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Congratulations to CEHS Research Office 2014 Summer Grant Award Recipients

Following a competitive application process, the following CEHS faculty members will receive funding to support their planned grant writing activities for the Summer term, 2014.

Michelle Moore, Communication Sciences & Disorders.

Dr. Moore's grant award will support her R03 application to the National Institutes for Health, National Institute on Deafness and Other Communication Disorders. A prominent theme in the field of language and literacy disorders is the need to consider individual differences in children during both diagnosis and treatment. Within this field, there also has been a focus on children's phonological processing abilities - that is, their ability to use their knowledge of individual speech sounds for speaking and reading. Dr. Moore will build on the foundational work from her previous research to advance clinical research in these areas, specifically to develop a diagnostic tool to be used for differential diagnosis in children. This ultimately will facilitate understanding of their underlying deficits as well as lead to more appropriate, effective, and individualized interventions to help their academic success and overall communicative ability.

Amy Root, Learning Sciences & Human Development.

Dr. Root's grant award will be directed toward applying for a National Science Foundation Career Award. The project will focus on three primary research objectives: (1) elucidate the intrapersonal factors related to the development of emotion regulation in behaviorally inhibited children; (2) investigate the interpersonal factors related to the development of emotion regulation in behaviorally inhibited children; and (3) examine the interplay between intrapersonal and interpersonal factors in the development of inhibited children's emotion regulatory ability and psychosocial adjustment over a 2.5 year period. The project will use multiple methods (physiological, observational, questionnaires) to assess emotion regulation, emotion socialization, and social adjustment; moreover, the proposed study will examine the regulation of several different emotions, both positive and negative. This investigation represents the first comprehensive examination of the development of emotion regulation in an inhibited sample, and will pinpoint both intrapersonal and interpersonal factors that can decrease inhibited behavior over time. Thus, the proposed research will elucidate methods of intervention and prevention to divert inhibited children from the development of psychological maladjustment.

Jessica Troilo, Learning Sciences & Human Development.

Dr. Troilo's grant will be used to support her application for funding to the Sociology section, within the Division of Social and Economic Sciences, of the National Science Foundation (NSF). The project's goals are to develop a taxonomy of divorced co-parenting types (for both mothers and fathers) to understand how the type of co-parent is associated with beliefs about fathers, commitment to the co-parent relationship, and healthy communication to better aid family practitioners in addressing the unique needs of different types of divorced co-parents. Co-parenting refers to a situation where parents share in the day-to-day and overall parenting of their children. Parents of any family type (e.g., married, divorced, cohabiting) can co-parent, but Dr. Troilo will focus on divorced co-parenting. Successful co-parenting is positively associated with happier and more satisfied children, more involved parents, and lowered parental conflict. Understanding a broad typology of divorced co-parenting will allow for greater understanding of how the various types lead to different outcomes for adults and children.

Awardees receive \$3500 that may be used for summer salary support or expenses related to grant writing. An additional \$1500 is awarded upon submission of the proposal to the funding agency.

Appreciation is expressed to Professors Reagan Curtis, Ernie Gores, Sharon Hayes, and Neal Shambaugh for their assistance in providing reviews of the submitted proposals.

West Virginia Higher Education Technology Conference (WVHETC)

October 27 - 28, 2014

The Waterfront Hotel

Morgantown, WV

CALL FOR PROPOSALS

West Virginia Higher Education Technology Conference will bring together K12, Higher Education, and State agencies for a common purpose: to embrace new ideas, develop new insights, and design new approaches to help move education forward in the state. The **WVHETC 2014 Call for Proposals** offers presenters an opportunity to share their knowledge and expertise with colleagues throughout the state.

Individuals are invited to contribute to this year's theme **"Innovate to Educate"** by submitting a proposal for an engaging presentation designed to share your unique insights in navigating change, achieving greater transparency, and driving efficiencies. Show how those innovations engage institutions at all levels to advance education.

Although all presentation topics will be considered, the list below offers suggestions within broader topics. Please consider these suggestions for concurrent sessions or the poster

session on Tuesday morning, October 28, 2014. Multiple proposals may be submitted on different topics. Topic areas for proposals include:

- Big Data
- Career and Professional Development
- E-Learning / Distance Learning / Mobile Learning
- Enterprise Resource Planning (ERP)
- “Green” Computing Practices and Technology
- Innovative Technologies
- Public Policy and Legislation
- Security / Network Management / Disaster Recovery
- Student Success
- Web Development

Plan for a session length of 40 minutes, with another 5 to 10 minutes to answer questions. To submit a proposal, use the [Call for Proposals Submission Form](#) at wvconference.com. All proposals must be submitted no later than **May 16, 2014**. The conference program committee will review all submissions and will contact everyone who is selected to present a session.

Society for the Teaching of Psychology: 6th International Conference on Psychology Education

The Conference will be held in Flagstaff, AZ from August 3-5, 2014. Submissions for papers and posters are being accepted through May 15. For more information:

<http://nau.edu/BSB/Events/ICOPE/Welcome>

EDUCATION NEWS

Coming Soon! Results from "The Nation's Report Card: 2013 Mathematics and Reading at Grade 12"

On May 7th at 10:00 a.m. EDT, The National Assessment of Educational Progress (NAEP) will release The Nation's Report Card: 2013 Mathematics and Reading at Grade 12.

A panel of education experts will discuss the results in a live webcast beginning at 10:00 a.m. EDT. Register for the event at <http://nces.ed.gov/nationsreportcard>.

The schools and students participating in NAEP assessments are selected to be representative of all schools nationally and of public schools at the state level. In 2013, more than 92,000 twelfth-graders were assessed in either reading or mathematics. The national sample of schools

and students is drawn from across the country. The results from the assessed students are combined to provide accurate estimates of the overall performance of students in the nation and in the 13 states that volunteered to participate in the twelfth-grade state pilot program.

NAEP is a product of the National Center for Education Statistics at the Institute of Education Sciences, part of the U.S. Department of Education. The National Assessment Governing Board sets policy for NAEP.

IES Releases FY2015 Funding Announcements for Grant Competitions in Education Research

IES has released FY2015 funding announcements for grant competitions in education research.

The National Center for Education Research competition is:

- Education Research Grants (84.305A)

The National Center for Special Education Research competition is:

- Special Education Research Grants (84.324A)

The Request for Applications for each competition is available [here](#).

Please see the Federal Register notice for more information.

All remaining FY2015 grant competitions will be posted by April 30, 2014.

Both African-American and White Kids in W.Va. Score Poorly on New National Index of Children's Progress; State Ranks 43rd in the Nation for All Kids

"Race for Results" Identifies Need to Create More Opportunity for Success for all Children, Especially Those of Color

CHARLESTON, W. Va., April 1, 2014 -America's future prosperity depends on our ability to prepare all children to achieve their full potential in life. Amid rapid demographic changes, a new report from the Annie E. Casey Foundation shows we have much ground to cover to ensure that all kids - especially children of color - are positioned to thrive.

In West Virginia, both African-American and white children scored poorly on the new Casey Foundation index that measures child success. **The state's African-American children scored 357 out of 1000 possible points, while white children scored slightly better at 521.** In fact, the gap between African-American and white scores in West Virginia was the second smallest in the nation. **In terms of national rankings, West Virginia's African-American children rank 32nd in**

the nation, and white children rank last among the 50 states and the District of Columbia. Among all races, West Virginia's children ranked 43rd.

"Unfortunately, all children in West Virginia scored poorly on the Casey index," said Margie Hale, West Virginia KIDS COUNT's executive director. "Therefore, we must do better by all children in West Virginia. We must invest in the things we know will improve their chances for success, including high-quality childcare programs and public supports that help lift working families out of poverty."

The index is based on 12 indicators that measure a child's success for each stage of life, from birth to adulthood. The indicators were chosen based on the goal that all children should grow up in economically successful families, live in supportive communities and meet developmental, health and educational milestones. To compare results across the areas in the index, the indicators are grouped into four areas: early childhood; education and early work; family supports; and neighborhood context.

Overall, the index shows that at the national level, no one racial group has all children meeting all milestones. Using a single composite score placed on a scale of one (lowest) to 1,000 (highest), Asian and Pacific Islander children have the highest index score at 776 followed by white children at 704. Scores for Latino (404), American Indian (387) and African-American (345) children are distressingly lower, and this pattern holds true in nearly every state.

The table below compares the percent of African-American, white and all kids in West Virginia that meet each of the report's indicators to the corresponding national averages. The indicators with the largest disparities between African-American and white children in West Virginia are highlighted in grey below.

Indicators That Measure a Child's Success By Race

The KIDS COUNT® policy report, *Race for Results: Building a Path to Opportunity for All Children* unveils the new Race for Results index, which compares how children are progressing on key milestones across racial and ethnic groups at the national and state level. The data can better inform policymakers who create policies and programs that will benefit all children, while targeting strategies and investments where attention is needed most.

By 2018, children of color will represent the majority of children in the United States. The report highlights serious concerns that African-American, Latino, Native American and some subgroups of Asian-American children face profound barriers to success and calls for an urgent, multi-sector approach to develop solutions.

"This first-time index shows that many in our next generation, especially kids of color, are off track in many issue areas and in nearly every region of the country," said Patrick McCarthy, president and CEO of the Casey Foundation. "Race for Results is a call to action that requires serious and sustained attention from the private, nonprofit, philanthropic and government

sectors to create equitable opportunities for children of color, who will play an increasingly large role in our nation's well-being and prosperity."

"Race for Results provides a high-level but nuanced look at children in each racial demographic and some of the conditions that explain their circumstances," said Laura Speer, associate director, Policy Advocacy Reform, of the Casey Foundation. "We see Latino children from immigrant families have some of the steepest obstacles to overcome. Where all children live matters, and American-Indian and African-American children face some of the steepest barriers to success of any group in the analysis."

For African-American children, the situation is dire. In general, states in the Rust Belt and the Mississippi Delta are places where opportunity for black children is poorest. African-American kids face the greatest barriers to success in Michigan, Mississippi and Wisconsin.

The report finds there are clear differences in the extent to which barriers to success exist for different subgroups of Asian children and for Latinos. Although Asian-American children scored the highest on the well-being indicators, children of Southeast Asian descent (Burmese, Hmong, Laotian, Cambodian and Vietnamese) face barriers on the pathway to economic stability. For Latinos, kids from Mexico and Central America face the biggest barriers to success and kids from South America scored highest on the index.

The report makes four policy recommendations to help ensure that all children and their families achieve their full potential:

- Gather and analyze racial and ethnic data to inform policies and decision making;
- Utilize data and impact assessment tools to target investments to yield the greatest impact for children of color;
- Develop and implement promising and proven programs and practices focused on improving outcomes for children and youth of color; and
- Integrate strategies that explicitly connect vulnerable groups to new jobs and opportunities in economic and workforce development.

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West Virginia KIDS COUNT's vision is to make West Virginia a great place to be a kid. Founded in 1990, KIDS COUNT provides the most trusted information about the well-being of children and builds alliances to advocate for what kids need. The non-profit organization's signature program is the KIDS COUNT Data Book, an annual, county-by-county report of child well-being in West Virginia. KIDS COUNT is currently fighting to improve the quality of childcare by advocating for the funding necessary to implement a quality rating and improvement system for childcare programs. And, the organization is working to improve children's oral health by advocating for policies that promote good dental care for West Virginia's youngest children. To learn more about the organization's mission, history and programs, go to www.wvkidscount.org.

The Annie E. Casey Foundation creates a brighter future for the nation's children by developing solutions to strengthen families, build paths to economic opportunity and transform struggling communities into safer and healthier places to live, work and grow. For more information, visit

www.aecf.org. KIDS COUNT® is a registered trademark of the Annie E. Casey Foundation.

Teachers don't love their jobs, and students don't love their teachers

Gallup's newly released State of America's Schools report indicates that nearly 70 percent of K-12 teachers surveyed in 2012 do not feel engaged in their work, reports Rebecca Klein in The Huffington Post. Nearly half of teachers reported feeling daily stress. When compared to 12 other occupational groups, teachers were least likely to feel their "opinions seem to count" at work; yet the survey found teachers tended to be satisfied with their lives overall. The report also surveyed 600,000 students in grades five through 12 on their feelings of hope, engagement, and well-being. Forty-five percent of students felt "not engaged" or "actively disengaged" from school, with rates of disengagement increasing by grade level. Teachers have the biggest influence on student-engagement levels: Students who have "at least one teacher who makes me excited about my future" and feel their school is "committed to building the strengths of each student" were 30 times more likely to be engaged at school. Teachers' and students' lack of engagement seems to have filtered down to the public's perception of American education. An earlier Gallup poll cited in the report found just 17 percent of Americans think high school graduates are ready for work, and just 29 percent think they're ready for college.

-From LAEP Newsblast 04/15/15.

Poor and minority kids have less effective teachers

An analysis of data from the newest state teacher-evaluation systems by the Center for American Progress shows that in some areas, poor students and students of color are far less likely to have expert teachers. The brief looks at Louisiana and Massachusetts, two early adopters of teacher-evaluation systems that have released teacher ratings by school. The data show that in both states, students in high-poverty schools are three times as likely to be taught by a teacher deemed ineffective, although in Massachusetts the number of ineffective teachers overall is low. In Louisiana, students in schools with high minority enrollment are more than twice as likely to have an ineffective teacher as students in schools with low minority enrollment. The brief recommends several policies to ensure equitable distribution of skilled teachers throughout schools, districts, and among districts: Identify high-quality teachers by improving data about effectiveness and use these data to determine distribution; retain effective teachers by reforming career and compensation systems; increase the reach of effective teachers by creating roles for master and mentor teachers; encourage effective teachers to move to disadvantaged schools through incentives; improve the effectiveness of all teachers through proven professional development; and improve teacher new recruitment. Working toward one or two of these policies could greatly increase disadvantaged students' chances to get a level of superb instruction that could change the course of their lives.

-From LAEP Newsblast 04/15/15.

Research Office Activities

Finally, to conclude the 2013-14 academic year, here is a brief summary of a few Research Office accomplishments this year, with more activities, programs, and new practices coming soon in support of CEHS faculty scholarly productivity.

- 1) Research Office established to support CEHS faculty research and scholarly activities.
- 2) Research website redesigned to provide essential information to faculty in support of grant writing activities: <http://cehs.wvu.edu/research>
- 3) Grant preparation assistance provided to faculty for submission of grants to external funding agencies.
- 4) Faculty “Work-in-Progress” discussion groups launched for tenure track faculty to share their work with one another.
- 5) The BrownBag BUZZ -- a lunchtime discussion forum -- established to enable informal discussions of faculty and students’ scholarly activities.
- 6) Competitive awards for summer funding provided to three tenure track faculty members to support their external grant writing activities.
- 7) New policy and procedures developed, in consultation with department chairs, to track and advise doctoral students’ annual progress to degree.
- 8) Graduate Student Advisory Committee formed to gather student input on policies and practices that impact CEHS graduate students.
- 9) New *Secondary Data Analysis Laboratory* established, in cooperation with the Program Evaluation & Research Center, to train and advise faculty and graduate students in methods for analyzing large (national) data sets in education and social science.
- 10) Five issues of the new *Research Office Newsletter* published.

“In the summertime, when the weather is fine, you can reach right out and touch the sky....”

-Mungo Jerry, 1970.
