trial to Assess the Efficacy of the Numberline Level 1 Gaming Intervention for Improving Math Outcomes for Students With or At Risk for Math Learning Disabilities
- Freshman Success: Implementation of Comprehensive Universal Supports for School Engagement
- Highly qualified Interventionists with Transition Evidence-based Knowledge and Skills
- Collaborative Research: Electronic Textiles for Exploring Computer Science with High School Students and Teachers to Promote Computational Thinking and Participation for All
- Technical Assistance Center on Positive Behavioral Interventions and Supports
- Institute of Education Sciences Summer Research Training Institute: Single-Case Intervention Design and Analysis
- Siblings Reared Apart: A Naturalistic Cross-fostering Study of Young Children
- Family and Peer Processes and G-E Interplay in Middle School: An Adoption Study
- Paths 2 the Future: Testing the Efficacy of a Career Development Curriculum for High School Girls with Disabilities
- Specialized Training to Ensure Proficiency
- Project HEART: Heightened Excellence in Autism Research and Training

**Principal Investigator**
- Gina Biancarosa
- Mari Cary
- Benjamin Clarke
- Benjamin Clarke
- Benjamin Clarke
- Chris Dobbler
- Chris Dobbler
- Hank Rien
- Brigid Flannery
- Joanna Goode
- Robert Horner
- Robert Horner
- Leslie Levy
- Leslie Levy
- Lauren Lindstrom
- Wendy Machalicek
- Wendy Machalicek

**International Awards and Contracts**
- Tatweer Company for Education Services, Saudi Arabia

**Funding Source**
- US Dept of Education, Office of Special Education Programs

**Title**
- Project Engaging New Leaders in Implementation Science Training

**Principal Investigator**
- Kent McIntosh

**Total Grants**
- **95** grants

**Total Dollars**
- **$42.8 million**
<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Title</th>
<th>Principal Investigator</th>
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</thead>
<tbody>
<tr>
<td>Federated States of Micronesia</td>
<td>Project Literacy Intervention For Tomorrow</td>
<td>Elizabeth Jankowski</td>
</tr>
<tr>
<td>University of Sussex, UK</td>
<td>Utilizing Adoption-based Research Designs to Examine the Interplay Between Family Relationships Processes and Child Developmental Outcomes</td>
<td>Leslie Leve</td>
</tr>
</tbody>
</table>

### Subcontract Awards

<table>
<thead>
<tr>
<th>Funded University</th>
<th>Title</th>
<th>Principal Investigator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western Oregon University</td>
<td>The STILTS Project: Strategies for Technology-enhanced Inquiry Learning and Teaching in Science</td>
<td>Lynne Anderson-Inman</td>
</tr>
<tr>
<td>University of Delaware</td>
<td>The Sampler Archive Project: Phase 2</td>
<td>Lynne Anderson-Inman</td>
</tr>
<tr>
<td>IRIS Media, Inc.</td>
<td>Fatherton Through Change: Online Parent Training for Divorced Fathers</td>
<td>David DeGarmo</td>
</tr>
<tr>
<td>University of Minnesota</td>
<td>Comparing Web, Group, and Telehealth Formats of a Military Parenting Program</td>
<td>David DeGarmo</td>
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<tr>
<td>University of Utah</td>
<td>Mobile Reality Check</td>
<td>Curtis Fulhman</td>
</tr>
<tr>
<td>University of California, Los Angeles</td>
<td>Into the Loop</td>
<td>Joanna Goode</td>
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<tr>
<td>University of Kansas Center for Research, Inc.</td>
<td>The School-wide Integrated Framework for Transformation (SWIFT) Center</td>
<td>Robert Horner</td>
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<tr>
<td>University of North Carolina at Chapel Hill</td>
<td>Technical Assistance Center to Support Evidence-based Practices</td>
<td>Robert Horner</td>
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<tr>
<td>University of South Carolina</td>
<td>A Psychometric Investigation of Universal Screening for Social-emotional Development in Preschool Using Parent and Teacher Informants</td>
<td>Randy Kamphaus</td>
</tr>
<tr>
<td>University of Pennsylvania</td>
<td>Behavioral Effects of Teen Exposure to Multiple Risk Behaviors in TV and Film</td>
<td>Alka Khurana</td>
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<tr>
<td>George Washington University</td>
<td>Gene-environment Interplay and Childhood Obesity: An Adoption Study</td>
<td>Leslie Leve</td>
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<tr>
<td>Oregon Social Learning Center</td>
<td>Preventing Drug Use and HIV-Risk Behaviors in Adolescent Girls</td>
<td>Leslie Leve</td>
</tr>
<tr>
<td>University of Washington</td>
<td>A Girls-specific Prevention Program for Substance Use and Delinquency</td>
<td>Leslie Leve</td>
</tr>
<tr>
<td>IRIS Media, Inc.</td>
<td>Project SOARS: Student Ownership, Accountability, and Responsibility for School Safety</td>
<td>Christopher Murray</td>
</tr>
<tr>
<td>University of Louisville Research Foundation</td>
<td>Efficacy of Enhanced First Step to Success Intervention for Tertiary-level Students with Disruptive Behavior</td>
<td>John Seely</td>
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<tr>
<td>University of Washington</td>
<td>Literacy Study Group for Teachers of Students with Emotional and Behavioral Disorders</td>
<td>Joan Louise Smith</td>
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<tr>
<td>University of Connecticut</td>
<td>Early Childhood Personnel Center: REACH-UP</td>
<td>Jane Squires</td>
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<tr>
<td>Dartmouth College</td>
<td>Visual Media Influences on Adolescent Smoking Behavior</td>
<td>Michael Stoolmiller</td>
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<tr>
<td>Arizona State University</td>
<td>Integrated Technology Tools for Optimizing Instruction and Assessment Results for Students with Disabilities</td>
<td>Gerald Tindal</td>
</tr>
<tr>
<td>UT Austin</td>
<td>Austin Independent School District Model Demonstration Project: Response to Intervention for English Language Learners with or at-risk of Having a Disability</td>
<td>Sylvia Thompson</td>
</tr>
<tr>
<td>University of North Carolina at Charlotte</td>
<td>National Technical Assistance Center on Increasing Graduation and Improving Transition to Postsecondary Education and Careers for Students with Disabilities</td>
<td>Deanne Unruh</td>
</tr>
</tbody>
</table>

### State of Oregon Awards and Contracts

<table>
<thead>
<tr>
<th>Funded University</th>
<th>Title</th>
<th>Principal Investigator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oregon Office of Vocational Rehabilitation</td>
<td>Oregon Youth Transition Program</td>
<td>Charlotte Alverson</td>
</tr>
<tr>
<td>Oregon Department of Education</td>
<td>State Personnel Development Grant: Breadth English Language Professional Development</td>
<td>Erin Chaparro</td>
</tr>
<tr>
<td>Oregon Department of Education</td>
<td>Effective Behavioral and Instructional Support Systems Coaching Support</td>
<td>Ed Kame'enui</td>
</tr>
<tr>
<td>Oregon Department of Education</td>
<td>Early Intervention/Early Childhood Special Education Services Collaborative Problem Solving (EPS) Local Level Training</td>
<td>Judith Newman</td>
</tr>
<tr>
<td>Oregon Department of Education</td>
<td>eITWeb Data System for Oregon E/IECESE Programs</td>
<td>Judith Newman</td>
</tr>
<tr>
<td>Oregon Department of Education</td>
<td>Oregon Health Administration Screening Project</td>
<td>Jane Squires</td>
</tr>
<tr>
<td>Oregon Department of Education</td>
<td>Oregon Online Screening Project</td>
<td>Jane Squires</td>
</tr>
<tr>
<td>Oregon Department of Education</td>
<td>Oregon Extended Assessment Development Grant</td>
<td>Gerald Tindal</td>
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</table>

### Awards from School Districts and Social Service Agencies

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Title</th>
<th>Principal Investigator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oakridge School District, Oregon</td>
<td>The STELLAR Project: Strategies for Technology-Enhanced Learning and Literacy through Art</td>
<td>Lynne Anderson-Inman</td>
</tr>
<tr>
<td>Educational Policy Improvement Centers, Inc.</td>
<td>Graduate Teaching Fellowship Support (3), the Center for Equity Promotion</td>
<td>Charles Martinez</td>
</tr>
<tr>
<td>Mano a Mano Family Center - Salem Health</td>
<td>Proyecto Bienestar Familiar — Family Wellness Project</td>
<td>Heather McClure</td>
</tr>
<tr>
<td>Head Start of Lane County</td>
<td>Head Start Reimbursement for Early Childhood CARES Services</td>
<td>Judith Newman</td>
</tr>
<tr>
<td>Lane Education Service District</td>
<td>Early Intervention/Early Childhood Special Education Services</td>
<td>Judith Newman</td>
</tr>
<tr>
<td>Eureka Public Schools</td>
<td>Eureka City Schools SWPBS Assessment and Intervention Plan</td>
<td>Jeffrey Sprague</td>
</tr>
<tr>
<td>Palomar Family Counseling Services, Inc.</td>
<td>Palomar — Evaluation</td>
<td>Jeffrey Sprague</td>
</tr>
<tr>
<td>Palomar Family Counseling Services, Inc.</td>
<td>Palomar Training Contract</td>
<td>Jeffrey Sprague</td>
</tr>
<tr>
<td>Self-Enhancement Incorporated</td>
<td>Youth Empowerment Program II</td>
<td>Jeffrey Sprague</td>
</tr>
<tr>
<td>San Diego Youth Services</td>
<td>San Diego Youth Services — Training</td>
<td>Jeffrey Sprague</td>
</tr>
<tr>
<td>Northwest Family Services</td>
<td>Evaluation of Oregon It’s Legit! II Project</td>
<td>Tony Tobin</td>
</tr>
</tbody>
</table>

### Foundation and Other Private Funding

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Title</th>
<th>Principal Investigator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age of Learning, Inc.</td>
<td>Age of Learning / Center on Teaching and Learning Collaboration Project</td>
<td>Hank Fien</td>
</tr>
<tr>
<td>PacificSource Foundation</td>
<td>Healthy Balance: Prevention of Childhood Obesity</td>
<td>Deanna Linville</td>
</tr>
<tr>
<td>Jerome Lejeune Foundation, USA</td>
<td>Project iHELP Internet Based Behavioral Consultation for Families of Children with Fragile x Syndrome who Engage in Challenging Behavior</td>
<td>Wendy Machalicek</td>
</tr>
<tr>
<td>Society for the Study of School Psychology</td>
<td>The Relation Between Instructional Context and Student Responsiveness to Intervention</td>
<td>Joseph Nese</td>
</tr>
<tr>
<td>Educational Testing Service</td>
<td>Educational Testing Service development of the NAEP Science assessment.</td>
<td>Kathleen Scalise</td>
</tr>
<tr>
<td>Ford Family Foundation</td>
<td>Family Check Up: Online Version</td>
<td>Elizabeth Stormshak</td>
</tr>
<tr>
<td>Ford Family Foundation</td>
<td>90By30 and Child Abuse Prevention Climate Survey</td>
<td>Jeffrey Todahl</td>
</tr>
<tr>
<td>Ford Family Foundation</td>
<td>90By30 Child Abuse Prevention Initiative Evidence-Based Strategies Implementation</td>
<td>Jeffrey Todahl</td>
</tr>
<tr>
<td>Spirit Mountain Community Fund</td>
<td>90By30 Child Abuse Prevention Initiative</td>
<td>Jeffrey Todahl</td>
</tr>
<tr>
<td>Meyer Memorial Trust</td>
<td>Oregon Prevalence Study</td>
<td>Jeffrey Todahl</td>
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</tbody>
</table>

Some COE faculty also affiliate with the Center for Teaching and Learning or the Prevention Science Institute, housed under the Vice President for Research and Innovation. Grant funding for dually-affiliated COE faculty is counted in both units.

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*Note: The table contains detailed information on various projects, awards, and contracts related to educational and social services. Each entry includes the funding source, title of the project, and the principal investigator. The table is organized to provide a clear overview of the funding landscape for different academic and research initiatives.*
has focused on ways to collaborate across service delivery systems (e.g., social services, corrections, health, education) to strengthen and support children and their families. Her goal is to create effective services that are also affordable, acceptable to the community, and sustainable. Her most recent work focuses on interventions for children and families of incarcerated parents, and comprehensive community strategies to support and empower children and families in communities of concentrated disadvantage. Prior to joining UO as an assistant professor in the Department of Educational Methodology, Policy, and Leadership, she was an assistant professor at Columbia University School of Social Work, New York, NY.

Lauren M. Cycyk, PhD, CCC-SLP, will be an assistant professor in communication disorders and sciences. Her research interests include sociocultural and environmental influences on the dual Spanish-English language development of young children from Latino backgrounds as well as caregiver-centered language interventions that promote positive communication and educational outcomes of Latino children from the earliest ages. Lauren is a nationally certified speech-language pathologist who has served bilingual children and families in early intervention settings, elementary schools, hospitals, and private practice in both the United States and Mexico. She has been recognized for her work by the Office of Multicultural Affairs of the American Speech-Language-Hearing Association and was selected as an Emerging Scholar by the Bridging the Word Gap National Research Network.

Ben Clarke, PhD, will be an associate professor in the School Psychology Program. His research focuses on the development and efficacy testing of mathematics intervention programs spanning the K-6 grade spectrum in both traditional and technology-based formats. He has developed assessment materials in the area of early mathematics and number sense and works extensively with states and school districts to help them develop multi-tiered instructional models in the area of mathematics. Prior to joining school psychology, Ben worked at the Center on Teaching and Learning at the UO as a principal investigator on a number of federally funded research grants.

Jenefer Hudson, PhD, is an incoming associate professor in the Department of Education Studies. An educational psychologist, she has focused her research on how students imagine their futures and how their futures influence learning in the present. She argues that thoughts about our futures can be transformative; changes in who we want to become can change what we do and who we are now. Jenefer has created educational programs providing access and support for under-served students in STEM fields, especially engineering. Prior to coming to the UO she was an associate professor at Arizona State University, and in 2007 she received the Presidential Early Career Award for Scientists and Engineers from the President of the United States.

Michelle Jacob, PhD, is associate professor of indigenous studies and director of the Sapsik’wáł (Teacher) Education Program in the Department of Education Studies. Her research areas of interest include: Indigenous educational frameworks, health, Native feminisms, and decolonization. Her first book, Yakama Rising: Indigenous Cultural Revitalization, Activism, and Healing, published by the University of Arizona Press in 2013, analyzes the ways in which Yakama peoples resist the ongoing effects of colonialism through reclaiming cultural traditions. Her second book, Indian Pilgrims: Indigenous Journeys of Activism and Healing with Saint Kateri Tekakwitha, has been released by the University of Arizona Press. Prior to joining the UO, Michelle served as founding director of the Center for Native Health and Culture at Heritage University on the Yakama Reservation, and as professor of ethnic studies at the University of San Diego. Michelle is a member of the Yakama Nation.

Jean Kjellstrand, PhD, is a prevention scientist. Kjellstrand uses both complex quantitative methodology and community participatory research methodology to better understand and support the positive development of children, particularly those coming from high-risk backgrounds. Her years of practice experience as a social worker helps inform her research. Over the years, she has worked with numerous community and governmental agencies to improve services and outcomes for children and families. Much of this work has focused on ways to collaborate across service delivery systems (e.g., social services, corrections, health, education) to strengthen and support children and their families. Her goal is to create effective services that are also affordable, acceptable to the community, and sustainable. Her most recent work focuses on interventions for children and families of incarcerated parents, and comprehensive community strategies to support and empower children and families in communities of concentrated disadvantage. Prior to joining UO as an assistant professor in the Department of Educational Methodology, Policy, and Leadership, she was an assistant professor at Columbia University School of Social Work, New York, NY.

Jennifer Ruef, PhD, is the incoming assistant professor of mathematics education in the Department of Education Studies. Her research and scholarship focuses on issues of social justice and equity in mathematics education. She studies how to make mathematics teaching and learning more inclusive and productive for all students and teachers. This work focuses on teaching and learning practices, identity, and what it means to be “good at math.” She completed her teacher training and earned a master’s degree in mathematics curriculum and instruction at the University of Wisconsin-Madison, and both earned her PhD and was a teaching fellow for the Graduate School of Education at Stanford. She brings a wealth of experience from her 26 years as a mathematics teacher and teacher educator, and looks forward to continuing her work with teachers and students collaborating with community stakeholders at organizations such as churches, schools, and medical settings. Prior to joining the UO, she completed a PhD in Counseling Psychology at the University of Florida.

The following faculty appointments are “cluster hires in the Health Promotion and Obesity Prevention Initiative.

Nicolé Giuliani, PhD, will be joining the faculty of the School Psychology program in the Department of Special Education and Clinical Sciences. Her research focuses on better understanding the affective, cognitive, and neural mechanisms underlying food craving, consumption, and self-regulation, with the goal of improving those processes in individuals at risk for adverse health outcomes through targeted interventions. Nicolé received her PhD from Stanford University, and completed her post-doctoral training in psychology at the UO.

Elizabeth Budd, PhD, is an assistant professor in the Department of Counseling Psychology and Human Services. Budd’s work has focused on obesity and chronic disease prevention, primarily through physical activity promotion, especially among girls and adolescents. She is also interested in dissemination and implementation science in school and neighborhood settings. She has a PhD in social work from Washington University in St. Louis, a master’s in public Health from St. Louis University, and a bachelor of science in sociology and Spanish studies from Santa Clara University. Budd is currently wrapping up an R21 that examines cross-country factors that influence the implementation of evidence-based chronic disease prevention interventions in Florida, Brazil, China and the United States. She is also preparing a collaborative project with the Center on Teaching and Learning and several community organizations to study an innovative technology-based physical activity promotion intervention in rural school settings.

Nichole Kelly, PhD, is an assistant professor in the Department of Counseling Psychology and Human Services. Her program of research focuses on eating behavior phenotypes associated with excess weight gain across the lifespan. The specific goals of her research are to: 1) clarify emotional and cognitive factors associated with disinhibited eating; 2) identify mechanisms for disinhibited eating; and 3) use these data to inform the development of novel interventions aimed at modifying these underlying processes. Sociocultural influences and measurement issues are
Tasia Smith, PhD, is assistant professor in the Department of Counseling Psychology and Human Services. Her research and scholarship focus on obesity prevention among adolescents, identifying risk and protective factors that influence engagement in health-promoting behaviors, and the interaction of mental and physical health. She also has interests in the development, dissemination, and evaluation of culturally sensitive community-based intervention programs designed to promote positive mental and physical health among under-served populations. Tasia has previous research experience.
GRADUATION STATISTICS
ACADEMIC YEAR 2015–2016

TOTALS

GRADUATES BY DEPARTMENT

498

Educational Methodology, Policy, and Leadership
30

Special Education and Clinical Sciences
121

Counseling Psychology and Human Services
176

Education Studies
171

DOCTORAL DEGREES

28 Doctor of Philosophy

12 Doctor of Education

MASTER’S DEGREES

99 Master of Science

95 Master of Education

115 Bachelor of Science

101 Bachelor of Arts

BACHELOR’S DEGREES

2 Master of Arts

48 Bachelor of Education

GRADUATES WHO EARNED HONORS

25 Cum Laude

15 Magna Cum Laude

5 Summa Cum Laude

N o school or college at the UO is as close to the surrounding community as the COE. Our clinical services provide direct support to children and families, many of whom come from the far reaches of Oregon to work with us. Outreach units attached to the COE work every day to improve the lives of our neighbors and advocate for social change. And of course, virtually all our students, regardless of major, are embedded in the community in some way through externships, field placements, or research projects. Here are just a few examples of how the COE impacted the community during the 2015-16 academic year.

Clinical Services
The HEDCO Clinic has provided low-cost, educational services to the Eugene-Springfield community for six years. It currently houses the UO’s Speech-Language-Hearing Center and the Center for Healthy Relationships. These centers are staffed by master’s students in communication disorders and sciences, and couples and family therapy. Fees average $15 per client, which enables many community members to receive the help that they might not find or afford elsewhere.

UCEDD
The University Center for Excellence in Developmental Disabilities is one of 67 university-based centers focused on improving the quality of life for people with developmental disabilities and their families. Some of the people served by UCEDD directly influence its outreach activities via the community advisory council. UCEDD programs also provide training, technical assistance, interdisciplinary training, dissemination, networking, and model development for educational and clinical services, practitioner-providers, and the families of children and individuals with disability.

UOTeachOUT
Having just completed its seventh year, UOTeachOUT is the series of outreach activities led by the EDST 455/555 “Education as Homophobia” class. Its goal is to explore the gap that exists between acceptance and advocacy in schools regarding identity and equity. Its Gay-Straight Alliance (GSA) Youth Summit hosted 344 students and 61 teacher advisors in 2016, promoting advocacy in schools, and the annual BBQqueer helps drive conversations about these issues in the community.

Family and Human Services
One of the top 10 majors at the UO, FHS students have amassed eye-popping statistics when it comes to community impact. Since 1998, FHS students have contributed more than 935,000 hours of volunteer time to vulnerable members of the community, totaling some $21.6 million in services.

90by30
Child abuse is a major problem in Lane County, Oregon, so in 2013 the COE’s Center for the Prevention of Abuse and Neglect undertook an ambitious effort to reduce child abuse in the county 90 percent by 2030. They’re well on their way, having already formed regional teams whose job it is to engage community members through advocacy and/or education. The small team is growing fast, and moved into a new space on campus in fall 2015.

Service-Learning Program
SLP comprises four two-credit courses that integrate meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Courses are available to any UO student, and have led to rich collaborations in the community such as the Schoolhouse Garden (Edison Elementary), Promise Neighborhoods After School Program (Bethel Schools), and the Inside-Out Prison Exchange Program (Oregon State Penitentiary).
“Teaching: Reclaiming the Craft” was an April collaboration with Ed Madison (pictured at right) from the UO School of Journalism and Communication. Members of the media like Betsy Hammond (left) joined Dean Kamphaus (center) to discuss ways for educators to drive positive, accurate narratives about teaching.

Several revelers at the COE’s Latin-themed holiday party in December took whacks at a surprisingly sturdy piñata in the breezeway outside the EMPL suite.

Hyeonjin Yoon, a doctoral student in educational methodology, policy, and leadership, discusses her poster and her work on reading comprehension at the 2016 Graduate Forum.

The Duck paid a visit to kids and families at the CDS program’s Augmentative and Alternative Communication Camp this summer. The camp helps families learn technology that facilitates communication for kids with disabilities.
The University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education and employment at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression, or any other extraneous consideration not directly and substantively related to effective performance. This policy implements all applicable federal, state, and local laws, regulations, and executive orders. Direct related inquiries to the Office of Affirmative Action and Equal Opportunity, 474 Oregon Hall, University of Oregon, Eugene OR 97403; T 541-346-3123, TTY 541-346-0852.