



March 29, 2022

Mr. Douglas Hsia  
13545 Grand Island Rd  
Walnut Grove, CA 95690-9766

Dear Mr. Hsai,

The UC Davis School of Education is transforming education through the preparation of dedicated educational leaders, researchers, and teachers empowered to improve outcomes for all learners across our state. We are leading the way in addressing relevant issues in education, eliminating inequities in education systems, engaging communities, and families to improve education outcomes, and informing policy to shape a brighter future.

We are proud of the student- and school-focused impact of the UC Davis School of Education, including:

- Training education's next generation of leaders: We are in the top 14% of graduate education schools in the U.S.
- Education policy expertise: We are California's go-to source for K-16 policy guidance.
- Data-driven innovation: Our school has nine Research and Innovation Centers generating new knowledge to improve education policy and practice.
- Broad reach within California: We offer five academic programs to approximately 695 students each year and 350+ undergraduate students enrolled in the Minor of Education, UC Davis's largest undergraduate minor.
- Strong regional partners: We annually reach 11,000+ K-12 students in Central and Northern California through our teaching credential candidates, and an additional 7,000 K-12 students from under-resourced areas in Northern California through our College Opportunity Programs.

The UC Davis School of Education recognizes our shared vision to address and **stop Anti-Asian American Pacific Islander (AAPI) Hate**. The goal of this pilot project, **School Bullying among California's Asian American Youth**, is to conduct the first ever survey that comprehensively captures Asian American high school students' experiences of bullying and hate across California. While several existing surveys document bullying in California's schools, none capture the nuance and depth that can help drive policies and practices to protect Asian American youth. As a result, schools have longstanding blind spots towards the plight of Asian American students and unfortunately, their experiences of hate and bullying remain hidden from sight and left largely addressed (Gee & Cooc, 2019). Further, data specific to Asian American bullying is needed more than ever given the swell of anti-Asian sentiment that has, unfortunately, become all too pervasive across our state and broader society.

The potential community impact and how the results could move the needle on reducing anti-Asian hate/school bullying. The impact of the proposed work on schools and the broader community through a survey administered to a sample targeting Asian American youth in

California, can help address numerous unknowns that can help inform and shape anti-bullying school cultures, policies, and practices. Not only can results from this study reveal the extent of bullying and hate among Asian American youth, but ways to address it. Data generated from this project can answer a range of critical questions including: Among Asian American ethnic subgroups, who is most at risk? How do different forms of bullying (e.g., verbal threats, cyberbullying) impact Asian American youths' educational and emotional wellbeing? What strategies do victims use to cope with bullying? And crucially, what do youths see as promising interventions and strategies that schools can take to prevent and mitigate bullying?

A unique feature of this project is that it aims to elevate and amplify the experiences of Asian American students, placing them front and center in the broader discussion of school bullying. Not only will this study capture the every-day strategies that they leverage to cope with bullying, but it will also document (1) what youths see as strengths and limitations of those strategies alongside (2) opinions about what they think schools can do better to support them. Together, the findings of this project—especially the opinions that youth share about supports they need—can be shared widely with schools and districts across California, leading to actionable and substantive strategies that schools can implement to protect Asian Americans from bullying.

The project would be led by Dr. Kevin Gee, Associate Professor in the School of Education, and a Faculty Research Affiliate with the Center for Poverty & Inequality Research. He is currently a 2020-21 Chancellor's Fellow. He was a recipient of the 2015 National Academy of Education (NAEd)/Spencer Postdoctoral Fellowship, a 2014 Young Scholars Program award from the Foundation for Child Development and a 2015-16 UC Davis Hellman Fellowship.

Dr. Kevin Gee's primary research is focused on the nexus between health and education, examining the role that schooling systems can play in influencing the health and well-being of children. In addition, his research investigates how school policies and programs can help promote the well-being and educational outcomes of children who face a broad array of adverse conditions and experiences including school bullying, food insecurity, abuse, and neglect.

His research seeks to shine a light on populations that often are marginalized in our education system. Furthermore, he works with educational leaders, policymakers, and practitioners to help them think and act differently about ways to support--via practices, policies and programs--the health and wellbeing of students who are often marginalized in the education system. Education often treats underserved children as "deficits" to be fixed. His work helps to understand ways that the system itself often needs to be reframed/re-envisioned to best support vulnerable students.

Relevant works by Kevin Gee on school bullying and victimization:

Gee, K. A., & Cooc, N. (2019). **Will I be victimized at school today? How schools influence the victimization experiences of Asian American teenagers.** *Asian American Journal of Psychology*, 10(4), 316–325. <https://doi.org/10.1037/aap0000155>

Cooc, N., & Gee, K. A. (2014). **National trends in school victimization among Asian American adolescents.** *Journal of adolescence*, 37(6), 839–849. <https://doi.org/10.1016/j.adolescence.2014.05.002>

Cheah, C. Yellow-Horse, A., Gee, K. (2021). **Are America's Schools Safe for Asian Americans?** <https://theconversation.com/are-americas-schools-safe-for-asian-americans-157956>

Gee, K. A., Haghighat, M. D., Vang, T. M., & Cooc, N. (2021). **In the Aftermath of School Victimization: Links Between Authoritative School Climate and Adolescents' Perceptions of the Negative Effects of Bullying Victimization.** *Journal of Youth and Adolescence*, 10.1007/s10964-021-01516-x. <https://link.springer.com/article/10.1007/s10964-021-01516-x>

A philanthropic gift of \$40,000 would be an investment in the promising educational futures of AAPI students and in providing for more equitable schools and school systems. The funding would support the following activities:

- Cost of survey data administration and collection
- Supporting a team of part-time undergraduate research assistants (drawn from the UC Davis McNair Scholars program) during the academic year and summer to assist with data collection and other research-related activities
- Additionally, please note, in accordance with UC Davis policy, for all non-endowment gifts, a one-time administrative charge of six percent (6%) will be assessed and allocated to support the university's fundraising and engagement efforts, extending the impact of all gifts, and helping UC Davis to achieve its public mission and maintain its world-class excellence.

The School of Education and this pilot project, **School Bullying among California's Asian American Youth** seeks to recognize donors prominently recognized in all dissemination activities including:

- Recognition during broad dissemination of research and work via several outlets, including a webinar targeting school and community leaders,
- Recognition during conference presentation(s) (e.g., the American Educational Research Association),
- Recognition within a series of policy briefs through the Policy Analysis for California Education (PACE).
- The School of Education is proud to recognize donor support through our website, e-newsletter, and social media recognition



With your support, we can provide solution-driven research that can help drive policies and practices to protect Asian American youth. I will be pleased to follow up shortly to discuss your support and interest. Thank you for your consideration of philanthropic investment and beginning a partnership with the UC Davis School of Education.

Sincerely,

Jennifer Martinez  
Senior Director of Development  
UC Davis School of Education