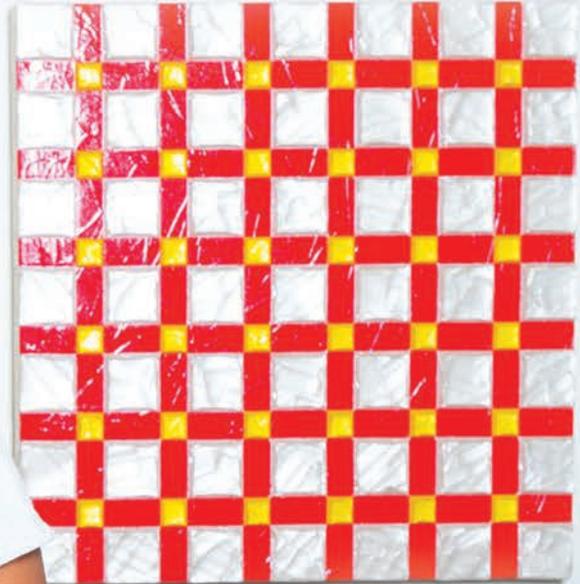


futures in Urban Ed

FIRST-GENS

charting the **BRAVE NEW WORLD** of college



Alumni, Faculty & Students
Share Their Stories

Thanks to the generosity of
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Teaching Scholarship Fund

HER DREAMS OF BECOMING A TEACHER WILL NOW COME TRUE

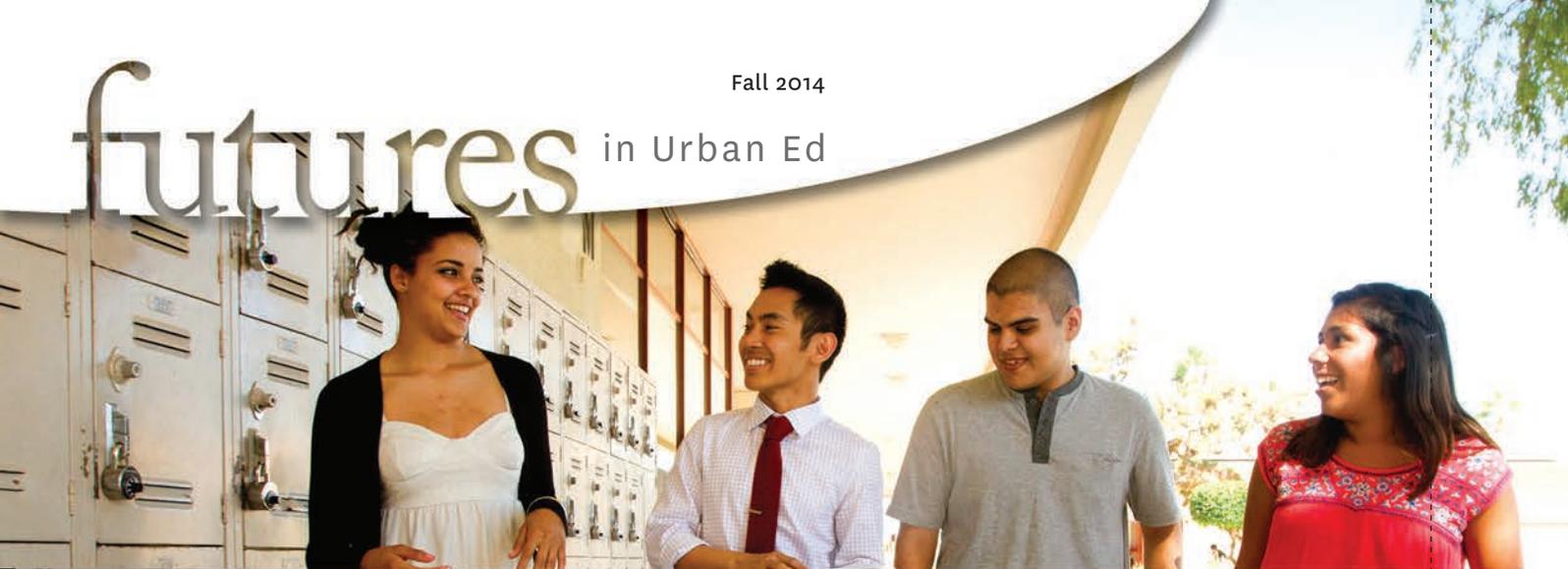
Jessica Llamas MAT '15, born and raised in Lincoln Heights just east of downtown Los Angeles, was the first in her family to graduate from college.

“My journey to graduate school would not be possible without the generous scholarship awarded to me. The scholarship gives me the amazing opportunity to learn from the renowned staff in the MAT program without having to worry about financing my graduate education. I am truly honored and motivated to live up to my full potential as an educator.”



**For information on how you can impact the lives of future
Rossier students by creating an endowed scholarship,
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futures in Urban Ed



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School of Education

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University of Southern California



Rossier — Rhymes with Career

FEATURES

An Unorthodox Path to College 5

Is College Worth It? 6

“Near-Peer” Advisors Counsel 3,000 College-Goers 8

A Funder’s Perspective: Tessa Carmen De Roy 11

A First-Gen, a Mentor and a Friendship for Life 12

“I Was Taught Not to Take Education for Granted” 14

A Global Journey of Perseverance 15

Game-Based Learning: Playing and Programming for the Future 17

United Arab Emirates Committed to Higher Education 20

Education Leaders Statewide Gather to Plan for Equity 22

DEPARTMENTS

Dean’s Byline 2

Rossier in the Headlines 3

Faculty at the Forefront 23

Our Rossier Family 25

Photo above: The Southern California College Advising Corps (SCCAC) brings “near-peer” college advisors such as Davis Vo (second from left) to students in 16 area high schools, including Los Amigos High School in Fountain Valley. Pictured with Vo on the Los Amigos campus are Rayanya Johnson (far left), Eric Guerrero and Daisy Romero. See page 8. Photo: Ana Beatriz Cholo.

Cover photo by Meiko Takechi Arquillos

FIRST-GEN alumni | faculty | students

Dear Friends of Rossier,

As I read the stories in this issue of *Futures*, I was struck by the fact that all the “first-gens” we have profiled have such different individual histories. First-generation college-goers are not one specific ethnicity, or one particular generation, or from only urban communities or only impoverished families. They represent many different faces of America.

I'm one of those faces. My parents didn't attend college. While both my father and mother did emphasize that higher education might help me be successful, it wasn't until my dad died unexpectedly when I was 11 that Mom became passionate about it.

Rather than following her family's urging to return to Ekalaka, Mont., she stuck it out with two kids in Seattle at a minimum-wage job. A college degree would have made a huge difference in her capacity as the primary breadwinner.

first-gen

SUCCESS

In retrospect, I was a tremendously lucky first-gen. My large public high school, Roosevelt, was ranked among the top in the nation for graduates going on to four-year institutions. The college-going culture was strong, and the resources were there.

There was an entire counseling division, with 17 school and college counselors who sought out the students, made appointments with them, talked about financing, found the scholarship opportunities and helped with the forms. Teachers wrote reference letters, coached us for SATs. What our parents couldn't provide in terms of navigating the path, our school did.

But for too many American public high schools today, my experience is not the norm. So I'm proud to say that Rossier is stepping up in many ways to fill that gap. We have numerous initiatives in the field and ongoing research that will give today's first-generation college-goers every opportunity to achieve and succeed. Much of this work is spotlighted in this issue.

Please enjoy the first-gen stories from our own Rossier faculty members, which also appear throughout this issue of *Futures*.

And please contact me if I can answer any questions for you.

Fight On!

KAREN SYMMS GALLAGHER, PHD
EMERY STOOPS AND JOYCE KING STOOPS DEAN
USC ROSSIER SCHOOL OF EDUCATION



Western Washington University

Dean Reappointed for a New Five-Year Term



In May, Dean Karen Symms Gallagher was reappointed as the Emery Stoops and Joyce King Stoops Dean of the USC Rossier School of Education for a new five-year term. The announcement was made by USC Provost Elizabeth Garrett. The new term begins in July 2015.

The announcement followed a fourth-year review of Dean Gallagher's current term as leader of the school. The review included a survey, open meetings and correspondence with both full and part-time faculty and staff.

Dean Gallagher has led the school since 2000.

"I am truly honored to be able to continue to serve USC and the Rossier School," the Dean said. "Our mission of improving learning in urban education locally, nationally and globally is one I take very personally. I look forward to continuing to work with our incredible faculty and staff in pursuit of this critical goal."

Dean Gallagher was widely praised for being an innovator willing to take risks, for raising the school's profile and for her strong presence in the profession nationally. Her involvement in the accreditation and reaccreditation processes, the development of the Strategic Plan and her hard work and commitment to the school were noted with special appreciation. Many also mentioned Dean Gallagher's exceptional success at securing support toward the Campaign."

— Provost Garrett

Speedometry is Branching Out!

USC Rossier researchers and Hot Wheels

toy designers may seem like unlikely partners. But together they are putting students on course for success in science and mathematics. Their partnership project is called "Speedometry."

With support from the Mattel Children's Foundation, Rossier faculty members have worked with Hot Wheels designers and STEM teachers to develop and test a curriculum for teaching scientific concepts like velocity, kinetic energy and gravity using the miniature toy cars and modular tracks already beloved by children.



Speedometry, developed for kindergarten and 4th grade students, is aligned with the rigorous expectations outlined in the Common Core State Standards and Next Generation Science Standards, and includes inquiry- and play-based, hands-on activities.

A team of USC Rossier faculty experts in student engagement, motivation, standards, assessments, policy and STEM pedagogy – Gale Sinatra, Julie Marsh, Morgan Polikoff, Frederick Freking and Angela "Laila" Hasan – lead the project.

The Rossier team has now completed a pilot test of Speedometry in 4th grade classrooms in three Southern California schools. Teacher feedback as well as student knowledge, engagement and motivation have been strong and positive.

The Mattel Children's Foundation has made a new \$750,000 commitment to fund a district-wide test. The Speedometry curriculum is free to teachers at hotwheels.com/en-us/speedometry.html.

"With the need for more students in the STEM fields, teachers and parents need to find ways to make scientific topics engaging and accessible for students from an early age," said Dean Gallagher. "Speedometry brings science and math to life for kids."

Rossier Receives National Accreditation from NCATE

In May 2014, USC Rossier's educator preparation programs received official national recognition and accreditation by NCATE, the National Council on Accreditation of Teacher Education. The announcement followed an intense accreditation preparation process and visits from the organization's committee.

For the first time in 25 years, USC Rossier sought and has now received this national accreditation for both its Masters and EdD programs.

NCATE, founded in 1954, is recognized by the U.S. Department of Education as a specialized accrediting body for schools, colleges and departments of education. NCATE and the Teacher Education Accreditation Council (TEAC) have consolidated and are now transitioning into the Council for the Accreditation of Educator Preparation (CAEP).

"Our accreditation team of Professors Margo Pensavalle and Kenneth Yates and their staff worked exceptionally hard to prepare for this complex and critical process," said Dean Gallagher after the announcement was made. "It was a tremendous group effort on behalf of the faculty and staff, and this was recognized by both the state and the national accreditation boards."

NCATE

The Standard of Excellence
in Teacher Preparation

Rossier's programs were judged on, and met, all six of the key standards: candidate knowledge, skills and professional disposition; assessment system and unit evaluation; field experience and clinical practice; diversity; faculty qualifications and professional development; and unit governance and resources.

Hentschke Honored at Retirement Reception



Guilbert Hentschke celebrates with Dean Gallagher (at right) and with (above, from L to R) Matthew Duque PhD '14, Michelle Castellanos PhD '15, Shirley Parry PhD '14, Raquel Rall PhD '14 and Ji Zhou PhD '14.

Guilbert C. Hentschke, the Richard T. and Mary C. Cooper Chair in Public School Administration, who served as USC Rossier Dean from 1988 to 2000, was honored at a retirement reception on May 22, 2014. Nearly 150 colleagues from USC and beyond attended the event at the USC Davidson Conference Center. Dean Gallagher, who hosted the gathering, presented Hentschke with a plaque thanking him for his commitment and outstanding service to USC and Rossier. Dean Hentschke played a key role in securing the school's naming gift of \$20 million from alumni Barbara Rossier MS '62, EdD '71 and Roger Rossier MS '62, EdD '72 in 1998.

USC trustee and Rossier Board of Councilors member Verna B. Dauterive MS '49, EdD '66 spoke of her long association with Hentschke and her admiration for his years of work. University Professor William G. Tierney, with whom Hentschke has published research on higher education, recalled his commitment to students and his support of faculty. Hentschke will continue some part-time involvement with Rossier, including teaching in the doctoral programs.



an UNORTHODOX PATH to COLLEGE

Behind any journey to a college degree there's a story, especially if you are a first-generation, the first in your family to head down that road.

In this issue of *Futures*, you'll read about the journeys of Rossier alumni, faculty members and students. Whether it involves a beloved mentor or teacher who made the near impossible seem possible, or whether it was sheer determination and grit, each story is inspiring.

You'll read how Rossier is behind innovative programs that will ease these journeys for tomorrow's first-generation students. We have an innovative pilot program that trains and places young people in less-resourced high schools as dedicated college counselors. You'll learn how interactive video games can give students the tools to pick the college best suited for them or get through the daunting application process. There are stories of Trojan alums like The Bui, a Rossier MAT graduate, and Nigerian-born first-gen Mide ("Mr. Mac") Macaulay, USC Hybrid High School's intrepid and inspiring principal.

My Own Story

I am also a "first-gen." My parents emigrated from Colombia and Brazil to the United States in the 1960s and met in an ESL class in New York City. Both finished high school in their respective countries but never pursued college. My first languages were Spanish and Portuguese. When I started kindergarten, bilingual education did not exist. I was placed in an English-only class and learned the language by reading books voraciously.

I was an underachiever with several saving graces: I was a bookworm with an oversized imagination, the ambition to match and an insatiable curiosity. Someday, I would either become an actress, a war correspondent or an author. But I never made much of an impression in high school. With my less-than-stellar grades, counselors did not see me as college material. I failed Algebra 1 three times. I did not take the SAT. In the 12th grade, I took Consumer Math (basically a class devoted to how to balance a checkbook) just so I could graduate. With my "math anxiety," I wondered if I would ever make it into college.

A few months after high school, I enlisted in the Navy, still dreaming big dreams but not sure how I would achieve them. After serving honorably for four years, I realized I was a nonconformist and not cut out for the military. I also knew that to get anywhere in life I had to get into college. I was determined to succeed even though at 22 I was pregnant with my first child.

Five years later, I graduated with a dual degree in print journalism and history from USC's Annenberg School for Communication and Journalism and the Dornsife College of Letters, Arts and Sciences. That day was the only time my parents visited the campus. It was a proud moment when I walked down that aisle to pick up my diploma holding the hands of my two small children.

I went on to work as a journalist at the *Chicago Tribune*, the *Los Angeles Times* and Associated Press. As an education reporter covering Chicago, the third largest school district in the country, I often thought of the irony: I had so much in common with the kids I often wrote about.

Years later, I came back to USC as the communications manager for the USC Rossier Center for Urban Education, which does research on providing equitable outcomes for students of color who want to go to college. It was a topic close to my heart.

This issue of *Futures* is dedicated to future first-generation students who are still in high school and dreaming that college will hold the key to a brighter future. It is also for those who are about to embark on their college journey or are in the midst of it, wondering if they can afford it or if they're smart enough to get through chemistry or college-level English and math.

As someone who is still paying off college loans, I know it's not easy. I also know it's worth it. ■

Ana Beatriz Cholo – Managing Editor



Ana, pictured between her parents, Ricardo and Nancy Beatriz Cholo, in 1998.

Recent news headlines make it clear: “New Study Shows the Value of a College Education” and “Is College Worth It? Clearly, New Data Say.” But for first-generation students who ponder the benefits of entering the brave new world of higher education and the rising costs associated with it, the question of whether to attend college can be fraught with anxiety.

After all, 89 percent of low-income first-generation students leave college within six years without a degree. More than a quarter leave after their first year – four times the dropout rate of higher-income second-generation students.

for first-gens

IS COLLEGE

According to an analysis of U.S. Department of Labor statistics by the Economic Policy Institute in Washington, D.C., Americans with bachelor’s degrees earned 82 percent more per hour, on average, than those with only a high school diploma in 2013. Those with advanced degrees earned 137 percent more.

Educators have consistently maintained that pursuing a college education, regardless of the current economic climate, is critical to attaining upward mobility. It’s also a matter of national interest. Our country needs more educated workers to remain competitive globally, according to Rossier Professor William G. Tierney.

“It’s important to the state because people with college degrees will earn a higher salary, which means they will pay more taxes,” Tierney said.

Despite economists, educators and numerous studies pointing to the numbers showing that college-going has a high return on investment, the challenges are greater for first-generation students and the rewards are not always

immediately tangible.

“If we think of a high school graduate who goes straight to work and then someone who takes the time to get their bachelor’s degree and we compare their earnings potential over time, historically we see a really high rate of return,” says Tatiana Melguizo, Rossier Associate Professor of economics in higher education.

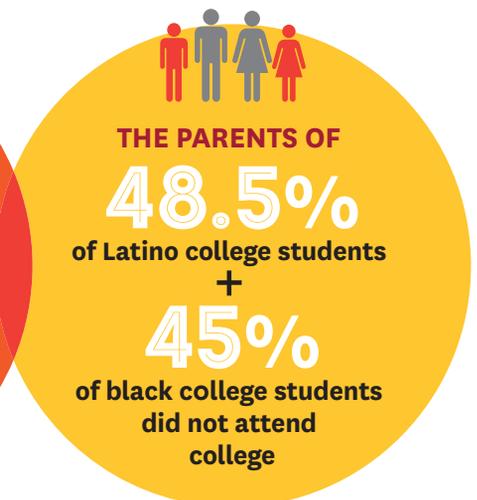
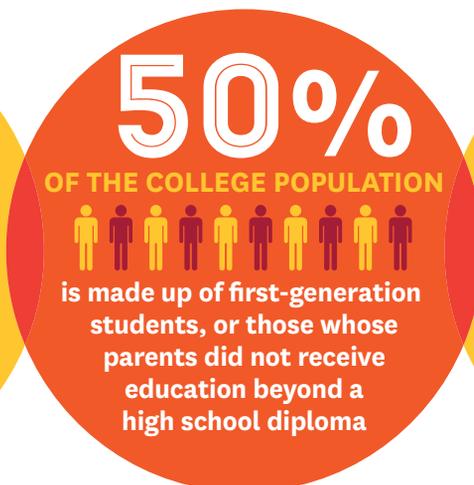
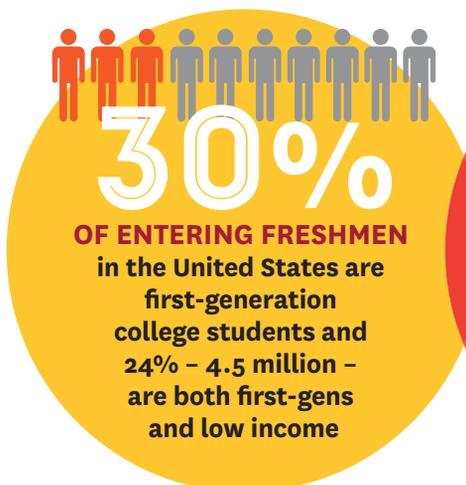
The cost of higher education has also been increasing exponentially since the 1980s, Melguizo said, and the average debt that students are accumulating is much higher. She

cautions students to consider the earning power of their fields of study, as well as their financial packages and the size of loans.

Melguizo suggests integrating financial literacy discussions into the high school curriculum and asking students what type of debt they feel they can incur.

“As a function of social capital, first-generation students, low-income students and migrant students are going to be at a disadvantage because, as we know, there is so much information out there and we can drown in the details,” Melguizo said. “It’s very difficult to have a good understanding of the complexity. When I ask students in my finance class about their debt, they don’t even want to think about it because they are so scared. That’s when people end up making bad decisions.”

Navigating this world isn’t easy for students wholly unfamiliar with it, agrees Tierney. Throughout his long teaching career, Tierney has advised many first-gens who attend the



public schools near the university campus.

He says students vaguely hear that having a college degree is a good thing but that they don't know for sure. Although Tierney's background is the polar opposite of many of these kids – he grew up in an upper-middle-class household, went to a good public school and was expected to go to college – he had no idea what he wanted to do.

Since then, the world has changed dramatically.

"You can't do that anymore because there aren't that many jobs. You have to be really intentional," Tierney said. "Sure, there are stories of people who don't have a college degree and end up making \$100 million. But that is even more of a myth than poor kids thinking they are going to make it in the NBA."

WORTH IT?

He says one-on-one relationships with a mentor are critical. Also key is having support structures in place for students who need the extra push or motivation to carry on (see page 12).

"We've got kids who go to Cal State LA who could get into UCLA. We have kids in community college who go on to Cal State LA, but once they get there they don't know how to get through."

Besides, says Tierney, some students in their first two years never experience a class with fewer than 50 students. They get lost.

Developing high school and university partnerships exposes first-generation students to higher education. It can help make the university campus a familiar and comfortable place for prospective students.

"Sometimes we think of college as based on financial rewards, but college has many other advantages as well," says Melguizo. Some include growing as a person, learning civic and moral values such as the importance of voting, networking and other lifelong skills, she says.

"There are so many amazing things that universities are giving to students that they won't and don't get if they go straight to work," Melguizo says. ■

— Ana Beatriz Cholo



Sources: The College Board, The Pell Institute for the Study of Opportunity in Higher Education and the National Center for Education Statistics (NCES).

Dennis Hocevar, PhD

PROFESSOR OF
CLINICAL EDUCATION

“My hometown is Euclid, Ohio – a factory town just east of Cleveland. Most of my friends had immigrant Eastern European grandparents who did not speak English. Like me, many of my friends had parents that did not graduate from high school. My situation might sound like it is similar to what is happening today in urban schools. It was not.

Roughly 500 students (50%) in my graduating class went to a four-year college, and many graduated in four years. How were things different from today? In three words – “College was affordable.” At a four-year state university, the tuition for an entire year was \$360. College was affordable to anyone who could work part-time. I had the good fortune to have parents who were able to save enough money to send me to a small liberal arts college – Denison University. I then went straight to Cornell University, where I earned my PhD. Looking back, my many first-generation friends were poor but privileged. I wish that students today could have the same opportunity.”



Denison University

FIRST-GEN faculty



“NEAR-PEER” ADVISORS COUNSEL 3,000 COLLEGE-GOERS

If it weren't for Jessica Garcia, college freshman Kortney Pham would be going to a local community college this fall instead of attending a four-year university.

Garcia, an inaugural advisor with the newly formed Southern California College Advising Corps (SCCAC), encouraged Pham to aim higher. SCCAC, sponsored through Rossier's Center for Enrollment Research, Policy and Practice (CERPP), places full-time college advisors like Garcia in under-resourced high schools.

“Jessica helped me apply to UC schools one week before the applications were due,” said Pham, who graduated from Santiago High School in Garden Grove with a 3.95 GPA. She is now a freshman at UC Santa Barbara deciding whether to switch her major from art to environmental studies, which, she admits, might be more practical for a career.

Pham and thousands of other students from three high schools in the Garden Grove Unified School District –

Santiago, Los Amigos and Garden Grove – are the initial beneficiaries of the SCCAC program, whose mission is to improve college outcomes for low-income, first-generation and underrepresented students. The program's goal is to raise the number of California high school students who attend and complete college by assisting with their college searches, applications, financial aid and transitions to higher education.

“I was just planning to stay in the area, go the community college route and transfer,” said Pham, a first-generation immigrant from Vietnam and the first to attend college, along with an older sister. “I was scared of venturing out. But Jessica opened up my eyes.”

The national nonprofit College Advising Corps (CAC) was launched in 2005 and has served over 500,000 students across the country. The program aims to place a dedicated college advisor in every high school with a need. The advisors make a two-year commitment to a school, apply for the positions and go through a thorough interview process.



THE SOUTHERN CALIFORNIA COLLEGE ADVISING CORPS HAS:

Impacted over 6,600 students

Provided direct college advising to over 3,000 students through one-on-one or small group meetings

RESEARCH HAS SHOWN THAT STUDENTS SERVED BY CAC ARE:

42% more likely to apply to college

67% more likely to be accepted to college

62% more likely to file a financial aid form (FAFSA)

40% more likely to take the SAT/ACT

↖ “Near-Peer” Jessica Garcia (at left) counsels Kortney Pham at Santiago High School in Garden Grove.

“In the state of California, and in Los Angeles in particular, the counselor-to-student ratio is very poor, sometimes up to 950 students to one counselor,” said Jerome Lucido, executive director of CERPP. “Overall, we have the worst ratio in the nation. That means counselors are so overwhelmed that there is little or no time to guide students toward college.”

With generous contributions from the national College Advising Corps, the Rosalinde and Arthur Gilbert Foundation and the Kresge Foundation, the pilot Southern California program was launched in the fall of 2013 in three high schools. The program has expanded to include 16 advisors based in Los Angeles, Long Beach and Orange County for fall of the 2014–15 school year. They are all recent college graduates whose backgrounds are similar to the high school students they advise.

The young college advisors go through four weeks of intensive professional training through CERPP on the USC campus. They learn how to help students navigate the world of college applications, essay writing and ACT/SAT test

preparation, among a myriad of other tasks.

“The great thing about SCCAC is that there are numerous aligned interests,” said Program Manager Ara Arzumanian. “At the core of our work is the human interest – we care about youth and want them to be successful. There’s the societal interest – we need an educated society to fulfill the promise of the 21st century. There’s the economic interest – we need an educated workforce to fill 21st-century jobs. And then the academic interest – we need more people participating in higher education to advance human understanding. In every way, this program is a benefit to our students and our world.”

Garcia understands the challenges of the students she mentors because she shares a similar background. Her parents emigrated from El Salvador, and she was raised in Santa Fe Springs with two older brothers who did not attend college. But she took AP classes in high school and graduated in the top two percent of her class. She attended community college first and then transferred to USC.

continued on page 10 »

Corinne E. Hyde, MS Ed, EdD

ASSISTANT TEACHING PROFESSOR
OF CLINICAL EDUCATION

None of the women in my family went to college; I saw firsthand how they struggled with the limitations they faced due to not having a college degree. Some of the mistakes I made in the process are laughable now: never meeting with a guidance counselor, taking the SAT once (without studying), not researching colleges and only applying to one school.

I was automatically awarded a lottery money scholarship, which covered 75% of my tuition, but I didn't apply for extra scholarships because I thought they were only for students who were really special. I didn't see myself as

special, so I didn't apply. I showed up to college with \$400 of summer job money in my hand and no idea how I was going to support myself. I ended up taking out many student loans in order to survive and worked a part-time job. My first several semesters

usc

of grades showed that I didn't understand how to be successful in college courses either. It took a lot of trial and error on my part to figure that out."



SCCAC

» continued from page 9

When Garcia arrived at Santiago High School in November 2013 to begin her SCCAC duties, she sought out every senior to talk about college. She wanted to make sure they knew how to navigate financial aid (FAFSA), were on top of deadlines and were familiar with the California Dream Act. She answered any and every question they had about college.

The result at Santiago High School: A 20 percent increase in FAFSA applications in 2013 over the previous year.



↖ Advisors in training (L to R): Davis Vo, Sarah Promnitz, Dennis Funes and Max Reza.

Lucido says the program is looking for high schools that are committed to sending kids to college. The need for resources in many of these participating schools is dire, he says. "That's why we are so pleased to provide a full-time college advising staff member free of charge to participating schools.

"There are so many schools that need help, so many students who need help," Lucido said. "These students do not have the college-planning resources and guidance they deserve. They are in hugely under-resourced programs and schools compared to students who are in the top quintile of income distribution."

Counselors like Garcia often end up becoming more than counselors.

Like many first-generation college students, Pham said her parents did not talk to her about college and had a limited understanding of the complicated process of applying.

"You could just say Jessica was my mom," Pham said looking at Garcia fondly and laughing. Pham then turned serious. "School counselors are always busy. With Jessica, she was always there for you." ■

— Ana Beatriz Cholo



The Rosalinde and Arthur Gilbert Foundation recently gave a \$200,000 grant to support the expansion of the Southern California College Advising Corps (SCCAC). The Gilbert Foundation is a Los Angeles–based organization committed to improving health, education and economic opportunities in California and Israel. *Futures* spoke to Tessa Carmen De Roy, Manager of the College Access and Success initiative, about Gilbert’s support of SCCAC.

A FUNDER’S PERSPECTIVE

TESSA CARMEN DE ROY

***Futures:* Can you tell us about Rosalinde and Arthur Gilbert and the history of the Foundation?**

De Roy: The Gilberts were a fascinating couple. Rosalinde was a ball gown designer, and Arthur managed her business. They emigrated in 1949 from London to Los Angeles, where they became successful commercial real estate investors. They also amassed one of the world’s preeminent collections of decorative arts, which Arthur donated to England in 1996 and is now housed at the Victoria and Albert Museum. Arthur was knighted by Queen Elizabeth in 1999.

The Gilberts were active philanthropists. The Foundation was founded upon Arthur’s death in 2001 in order to continue the Gilberts’ legacy of charitable giving.

***Futures:* What are the goals of the Gilbert Foundation’s College Access and Success initiative?**

De Roy: The goal of the initiative is to increase the number of historically underrepresented students in Los Angeles County who complete a baccalaureate degree. We approach that goal through a combination of direct service programs, capacity building grants and partnerships focused on changing the way large systems support student success.

***Futures:* Why did Gilbert choose to support SCCAC at USC Rossier?**

De Roy: With an average of 945 students to each school counselor, California has the worst counseling ratios in the country. Meanwhile, the role of college and career counseling couldn’t be more important. Our state faces projected shortfalls in post-secondary degrees, which will prevent us from meeting workforce demand over the next decade, but we don’t have a systematic way of connecting students to these career opportunities. Counselors help students figure out what kinds of careers appeal to them and develop a plan for getting there.

***Futures:* How does the SCCAC program help underserved students attend, thrive in and graduate from college?**

De Roy: Counselors are stretched so thin that college planning often becomes a side project focused only on the highest achieving students. SCCAC addresses several important gaps in the field of college access. It provides dedicated, full-time college advisors to under-resourced schools. It works to ensure that all students graduate with a plan after high school and provides support in navigating the application and financial aid processes.

It also plays a critically important function in training the next generation of educators with expertise in college advising. Early data suggest that many College Advising Corps alumni go on to work in admissions, school counseling and other fields where their corps experiences inform their work and their future impact on the field.

***Futures:* The theme of this issue of *Futures* is first-generation college students. Why is it important for the Foundation to support this group?**

De Roy: First-generation students comprise the majority of K–12 students and therefore the future of California. If we don’t support their success, we can’t possibly expect to thrive as a state. ■



tessa carmen
DE ROY



a first-gen, a mentor and a friendship

FOR LIFE

WILLIAM G. TIERNEY AND ERNESTO URBINA ARE RATHER UNCONVENTIONAL FRIENDS.

Tierney has titles and degrees that require lots of keyboard time: USC Rossier Associate Dean for Research and Faculty Affairs, Les Wilbur and Evelyn Kieffer Professor of Higher Education and Co-Director of the Pullias Center for Higher Education. His master's degree is from Harvard; his doctorate from Stanford.

Ernesto is a 25-year-old Angeleno with Nicaraguan roots, a Belmont High School diploma and a hard-won first-generation BA from UC Santa Barbara. But, according to Ernesto, he would never have achieved that BA if it weren't for his friend Bill.

They met at Belmont in Ernesto's senior year, 2006–07, when they were "assigned" to one another; Ernesto as a student who needed some guidance, Tierney as his mentor. Their unlikely partnership was part of the IAM Program, which stands for Increasing Access via Mentoring, an initiative that Tierney started in 2004 when he saw the need for more guidance and college counseling resources in local urban high schools. He recruited USC students, staff, faculty and volunteers to mentor high school students in USC's neighborhood, providing one-on-one school guidance and some life lessons along the way.

And what did he see in Ernesto?

"I was impressed by the fact that he was working 20 hours per week bagging groceries at Vons in order to make money to help out his mom, who works behind the Vons deli counter. It's just the two of them in a small apartment. And he was still managing his schoolwork." He is also a weightlifter; when not studying or working, Ernesto was at the gym.

"That takes a lot of discipline," says Tierney. "This impressed me. He's done that forever. Worked 20 hours a week, plus worked out, plus was getting good grades."

"I was a good student, but I didn't even think about college until I met Bill," says Ernesto. "We sat down and talked about my options. He told me about financial aid. We discussed my GPA and schools I could get into. It just wasn't something I had thought about."

In Tierney's childhood home, says the professor, "college was a common conversation. But at under-resourced high schools, too many students can just float through. If your mom or dad didn't know about college, how are you going to figure it out? Applying to college is confusing."

According to Tierney, Ernesto had good enough grades and SAT scores to get into almost any UC school. He was accepted to several campuses and ultimately chose Santa Barbara. It is a running joke between the friends.

"There wasn't someone like me around," says Tierney. "That's why he had such a good time at the beginning." Ernesto grins sheepishly.

Despite the distractions of an ocean-side campus environment, Ernesto graduated with a degree in mathematical sciences. But his need for his friend's advice and friendly ear hasn't gone away. "I moved back here and tried to decide what to do with my life. I was freaking out about it, so I called Bill again. He helped me realize that I really wanted to be a teacher."

Ernesto is now in the Rossier Math for America program, getting his Master of Arts in Teaching with a fellowship, which lets him teach math in an urban LAUSD high school. Math is his love. Says Tierney, "Maybe he wants to be an administrator or maybe he'll go on and get his doctorate."

Which Ernesto thinks is exciting. "It definitely feels like a possibility to get a doctorate," says the young "first-gen" from Belmont High. He laughs softly, "Or maybe I'll just settle down and get married and teach forever."

And what did this friendship provide him?

"Bill helped me build my confidence. I don't have that much. He helped me with my writing. But also it's just wonderful to know that someone is there who cares for you, supports you, someone you can express anything to, someone who believes in you and doesn't judge you. That's made all the difference."

And what does his friend Bill get from the relationship? "It's fun!" he says, with characteristic understatement. "It's fun when you can meet particular goals. Everyone has a story, and his is special."

Ernesto is eager to follow in his friend's footsteps. He volunteers at a center where he mentors two middle school students. "It's been great. I'll always be there if they need me."

Another mentor...and more special stories and friendships to come. ■
— Barbara Goen

Robert Rueda, PhD

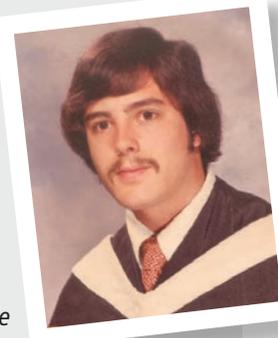
STEPHEN H. CROCKER PROFESSOR
OF EDUCATION

was the oldest of nine siblings and grew up near what used to be L.A. County General Hospital in Boyle Heights. Even though it was a huge financial burden, my parents sent us all to Catholic schools because they valued education. These were the equivalent of charter or magnet schools today.

I went straight to UCLA from high school. It was a huge and frightening place. As with many first-generation college students, the biggest obstacles for me were lack of money, lack of social capital and lack of confidence. Scholarships, loans and part-time jobs helped with the first problem, while my lack of social capital and confidence were only overcome through trial and error.

My parents were unable to help me navigate the college-going experience, but they knew it was important. My father often said, "Education is the one thing that no one can ever take away from you."

It took a long time to really believe that I belonged at UCLA and could be successful if I tried hard – but that was the key to eventual success. That is my one piece of advice: believe that you can be successful, and if you are not happy with your performance, try harder. Don't blame people or things you cannot control. Effort, not ability, is the key."



UCLA



B

oth of The (pronounced "Tay") Bui's parents wanted a better life and to give their children an opportunity to succeed. Succeed he did, as a USC Rossier alumnus and current teacher. But his journey was more challenging than most.

Bui was a newborn when his family fled Vietnam in the dark of night. They spent a month out at sea, eventually ending up in a refugee camp in the Philippines before making it to the United States a few years later.

His family settled in Ontario, Calif., in a close-knit Vietnamese enclave. Despite the dangerous and dramatic aspects of his childhood, Bui became a good student and looked up to his older brothers, who were enrolled in honors classes in high school.

From an early age, Bui had to help in the family business, sewing mounds of clothes for various companies in the family garage. As kids, he and his siblings started out by putting labels on shirts or jeans and then later graduated to more sophisticated tasks, like using the sewing machine. He recalls the stifling heat in his family's garage and how he and his five siblings were expected to sew hems onto hundreds of pants without complaint. Doing homework and studying came after the work was done.

"I remember just sitting there wishing for something else," Bui said. He dreamed of following in the footsteps of his older brother, who graduated as the valedictorian of Ontario High School with a 5.0 GPA and then went on to graduate from USC.

Bui came close. He graduated as the salutatorian and then majored in mechanical engineering at USC. His program required him to visit local high schools and mentor students in the STEM fields.

He was surprised and dismayed by how many students were struggling in math, and he worried about their future. "What's going to happen to these kids?" he asked himself. This is when he had the epiphany that led him into teaching.

Bui entered Rossier's Master of Arts in Teaching program and graduated in 2009.

i was taught not to take **EDUCATION FOR GRANTED**



Bui said USC's teaching program showed him a problem and gave him the tools to fix it.

"Being a first-generation student, I was taught not to take education for granted. The means to educate yourself and improve your standard of living were practically a guarantee. You just had to show up and do the work." ■

— Ana Beatriz Cholo



Before Mide “Mr. Mac” Macaulay’s mother moved to the United States from Nigeria without him in 1988, she challenged him to do better in school. If he did, she said, she would allow him to visit her in America.

It was just the incentive he needed. He applied himself and quickly rose to the top of his class. Four years later, at the age of 13, he joined his mom in Loveland, Ohio, and started middle school – one of only three black students. Getting an education wasn’t a stress-free experience for Macaulay, who is now the principal at USC Hybrid High School and the founding science teacher at the charter school located in downtown Los Angeles.

As a student he encountered racism – overt and institutionalized – severe culture shock and discrimination. When he asked to be placed in a more advanced math class, the school counselor laughed. But Macaulay insisted on taking the exam to get into the class and ended up receiving a perfect score. “They had to take me seriously after that point,” Macaulay said laughing.

Sitting in an empty classroom at Hybrid High School, Macaulay reflects on the challenges that he faced in finding success. He enjoys sharing his lessons in life and schooling with his HHS students, many of whom are low-income and soon-to-be first- or second-generation college students.

continued on page 16 »

Top: Mide “Mr. Mac” Macaulay (at right) chats with a Hybrid High School student. Inset: Macaulay (lower right) graduating from the Illinois Math and Science Academy in 1997. Bottom: Second grade in Nigeria in 1986 with his grandmother and teacher, Julie Haastrup.

a **GLOBAL JOURNEY** of **PERSEVERANCE**



Ginger Clark, PhD

ASSOCIATE PROFESSOR OF
CLINICAL EDUCATION

My primary motivation for going to college was to experience freedom outside of my hometown of Bakersfield. Neither of my parents came from college-going families, but they always told my sister and me that we were going to college. The expectation was that we would stay local, going to community college and then to Cal State Bakersfield, but I decided to attend Cal State Long Beach.

I did poorly my first semester because I didn't really know how to study or what I needed to do to succeed at the college level. When I told my mother, she said, "That's not so bad for your first semester." I took that to mean she didn't think I could succeed in college, and at that point I decided to prove to her that I could. I tried different study strategies, I attended class more and I learned how to manage time and money. As a result, my grades went up dramatically.

As I began to succeed, I got more excited about learning and my motivation increased. I loved the exposure to new ideas. Motivated by me and my sister, my mother went back to school herself and ended up getting her MBA."

For more on Clark, see page 23.



Cal State Long Beach

GLOBAL JOURNEY » continued from page 15

Even though his mother had attended graduate school in Nigeria, Macaulay considers himself a first-gen. In the United States, his mother worked at a series of minimum-wage jobs and was unable to offer him counsel on even the basics, such as applying to colleges or helping him choose the right one.

Macaulay says his basic formula for success was to imitate what other higher achieving students were doing. He was also willing to work hard, make sacrifices and pursue his studies diligently.

“It would have been very easy to fail.”

When he was ranked third in his high school freshman class, he learned that the two peers ranked higher were applying to the Illinois Mathematics and Science Academy, a prestigious three-year residential public high school that has been consistently ranked by *Newsweek* as one of the top 10 high schools in the country for math and science.

His high school counselor was less than encouraging. Not easily dissuaded, Macaulay told his mother he was going to apply. To test his resolve, she gave him the choice between applying to the highly competitive school or getting a Nintendo video game. He picked the school and was accepted.

Skipping college was not an option. A road-to-college checklist provided by his high school was his guide, and he followed it obsessively. The counselors were extremely helpful, and it was here that he began to hear supportive and encouraging messages about his potential. Macaulay, however, adds that he succeeded in school because he chose to.

"It would have been very easy to fail," he said. "There are so many excuses of why you can't or why you should quit or why you should give up. It takes a lot of perseverance, it takes a lot of hard work, and it takes a lot of diligence."

Applying to universities was difficult, but he ended up receiving several scholarships from USC.

Between his junior and senior year of college, he found his calling: teaching. There were many students who were "in his same boat" and facing many of the challenges he faced as a youth.

A college education is critical for his students at Hybrid High, he says. "It gives our students options and access, and there's nothing more powerful than a person with options. College offers the opportunity to impact their life trajectories. It can then serve as a catalyst for a positive multigenerational change in the lives of their families, our communities, our nation and the world."

In the end, regardless of where you are from, he says, it's the amount of effort that you put in that matters. He tells his students that every minute and every second count. Look around and find people to emulate, he counsels them.

"Maybe you don't have the best family support to guide you and direct you, so you always want to make sure you are putting in 100 percent effort." ■

— Ana Beatriz Cholo

by laurel j. FELT
Doctoral candidate at
USC Annenberg School for
Communication and Journalism;
Instructional Design Specialist with
the USC Joint Educational Project

Game-Based Learning: *Playing and Programming for the Future*



is children's first vehicle for learning. But according to more and more educational researchers and theorists, play remains an effective vehicle for learning across one's lifespan.

What happens when designers and programmers from educational game company FutureBound collaborate with 7th and 8th graders at James A. Foshay Learning Center? (Spoiler: It's learning!)

FUTUREBOUND

From its earliest days, **FutureBound**, formerly known as **Collegeology Games** and based out of Rossier's Pullias Center for Higher Education and USC's Game Innovation Lab, has enjoyed a rich relationship with James A. Foshay Learning Center. This K-12 public school, colloquially referred to simply as Foshay, serves a predominantly Latino population (84 percent), and a majority of its students (61 percent) are eligible for free or reduced price lunch. As such, Foshay's students represent the types of young people with whom **FutureBound** seeks to connect.

continued on page 18 »



Seventh-graders play-test the first digital prototype of FutureBound during spring 2014. Photo: S. Cohn.

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Eugenia Mora-Flores, EdDASSOCIATE PROFESSOR OF
CLINICAL EDUCATION

My parents are from Mexico and had limited formal education. My father completed third grade and began working as a mechanic. He paid for six kids to attend Catholic school for 12 years. He told me, "I work hard so you never have to work as hard as I do."

We were all fortunate to have teachers who believed in us and pushed us to be prepared for college. We did our work as expected, my mother always made sure of that.

I chose UCLA because it gave me the best financial aid. I received partial athletic scholarships from some schools, but UCLA offered full financial aid, academic scholarships and grants to cover my tuition. My three older siblings and I were first-generation at the same time, at the same college, which made the transition easier. My challenges came later. Convincing my father to let me pursue advanced degrees was not easy.

My advice for first-generation students? Make connections. Find others whom you trust to ask "obvious" questions, those things that are common knowledge to students whose parents or family attended college but that are new to you."



UCLA

Playing and Programming for the Future

» continued from page 17



explained Zoe Corwin, **FutureBound's** Director of Research and a Rossier Research Assistant Professor, "For first-generation students, sometimes the only people they can talk to about college are their teachers. But from interviewing students, we found that teachers don't talk about college, they talk about their subjects."

This is where **FutureBound** comes in – helping young people (and their parents and teachers) to consider and discuss college opportunities by playing fun, informative games.

The support of teacher Leslie Aaronson is the reason why **FutureBound** enjoys such a productive partnership with Foshay. Aaronson is Coordinator and Lead Technology Teacher of Foshay's Tech Academy, a three-year "school within a school" in which teachers loop with students and integrate technology across the curriculum.

When **FutureBound** sought to branch out and develop a game for middle school students, it was only logical that they turned to Foshay students for help. As a result, Aaronson's students have played an important role in informing the development of **FutureBound's** three games for high school students.

USING GAMES TO NAVIGATE LIFE

Back in October of 2011, Game Designer/Producer Elizabeth Swensen, Game Designer/Technical Lead Sean Bouchard and Designer/Programmers Simon Wiscombe and Anna Lotko conducted a Junior Design Camp. They met with a gender-balanced group of 14 7th and 8th graders whose ethnic composition reflected Foshay. Swensen described this intensive experience – meeting two times per week for an hour – as "a bootcamp" of sorts.

FutureBound team members first reviewed game mechanics, or components that all games need. Then they looked at different kinds of games and discussed both how they worked and what students liked about them. Then **FutureBound's** designers-turned-instructors challenged students to design their own games. The caveat: these games had to focus on navigating a successful life.

"We definitely had some students who took to it and got really excited about designing games," said Bouchard. "They were very intense working together on this project. They took it to another level."

FutureBound is available for free online, and Corwin has spoken about the game at various national conferences and shared it with attending educators; as such, the number of players currently enjoying **FutureBound** is impossible to pinpoint. However, during the spring of 2014, Corwin and her team of researchers conducted formal play-testing with 7th graders in Los Angeles. She and her colleagues entered eight technology classes across four Los Angeles Unified School District schools (New Los Angeles Charter School, Barack Obama Global Preparation Academy, Arroyo Seco Museum Science Magnet School and Foshay), where they worked with students in control and treatment groups by offering pre- and post-tests, observing game play and asking students about their learning.

"As a teacher," said Corwin, who formerly taught middle and high school Spanish and global studies, and currently teaches Applied Educational Ethnography at USC Rossier School of Education, "the most amazing thing is to see how engaged the kids are. The game totally holds their attention."



“For first-generation students in particular, **FutureBound can provide the college knowledge that their high schools don't.**”

Zoe Corwin
FutureBound Director of Research

Corwin also discovered a nearly universal paradigm for in-class game play. “Students would start playing quietly and independently, often with earphones on because there’s music,” Corwin began. “At about the 20-minute mark, people start to remove their headphones, and by the end of class, there’s this jovial air and people are laughing and telling each other what they’re doing in the game. So they’re kind of quiet and playing more independently at the beginning, and at the end they’re playing more collaboratively.”

The **FutureBound** team is still analyzing its data and plans to implement even more play-testing during the fall of 2014. But emerging results suggest that students’ interaction with the game has made a difference. For example, **FutureBound** frames “middle school as an adventure,” said Bouchard. Facts about possible careers “are like superpowers against the fears and doubts about your future.” From her preliminary analysis, Corwin has found that players caught on to Monster Battle really quickly, “which is about battling self-doubt.” This is critical, in Corwin’s view, since middle school students “need reinforcement.”

Corwin shared a quote from an anonymous research participant who explained his/her game-play process thusly: “First, I was just clicking things. This [second] time, I decided it was important to read more. I am going to try to get pilot power – that’s my favorite one.” Stated another participant, “The game is about life in middle school. You need to follow directions.” One sage participant concluded, “You need to know what you want and keep trying.”

These general wisdoms reflect the broad information and encouragement that **FutureBound** delivers. “At the middle school level, you really want students’ interest piqued,” said Corwin. “Middle school kids just need to know that what they do now has implications for their future. They have to know how to advocate for themselves and connect with the right people. For first-generation students in particular, **FutureBound** can provide the college knowledge that their high schools don't.” ■

John Brooks Slaughter, PhD

PROFESSOR OF EDUCATION, USC
ROSSIER SCHOOL OF EDUCATION

PROFESSOR OF ENGINEERING, USC
VITERBI SCHOOL OF ENGINEERING

In junior high school I became determined to study engineering. When I went to high school and shared my dream with academic advisors, they advised me to pursue a vocational track rather than an academic one that would prepare me for engineering study, advice given often to black male students.

Neither I nor my parents, who had not had the opportunity to go to college, understood the consequences of that course of action at the time. As might be expected, when I graduated I did not have the preparation needed to enter an engineering program and was required to spend two years at a small college in my hometown taking the courses I should have taken in high school. I was then able to pursue my dream.

I advise students, especially first-generation students like I was, to never let a counselor dissuade you from achieving your dream. The world cannot afford the loss of your potential talent and accomplishments.”

For more on Slaughter, see page 23.



Kansas State University

FIRST-GEN faculty

One Global Executive EdD grad and first-gen student describes his experience



UNITED ARAB EMIRATES
COMMITTED TO HIGHER EDUCATION

Pursuing a college degree, either at home or internationally, is expected of all citizens in the United

Arab Emirates, according to Sultan Karmostaji, a 2014 graduate of Rossier's Global Executive EdD program. The oil-rich country pays for everyone's tuition.

The reason is simple, says Karmostaji. To develop a new and growing country quickly requires smart, educated citizens. "Our country is very young, only 43 years old, and before it existed, there weren't colleges or universities," he said. "It was just desert, tents and camels. Now we have the tallest building in the world. Can you believe that?" Karmostaji continues. "The UAE is unique because it maintains a good balance between the modern world and Islamic values and culture."

Rob Filback, Co-Chair of the Global Executive EdD program, says there are a lot of first-generation students in the Gulf region where Sultan is from simply because the university systems in many of those countries are so new.

In the Global Executive EdD program, the students are mid- to senior-level professionals working in the education field. Rossier's renowned faculty teaches courses online in partnership with the Hong Kong University of Science and Technology. Additionally, the students meet together in one city or another twice during their 25-month program.

"The program is about helping them become strategic thinkers and creative problem solvers," Filback said. "The dissertation process is very much focused on problem-solving at a very deep level."



Sultan Karmostaji,
Global Executive EdD '14,
with Dean Gallagher.

Karmostaji is currently the Associate Provost for Student Support Services at the Higher Colleges of Technology (HCT) in the United Arab Emirates. It is the largest university in the UAE with over 19,000 students enrolled across 17 campuses. His father worked for a bank for 40 years and never got a college degree. His mother stayed home and took care of the family. At 32, Karmostaji is married with three children under the age of five. His wife attends one of the HCT colleges and is studying business administration.

Things are different from when he was a child, Karmostaji says. For instance, there are more women than men in college and more of them are entering the engineering field. In the workforce, there are more women. Men join the military or police force.

"In the beginning, it was not very open to women, but now the culture is changing," he said. "We are changing the culture to learning by doing. There are more opportunities."

In the UAE, there are three federal universities plus the option of studying abroad for top students. He chose to attend HCT, a four-year college that focuses on technology, engineering and business, because it was located close to home.

Karmostaji said he had two mentors who helped him find his way into a career in education. One is the current chancellor at HCT, who was the former Minister of Higher Education. The other is the current Vice Chancellor for the university who was also a first-generation college student. That mentor, in particular, helped pave the way for many others wanting to pursue higher education.

Rossier's Global Executive EdD program has now enrolled three cohorts. The first, which includes Sultan and 11 classmates, graduated in July. The program's international student body includes a variety of professionals from the United States, Taiwan, Qatar, Brunei, Russia, Brazil and Singapore. ■

— Ana Beatriz Cholo

Maria Gutierrez Ott, PhD
EXECUTIVE IN RESIDENCE

My first obstacle was mastering English as a child. I was born in Germany and moved to East Los Angeles at age 5 to be raised with the extended Gutierrez family. It was also necessary to learn Spanish.

My father only completed 8th grade. My mother was unable to finish her education in Germany due to the war. But my parents were my greatest motivation because they worked hard and were resilient, honest and responsible.

When I was accepted into the college prep track at San Gabriel Mission High School, I met Sister Redempta. She helped me discover my love for writing, and she encouraged me to consider college. My preparation in high school ensured my success at Mt. St. Mary's College. A scholarship and a work-study program in the education resource library helped fill the financial gap.

The doctoral program at USC built upon my academic foundation and provided the preparation and career focus that led me to become a superintendent of schools. As superintendent, I took every opportunity to share my story. Families are crucial to the success of first-generation students because parents that want the best for you instill values that cannot be bought. Then the first college graduate in a family opens the door and changes the future for those who follow."



San Gabriel
Mission High

FIRST-GEN faculty



Lynne Goldfarb, PhD
ASSISTANT PROFESSOR OF
CLINICAL EDUCATION

FIRST-GEN
faculty

As an educator, if I took to heart the research I have read about the children of non-high school graduating parents having low percentage rates attending and completing four year universities, I would not currently be on the faculty at the Rossier School of Education.

If I did not persevere to understand I was an ESL student before ESL was recognized in schools, struggling throughout my education to acquire the language of my Polish parent's "new country," I would not have completed my BA plus nine years of graduate education, including an MA in History, a PhD in Education, a teaching credential, an administrative credential and a year of law school, for good measure.

If I had allowed myself to become just a statistic predicting mediocre scores from the PSATs, SATs, the GREs and the LSATs,

then I would not be here today recalling the struggles and triumphs as a first-generation American in my family to complete her higher education."



UCLA

education leaders statewide GATHER TO PLAN FOR EQUITY

With nearly 2.1 million students, the California Community College system is the largest higher education system in the nation.

"The community college is a primary point of entry into college for many first-generation students and, because of that, it is critical that community colleges have strategies and policies in place that ensure equity in student success," explains the Center for Urban Education's (CUE) Co-Director and Rossier Professor Estela Mara Bensimon.

In early 2014, the California Community Colleges Chancellor's Office announced a new initiative that focuses on increasing equity in Basic Skills completion, degrees and transfers. Identifying equity gaps and implementing policies and practices that will address those areas is far from simple. In May 2014, CUE hosted the Student Equity Plan Institute (SEPI) in partnership with the Community College League of California. The two-day event, which took place May 29–30, addressed the specific requirements of the Student Equity Plan while keeping the sometimes difficult subject of equity at the forefront.

The institute gathered over 150 attendees from 23 different California community colleges. CUE organized the event to encourage college committees to attend as a team. Participants included seven college presidents, 14 vice presidents and numerous deans, program directors, student advisors and faculty.

A key component of the Student Equity Plan is the inclusion of data. It calls for the identification of "disproportionate impact," which CUE calls equity gaps – courses, milestones or other markers where one group's representation is disproportionately higher or lower than their share of the overall student population.

The juxtaposition of data and equity work was discussed in a keynote presentation by James Gray, of the Community College of Aurora and a Team Leader in the Colorado Equity in Excellence project, which uses CUE's Equity Scorecard process.

"When we saw the data for the first time, that we had a [minority] group of students who were below 50 percent in developmental math success, it questions the structure of everything you've believed up to this point," said Gray. "It's hard for someone to argue the validity of this work if you can point to data that shows big differences in terms of outcomes."

Each participating team left the CUE institute with an outline of how to address each requirement of the Student Equity Plan, an understanding of what makes the most effective plan and tools for implementation. CUE facilitators worked with each team during breakout sessions, providing feedback and analysis of their campus data and their draft plan. At the conclusion of the institute it was clear that California community college practitioners are dedicated to their students and increasing educational equity. The completion of thorough equity plans will be the first step in an exciting new chapter of community college initiatives that can benefit first-generation college-goers. ■

— Emily Ogle

Faculty News

Education Week named Assistant Professor **Morgan Polikoff** – whose areas of expertise include K–12 education policy, Common Core standards, assessment policy and alignment among instruction, standards and assessments – as one of nine young leaders who will shape education in the

next 10–20 years. **Polikoff** is the only university researcher on the list, which also includes a teacher, a principal, education technology leaders and others who are addressing the rapidly changing education landscape. This is the fourth year that *Education Week* has profiled educators who are on track to have a transformative impact on their communities.



Morgan Polikoff

Ginger Clark, Associate Professor of Clinical Education and the Program Lead for the Marriage and Family Therapy program, was elected as the incoming president of the USC Academic Senate. She will serve as academic vice president in the 2014–15 academic year and will begin her term as president in the subsequent year. **Clark** will be the first non-tenure-track faculty member in USC's history to serve as president of the Senate, which speaks to USC's commitment to including all faculty in its governance.

Clark served as a member of the Committee on Non-Tenure-Track Faculty Affairs in 2009–10, then served as co-chair of that committee for two terms. She was elected to the Executive Board of the Academic Senate as a Member-At-Large in 2012, and served two terms.



Ginger Clark

Many school districts are delving into digital education too quickly, according to a new book by Associate Professor **Patricia Burch**, *Equal Scrutiny: Privatization and Accountability in Digital Education*.

Digital education may be an innovative path forward for the American public school system, but many of the existing virtual

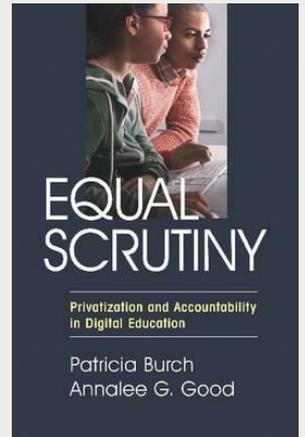
teaching programs have serious flaws, **Burch** says in her book, co-authored by Annalee G. Good of the University of Wisconsin, Madison. Together, they look at the pressures for public school districts across the country to buy digital services and products. Private education contractors are providing more and more schools with digital education programs, leading to concerns about the quality of services and questions about who is being served and who is benefiting.

The authors argue that digital learning has the power to create enormous opportunities for school districts to teach students in more effective and economical ways, if properly funded and effectively managed. However, they contend that many districts delving into digital education are moving too quickly into unfamiliar territory.

Burch studies the patterns and drivers of school commercialism and the implications for the form and delivery of public education, with specific attention to equity and quality.

John Brooks Slaughter has been awarded the Reginald H. Jones Distinguished Service Award by the National Action Council for Minorities in Engineering, Inc. (NACME). He received \$10,000 to designate as a charitable contribution to an organization of his choice. He has chosen to split the funds equally between the USC Rossier Pullias Center, in support of its mentoring efforts with L.A. area youth, and the Viterbi Center for Engineering Diversity. "These are two of the activities with which I am proud to have an association," **Slaughter** said.

Slaughter has had a remarkably distinguished career, which began as an electrical engineer and includes leading two universities and heading the National Science Foundation (NSF) as its first African American director. His education research has been in the areas of higher education leadership, diversity and inclusion in higher education, underrepresented minorities in STEM and access and affordability. His lifelong quest is to increase minority participation in the science and engineering fields.



John Brooks Slaughter

In light of the groundbreaking “Vergara vs. California” decision, the media — both American and international — have been paying close attention to what educators have to say. This judgment struck down several teacher job protections and has elicited a national response that is fomenting similar lawsuits.



VERGARA vs. CALIFORNIA

Rossier Faculty and PACE Probe Voter Opinions

*John Deasy
Superintendent,
Los Angeles Unified
School District*

In March of this year, LAUSD Superintendent **John Deasy** offered his thoughts on the Vergara vs. California lawsuit during a public lecture and panel discussion at USC. The event was hosted by Rossier and **Dean Gallagher** and was moderated by USC Rossier Associate Professor **Katharine Strunk**. Strunk and USC Rossier Associate Professor **Julie Marsh** have established themselves as thought leaders in this volatile and dynamic conversation, due in large part to their significant research on K–12 policy, accountability, teacher unions and labor markets.

Deasy’s lecture was called “Rights, Writs and Rulings: Where Does a Student Go for Redress?” A panel of USC faculty, including Marsh and Susan Estrich, Professor in the USC Gould School of Law, followed. A question-and-answer session with Deasy and the panelists concluded the afternoon.

A recent poll conducted by USC Rossier and PACE (Policy Analysis for California Education) found that the majority of California voters agreed with the Vergara decision. It also indicated a lack of support for Common Core.

The poll showed that two-thirds of voters (68 percent) agree that the state should do away with “Last in, First Out,” a policy that requires districts to lay off the newest K–12 teachers first, regardless of merit. Just 17 percent said California should continue to conduct teacher layoffs in order of seniority.

California voters also largely opposed the state’s tenure laws for public school teachers. Six in 10 California voters said teachers should not continue to receive tenure, as it makes firing bad teachers difficult. Twenty-five percent of voters said the state should keep tenure for public school teachers to provide them job protections and the freedom to teach potentially controversial topics without fear of reprisals.

“The majority of California voters polled have expressed views that are consistent with Judge Rolf Treu’s recent decision in Vergara,” said **Marsh**, the newly appointed PACE Co-Director. “These views may give pause to those appealing the decision.”



*Julie Marsh
Co-Director of PACE*





Katharine Strunk

Rossier Leadership Conference **BUILDS CAREERS**

more than 240 Rossier students, alumni, faculty and friends gathered at Davidson Conference Center on July 17 for the annual Rossier/DSAG Leadership Conference.



(Below, L to R): Chris Kimball, Nicole Tempel Assisi EdD '10, Patrick Auerbach EdD '08 and Helen Morgan EdD '10



Current EdD students Rosalind Conerly and Amber Bradley

Hosted by Rossier and the Dean's Superintendents Advisory Group (DSAG), the conference brings together education experts from K–12 and higher education for panel discussions and question-and-answer sessions geared toward career growth.

A keynote presentation by Rossier Associate Professor Katharine Strunk kicked off the afternoon. Strunk, whose research focuses on teacher unions, the teacher labor market, K–12 policy and accountability, spoke on the "Vergara vs. California" ruling. Her comments covered the controversy from the standpoint of both teachers and students.

"The Leadership Conference was a valuable and truly inspiring experience to learn about educational leadership firsthand by current practitioners and experts in the field."

— Attendee

Conference panels covered five topics: education leadership in corporate and nontraditional fields; principles of leadership; leadership in school sites and districts; leadership for superintendents or heads of charter management organizations; and leadership and collaboration in higher education.

Panelists included prominent alumni and practitioners from the Rossier faculty. In addition to Rossier alumni, the audience included members of current education doctorate classes.

Chris McDonald EdD '12 and Tonantzin Oseguera EdD '13



2014

COMMENCEMENT



Thelma Meléndez
de Santa Ana
PhD '95

Nearly 600 master's and doctoral graduates filled McCarthy Quad on May 15 and 16 to receive their diplomas during the 2014 USC Rossier Commencement Ceremonies. The Global Executive EdD Ceremony took place in July.

KEYNOTE SPEAKER

thelma MELÉNDEZ DE SANTA ANA PhD '95
Senior Administrator, Los Angeles Unified School District

“As the members of the class of 2014, you are embarking on careers that are among the most important. You are agents of change. Never underestimate the positive difference you can make in the lives of those around you, regardless of where your career leads you. Your actions, big and small, can ignite sparks that turn into brightly burning careers...what I like to call ‘occupassions.’”



Ruby Hong-Ngoc Le
MMFT '14

STUDENT SPEAKER

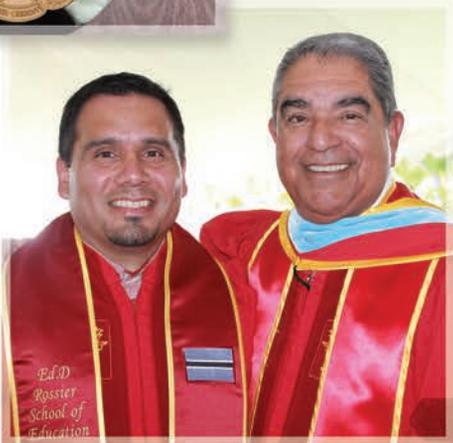
ruby HONG-NGOC LE MMFT '14

“I could speak on and on about the amazing qualities Rossier has, but I am going to limit it to two things. First, the faculty.... I have never been given such inspiring, empowering and supportive mentors. They sincerely care for each of their students. But most importantly, they believed in us. The second greatest thing about Rossier is you, the students. You are innovative. You are altruistic. You are passionate. You would not be pursuing these careers as teachers, counselors, advisors and education leaders if you didn't genuinely love doing the job.”

GLOBAL EXECUTIVE EdD KEYNOTE SPEAKER

rudy CASTRUITA EdD '82
Rossier Professor of Clinical Education

“You are people who believe in education, who know its value. We expect excellence and leadership from all of you. As the first graduating class from the Global Executive Doctoral program, you have now set the bar for all those who will follow.... I believe that good leaders can change the direction of organizations, alter the behavior of organizations and expand the possibilities of what could be. You can accomplish this!”



Javier Guzman
Global Executive
EdD '14 and Rudy
Castruita EdD '82

ROSSIER PUTS NEW CAREER RESOURCES

at your fingertips

“Our goal in creating these new career resources is to provide Rossier students and alumni with specialized tools focused on job searching within the field of education.”

MATT DEGRUSHE
DIRECTOR OF ALUMNI
ENGAGEMENT



In the job market? Thinking about a job change? Look no further. USC Rossier has launched **connectRossier**, part of the USC Career Center’s career management system.

The system features job postings; employer research tools; document storage (résumés, cover letters) for students; email alerts when jobs are posted matching students’ career interests; and a searchable employer database.

ConnectRossier has been tailored to best meet all Rossier student and alumni needs. For instance, all job postings across all fields will be accessible in **connectRossier**. However, education-specific job postings can be flagged for “Rossier,” enabling students and alumni to quickly access relevant jobs.

The **connectRossier** home screen is customized to include career resources on résumés, cover letters, interviewing, job search strategies, links to additional career resources and Rossier career services–related announcements.

Specific employers can be flagged for “Rossier,” enabling Rossier staff to coordinate effective employer outreach during critical recruitment periods.

Why not check it out for yourself? Go to rossiercareers.usc.edu to access **connectRossier**.

Take Career Management 101 Online

The Career Management 101 Module is a new resource designed to provide Rossier students and alumni with targeted career resources in an easy-to-navigate format.

Visitors can choose to navigate the module in sequential order, similar to an online class or presentation, by using the navigation buttons on each screen. Alternatively, visitors can skip to specific sections and resources by using the menu bar located at the top of the screen.

The resources are divided into five areas – Job Search Strategy, Résumés, Cover Letters, Interviewing and Networking. Each topic area includes critical information, links to Rossier-specific materials and links to external resources and articles.

To access this resource, go to rossiercareers101.usc.edu.

get connected:

ROSSIERCAREERS.USC.EDU

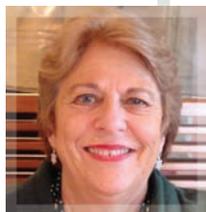
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2014

VOLUNTEER RECOGNITION AWARDS

On August 28, the USC Alumni Association honored the recipients of the 2014 Volunteer Recognition Awards for their dedication and service to the University of Southern California. The following six Rossier alumni received the Widney Alumni House Volunteer Award.

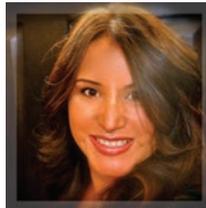
trudie MANN '66, MS '67



MANN

Mann graduated from San Gabriel High School in 1962 and attended UC Santa Barbara for two years before transferring to USC in 1964. She taught school for 10 years in Newport Beach and then retired to raise her two sons. Her oldest was awarded a full scholarship to USC and received his degree in electrical engineering. Her youngest is also an electrical engineer. Mann, who has been a USC football season ticket holder since 1967, has always been involved in volunteering, whether as a soccer team mother, a PTA member, classroom helper or a member of a woman's service group. She is currently the president of the Trojan Guild of Orange County; she has been a member for 15 years. "Whether it be as membership chairman or historian, I have loved the chance to give back to my community and to USC," she said.

doreen PETERSON MAT '10



PETERSON

Peterson is currently the president of the USC Alumni Club of San Gabriel Valley. She is a Language Arts Interventionist and has spent countless hours providing assistance for parents and inspiring students to get out of their comfort zones with her engaging workshops. Peterson serves on several education and child advocacy-related boards but feels most fulfilled when giving back to the Trojan Family.

john ROACH EdD '88



ROACH

Roach is currently the interim superintendent at Rowland Unified School District. He is also the owner of John Roach & Associates, an educational and leadership consulting firm, as well as an adjunct professor at USC Rossier, where he teaches courses in leadership and accountability.

Roach served as superintendent of Carlsbad Unified School District from 2004 to 2012 and at Charter Oak Unified from 1998 to 2004. Roach was also an administrator in Brea Olinda Unified and East Whittier City School Districts. He is an active member of the Association of California School Administrators (ACSA) and fundraising chair of the scholarship endowment committee for the Dean's Superintendents Advisory Group (DSAG) for Rossier.

guadalupe SIMPSON EdD '10



SIMPSON

Simpson is an Adjunct Professor in the Department of Educational Leadership & Policy Studies at California State University, Northridge. As a K-12 educator for over 38 years, Simpson pursued her mission to improve the educational attainment of the urban child. In addition to 17 years of experience as a secondary principal, Simpson served four years as Director for Small Learning Communities, Testing and Compensatory Programs and Parent Involvement at the district office level.

candace chan "candy" YEE '68, MS '69 | patricia POON '65



YEE

Yee is a self-proclaimed "football fanatic from Houston." She came to USC, "the perfect university," in 1964 and attained BS and MS degrees in Elementary Education. She taught for 37 years in LAUSD. She volunteers for USC Athletics, local schools, libraries and the Cerritos Center for the Performing Arts, and has also interviewed athletes for her blog, trojancandy.com. Yee and her husband, Jim, endowed the James and Candace Chan Yee Endowed Scholarship. Their three children, Kelly, Steffany and Gregory, were all accepted to USC with scholarships.



POON

Poon, Yee's older sister, left her family in Texas to attend USC. She married her husband, Dudley, a mechanical engineer, in 1968. She spent 40 years as a math teacher in LAUSD and in the CSUN School of Education before retiring as an elementary math coach. The Dudley and Patricia Poon Endowed Scholarship was established to support the preparation of math and science teachers at USC Rossier.

The Academy

LEADERS IN GIVING RECOGNITION EVENT

Over 50 members of Rossier's leadership giving society, The Academy, gathered at USC on March 29 for a celebration of their collective impact on the school.

University Professor and Rossier Associate Dean **William G. Tierney** was the keynote speaker. He focused on how philanthropy can change the lives and trajectories of individual students and offered several examples of students he has worked with and mentored through the Pullias Center for Higher Education, which he co-directs. He urged donors to think about the faces of students when they consider their gifts.

Scholarship recipient and EdD student **Ramiro Rubalcaba** also spoke, highlighting his personal story of the challenges he faced growing up in East Los Angeles and how his educational career was changed for the better through the generosity of donors. Rubalcaba was a 2014 recipient of the Dean's Superintendents Advisory Group (DSAG) Endowed Scholarship. He began his comments with a resounding "Thank You" to members of the audience and noted that "it is because of people like you that I can stand here today." He also stressed his intention to "pay it forward" in his career. Rubalcaba is currently the principal at Azusa High School and plans to one day serve as a superintendent.

Dean Gallagher recognized new members of the Dean's Laureate Circle, **Carlton Blanton** EdD '87 and **Eloise Blanton** BS '64, who established an endowed scholarship for aspiring school leaders, and **Thomas Halvorsen** EdD '80 and **Barbara Halvorsen** MS '71, who supported the school's Annual Fund.

Several Academy members who are also Rossier faculty were in attendance, including **Rudy Castruita** EdD '82, **Michael Escalante** EdD '02, **Pedro Garcia** EdD '83, **Stuart (Stu) Gothold** EdD '74, **Pat Gallagher**, **Walt Greene** BS '63 and Professor Emeritus **Robert Ferris** EdD '65. New Academy members were formally welcomed into the society, and those who have given consecutively for five years received special acknowledgment.

For more information on The Academy, please contact Diana Hernandez, Director of Development, at (213) 740-3499 or dehernan@usc.edu. You can view The Academy Honor Roll on pages 30–31 or visit rossier.usc.edu/giving.



Ted Katsogianes BS '80 with his sister Debbie Katsogianes MS '85.

Dean's Laureate Circle Members Carlton Blanton EdD '87 and Eloise Blanton BS '64 with Academy member and USC Rossier Assistant Professor Walt Greene BS '63.



Academy members Candace Chan Yee BS '68, MS '69 and Dean Gallagher.

Speakers William G. Tierney and Ramiro Rubalcaba EdD '15.



Barbara Halvorsen MS '71 and Thomas Halvorsen EdD '80 with Robert Ferris EdD '65 and Pauline Ferris EdD '79.

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Thank you to our donors who generously supported USC Rossier during fiscal year 2014 (July 1, 2013, to June 30, 2014).

Your gifts play an essential role in sustaining and expanding USC Rossier's impact on the field of education. Collectively, our generous donors gave **over \$9.7 million** in FY 14 to support Rossier's programs, students and faculty.

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\$30 million
has been raised to date in support of Rossier's Campaign Initiative

The Academy

The Academy recognizes donors who provide vital, annual unrestricted support that helps address the immediate needs of USC Rossier. Membership is open to donors who make a gift of \$500 or more.

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