

I. Title of program: Beginning Teacher Support and Assessment (BTSA)

II. Lead faculty or staff name(s):

Judy Headley, M.A.

III. Description of program(s):

I collaborate and lead sessions for the Beginning Teacher Support and Assessment program through Santa Barbara County Office of Education. All new teachers must participate in this induction program for two years in order to receive a “clear” credential.

IV. Populations Served:

Pre K-12 teachers or administrators in:

All 26 school districts in Santa Barbara County participate

V. Partnerships established to implement program:

VI. Year(s) implemented: 2000-present

VII. Program Funding: State funded project

VIII. Education Products:

IX. Research papers or evaluation reports:

X. Impact on policy:

Impacts State Policy

I. Title of program: Behavioral Consultation Team

II. Lead faculty or staff name(s)

Erin Dowdy, Ph.D., Assistant Professor, Department of Counseling, Clinical and School Psychology

Shane Jimerson, Ph.D., Professor, Department of Counseling, Clinical and School Psychology

& School Psychology Faculty Members

III. Description of program(s):

University of California, Santa Barbara faculty members and students are in the process of collaborating with the Isla Vista Elementary School and Santa Barbara Unified School District to design and implement a behavioral consultation team. This project developed out of an awareness of early (Grade K and 1) students within SBUSD who have presented challenging behaviors that have persisted over the school years. Research documenting that behavioral and emotional problems in children are major determinants of academic problems raised the question of whether or not, with reasonable support, interventions could be planned, supported, and implemented which could lead to a significant change in the child's academic trajectory. If a change in developmental course was possible, this could eventually significantly reduce the number of students with behavioral, emotional, and academic problems in the upper grades.

Currently, the team's goals are to (a) explore and understand the need for behavioral consultation in the district; and (b) determine what role the school psychology program at UCSB could play to support the district's efforts. This team hopes to coordinate the behavioral consultation process. It is likely that this will include consultation and assistance with the following: in-service activities, staff development and training, design and implementation of intensive behavioral interventions, assistance with early identification of emotional and behavioral problems, development of classroom or school-wide problem prevention efforts, and exploration of the utility of positive psychology resources.

At Isla Vista Elementary, fifteen students have been identified and are currently being served in this process. An intervention plan for each student identified has been formed and is being implemented. Progress is being monitored and the effectiveness of the intervention strategies implemented will be analyzed.

Behavioral Consultation Team

IV. Populations Served:

Pre K-12 students in:

Currently providing services at Isla Vista Elementary. Still in the process of forming a team with Santa Barbara Unified School District.

Pre K-12 teachers or administrators in:

Yes, see above.

Families of Pre K-12 students:

Yes, see above.

The Gevirtz School undergraduates:

Yes, we have a group of 10 undergrads from UCSB who will be conducting behavioral observations.

The Gevirtz School graduate students: Yes

The Gevirtz School faculty: Yes

V. Partnerships established to implement program:

Yes, partnerships established between UCSB and local school districts to implement this program.

VI. Year(s) implemented:

Currently, 2008-2009. Will have discussions to continue for upcoming years.

VII. Program Funding: Isla Vista Elementary: Income account 402100-60930-7

VIII. Education Products: Not yet

VIII. Research papers or evaluation reports: Not yet. Will be forthcoming.

IX. Impact on policy: Perhaps local.

I. Title of program: California Dropout Research Project

II. Lead faculty or staff name(s):

Russell W. Rumberger, Ph.D.

III. Description of the program(s):

The purpose of this project is to synthesize existing research and undertake new research to inform policymakers and the larger public about the nature of—and potential solutions to—the dropout crisis in California. The project is producing a series of 15 reports and policy briefs along with a series of statistical briefs that address four facets of the issue: (1) the measurement and incidence of dropping out; (2) the educational, social, and economic costs of dropouts for individuals and the state; (3) the short-term and long-term causes of dropping out; and (4) proven interventions. Drawing on this information, a policy committee composed of researchers, policymakers, and educators will issue a report outlining a state policy agenda to improve California’s high school graduation rate.

IV. Populations Served:

Pre K-12 teachers or administrators in: Statewide focus

Families of Pre K-12 students: Statewide focus

V. Partnerships established to implement this program:

VI. Year(s) implemented:

22 months

VII. Program funding:

The project is being funded by The Bill and Melinda Gates Foundation, The James Irvine Foundation, The Walter S. Johnson Foundation, and The William and Flora Hewlett Foundation.

VIII. Education products:

IX. Research papers or evaluation reports:

Yes—15 research reports and briefs; 8-10 statistical briefs; one policy report. For a complete list, see: <http://lmri.ucsb.edu/dropouts/pubs.htm>

X. Impact on policy: Yes, state and local policy

I. Title of program: California Enlace

This UCSB project is managed by the Office of Academic Preparation in tandem with its array of P-20 programming with support from faculty and graduate students who base their work on research and teaching conducted within the mission of the Gevirtz School.

II. Lead faculty or staff name(s):

Richard Duran, Ph.D., Principal Investigator UCSB component

Claudia Martinez, Office of Academic Preparation, Coordinator

In addition to serving as UCSB PI for CA Enlace, Prof. Duran serves as well as Co-Director with Lilia Tanekeyowma, Santa Ana College of the Parent, Family School Engagement component of the CA Enlace project.

III. Description of program(s):

This project is a partnership with Santa Ana College, with Sara Lundquist of Santa Ana College as the overall Director, CA Enlace. The project is part of a national network of P-20 projects focused on improving Latino students' preparation and matriculation through college and onto completion of graduate studies with a strong focus on 3 areas: academic preparation of students for college by completion of the a-g sequence, financial aid support, and counseling for college; parental and family school engagement; and involvement with policy stakeholder groups and government.

Primary activities of CA Enlace are to disseminate information to educational stakeholders on best practices in the 3 areas of the project. These activities are enacted by participating in regional, state, and national meetings, and dissemination of proceedings. The CA Enlace project partners with the ARCHES (Alliance for Regional Collaboration to Heighten Educational Success) to establish pilot P-20 regional alliances throughout California.

California Enlace

IV. Populations Served:

While the program targets California educators and policy makers as a whole, the UCSB portion of CA Enlace has a strong base in the Santa Barbara community anchored in the Pathways program of the UCSB Office of Academic Preparation (Claudia Martinez, Acting Director).

Pre K-12 students in:

Santa Barbara High School District

Pre K-12 teachers or administrators in:

Santa Barbara High School District, Goleta School District

Families of Pre K-12 students:

Santa Barbara High School District, Goleta School District

The Gevirtz School undergraduates:

Education Minors and members of student groups such as La Escuelita

The Gevirtz School graduate students:

MA and PhD students in the Department of Education, Sugely Chaidez, Graciela Fernandez, Joe Bishop. Lisa Figueroa, recent Gevirtz School PhD graduate and now Office of Academic Preparation staff member, is the local evaluator of CA Enlace.

The Gevirtz School faculty: Richard Duran

V. Partnerships established to implement program:

Office of Academic Preparation
Early Academic Outreach
MESA

VI. Year(s) implemented: 2005-2009

California Enlace

VII. Program Funding:

Support from the Kellogg Foundation and UCSB

VIII. Education Products:

March 2006 Proceedings Best Practices in Family School Engagement Workshop
June 2007 Proceedings Parent, Family School Engagement sessions K-16 Long Beach Conference

IX. Research papers or evaluation reports:

A research and evaluation volume on innovative parent and family school engagement programs is under development

X. Impact on policy:

Project team members are in regular contact with the state level and national level legislative staff and national policy partners such as the Chicano Latino Intersegmental Convocation, Hispanic Association of Colleges and Universities, the American Association of Hispanics in Higher Education, the National Association of Latino Elected and Appointed Officials, the National Association of Hispanic Legislators, the Mexican American Legal and Educational Defense Fund, ARCHES, and the National Center for Community Educational Partnerships.

I. Title of program: California High School Exit Exam Follow-Up Study

II. Lead faculty or staff name:

Shane Jimerson, Ph.D., Professor,
Department of Counseling, Clinical, and School Psychology

Michael Furlong, Ph.D., Professor,
Department of Counseling, Clinical, and School Psychology

III. Description of program(s):

The University of California is undertaking a study to find out what happens to California high school seniors who fail to graduate in June 2007. Students may not graduate because they have not passed the California High School Exit Exam (CAHSEE) or because they have not completed the course requirements for a diploma, even if they do pass the exam.

Why: According to the California Department of Education, approximately 120,000 students across grades 9-12 dropped out of school or remained in school but failed the CAHSEE in 2006. Existing research finds that students who fail to graduate from high school face bleak economic prospects—for example, they will earn, on average, hundreds of thousands of dollars less in their lifetimes compared to high school graduates. State Superintendent Jack O’Connell points to a number of options for students who do not graduate in June, including obtaining a diploma through a regular high school, alternative school, or community college; or passing the General Educational Development (GED) test to obtain a diploma equivalent. Will students pursue these options? Do students who pass the CAHSEE in their senior year and who graduate have better educational and economic opportunities than their classmates who do not graduate?

This study will address these questions by tracking a sample of California highschool seniors.

What are past educational experiences, current attitudes, and future plans for students who, as of their senior school year, had not passed the CAHSEE?

What happens to these students in the next school year—how many of the students return to school; how many receive a diploma, GED, or pursue some other educational option?

What factors predict which students eventually passed the CAHSEE or pursue other viable educational options?

California High School Exit Exam Follow-Up Study

How: This study will identify a sample of seniors in high schools in California who had not passed the CAHSEE prior to beginning their senior 2006-2007 school year (by fall 2006 with anticipated graduation in June 2007). Students will be asked to complete a detailed questionnaire before the end of their senior year about their future educational plans, aspirations, and school experiences. A follow-up survey will be conducted with each student in the fall to identify graduation options pursued and current education and employment activities.

IV. Populations Served:

Pre K-12 students in:

Santa Barbara School District – High Schools
Ventura School District – High Schools
Los Angeles Unified School District – High Schools
Santa Maria School District – High Schools

The Gevirtz School graduate students:

Yes, the project contributes to the preparation of doctoral students in the school psychology program, they develop scholarly and science to practice skills through their involvement with the project.

V. Partnerships established to implement program:

Partnerships with the local school districts have been important in implementing the project

VI. Year(s) implemented: 2007-2008

VII. Program Funding: Extramural dollars

VIII. Education Products:

Policy reports to inform the CA legislature

IX. Research papers or evaluation reports: Yes

X. Impact on policy:

Yes, this project was designed specifically to inform state policies

I. Title of program: California Technology Assistance Project --- Advisory Board Member

II. Lead faculty or staff name(s):

Judy Headley, M.A.

III. Description of the program(s):

To set technology standards and design training and support for all credentialed teachers in Santa Barbara County

IV. Populations served:

Pre K-12 teachers or administrators in:

Santa Barbara County

XI. Partnerships established to implement this program:

Collaborating with Santa Barbara County Education Office

XII. Year(s) implemented: 2000-present

XIII. Program funding:

State funded project

XIV. Education products:

IX. Research papers or evaluation reports:

X. Impact on policy:

Impacts State Policy.

I. Title of program: The Center for Educational Leadership and Effective Schools (CELES)

II. Lead faculty or staff name(s):

John T. Yun, Ed.D., Director

Margarita Gonzalez, Ph.D., Director Research and Evaluation

III. Description of program(s):

The center is working towards supporting lasting leadership in the local schools by supporting rigorous and relevant evaluation of programs and practices. To this end we have several projects underway.

First we are currently working closely with our cooperating districts to develop the capacity of leadership teams to work together in order to address the needs of those children currently underperforming in their districts. To this end we are helping design evaluations and gather data relevant to their concerns. In addition we are helping them clarify their goals, and the mechanisms by which these goals are to be reached. This clarity helps districts analyze and guide their use of the data for valid inferences about their populations and toward appropriate responses. We encourage and materially support ongoing internal formative evaluation to constantly monitor program progress.

In addition to this general guidance work, we have developed and are piloting a type of instructional formative assessment that can be used in classrooms to guide instruction relative to the end-of-year STAR examination. These assessments are designed by district staff with the guidance of CELES and are based on using all information in the assessments (both correct and incorrect answers), focusing on key co-curricular skills necessary for success on the state tests, and that these assessments should not replace other instructional activity, only supplement content-based curricula.

Third, the Center has developed a theory of action for family programs and a framework for evaluating parent education programs. This work has been disseminated in books and journal articles, and presentations in national and international conferences (AERA, ICSEI, UCEA).

Finally, the project is engaged with the Gevirtz School in working on a Research Advisory Council of local school superintendents and the Gevirtz School researchers to try to create a professional learning community which will allow for closer collaboration with local districts benefiting both the School and the local educational community.

The Center for Educational Leadership and Effective Schools (CELES)

IV. Populations Served:

Pre K-12 students in:

Santa Barbara Elementary School District, Santa Maria Bonita, Oxnard Elementary District, and Lompoc School District

Pre K-12 teachers or administrators in:

Santa Barbara Elementary School District, Santa Maria Bonita, Oxnard Elementary District, and Lompoc School District

Families of Pre K-12 students:

Santa Barbara Elementary School District, Lompoc School District, Lancaster School District, Oxnard Elementary District, Los Angeles Unified

The Gevirtz School graduate students:

We employ and help to develop the research skills of graduate students interested in evaluation and leadership.

V. Partnerships established to implement program:

UCSB Office of Academic Preparation, ENLACE, and the Gevirtz Research Center (GRC).

We partner with UCSB outreach office and Engaging Latinos for Community Education (ENLACE) in their work with the community. Instead of working directly with parents CELES has elected to support partners whose work is more directly focused on promoting P-20 partnerships, parent leadership and advocacy, and college education of Latinos.

In addition, Dr. Gonzales supports the work of the GRC by helping design and implement evaluations of programs run out of the GRC (Family Literacy, Homework Project, PAL Tech after-school tutoring, Teacher professional development –TEAWET, Supplemental Educational Services).

The Center for Educational Leadership and Effective Schools (CELES)

VI. Year(s) implemented:

The center began under the leadership of Janet Chrispeels with a gift from Don and Marilyn Gevirtz as well as a grant from the Orfalea Family Foundation. The early years of the Center were devoted to building multi-shareholder teams to more effectively work with all stakeholders in a district to solve district-wide problems. In 2006, Dr. Yun became the director of the Center after Dr. Chrispeels moved on to UCSD. Dr. Yun moved the Center more toward evaluation of programs and of the processes developed in the district under Dr. Chrispeels leadership. The Center's work will be ongoing as long as funding and interest are maintained in the community.

VII. Program Funding:

The Center was initially funded through a foundational Grant by the Gevirtz Family, and the Orfalea Foundation. Currently, the Center is working through agreements created with cooperating districts, and through external grant funding.

VIII. Education Products:

We are currently piloting a series of formative assessments geared towards using both correct and incorrect answers to determine why students get test questions wrong, rather than whether the questions are right or wrong. By carefully analyzing the patterns of right and wrong answers we can isolate the specific misunderstanding, and redirect teaching resources to address that need. Most importantly these formative assessments were designed on site by teachers in the district so that the information and processes will be learned and could be applied in different contexts.

In addition, we have designed and implemented several district surveys for teachers, students, and parents that collect information on school climate/safety, teacher efficacy, school design, parent satisfaction, and student motivation/anxiety. Such information is shared with districts and the tools are available for any schools/districts who request it.

IX. Research papers or evaluation reports:

There have been at least 12 papers, 2 edited books, 4 book chapters and multiple evaluation reports published and provided to districts from the Center's work.

The Center for Educational Leadership and Effective Schools (CELES)

X. Impact on policy:

We believe that this work is relevant at all levels. Locally, these reports are used to make policy decisions about implementation and effectiveness. This is where the real business of teaching and learning occurs and we are fortunate to be included in that conversation.

At the state and national level, the importance of evaluation and assessment is unquestioned. Our work towards strong internal accountability is a response to stronger external accountability and may be a way for locally innovative districts to resist state intervention if their approaches prove to be efficacious. In addition, the formative assessment work is a continuation of work Dr. Yun began in Boston in collaboration with the Boston Plan for Excellence. The approach he and Dr. Mintz designed is currently being evaluated by the Manpower Demonstration Corporation for its impact on student achievement. Such results may contribute substantially to the national debate on how to use and design assessments to inform classroom instruction.

I. Title of program: Center for Literacy and Inquiry in Networking Communities - CAHSEE Prep Initiative

II. Lead faculty or staff name(s)

Dr. Elizabeth Yeager, Ph.D., (LINC Center Executive Director), Principal Investigator – Statewide Project Leadership Team, Statewide Content Development Oversight, English Language Arts Content Development Team, Co-Director – Evaluation

Dr. Carol Dixon, Ph.D., (Faculty and LINC Center Co-Director) – English Language Arts Content Development Team, Consultant to Evaluation Team

Dr. Judith Green, Ph.D., (Faculty and LINC Center Co-Director) – Co-Director, Evaluation

Dr. Sarah Hough, Ph.D., (Asst Researcher, LINC Center) – Statewide Math Content Development Team, Evaluation Team

III. Description of program(s):

The CAHSEE Prep Initiative (<http://www.cahseesteps.net/>) is a statewide partnership to develop a comprehensive, technologically-enabled, course model and related web-based resources and to use this model and resources to support members of the high school classes of 2006 and 2007 who did not pass the math and/or English Language Arts portions of the California High School Exit Exam (CAHSEE). The model and online interactive lessons have a conceptual base designed to support students in making links between ‘real-world’ reading, writing and mathematics concepts and strategies and applying those concepts in test-taking contexts as well as in future career and/or academic settings. The LINC Center/The Gevirtz School, with local community college partners, is taking the lead in developing the English Language Arts content for this course, based on work in directed thinking and reading activity and language experience by Dr. Carol Dixon and colleagues, which is in turn based on the work of R.G. Stauffer (1969, 1976). LINC members are also active in developing the math content and learning environment for the course. The course can eventually be available beyond the grant limits (classes of 2006 and 2007) to Pre K-12 Districts and others interested in the materials and approach. Finally, this program has an evaluation research approach. LINC researchers will evaluate both outcome data for the project as well as identify factors that may support and/or constrain these kinds of statewide, technologically-enabled partnerships in meeting complex educational needs.

Center for Literacy and Inquiry in Networking Communities - CAHSEE Prep Initiative

IV. Populations Served:

Pre K-12/post HS students in:

(Selected examples of districts, schools, from regions in northern, southern, and central and central coast, CA): Lompoc Unified School District (Lompoc Adult School/Lompoc High School); Los Angeles Trade Tech College (including students from classes of 2006/2007); Shasta HS District/Adult School; Grant Joint Union HS District; Jefferson Union High School District

Pre K-12/adult school teachers or administrators in:

Statewide regions as described above – professional development and orientation

Graduate Student Researchers are engaged on this project as part of the evaluation team

V. Partnerships established to implement program:

This program is an intersegmental partnership, with California Community Colleges, (Butte Community College [California Community College Technology Center] as the lead partner), including faculty from Santa Barbara City College; UC (UCSB and UCLA); CSU (Fullerton); and pre-K-12 districts and adult schools (e.g., LAUSD, San Diego County Office of Education, Lompoc Adult School/Lompoc Unified School District). This program is also building partnerships with community-based organizations (libraries and community-based technology centers) in order to support students in accessing technology (e.g., Peninsula Library System) in order to use the materials and learning environment.

VI. Year(s) implemented:

This program is currently being implemented during 2007-2008, with anticipation that it will be extended.

VII. Program Funding:

The program is currently funded through the California Community College Chancellor's Office. The program has received four grants, for both math and English Language Arts, to develop and implement the project.

Center for Literacy and Inquiry in Networking Communities - CAHSEE Prep Initiative

VIII. Education Products:

The comprehensive course, “Stepping into Your Future”, is being developed as part of this program (Phase I of which is now being offered to students). This project is developing both online materials and a hybrid, flexible system for delivery, using Moodle as a learning management platform. Math and English will each have four course modules and supplementary materials. The course also includes the use of web-based instruction with an online instructor and tutors. It is designed to work within a larger support system that is built on a partnership model so that students can be supported both through the ‘Stepping into Your Future’ materials and resources (which could potentially be used independently) and at the local site(s) as well. The materials can be re-purposed so that they meet the needs of students at middle/high school levels in addition to the currently targeted young adults from the classes of 2006 and 2007.

IX. Research papers or evaluation report:

This project is in progress now and while interim reports have been produced, no final evaluation reports or research papers have been produced as yet.

X. Impact on policy:

This program has the potential to impact policy in and through what it can make visible about the role and potential of 21st century technologies in supporting students and about what supports and constrains successful and effective use of such technologies. This project is also documenting the experience of students with new approaches to building math and English Language Arts concepts while learning how to apply these in test taking contexts. The students served are those for whom traditional materials and approaches have not been successful.

I. Title of program: Center for Literacy and Inquiry in Networking Communities - Profiles of Science in Action/Teacher Inquiry

II. Lead faculty or staff name(s)

Dr. Elizabeth Yeager, Ph.D. , Assistant Researcher and Executive Director,
Center for Literacy and Inquiry in Networking Communities – Principal Investigator

III. Description of program(s):

This program is a technology-enhanced, collaborative partnership with Mesa Union School District (<http://www.mesaschool.org/>) , a Pre K-8 district in Somis, California. The program has two layers. The first is Profiles of Science in Action (http://www.mesaschool.org/index.cfm?fuseaction=dep_intro&dept_id=1912), in which student scientists, teachers, administrators, and professional scientists take a social science approach to understanding the work of science and scientists at the classroom, school, and community (professional/academic) levels. In particular, students and teachers engage in both short and long-term dialogues with scientists in face2face and virtual settings. Students and teachers learn to use broadband communication technologies (interactive video conferencing) to access scientists and resources in ways that would not be available in the local setting. Students participate in research conferences with scientists in which both sides share their work and compare/contrast what that work looks and sounds like at school and professional levels. Students actively interview scientists and learn to engage in scientific dialogues while building thinking/reasoning skills.

As part of this program, teachers are supported in the design and implementation of their own inquiries into their classroom work, with the focus on what opportunities for learning are being made available to students, when, how, under what conditions, for what purposes, and with what potential outcomes and consequences for student take up of those opportunities.

IV. Populations Served:

Pre K-12 students in:

Mesa Union School District

Pre K-12 teachers or administrators in:

Mesa Union School District

Center for Literacy and Inquiry in Networking Communities - Profiles of Science in Action/Teacher Inquiry

V. Partnerships established to implement program:

This is a collaborative partnership with Dr. John Puglisi, Superintendent, Mesa Union School District, and the LINC Center.

VI. Year(s) implemented:

This program has been implemented from 2006-present.

VII. Program Funding:

The program is currently funded, in part, by the Mesa Union School District.

VIII. Education Products:

The project is developing a model for teachers, with students, to engage in grounded curriculum design and inquiry, using a social science approach to studying the work of disciplines.

IX. Research papers or evaluation reports:

Not as yet, but papers are anticipated.

X. Impact on policy:

This program has the potential to impact policy in and through what it can make visible about the role and potential of 21st century technologies in supporting students, about what such technologies can make available to students (e.g. access to resources), and about what supports and constrains successful and effective use of such technologies.

I. Title of program: CNCSP274D-F: School Psychology Fieldwork–Year 2

II. Lead faculty or staff name(s):

Jill D. Sharkey, Ph.D., Academic Coordinator, School Psychology Program

III. Description of program(s):

Intensive training at a school site under supervision of a credentialed school psychologist. Designed to develop competencies to meet California Commission on Teacher Credentialing and National Association of School Psychologists standards. Students compile a comprehensive portfolio of academic and field experiences.

IV. Populations Served:

Pre K-12 students in:

Santa Barbara School Districts
Goleta Union School District
Carpinteria Unified School District

Pre K-12 teachers or administrators in:

Santa Barbara School Districts
Goleta Union School District
Carpinteria Unified School District

Families of Pre K-12 students:

Santa Barbara School Districts
Goleta Union School District
Carpinteria Unified School District

The Gevirtz School graduate students: 8

The Gevirtz School faculty: 1

V. Partnerships established to implement program:

Yes, intensive supervision and communication between students, supervisors, and University supervisor.

CNCSP274D-F: School Psychology Fieldwork–Year 2

VI. Year(s) implemented::

Ongoing

VII. Program Funding:

School Psychology Credential

VIII. Education Products:

Not directly.

IX. Research papers or evaluation reports:

No.

X. Impact on policy:

Not directly.

I. Title of program: CNCSP275: Internship in School Psychology

II. Lead faculty or staff name(s):

Jill D. Sharkey, Ph.D., Academic Coordinator: School Psychology Program

III. Description of program(s):

Involves internship- level fieldwork experience in the school setting. Each student obtains direct supervision of a credentialed school psychologist in the fieldwork setting. The UCSB Supervisor provides additional supervision and oversight.

IV. Populations Served:

Pre K-12 students currently in (differs from year to year):

San Francisco Unified School District
Santa Ynez Special Education Consortium
Santa Barbara County
Carpinteria Unified School District
William S. Hart Union High School District (Santa Clarita, CA)

Pre K-12 teachers or administrators in:

San Francisco Unified School District
Santa Ynez Special Education Consortium
Santa Barbara County
Carpinteria Unified School District
William S. Hart Union High School District (Santa Clarita, CA)

Families of Pre K-12 students:

San Francisco Unified School District
Santa Ynez Special Education Consortium
Santa Barbara County
Carpinteria Unified School District
William S. Hart Union High School District (Santa Clarita, CA)

The Gevirtz School graduate students: 5

The Gevirtz School faculty: 1

CNCSP275: Internship in School Psychology

V. Partnerships established to implement program:

Yes, regular communication between each district intern/supervisor and University supervisor

VI. Year(s) implemented:

Ongoing as part of the school psychology training program

VII. Program Funding:

School Psychology Credential budget

VIII. Education Products:

No

IX. Research papers or evaluation reports:

No

X. Impact on policy:

Not directly

I. Title of program: The Consortium to Prevent School Violence

II. Lead faculty or staff name(s):

Jill D. Sharkey, Ph.D., Academic Coordinator, School Psychology Program

other faculty are involved in the consortium as well: (Shane Jimerson, Ph.D.; Mike Furlong, , Ph.D.; Mike Gerber, Ph.D.) and here I will note only activities I am involved that impact on Pre K-20 education.

III. Description of program(s):

The Consortium to Prevent School Violence (CPSV) seeks to promote the effective implementation of school violence prevention practices that are (a) based in high-quality scientific research and (b) proven to prevent and reduce school violence.

My personal involvement has included:

Coauthor of a research brief in preparation about Threat Assessment (under preparation)

Presentation to Santa Barbara School District on surveillance

Presentation to the JJDPCC on gang and violence prevention

IV. Populations Served:

Pre K-12 students in:

Schools across the nation

Pre K-12 teachers or administrators in:

Schools across the nation

Families of Pre K-12 students:

Across the nation

The Gevirtz School faculty:

1 (more with different levels of involvement)

The Consortium to Prevent School Violence

V. Partnerships established to implement program:

Yes, faculty within CCSP and between institutions across the country – complete list can be found at <http://www.ncsvprp.org/membership.html>

VI. Year(s) implemented:

2007 to current and into the future

VII. Program Funding:

Donations and work is done through volunteer efforts

VIII. Education Products:

Possibly in the future

IX. Research papers or evaluation reports:

Yes, I am personally involved in PowerPoint presentations on school violence as well as a research brief on threat assessment. A complete list can be found at: <http://www.ncsvprp.org/projects.html>

X. Impact on policy:

Absolutely yes, the goal is to change policy with regards to addressing student violence on school campuses.

I. Title of program: Development of a Multi-Gating School Bullying Victimization Assessment

II. Lead faculty or staff name(s):

Michael Furlong , Ph.D., Professor
Jill D. Sharkey, Ph.D., Academic Coordinator
Erika Felix, Ph.D., Assistant Researcher

III. Description of the program:

Bullying is recognized as a significant problem affecting youth in American schools (Espelage & Swearer, 2003; Nansel et al., 2001) and there is consensus among researchers that chronic bully victimization is associated with a range of negative academic, social, and emotional outcomes (e.g., Hawker & Boulton, 2000; Nickerson et al., 2005). Despite advances in understanding the negative developmental correlates of bullying, there are questions about the adequacy of measures used to assess all of the complex interactions involved with bullying victimization. The purpose of this Hamilton Fish Field Initiative Project was to address the limitations noted about previous self-report measures of bullying victimization. Our approach to address this goal was to develop a multi-gating assessment system for use by researchers to be compatible with the surveillance needs of school systems. The multi-gating assessment first involved a schoolwide self-report screening assessment of various forms of peer victimization, which included questions to distinguish bullying from peer victimization, where and when victimization occurs, and who students tell if victimized. The second component of the multi-gating assessment involved the development of a detailed interview that school psychologists or counselors can use with students they suspect or know of being bullied in order to (a) determine whether bullying is occurring (as opposed to conflict between friends), (b) how it is affecting the student, and (c) to identify child-specific intervention strategies.

IV. Populations served:

Pre K-12 students in:

Santa Barbara School Districts
Santa Ynez School District
LAUSD

Pre K-12 teachers or administrators in:

Santa Barbara School Districts
Santa Ynez School District
LAUSD

GGSE graduate students: Various GSRs

Development of a Multi-Gating School Bullying Victimization Assessment

V. Partnerships established to implement this program:

We are now in the process of making these assessment and evaluation instruments available for use in the LAUSD. We will make them available at no cost to support their school violence prevention efforts—program evaluation and counseling services.

VI. Year(s) implemented?

2007—

VII. Program funding:

Original project was funded via a field initiated grant from George Washington University Subcontract- Hamilton Fish Institute Field Initiated Studies Program: Office of Juvenile Justice and Delinquency

VIII. Education products:

Yes.

CBVS G1 & G2: California Bully Victimization Scale

MSAI-R: Multidimensional School Anger Inventory-R

CSCC-SF: California School Climate & Safety Survey-Short Form

IX. Research papers or evaluation reports:

Yes.

Technical report to the Hamilton Fish Institute

Psychometric manuscript is now in development

[See Appendix C]

X. Impact on educational policy:

Time will tell. The vision is to make this a model for school districts throughout California. We will distribute the school-university partnerships at the California School Psychologists Conference in March.

I. Title of program: Effectiveness of Child Abuse and Prevention Services

II. Lead faculty or staff name(s):

Merith Cosden, Ph.D., Principal Investigator

III. Description of program(s):

Faculty and graduate students have worked with staff at CALM, a community-based mental health treatment facility, to gather data and evaluate the effectiveness of their child abuse treatment program, their school-based abuse prevention program, their neglect program, and their program for adults molested as children.

IV. Populations Served:

The studies are based on assessments collected from clients at CALM. These are children in Santa Barbara county or surrounding area schools who have allegedly experienced abuse or neglect. Children who have experienced these forms of trauma have a difficult time focusing at school, and need to have these problems addressed in order to make the most of their educational opportunities.

V. Partnerships established to implement program:

This program involves UCSB faculty and student researchers and staff at CALM.

VI. Year(s) implemented:

We have been conducting assessments and maintaining a database for conducting research at CALM for the past 10 years, and continue to do so at the present.

VII. Program Funding:

For five years, research was funded by a grant from the California Endowment. At present, CALM pays our students to score and interpret client assessments, and other activities are conducted without funding.

Effectiveness of Child Abuse and Prevention Services

VIII. Education Products:

The outcomes of our studies have resulted in improved treatment practices.

IX. Research papers or evaluation reports:

The following publications, presentations, and student dissertations have been conducted in collaboration with CALM.

[See Appendix C]

X. Impact on policy:

All findings have been discussed with staff at CALM, and have influenced agency policies. For example, early studies found that children left treatment prior to meeting their treatment goals not as a function of the severity of their problems, but as a function of the anxiety experienced by their parents. This resulted in greater focus on parent involvement in treatment even when the child was the identified patient. Most studies have also been presented at national conferences.

I. Title of program: EL Professional Development for K-12 Mathematics Teachers, Teacher Leaders, and Administrators

II. Lead faculty or staff name(s):

Carl Lager, Ph.D., Assistant Professor of Mathematics Education

III. Description of program(s):

One out every four K-12 public school students in California is an English Learner (EL). Almost 40% of California's 1.5 million ELs are in grades 6 - 12. Over the past four years, EL pass rates on the algebra-intensive, California High School Exit Exam – Mathematics (CAHSEE-M) range between 35 and 49%. Because all California students must pass the California High School Exit Exam – Mathematics and an Algebra I course to graduate, it is likely that these two requirements together lock out many of our state's 600,000 secondary ELs from earning a high school diploma as well as contribute to their dropout rate. Similar challenges are likely encountered by many of the other 1.4 million secondary ELs throughout the country.

Secondary mathematics teachers, teacher leaders, and administrators are demanding professional development to raise awareness of and begin addressing the language needs of this underserved population of mathematics learners. To answer these critical needs for those audiences, I, Dr. Carl Lager - Assistant Professor of Mathematics Education (UCSB), have been creating, facilitating, and researching professional development activities for the last 4 years that 1) interweave mathematics content and language content and 2) model their explicit integration for classroom applications.

IV. Populations Served:

**Pre K-12 students in
Pre K-12 teachers or administrators in
The Gevirtz School undergraduates
The Gevirtz School graduate students
The Gevirtz School faculty**

EL Professional Development for K-12 Mathematics Teachers, Teacher Leaders, and Administrators

V. Partnerships established to implement program:

At the state level, I have presented my work at various mathematics conferences and for various State Mathematics Projects throughout California (e.g., California Algebra Forum, UCLA Mathematics Project, CSU Dominguez Hills Mathematics Project). On a national level, I have presented my work at a regional conference for The Mathematics Association of America (MAA) and at national conferences for the Psychology of Mathematics Education – North America (PME-NA) and the National Council for the Teaching of Mathematics (NCTM). These multi-level interactions facilitate the dissemination of my work and help nurture long-term horizontal and vertical partnerships with state and national education partners.

VI. Year(s) implemented:

For the last 4 years

VII. Program Funding:

Funded by various California Mathematics Projects

VIII. Education Products:

IX. Research papers or evaluation reports:

Out of that work, one article is about to be published, including a link to a website with available materials so other facilitators may use the activity and research as well. Two other papers are under consideration, with another to be submitted within a month's time. Such work is typically funded by various California Mathematics Projects.

X. Impact on policy:

The further one moves along the 6-12 mathematics content continuum the greater are the language demands to make and communicate new mathematical understanding. The lessons learned from this work should be used to inform secondary teacher training and professional development programs and the development of curriculum, assessment, and mathematics education standards. Working in concert, these potential research, practice, and policy applications could help California's ELs raise their CAHSEE-M passing rates, lower their high school dropout rates, and matriculate in greater numbers towards California's community, state, and university campuses.

I. Title of program: Evaluation of a Universal Alcohol Education Program for Undergraduates

II. Lead faculty or staff name(s):

Merith Cosden, Ph.D., Principal Investigator

Debbie Fleming, MPH, Associate Dean of Students, Office of Student Life, Program Director

III. Description of program(s):

All undergraduates entering UCSB now are required to participate in an online alcohol education program. The purpose of the study is to determine the impact of this program within the larger context of drug and alcohol education and services at UCSB.

IV. Populations Served:

All entering undergraduates are required to complete this program in the fall (or spring for spring transfers) before their first quarter at UCSB.

V. Partnerships established to implement program:

This program involves partnerships with Student Affairs, Student Health, the Isla Vista Commission, and The Gevirtz School

VI. Year(s) implemented:

The program was funded for 2007-2008

VII. Program Funding:

The Chancellor's Office, the Office of the Executive Vice Chancellor, and the Office of the Vice Chancellor for Student Affairs

VIII. Education Products: NA

IX. Research papers or evaluation reports:

Data collection will begin this spring.

X. Impact on policy:

We will disseminate findings locally and nationally.

I. Title of program: Family Literacy Partnership Project

II. Lead faculty or staff name(s):

Vishna Herrity, Ph.D., GRC Executive Director

III. Description of program(s):

The Verizon Family Literacy Partnership Project will address the multiple literacy needs of families in the Goleta Union School District’s Isla Vista community, building upon the most enduring and successful aspects of its past Verizon literacy programs (the Verizon OPTIONS Initiative and Verizon Project SUCCESS). These include adult English language development; school readiness for preschool children; and computer instruction for parents and children. The existing School Readiness Initiative focuses specifically on services to children who will enter kindergarten in the following year, developing emergent literacy skills in language arts and providing resource and referral, health support, parent education and parent-child workshops. While pre-kindergarten children engage in enrichment activities, their parents attend ESL classes. Computer Instruction will be based upon and coordinate with the Parents, Children, and Computers Project, and will provide multigenerational instruction on computer use.

New program components for the current Verizon Family Literacy Partnership Project include: a) Parent Leadership Training designed to increase leadership, advocacy and decision making skills regarding educational policies and practices. Training will draw upon elements of the Padres Adelante leadership training program developed by the Engaging Latino Families for Education (ENLACE y Avance) Program at UC Santa Barbara in conjunction with the Mexican American Legal Defense and Educational Fund (MALDEF); b) Life Skills Literacies training for parents to provide guidance with tasks which present specialized English language challenges, such as basic financial literacy, driver literacy, and other issues identified by the parents themselves; and c) Connection with UC Santa Barbara resources for tutoring, mentoring, and academic achievement, such as the MESA Schools Program and the Office of Academic Preparation.

IV. Populations Served:

Pre K-12 students in:

This program serves Pre-K students in the Goleta Union School District, particularly the Isla Vista Elementary School community.

Families of Pre K-12 students:

Families of Pre-K students receive English language instruction, parent leadership training and connection with UC Santa Barbara resources to support children’s academic achievement.

Family Literacy Partnership Project

V. Partnerships established to implement this program:

Include working with the Office of Academic Preparation to provide families with UC Santa Barbara resources for tutoring, mentoring, and academic achievement, and collaborating with Isla Vista Elementary School to deliver the program.

VI. Year(s) implemented:

Family literacy services implemented by the Gevirtz Research Center have been ongoing since 1998. This project is being implemented during the 2008 calendar year.

VII. Program Funding::

Verizon Foundation and Goleta Union School District

VIII. Education Products:

This program enhances the original Family Literacy Model developed by the Gevirtz Research Center.

IX. Research papers or evaluation reports:

The Family Literacy Model produced annual evaluation reports and has been widely disseminated at national conferences. The Model was selected by the United Kingdom's government-funded National Research and Development Centre in 2006 as one of two projects from the North American continent to be included in a qualitative review of effective worldwide practices in family literacy, numeracy, and language.

X. Impact on policy:

This program has the potential to inform research-based policy regarding instruction of English Learners and eradication of the achievement gap at multiple levels.

I. Title of program: First 5 Santa Barbara County

II. Lead faculty or staff name(s):

Michael Furlong, Ph.D., Professor
Erika Felix, Ph.D., Assistant Researcher
Elena Lilles, Graduate Student Researcher

III. Description of the program(s):

Since 2000, have has partnered with researchers at the Center for School-Based Youth Development (C4YBSD) to provide evaluation consultation and support. An embedded investigation involves a partnership with the Santa Maria-Bonita School District. This study is assessing the readiness of all district students as kindergarten entry and is following their academic progress at least through Grade 3.

IV. Populations served:

Pre K-12 students in:

All of Santa Barbara County
KSEP Project: Santa Maria-Bonita School District

Pre K-12 teachers or administrators in:

All of Santa Barbara County
KSEP Project: Santa Maria-Bonita School District

Families of Pre K-12 students:

All of Santa Barbara County
KSEP Project: Santa Maria-Bonita School District

GGSE graduate students:

Various GSRs over the years with some doing dissertations based on work related to this project.

V. Partnerships established to implement this program: none

VI. Year(s) implemented:

2000-present, will go on as long as First 5 is funded by state.

VII. Program funding:

Annual evaluation budget via First 5 funding formula to the First 5 Santa Barbara County Commission

First 5 Santa Barbara County

VIII. Education products:

We are working with school district to evaluate a universal school readiness assessment procedure and validating it in a three-year longitudinal study.

IX. Research papers or evaluation reports:

Annual evaluation reports

Several publications in peer reviewed journals

One dissertation

Research based on findings from CASE have also been presented at national conferences:

[See Appendix C]

X. Impact on policy:

Definitely locally. Bill Cirone is on the First 5 Commission. In addition, the evaluation advisory group is chaired by County Supervisor, Salud Cabrajal. Hence, we have regular open discussions about preschool-related issues directly with county-level policy makers. In addition, the status of our evaluation efforts is such that they have influenced other county First 5 evaluation efforts.

I. Title of program: Gevirtz Homework Project

II. Lead faculty or staff name(s):

Vishna Herrity, Ph.D., GRC Executive Director

Sugely Chaidez, Gevirtz School Graduate Student Researcher

III. Brief description of the program:

The Gevirtz Homework Center at Dos Pueblos High School and Santa Barbara Junior High School currently provides 50 low-income, first-generation, college-bound teens with tutoring and mentoring aimed at improved academic achievement, enhanced self-esteem, and increased educational and career aspirations. Two certificated Dos Pueblos High School teachers, one Santa Barbara Junior High School teacher, three UCSB students who serve as tutors/mentors, and a UCSB graduate student researcher staff the Center throughout the academic year.

The Center helps teens to complete school and homework assignments, tutors them in key subject areas such as English and mathematics, and aids them in developing their educational and social skills. In addition, Center youth participate in monthly college-preparatory and enrichment activities such as note taking and test-taking strategies, learning styles, time management, and goal setting. Enrichment activities are facilitated by guest speakers from UCSB and the community.

The Center also provides youth and parents, many of who have little experience with the U.S. educational system, with information critical to high school graduation and college admission. Teens receive information on admission requirements and financial aid application procedures. They also receive assistance with transcript analysis, development of their personal statements, and scholarship essays. Periodic training sessions held at the Dos Pueblos computer lab train teens in the online college application process.

IV. Populations Served:

This program serves junior high school and high school students at Santa Barbara Junior High School and Dos Pueblos High School in the Santa Barbara School Districts.

The Gevirtz School undergraduates are hired as tutors for the project.

The Gevirtz School graduate students fill the position of Gevirtz Research Center Graduate Student Researcher for the project.

Gevirtz Homework Project

V. Partnerships established to implement this program:

Include collaboration with the UC Santa Barbara Office of Academic Preparation, Santa Barbara Junior High School, and Dos Pueblos High School.

VI. Year(s) implemented: :

The Gevirtz Homework Center at Dos Pueblos High School is in its third year of implementation, and we anticipate continuing operations in the future. The Gevirtz Homework Center at Santa Barbara Junior High School is in its 5th year of operation.

VII. Program Funding:

The Gevirtz Homework Center has been supported since its inception by foundation funds and funding from the Office of Academic Preparation.

VIII. Education Products:

The original three-year implementation and research of the Gevirtz Homework Project by Dr. Merith Cosden and Dr. Gail Morrison of The Gevirtz School produced the model in use today at Santa Barbara Junior High School and Dos Pueblos High School.

IX. Research papers or evaluation reports:

Research papers were produced regarding the original research and implementation of the Gevirtz Homework Model. Annual reports are produced regarding the Gevirtz Homework Center.

X. Impact on policy:

Impact is most likely at the school level at both schools, where teachers and counselors promote participation by first generation college-bound students and those in need of homework assistance in order to get and stay on the path to college.

I. Title of program: Impact of College Alcohol and Substance Education (CASE) on Student Drinking and Drinking Related Consequences

II. Lead faculty or staff name(s):

Merith Cosden, Ph.D., CASE Principal Investigator
Ian Kaminsky, Ph.D. , CASE Project Director

III. Description of program(s):

College Alcohol and Substance Education (CASE) is a program mandated for students found in violation of drinking and drug use policies at UCSB. Congruent with current research on problem drinking among college students, CASE uses a harm-reduction approach for helping students moderate their drinking, integrating evidence-based practices within a clinical framework to provide individual feedback to students on their drinking and its consequences and to teach them strategies to control their behavior.

The primary study was conducted on 630 students who participated in CASE during the fall, winter, and spring of the 2006-2007 academic year. Information was obtained at the beginning of treatment, at the end of the intervention, and at a one-month follow-up. The majority of participants were freshmen, 18 or 19 years of age.

Participation in CASE had a significant impact on students' drinking and drinking-related consequences. Overall, there were decreases from intake to follow-up in students' average number of drinks in a typical week, most drinks in a single day, number of drinking days per week, and number of times intoxicated in the past month. Also, fewer students engaged in binge drinking or experienced blackouts, while a majority of students reported use of one or more harm-reduction strategies taught through CASE.

IV. Populations Served:

All undergraduates at UCSB are required to attend CASE if found in violation of campus alcohol or drug policies. Most participants are Freshmen who are identified for drinking in the residence halls.

Impact of College Alcohol and Substance Education (CASE) on Student Drinking and Drinking Related Consequences

V. Partnerships established to implement program:

CASE involves a number of intra-campus partnerships, including the Office of Residential Life, which cites students for violation of alcohol policy and refers them to CASE; staff from the Alcohol and Drug Program and Student Health, who manage the intervention serve as counselors for CASE's group sessions and provide consultation on other health needs; the Office of Student Life, which connects CASE to other campus- and community-wide prevention and intervention efforts; the Registrar's Office, which blocks students' registration until their completion of CASE; Judicial Affairs in the Dean of Students' Office, which sanctions students who fail to complete CASE; and faculty and graduate students from the Gevirtz Graduate School of Education, who evaluate CASE and provide feedback to the staff based on their findings.

VI. Year(s) implemented:

CASE was studied during the 2005-2006 and 2006-2007 academic years, and continues to serve students during the 2007-2008 academic year. A grant is being submitted to continue research on CASE during the 2008-2009 academic year.

VII. Program Funding:

To date, the research for this program has been funded through Student Affairs and Student Health at UCSB. We are also applying for federal funds through the Department of Education.

VIII. Education Products:

The original CASE curriculum has been modified as a function of student and counselor feedback and feedback from the research reports. In particular, as a function of findings that students vary in their history of drug and alcohol use, and that those who enter college with a family history of use and heavy high school alcohol use are less responsive than others to the original program, a special group is now administered for high risk participants.

Impact of College Alcohol and Substance Education (CASE) on Student Drinking and Drinking Related Consequences

IX. Research papers or evaluation reports:

Annual research reports of CASE were produced by Merith Cosden, Ph.D. and The Gevirtz School graduate student researchers after the 2005-2006 and 2006-2007 academic years. We have one published study and one under consideration.

[See Appendix C]

X. Impact on policy:

This is one of many programs implemented and studied on college campuses around the country to provide harm reduction to under-age drinkers. The findings have been disseminated at local, state and national conferences, and will continue to be disseminated broadly.

I. Title of program: Instructional Tools in Educational Measurement and Statistics (ITEMS) for School Personnel

II. Lead faculty or staff name(s):

Rebecca Zwick, Ph.D., Principal Investigator

III. Description of program(s):

In the current No Child Left Behind era, K-12 teachers and principals are expected to have a sophisticated understanding of standardized test results, use them to improve instruction, and communicate them to others. The goal of our project, funded by the National Science Foundation, was to develop and evaluate three Web-based instructional modules in educational measurement and statistics to help school personnel acquire the “assessment literacy” required for these roles.

IV. Populations Served:

Pre K-12 teachers or administrators in:

Schools around the country.

V. Partnerships established to implement program:

Santa Barbara School Districts was a partner. Teachers and administrators from SBSD and Goleta USD participated in the project advisory committee.

VI. Year(s) implemented: 2004-2008

VII. Program Funding: Grant from National Science Foundation

VIII. Education Products:

3 animated instructional modules for K-12 teachers and administrators: “What’s the Score? ,” “What Test Scores Do and Don’t Tell Us,” and “What’s the Difference? ,” plus a handbook and quiz for each module.

IX. Research papers or evaluation reports:

[See Appendix C]

X. Impact on policy: Not to date.

- I. **Programs: Koegel Autism Center**
- II. Lead faculty or staff name(s): Robert Koegel, Ph.D. and Lynn Koegel, Ph.D.
- III. **Description of program(s):**

1. **California State Council on Developmental Disabilities PDR Cycle XXI**

The purpose of this project is to provide a model for increasing the quality and intensity of in-home intervention programs for children with Autism Spectrum Disorders (ASD). This project expands on our current in-home parent education service delivery model towards providing intensive social interventions for children with ASD in community settings. Due to a lack of trained personnel, many children with disabilities are unable to participate in community activities. Highly qualified paraprofessionals (university students) will be recruited, trained, and supervised, and will receive university course credit to support children with ASD in after-school extracurricular activities and at summer camp (instead of using untrained individuals who often serve in this role). These students will be supervised and trained in intervention procedures relevant to the individual child with whom they work, and will provide additional assistance with current intervention programs.

Ed 199RA: ED 199RA is an undergraduate course offered through the UCSB Koegel Autism Center. We offer an opportunity for a limited number of students to acquire research and clinical experience while earning upper-division course units. We are looking for high-achieving students, with a GPA of 3.5 or higher. Experience in the field of developmental disabilities is desirable, but not required. Dr. Robert Koegel is the ED199RA course professor. In addition, each student works under a graduate student who trains, supervises, and assigns research and clinical tasks to him/her. Research experience is a critical component in most graduate school applications. The UCSB Koegel Autism Center allows undergraduates to participate in all steps in the research process, under the close guidance and supervision of an experienced graduate student clinician. Undergrads may also have the opportunity to work directly with children with autism and their families and schools, again with close supervision.

Programs: Koegel Autism Center

2. **First STEP**

This project is funded by Prop. 10 through the Santa Barbara Families and Children Commission. The purpose of First S.T.E.P. is to increase the early identification of children with autism spectrum disorders by conducting community outreach and education on the early characteristics of ASD and by providing free screenings for children whose families are concerned about their development. All community agencies and service providers serving children between birth to 5 years of age are targeted, including pediatricians, daycare providers, and preschool personnel. Furthermore, First S.T.E.P. provides support services for families with children with this diagnosis through information, referrals, and short-term intervention services. Lead staff on this project include Sharon Elmensdorp and Crystal Carrillo.

3. ***NIMH Project for Intensive Intervention for Autism and Support for Families***

This project is a five-year collaborative effort with the University of California, San Diego. The purpose of this study is to further investigate procedures in improving the communication abilities of young, nonverbal children with autism by comparing two intervention methodologies, one verbal and one augmentative. The goal of this project is to understand whether these two interventions produce differing development of verbal and nonverbal communication and changes in the symptoms of autism.

4. **Previous NIMH Project for Intensive Intervention for Autism and Support for Families**

This five year grant from the National Institute of Mental Health (PI Robert Koegel, collaborative with Laura Schreibman, Aubyn Stahmer, and Lynn Koegel) focuses on the development of parent education programs as an efficient means of delivering intensive intervention for autism. The literature and the results of our previous funding periods have supported the position that parent training is an extremely effective approach to the treatment of autism. It is fast, economical, and produces relatively broad treatment changes. During our research program our work has been concerned with identifying specific variables related to the best-practice parent training and developing an improved program designed to address these variables. Accordingly, our research has assured a progressive direction in the development of a parent training treatment delivery package that is optimal for the child and for the family. In our previous research we have typically compared one type of

Programs: Koegel Autism Center

treatment to another type of treatment. Looking back at our efforts in this area we now feel we have a substantial corpus of data both comprehensive in scope and rich in detail; and based on our pilot studies and preliminary investigation we believe that careful analyses of these data now allow us to specify several variables important for the purpose of developing treatments for children with autism that are helpful for both the children and their parents.

5. Parent Education Programs

General Description: The Center offers a number of fee for service parent education programs. These programs serve individuals with autism of all ages (as young as 4 months through adulthood) and all levels of symptomatology. The focus of these programs is to train families of children with autism how to effectively use the motivational procedures of PRT in order to address communication, social and behavioral targets. Additionally, parent education programs may be provided in family homes or on campus.

Intensive 3-Day Parent Education Workshop: This intensive group parent training focuses on the participants' correct implementation of Pivotal Response Treatment procedures. This is accomplished through the use of lecture presentation, in-vivo practice, and videotape feedback. A workshop is conducted with 4-8 families with similar needs and availabilities. The 3-Day Workshops are headed by Dr. Nicolette Nefdt, Dr. Rosy Fredeen, and graduate students.

Videotape Program: This program includes sending a series of videotapes to the clinic for review by Dr. Lynn Koegel and our other staff and providing feedback on fidelity of implementation of PRT as well as general recommendations for the families.

6. Edythe and Eli Broad Asperger's Center

The purpose and function of the Center is to develop and refine the Koegel's research-based model for intervention and support for children and adults with Asperger's Syndrome. The Center is conducting research and intervention with the purpose of developing a model that can be disseminated nationally, and is moving toward the long-term goal of becoming the largest and most comprehensive clearinghouse in the world on intervention for Asperger's Syndrome.

Examples of specific projects within the new Center include:

The development of research-based, state of the art, scientifically-sound intervention procedures for working with adults and children with Asperger's Syndrome.

Programs: Koegel Autism Center

The implementation of these intervention procedures with individuals with Asperger's Syndrome, locally, nationally, and internationally to develop a model for intervention and support with the end goal of having individuals with Asperger's Syndrome function without symptoms so that they may gain meaningful employment and satisfying social lives.

The development of a model for successful higher education for individuals with Asperger Syndrome so they might graduate with major university degrees.

Public School social clubs

Video-Modeling for Appropriate Social Conversation Behaviors

7. Behavior Management Student Organization

BMSO stands for Behavioral Management Student Organization, and was developed over 10 years ago. The primary purpose of BMSO is to disseminate the various PRT training manuals. Our training manuals cover a wide range of behavioral strategies, including Pivotal Response Treatment (PRT), Priming, Understanding Problem Behaviors, Self-Management, Parent-Professional Collaboration, and Toilet Training. This includes two Spanish language manuals. These manuals have been disseminated to parents and professionals across the country. This non-profit student organization disseminates the manuals for a small fee that covers printing, shipping, & handling costs. Additionally, BMSO will sponsor clinic functions and/or purchase clinic supplies. The organization also disseminates reprints of articles published by Dr. Robert L. Koegel, Dr. Lynn Kern Koegel, and students affiliated with the Koegel Autism Research Center. Dr. Robert Koegel is the faculty advisor for the program. BMSO graduate student representatives include Whitney J. Smith, MiNa Park, and Ty Vernon.

8. PRT Certification and Conferences

The Koegel Autism Center launched PRT Certification at the 1st Annual Pivotal Response Treatment (PRT) Conference in Santa Barbara, California on March 23-24, 2006.

Conference attendees of both the 1st and 2nd Annual PRT Conference received a Level I: Introduction to PRT Procedures Certificate. Level I Certification will be available at future PRT Conferences presented by the Koegel Autism Center. These conferences draw speakers and attendees from across the world to bring the most up-to-date empirically-based interventions to a wide audience. The third annual PRT Conference is planned for Fall 2009.

Level I Certification provides a strong knowledge base of PRT procedures. Level I Certification certifies that participants have attended a 2-day conference/workshop covering a standardized content.

Programs: Koegel Autism Center

Level II Certificate: Introductory Implementer of Pivotal Response Treatment Procedures
Individuals seeking Level II Certification must have completed Level I Certification.

Level II training introduces participants to introductory PRT motivational procedures for teaching communication. Level II Certification certifies that participants have met fidelity of implementation criteria for PRT with 1 child with ASD.

Level III Certificate: Generalization of Pivotal Response Treatment Procedures
Individuals seeking Level III Certification must have completed Level I and Level II Certification. Level III training establishes participants' ability to generalize their implementation of introductory PRT procedures for teaching communication across a broad range of children with ASD. Level III Certification certifies that participants have met fidelity of implementation criteria for PRT with 3 different children with ASD.

We are also in the process of developing advanced levels of Certification.

We are developing a program to offer each level of Certification online.

[See Appendix C]

I. Title of program: Large Enrollment Physical Science (LEPS)

II. Lead faculty or staff name(s):

Danielle Harlow, Ph.D. (UCSB)
Fred Goldberg, Ph.D. (San Diego State University)
Steve Robinson, Ph.D. (Tennessee Tech)
Rebecca Cruse, Ph.D. (University of Pennsylvania)
Ed Price, Ph.D. (Cal State San Marcos)

III. Description of program(s):

The goal of the Large Enrollment Physical Science (LEPS) project is a 3-year (2008-2011) collaborative project funded by an NSF-CCLI grant. The project goal is to develop an inquiry-based undergraduate physical science curriculum appropriate for large enrollment general education courses. The curriculum will focus on fundamental physical science content as well as the nature of science and nature of learning. The nature of large enrollment ($N > 100$) makes the use of student-centered methods difficult. As a result, many large enrollment courses are taught in traditional lecture format. Research has shown that students learn more in classes in which students are actively engaged with the content. At large universities, courses taught in lectures of 100 or more student are a reality that is not likely to disappear, particularly for introductory courses. This is particularly problematic for many prospective elementary teachers who take only a handful of science courses, all at the introductory level.

We aim to modify current activities that have been successful in smaller courses for use in a large courses using interactive demonstrations and appropriate technology to foster in-class conversations and on-line collaborative learning out of class. The curriculum developed through the LEPS project will benefit students in large enrollment courses by providing an opportunity for them to learn through research-based student-centered methods of instruction. In addition, the focus on learning about learning will make this course particularly suited to the needs of students who are preparing to teach.

IV. Populations Served:

The Gevirtz School graduate students:

Graduate students will be recruited to work on this project. These graduate students will receive financial benefits as well as the opportunity to learn about research and curriculum development and to make connections with faculty at other institutions.

Large Enrollment Physical Science (LEPS)

V. Partnerships established to implement program:

Yes. Project PI come from the following institutions: San Diego State University, Tennessee Technical University, University of California Santa Barbara, Cal State San Marcos, and the University of Pennsylvania

In addition, faculty at other colleges, universities, and community colleges will be recruited to field test and provide feedback on the curriculum.

VI. Year(s) implemented:

2008-2011

VII. Program Funding:

NSF-CCLI

VIII. Education Products:

Undergraduate curriculum: Large Enrollment Physical Science

Associated Professional Development materials (for college/university faculty)

IX. Research papers or evaluation reports:

Not yet

X. Impact on policy:

I. Title of program: Lompoc Valley Healthy Kids Initiative Evaluation

II. Lead faculty or staff name(s):

Erika Felix, Ph.D., Assistant Researcher, Department of CCSP
Jill D. Sharkey, Ph.D., Academic Coordinator, School Psychology Program

III. Description of program(s):

Evaluation of a community response to concerns about obesity and overweight, including implementation of a wellness plan and intervention programs in the school district.

IV. Populations Served:

Pre K-12 students in: Lompoc Unified School District

Pre K-12 teachers or administrators in: Lompoc Unified School District

Families of Pre K-12 students: Lompoc Unified School District

The Gevirtz School under graduates: 1

The Gevirtz School graduate students: 6

The Gevirtz School faculty: 2

V. Partnerships established to implement program:

Lompoc community and The Gevirtz School faculty

VI. Year(s) implemented: 2006-2009

VII. Program Funding:

Lompoc Valley Community Healthcare Org

VIII. Education Products: No

IX. Research papers or evaluation reports:

Yes, evaluation reports, PowerPoint presentations to display evaluation results to stakeholders

X. Impact on policy: No.

I. Title of program: Mental Health Service Act Consultation

II. Lead faculty or staff name(s):

Jill D. Sharkey, Ph.D., Academic Coordinator, School Psychology Program;
Erin Dowdy, Ph.D., Assistant Professor, School Psychology Program;
Michael Furlong, Ph.D., Professor and Department Chair, Department of Counseling,
Clinical, and School Psychology

III. Description of program(s):

To assist in the identification of risk factors for onset of mental illness for children and youth ages 0-27, identify evidence-based strategies for prevention of mental illness, and create a strategic plan to address mental illness for at-risk populations in Santa Barbara County.

IV. Populations Served:

Pre K-12 students in: Santa Barbara County
Pre K-12 teachers or administrators in: Santa Barbara County
Families of Pre K-12 students: Santa Barbara County
The Gevirtz School graduate students: 5
The Gevirtz School faculty: 3

V. Partnerships established to implement program:

Collaboration with Santa Barbara County
Presentation to community stakeholders (e.g., nonprofit organizations, schools)

VI. Year(s) implemented: 2008

VII. Program Funding: Mental Health Services Act

VIII. Education Products: See next.

IX. Research papers or evaluation reports:

Yes, PowerPoint presentations and supporting documents for each of the three tasks:
List of risk factors for mental illness
Evidence-programs that address risk factors for mental illness
Strategic plan across Santa Barbara County to address mental health problems in youth

X. Impact on policy:

We hope it does.

I. Title of program: Motivation, Instruction, Cognition, Literacy, and Learning (MICLL)

II. Lead faculty or staff name(s):

Matthew Quirk, Ph.D. (UCSB)

Robert Rueda, Ph.D. (USC)

Norman Unrau, Ph.D. (CSULA)

Gisele Ragusa Ph.D. (USC)

III. Description of program(s):

Motivation, Instruction, Cognition, Literacy & Learning (MICLL) is a multi-institution research group currently engaged in a line of research examining issues related to the academic motivation and literacy development of students in urban classrooms. The group is comprised of scholars from universities, school districts, and mental health agencies across southern California.

Over the last year, the group has been engaged in a variety of research projects on issues related to the academic motivation, literacy development, and effective reading intervention for students in urban classrooms. Most recently, the group has been primarily invested in the development of the Teacher Motivation for Reading Questionnaire (TMRQ), which is a measure designed to assess the beliefs teachers hold regarding student motivation and how these beliefs impact their instructional approach in reading. The group is currently in the process of collecting TMRQ data from over 250 teachers in Los Angeles area schools. To supplement the data being collected from the TMRQ, the group has also recently conducted a series of focus groups with teachers in schools to collect supporting data on related issues. Future projects are being planned that involve the collection of student centered data examining their motivation for reading; examining the relationships between various teacher beliefs, instructional approaches and how these impact student motivation; and the collection of parent data examining the role that parents play in fostering their children's academic motivation.

Motivation, Instruction, Cognition, Literacy, and Learning (MICLL)

Another related project that the group is currently working on is a longitudinal study examining the effectiveness of a summer reading intervention program and the impact that this program has on participating students' reading motivation. Through this project, the group collects a comprehensive battery of reading assessment and motivation data that we are planning to use to create student profiles. The summer reading intervention program we are currently working with gives us access to over 250 students in grades 1-8 and will allow us to follow these students over time (the same students will continue to participate each summer). This will allow for the eventual examination of reading skill and motivational trajectories of the participating students. In essence, we are interested in examining and developing reading intervention programs that accelerate students' reading skill development while capitalizing on the potential added impact that motivation can have on both skill development and maintaining reading skill gains over time.

The line of research that MICLL is engaged in will continue to work toward the goals of understanding and supporting the academic and motivational development of ethnically and linguistically diverse students in urban classrooms, particularly in the area of reading.

IV. Populations Served:

Pre K-12 students in: LAUSD (I am hoping to bring some of this work to Santa Barbara in the coming years)

Pre K-12 teachers or administrators in: LAUSD, Montebello Unified School District

Families of Pre K-12 students: LAUSD

The Gevirtz School graduate students: I am hoping to bring in students who are specifically interested in this work. I am currently in the process of recruiting one such student.

V. Partnerships established to implement program:

USC, CSULA, UCSB, National Mental Health Association of Greater Los Angeles, Montebello Unified School District

VI. Year(s) implemented:

Ongoing research group

VII. Program Funding:

We have ongoing searches for potential funding for individual projects we are engaged in and have also discussed the possibility of eventually establishing a center.

Motivation, Instruction, Cognition, Literacy, and Learning (MICLL)

VIII. Education Products:

We have created a measure that will contribute to furthering our research mission in schools. It will also provide important information that will be used to develop meaningful professional development to teachers.

IX. Research papers or evaluation reports:

In process (some still being developed and others currently under review)

X. Impact on policy:

Our long term goal is to increase awareness/understanding of the impact of student motivation on their development and well being in schools. This is an issue that is currently often ignored in schools and our group is attempting to develop a line of research that helps us understand how student motivation is important to many of the potential student outcomes that we strive for in our schools.

I. Title of program: National Coalition for Equity in Education (NCEE)

II. Lead faculty or staff name(s):

Julian Weissglass, Ph.D., Director

III. Description of program(s):

The National Coalition for Equity in Education provides professional development resources to educators working to eliminate inequities in educational institutions. We work with educational institutions on a contract basis.

IV. Populations Served:

Pre K-12 teachers or administrators

V. Partnerships established to implement program:

In the last two years we have worked with Southwest High School (San Diego), Boulder Valley School District (Colorado), Alum Rock School District (San José), Adams State College (Colorado), Catholic Charities After School Program (San José)

VI. Year(s) implemented:

Last two years

VII. Program Funding:

The program is funded by the institutions who hire NCEE staff.

VIII. Education Products:

Yes: See <http://ncee.education.ucsb.edu/publications.htm> for a list of publications

IX. Research papers or evaluation reports:

An evaluation of a prior project is available at: http://www.inverness-research.org/reports/ab_emeli.html

X. Impact on policy:

I think so, but probably it would be classified as an indirect one by increasing educators' understanding of how racism, classism, and sexism affect teaching and learning. They work to change policies at various levels.

I. **Title of program: Oral Reading Assessment: Screening, Identification, and Progress Monitoring**

II. **Lead faculty or staff name(s):**

Shane Jimerson, Ph.D., Professor, Department of Counseling, Clinical, and School Psychology

III. **Description of program(s):**

The Oral Reading Assessment (ORAL-J) project by Dr. Jimerson is designed as an effective and efficient standardized assessment of pre-reading and reading skills, to be used as a measure within a continuous progress monitoring framework from kindergarten through sixth grade. The ORAL-J provides basic indices of phonological fluency, letter fluency, sound fluency, and oral reading fluency. Emerging from assessments that classroom teachers used to monitor the progress of students, research during the past thirty years indicates the validity and reliability of examining fluency probes in estimating students' current and future reading success.

In the classroom, an *effective* assessment provides information to identify which students are making adequate progress and which students are at risk of falling behind. The same assessment should provide data describing the pre-reading and reading skills that the student has. It should also be capable of follow-up evaluations and provide an estimate of reading achievement to be used for accountability at all levels. Research consistently demonstrates the reliability and robust prediction of the ORAL-J scores for both current and future reading performance. Research also indicates that the ORAL-J is an equally powerful metric for use with both English Language Learners and monolingual English students.

An *efficient* classroom assessment is one that is effective and requires minimal resources. Resources include the time of professional educators, the learning time of each student, and financial costs. The ORAL-J is designed to be administered in less than 10 minutes. Each subtest is timed for exactly 1 minute, and there are several decision rules to discontinue the administration when students do not have the requisite skills (for instance, stopping the phonological fluency subtests if the student misses the first five items and not administering the reading passages if a student (K-3) identifies fewer than 16 letter sounds). The basic methodology of administering 1 minute fluency probes may be utilized by educational professionals throughout the academic year, incorporating curriculum-based probes as appropriate.

Oral Reading Assessment: Screening, Identification, and Progress Monitoring

The ORAL-J can be used in multiple ways: 1) to identify students in need of assistance, 2) to describe the student's pre-reading and reading abilities (i.e., Blending, Segmentation, Rhyme, Identification of Letter Names, Pronunciation of Letter Sounds, Oral Reading Fluency, and Reading Expression), 3) to evaluate the progress of students across time; and 4) to provide a performance based measure for accountability at all levels. The early identification of students at-risk of reading problems is a fundamental use of the ORAL-J. By providing scores for all students within the first month of the school year, it is clear which students in each classroom, in each school, at each grade level, are most at-risk. Generally, with these identified students, additional assessment should occur in an effort to complete a comprehensive examination of the specific needs and strengths of a given student. Following clarification of the problem and delineating objectives, targeted interventions should be implemented (school-based and district specialists should be contacted regarding optimal interventions). The use of fluency probes on a regular basis can then be used to indicate the progress of these at-risk students. The mid-year assessment provides another opportunity to identify students at-risk of reading problems and also provides a metric to monitor the progress of all students. Mid-year results may be shared with parents to reflect the students' progress on basic reading skills. For those students requiring additional support and assistance, these data may be used to advocate for appropriate resources and work with the family to develop home-school strategies to facilitate the academic success of their children. Similarly, the end of the year assessment will also indicate those students with the greatest needs during the upcoming summer months and provides data to monitor the progress of all students. Educational professionals may use the results of the yearly continuous progress monitoring data to better understand the achievement trajectories and reading development of specific students as progress from kindergarten through sixth grade.

Oral Reading Assessment: Screening, Identification, and Progress Monitoring

IV. Populations Served:

Pre K-12 students in:

Santa Barbara School District - All elementary schools
Adams Elementary School
Cesar Estrada Chavez Dual Language Immersion Charter School
Cleveland Elementary School
Franklin Elementary School
Harding Elementary School
McKinley Elementary School
Monroe Elementary School
Open Alternative School
Peabody Charter School
Roosevelt Elementary School
Santa Barbara Charter School
Santa Barbara Community Academy
Washington Elementary School
Carpinteria School District - All Elementary Schools
Canalino
Aliso

Pre K-12 teachers or administrators in:

Carpinteria School District - All Elementary Schools
Santa Barbara School District - All Elementary schools

The Gevirtz School graduate students:

Yes, the project contributes to the preparation of doctoral students in the school psychology program; they develop scholarly and science to practice skills through their involvement with the project.

V. Partnerships established to implement program:

Partnerships with the local school districts have been important in implementing the oral reading project

VI. Year(s) implemented: 1997 to present

Oral Reading Assessment: Screening, Identification, and Progress Monitoring

VII. Program Funding:

Extramural dollars
UC ACCORD
District Contribution

VIII. Education Products:

The Assessment materials and strategies are continuing to be developed

IX. Research papers or evaluation reports:

Yes, there have been numerous

X. Impact on policy:

Yes, this project is consistent with the present Response-to-Intervention initiatives that are legislated by the reauthorization of IDEA.

I. Title of program: Padres Adelante

II. Lead faculty or staff name(s):

Richard Duran, Ph.D., (faculty) and Graciela Fernandez (grad student) The Gevirtz School
Claudia Martinez, Office of Academic Preparation

III. Description of program(s):

Padres Adelante is a parent-family school engagement program serving Latino families in the Isla Vista, Goleta, and Santa Barbara communities. It has bases at Cesar Chavez Dual Immersion School in the Santa Barbara Elementary/High School Districts and at Isla Vista School in the Goleta Elementary School District. The program is run in Spanish and assists parents in developing an understanding and involvement in local school and school district affairs. It centers on helping parents understand their children’s progress in schools and pathways leading to college preparation and admission. Padres Adelante is an integral unit within the UCSB Office of Academic Preparation, and the core of its work is substantively grounded in the research and academic mission of the Gevirtz School in addition to the responsibilities of the AP Office.

IV. Populations Served:

Pre K-12 students in: Goleta Elementary School District and the Santa Barbara Elementary and High School Districts.

Pre K-12 teachers or administrators in: Goleta Elementary School District and the Santa Barbara Elementary and High School Districts.

Families of Pre K-12 students: the Goleta Elementary School District and the Santa Barbara Elementary and High School Districts.

The Gevirtz School undergraduates: By special arrangements undergrads enrolled in ED 124 Research on Teaching and Learning in Sociocultural Contexts are placed as assistants in Padres Adelante

The Gevirtz School graduate students: The current coordinator of Padres Adelante at Cesar Chavez School is Graciela Fernandez a PhD student in the Gevirtz School Department of Education.

The Gevirtz School faculty:

Richard Duran provides oversight for Padres Adelante through his collaboration with the UCSB Office of Academic Preparation.

Padres Adelante

V. Partnerships established to implement program:

Padres Adelante is an integral part of the UCSB Office of Academic Preparation P-20 initiative. It is also a key program represented in the California Enlace initiative. The Gevirtz School faculty and grad student, along with Padres Adelante parents present at P-20 oriented conferences at the state and national level.

VI. Year(s) implemented:

2003-currently

VII. Program Funding:

Padres Adelante is supported by funding grants from the Wharton Foundation, the Bridging Multiple Worlds Alliance-UC Santa Cruz, and the Kellogg California Enlace grant.

VIII. Education Products:

Padres Adelante is among the programs featured in various dissemination publications of the California Enlace project such as the March 2006 Proceedings Best Practices in Family School Engagement Workshop and the June 2007 Proceedings Parent, Family School Engagement sessions K-16 Long Beach Conference

IX. Research papers or evaluation reports:

Graciela Fernandez has produced a Master's project report on the implementation of Padres Adelante entitled Understanding a Learning Community through Sociocultural Theory and Critical Pedagogy: A Case Study of a Latina/o Parent Program. Both Graciela and Richard Duran have presented at AERA on the project.

X. Impact on policy:

Padres Adelante faculty, grad students, and parents have presented on the policy implications of parent-family school engagement programs for Latino School success before policy audiences attending meetings of the College Board Preparate Conference in Las Vegas, the ARCHES P-16 conference in Long Beach, the Chicano Latino Intersegmental Convocation, the American Association of Hispanics in Higher Education meetings in Phoenix and Costa Mesa, the National Center for Education Partnerships in Washington, DC, the National Literacy Project in Louisville, Kentucky, and the Latino Education Achievement Project annual meeting in Tacoma, Washington. Attendees and discussants at these meetings have included state education, and state and federal legislative representatives/congressional aides.

I. Title of program: PAL Tech

II. Lead faculty or staff name(s):

PI: Collie Conoley, Ph.D., Professor, Gevirtz Graduate School of Education, Department of Counseling, Clinical & School Psychology

Co-PI: Vishna Herrity, Ph.D., Gevirtz Research Center (GRC) Executive Director

Julie Nguyen, The Gevirtz School Graduate Student Researcher

Judy Headley, M.A., Student Placement Coordinator

III. Brief description of the program:

PAL Tech: In collaboration with the Pre-Professional program, the Gevirtz Research Center, the Police Activities League, and Santa Barbara School District, UCSB pre-professional students volunteer in fourth and fifth grade classrooms at Adams and Franklin Elementary School. Then, once-a-week, a group of “at risk” students from each school participates in an interactive video tutoring session with the UCSB tutors. (2006-present) Funding from Police Activities League and UCSB. GRC conducts research on student achievement.

PAL Tech is based on a dual approach that utilizes face-to-face and virtual e-tutoring with the purpose of supporting student learning. Program partners are the Santa Barbara Police Activities League (PAL), Santa Barbara School Districts, the Preprofessional Program of the Gevirtz Graduate School of Education, and the Gevirtz Research Center (GRC). The project is designed to provide academic and social support for students identified by their classroom teachers. PAL Tech also seeks to evaluate the impact of technology in conjunction with in-person tutoring on students’ learning and motivation.

PAL Tech tutors are university undergraduates taking Gevirtz School pre-professional classes. Operating from laptops at the GRC, tutors communicate with students at the PAL computer lab in downtown Santa Barbara via full-duplex audio, interactive whiteboard and live web-cam. Elluminate *Live!* is the software being used for real-time online learning. Elluminate donated the use of the software and provided staff and tutor training during the project’s pilot phase. University students also visit the classrooms of tutees and establish face-to-face relationships with them and with their teachers. Tutors work with teachers to plan tutoring sessions that respond to students’ individual needs and align with the classroom curriculum.

PAL Tech

IV. Populations served:

Pre K-12 students: Adams Elementary School 5th graders and Franklin Elementary School 4th graders in the Santa Barbara Elementary School District who attend the Police Activities League after-school enrichment program

Pre K-12 teachers: Classroom teachers of tutees identify individual instructional needs which they would like tutors to work on.

The Gevirtz School undergraduates: UCSB students in the Teacher Education Program's Pre-professional Program are hired as tutors. They receive training in classroom pedagogy and course credit.

V. Partnerships established to implement this program:

The Gevirtz School Teacher Education Program
Office of Academic Preparation

VI. Years Implemented:

Launched in January 2007, the program has no ending date. The Police Activities League and the Gevirtz Research Center plan to sustain the program well into the future.

VII. Program Funding:

Primary funding: Police Activities League
Additional support from: Office of Academic Preparation

VIII. Education Products:

The PAL Tech Virtual and Live Tutoring Model of instruction is being piloted as a distinct instructional model.

IX. Research papers or evaluation reports:

The first final report for this program is Evaluating PAL Tech: Construction of a Pilot Model for the Implementation of Face-To-Face and Virtual Tutoring with At-Risk Elementary School Students 2006-2007. The report was submitted by Collie Conoley, Ph.D., Principal Investigator, Professor, The Gevirtz School; Vishna A. Herrity, Ph.D., Executive Director, Gevirtz Research Center; Ellen Longo, Ph.D., Program Coordinator and Evaluator; and Julie Nguyen, Graduate Student Researcher.

X. Impact on policy:

This program can inform educational policy at the school, district level, and community level as a promising strategy for reducing the achievement gap and supporting at-risk elementary students - by providing out-of-school time instructional support in combination with high-interest instructional technology and use of university students as tutors and role models.

I. Title of program: Pedagogical Content Knowledge and STEM Teacher Preparation

II. Lead faculty or staff name(s):

Bill Jacob, Ph.D., Professor of Mathematics (UCSB)

Carl Lager, Ph.D., Assistant Professor of Mathematics Education

III. Brief description of the program:

The shortage of secondary mathematics and science teachers is a continuing national concern and as a result, programs designed to move Science, Technology, Engineering, and Mathematics (STEM) undergraduates more quickly into teaching are receiving increased attention. To help recruit STEM undergraduates into the teaching pipeline and retain them long term in the teaching profession, their study of mathematics can and should be connected with the study of teaching and learning. These content and pedagogical connections – content pedagogical knowledge (PCK) - can be systematically developed, facilitated, researched, and disseminated.

To actualize these educational policy, practice, and research goals, Dr. Bill Jacob, Professor of Mathematics (UCSB), and Dr. Carl Lager, Assistant Professor of Mathematics Education(UCSB) have chosen to work, learn, and teach together.

Their 4-year collaboration (2007 – 2010) will develop and research a yearlong curriculum incorporating early forms of PCK for undergraduate STEM majors who are preparing to be secondary math teachers for diverse learners. This curriculum will integrate carefully structured problem solving, video case study of children learning mathematics, academic readings and discussion. While analyzing their own work and that of grade 4-12 students, undergraduates will pay specific attention to the representations, strategies, language, and big ideas that mark critical transitions in mathematical development. This curriculum will become a central component of the UCSB Science and Mathematics Initiative (SMI), part of the UC system-wide SMI.

Research will be conducted to determine how, to what extent, and in what ways STEM undergraduates begin to acquire this PCK and how their developing PCK interfaces with their developing understanding of aspects of the undergraduate mathematics curriculum. In addition, similar work on a smaller scale will be done and researched through professional development courses with secondary mathematics teachers from Santa Barbara schools. Development of this curriculum and research has been funded by grants from the National Science Foundation and the Educational Advancement Foundation.

Pedagogical Content Knowledge and STEM Teacher Preparation

IV. Populations served:

Pre K-12 students
The Gevirtz School undergraduates
The Gevirtz School faculty
The Gevirtz School graduate students

V. Partnerships established to implement this program:

In terms of partnerships, this project connects several stakeholder groups on and off-campus. On campus, the Mathematics Department, the Education Department, and the Teacher Education Program (TEP) are working together with respect to faculty, undergraduate enrollees, graduate student researchers, and course listings. In addition, because this one-year curriculum is in the middle of 5-year university teacher preparation pipeline for secondary mathematics teaching, the lessons learned from this work are simultaneously being applied to preceding SMI courses (CAT-I and CAT-II) and consequent fifth-year M.Ed courses (Secondary Mathematics Methods, Nature of Secondary Mathematics Learning) to construct a seamless, vertical integration of coursework and pre-professional classroom experience.

Participating STEM undergraduates are strongly encouraged to spend at least 3 hours per week off-campus in secondary mathematics classrooms observing student learning and teacher instruction and working with students at the classroom teacher's discretion. These symbiotic field experiences, where students, undergraduates, and teachers can potentially all learn from each other, take place because of already established partnerships between UCSB and Santa Barbara secondary schools. In addition, graduate students in Mathematics Education have already expressed interest in participating as enrollees, developers, and researchers in this enterprise.

VI. Years Implemented:

In 2006-2007, a two-quarter sequence prototype was piloted. In 2007-2008, the first quarter's curriculum will be revised, taught again, and researched. This iterative cycle of systemic development, teaching, research, revision, and re-teaching will continue throughout 2010. A similar cycle will take place for the professional development work as well.

VIII. Education Products: No

Pedagogical Content Knowledge and STEM Teacher Preparation

IX. Research papers or evaluation reports:

Research will be conducted to determine how, to what extent, and in what ways STEM undergraduates begin to acquire this PCK and how their developing PCK interfaces with their developing understanding of aspects of the undergraduate mathematics curriculum. In addition, similar work on a smaller scale will be done and researched through professional development courses with secondary mathematics teachers from Santa Barbara schools.

X. Impact on policy:

It is expected that the course materials and research findings, which will be published and disseminated through state and national professional meetings, the University of California system-wide Science and Mathematics Initiative, a website, and scholarly articles in peer-reviewed publications, will impact local, state, and national policy and practice.

I. Title of program: Performance Assessment for California Teachers (PACT)

II. Lead faculty or staff name(s):

Tine Sloan, Ph.D., Acting Director, Teacher Education Program

III. Description of program(s):

PACT is an assessment of teaching competence required for licensure in the state of California. Recently approved by the state, PACT was developed by 12 universities including all UCs. Teacher Educators in the Gevirtz Teacher Education Program worked on all phases of development and piloting of the PACT. UCSB was responsible for creating an Implementation Handbook currently used by all 30 institutions using PACT, and we have hosted the PACT Implementation Conference that brought 200 teacher educators together to focus on program improvement through PACT data. UCSB has been a leader in using PACT for program improvement purposes and its faculty have presented at state, national, and international conferences. The PACT is improving teacher education and helping programs prepare stronger, more qualified teachers. UCSB is currently participating in research conducted by Stanford University to provide student outcome data to this effect.

IV. Populations Served:

Pre K-12 students in:

Grades K-12 through providing better prepared new teachers

Pre K-12 teachers or administrators in:

Grades K-12 through providing better prepared new teachers

Families of Pre K-12 students: Indirectly

The Gevirtz School graduate students: Teacher Education Program students

The Gevirtz School faculty: Teacher Education Program instructors, faculty

V. Partnerships established to implement program:

Part of a consortium of 30 universities in the state

VI. Year(s) implemented:

2002-current

Performance Assessment for California Teachers (PACT)

VII. Program Funding:

Through grants to the PACT Central and contributions at each campus

VIII. Education Products:

Education Products PACT Implementation Handbook

IX. Research papers or evaluation reports:

Yes, several presented at conferences and one recent one submitted for publication:

[See Appendix C]

X. Impact on policy:

Yes, it directly affects licensure policy in California and is gaining national attention as other states are considering adopting a teaching performance assessment for licensure considerations.

I. Title of program: Pre-Professional Education

II. Lead faculty or staff name(s):

Judy Headley, M.A.

III. Description of program(s):

More than 300 UCSB students volunteer for 30 to 60 hours at K-12 schools throughout Santa Barbara. They assist the teacher with all aspects of instruction, working with individuals, groups, and even teaching lessons when appropriate. Students are placed in the following programs:

- Beginning Teacher Support and Assessment (P.3)
- California Technology Assistance Project (p.12)
- PAL Tech (p.64)
- Science Math Initiative (p.93)

IV. Populations Served:

Pre K-12 students in:

Districts include Goleta Union, Santa Barbara, Hope, and Carpinteria

Pre K-12 teachers or administrators in:

Districts include Goleta Union, Santa Barbara, Hope, and Carpinteria

The Gevirtz School graduate students: yes

V. Partnerships established to implement program:

Districts include Goleta Union, Santa Barbara, Hope, and Carpinteria

VI. Year(s) implemented:

(2003-present)

VII. Program Funding:

VIII. Education Products:

IX. Research papers or evaluation reports:

X. Impact on policy:

I. Title of program: Project Act Early (Development and Validation of a Screener for Behavioral and Emotional Problems in Elementary and Middle School)

II. Lead faculty or staff name(s):

Erin Dowdy, Ph.D., University of California, Santa Barbara
Randy W. Kamphaus, Ph.D., Georgia State University
Christine DiStefano, Ph.D., University of South Carolina

III. Description of program(s):

This is a collaborative research endeavor that currently involves scholars from University of California, Santa Barbara, Georgia State University, University of South Carolina, and Los Angeles Unified School District.

Project Act Early hopes to fill the gap in current assessment practices that currently fail to screen for behavioral and emotional problems, which have known impact on academic success. Following the creation of a brief teacher screener for child behavioral and emotional problems at school, this screener will be utilized within a large, urban school district. From August of 2007 until June of 2010, data will be collected within the Los Angeles School District. The screener will then be examined for validity and reliability evidence, and the utility/feasibility of implementing a universal screening program will be analyzed.

The expected outcomes of this research program are to: 1) develop a five minute teacher screener of child behavior and emotions that is practical for use with all children in kindergarten through grade seven; 2) provide evidence that either statistical theory or psychopathology theory is better suited to developing a behavioral and emotional screener for children; 3) provide evidence of internal consistency, test-retest, and inter-rater reliability for the screener; 4) provide evidence of criterion-related and predictive validity of the screener for a variety of academic (e.g. reading and mathematics achievement test scores), special education (e.g. referral or placement), behavioral and emotional (e.g. disciplinary actions at school), and mental health (e.g. diagnosis) outcomes at school; and 5) provide evidence of the validity of the screener for identifying children in need for further assessment, referral, or placement in special education or related programs or services (referred to in some cases as known group, differential, or diagnostic validity).

Project Act Early (Development and Validation of a Screener for Behavioral and Emotional Problems in Elementary and Middle School)

IV. Populations Served:

Pre K-12 students in:

Los Angeles Unified School District (20 elementary schools in 2007-2008; 30 elementary and middle schools in 2008-2010)

Pre K-12 teachers or administrators in:

Yes, Los Angeles Unified School District

Families of Pre K-12 students:

Yes, Los Angeles Unified School District

The Gevirtz School graduate students: Yes

The Gevirtz School faculty: Yes

V. Partnerships established to implement program: Yes

VI. Year(s) implemented: 2007-2010

VII. Program Funding:

This project, Development and Validation of a Screener for Behavioral and Emotional Problems in Elementary and Middle School, is funded by the United States Department of Education, Institute for Education Sciences. (Grant # R32B060033B, awarded to R.W. Kamphaus, Ph.D. and Christine DiStefano, Ph.D.)

VIII. Education Products:

Yes, work towards the BASC-2 Behavioral and Emotional Screening System.

IX. Research papers or evaluation reports:

Yes (one recently published) and others in progress:

[See Appendix C]

X. Impact on policy:

Potentially – concerning universal screening for emotional and behavioral problems

- I. Title of program:** Project WRITE!
- II. Lead faculty or staff name(s):**
Michael Gerber, Ph.D.
- III. Description of program(s):**
Funded Head Start early writing intervention study with kindergarten follow-up. Related grant proposal now being developed by Romo, Lee, Gerber, Rumberger.
- IV. Populations Served:**
Pre K-12 students in:
Head Start Centers in S. B. County
- V. Partnerships established to implement program:**
No
- VI. Year(s) implemented:**
2006 to the present
- VII. Program Funding:**
Funded 2006-present (2 years) by US Dept. HHS
- VIII. Education Products:**
Preschool writing intervention curriculum (C. Matera)
- IX. Research papers or evaluation reports:**
Paper publish in *NHSA Dialog*:
[See Appendix C]
- X. Impact on policy:**
Head Start struggles to place its curriculum, including interventions (particularly as they relate to literacy acquisition for English learners), on a research/evidence basis. This study addresses that need and will receive wide distribution through the NHSA article cited above.

I. Title of program: Promoting Positive Peer Relationships: Bullying Prevention Materials

II. Lead faculty or staff name(s):

Shane Jimerson, Ph.D., Professor, Department of Counseling, Clinical, and School Psychology

III. Description of program(s):

Building upon the success of the Australian series of bullying prevention resources, *Stories of Us (USA)* is developing an expanded program called *Promoting Positive Peer Relationships or P3R: Stories of Us– Bullying*. Filmmaker and Producer Christopher Faull has teamed with leading experts in bullying and school violence; Dr Dorothy Espelage (University of Illinois, Urbana-Champaign), Dr Susan Swearer (University of Nebraska, Lincoln) and Dr Shane Jimerson (University of California, Santa Barbara) are working in collaboration with Mr. Faull to develop and jointly write the accompanying text and curriculum materials.

Like its highly regarded Australian counterpart, *P3R: Stories of Us–Bullying* is composed of a unique series of proven film-based education resources for supporting students, educators and the broader community in addressing the problem of bullying in schools. *P3R: Stories of Us– Bullying* is far from being a simple remake of the Australian series. The films are rebuilt from the ground up with groups of American students actively participating in brainstorming the subject, developing characters, and workshopping the scripts. Students perform all the young roles in the dramatized films, and work in supporting positions on the film crew. Every word of dialogue is their own, and every detail approved by them.

The P3R resources will be empirically examined through multi-site collaborative studies.

IV. Populations Served:

Pre K-12 students in:

Santa Barbara School District – Middle Schools
Goleta Unified School District – Middle Schools

Pre K-12 teachers or administrators in:

Santa Barbara School District – Middle Schools
Goleta Valley School District – Middle Schools

The Gevirtz School graduate students:

Yes, the project contributes to the preparation of doctoral students in the school psychology program, they develop scholarly and science to practice skills through their involvement with the project.

Promoting Positive Peer Relationships: Bullying Prevention Materials

V. Partnerships established to implement program:

Partnerships with the local school districts have been important in implementing the project

VI. Year(s) implemented:

2008-2010

VII. Program Funding:

Extramural dollars

VIII. Education Products:

Yes, the materials will be available.

IX. Research papers or evaluation reports:

Yes, we will be preparing such papers.

X. Impact on policy:

I. Title of program: Psychology Assessment Center

II. Lead faculty or staff name(s):

Steven R. Smith, Ph.D.

III. Description of program(s):

The Psychology Assessment Center is a clinical-research clinic on the UCSB campus that provides comprehensive, empirically-validated, neuropsychological assessment to California children, adolescents, and adults. PAC serves individuals with broad educational, occupational, and rehabilitative needs who may be struggling with academic and life roles. Although we provide a comprehensive and cutting-edge service, we do so at a fraction of the usual and customary rate in the community. Our service is innovative and singular in the complexity of assessment that we provide, the comprehensiveness of the data we generate, and the newness of the techniques we employ. We provide systematic and data-based recommendations that will help our clients succeed in school, work, or therapeutic treatment.

IV. Populations Served:

PAC serves individuals with broad educational, occupational, and rehabilitative needs who may be struggling with academic and life roles.

Pre K-12 students in

Families of Pre K-12 students

The Gevirtz School graduate students

The Gevirtz School faculty

V. Partnerships established to implement program:

The PAC is partnered with several licensed neuropsychologists in the Santa Barbara area. These neuropsychologists provide most of the clinical supervision of cases, bringing their extensive years of experience and insight to the services we provide. In addition, these supervisors often refer patients to us for assessment who may not be able to afford such services otherwise

VI. Year(s) implemented: on-going

VII. Program Funding:

At present the PAC is funded solely through client fees, which are billed on a sliding scale basis. Our maximum price is \$500, but our minimum is \$250. Given that this form of neuropsychological assessment would cost about \$2,000 in the community (and is generally not payable through insurance), our service is quite affordable.

Psychology Assessment Center

VIII. Education Products:

IX. Research papers or evaluation reports:

The PAC also serves a research and training need in the Department of Counseling, Clinical, and School Psychology at UCSB. Students are provided a rare opportunity to work with some of the most innovative and complex assessments that are currently in use. They gain invaluable experience working with patients with learning disabilities, head traumas, personality disorders, and cognitive dysfunction. Furthermore, doctoral students are able to use PAC data for clinical research on psychological assessment outcome and process, psychometric validation, and the role of gender and ethnicity in psychological testing. We have published a number of articles and given nearly 25 national conference presentations on psychometrics, test design, and assessment alliance.

X. Impact on policy:

I. Title of program: Research Advisory Group

II. Lead faculty or staff name(s):

Jane Close Conoley, Ph.D., Professor and Dean, Gevirtz Graduate School of Education

Margarita Gonzalez, Ph.D., Director of Research and Evaluation, CELES

III. Description of program(s):

Monthly meetings with regional superintendents to identify common needs in research, evaluation, and professional development.

IV. Populations Served:

Pre K-12 students in:

All Santa Barbara County public schools.

Pre K-12 teachers or administrators in:

Same

Families of Pre K-12 students:

Same

The Gevirtz School graduate students:

as indicated by the projects

The Gevirtz School faculty:

Rumberger, Yun, Sloan, Jimerson, Furlong, Quirk , Romo and others as needs are identified

V. Partnerships established to implement program:

None at the moment, but many are planned.

VI. Year(s) implemented:

VII. Program Funding:

VIII. Education Products:

IX. Research papers or evaluation reports:

X. Impact on policy:

I. Title of program: The Role of Induction in Learning to Teach Toward Equity: A Study of Beginning Science and Mathematics Teachers

II. Lead faculty or staff name(s):

Mary Brenner, Ph.D.

Julie Bianchini, Ph.D.

III. Description of program(s):

In this project, we are looking at how the state-mandated induction program, Beginning Teacher Support and Assessment (BTSA), supports new science and mathematics teacher to improve their instruction for diversity and equity. Our research questions are:

How do induction professionals teach beginning science and mathematics teachers how to meet the needs of all students?

What do beginning science and mathematics teachers learn about equity and diversity during their induction experiences and how do their views change over time?

How do beginning science and mathematics teachers operationalize what they learn in induction to teach all students and how does their teaching change over time?

We have followed 4 new teachers through their first two years of teaching. We interviewed them each 4 times each academic year. We also videotaped three days for each teacher in the fall and in the spring in each year. In addition, we interviewed their support providers and the BTSA instructors, as well as videotaped the monthly BTSA meetings. We also collected all four beginning teachers' CFASST events—written materials prepared as part of the BTSA Program.

IV. Populations Served:

Pre K-12 teachers or administrators in:

Four teachers in the Santa Barbara Secondary School District, at 3 different schools.

The Gevirtz School graduate students:

Multiple graduate students have participated in this project—learning how to do research and fulfilling academic requirements for their research apprenticeship and independent research project.

The Gevirtz School faculty:

Mary Brenner, Julie Bianchini, and Lynne Cavazos

V. Partnerships established to implement program:

No

The Role of Induction in Learning to Teach Toward Equity: A Study of Beginning Science and Mathematics Teachers

- VI. Year(s) implemented:**
2005-2007
- VII. Program Funding:**
The first year was funded by the Gevirtz Fund for Excellence Capacity Building Grant. Continuing support has been provided by the Department of Education.
- VIII. Education Products:**
No
- IX. Research papers or evaluation reports:**
We have done one conference presentation and will do another in March/April.
[See Appendix C]
- X. Impact on policy:**
We are hoping that our work will help BTSA to better support new teachers.

I. Title of program: Safe School—Healthy Students Initiative

II. Lead faculty or staff name(s):

Michael Furlong, Ph.D., Professor
Lindsay O’Brennen, Graduate Student Researcher

III. Description of the program(s):

We are partnering on the evaluation of a four-year (2007-2012), Federally funded, community collaborative aiming to increase school safety and promote student mental health and psychological well-being. This project will provide opportunities for evaluation, research, and related fieldwork activities.

V. Populations served:

Pre K-12 students in:

Carpinteria Unified School District

Pre K-12 teachers or administrators in:

Carpinteria Unified School District

Families of Pre K-12 students:

Carpinteria Unified School District

GGSE undergraduates:

None, now, but we will make this a fieldwork experience for students in the Applied Psychology minor

GGSE graduate students:

various GSRs

GGSE faculty:

Jill Sharkey
Erin Dowdy
Erika Felix

V. Partnerships established to implement this program:

The grant required cross-agency planning of the school district with community agencies, law enforcement, county mental health, parents, and early childhood educators.

VI. Year(s) implemented: 2007-2012

Safe School—Healthy Students Initiative

VII. Program funding:

Annual evaluation budget via U.S. Federal funding via the Safe School-Healthy Students Initiative (SAMSHA, ODJ, and DOE)

VIII. Education products: Yes, among others

State Credentialing training standards

Contributions to the CDE Getting Results resource documents

IX. Research papers or evaluation reports:

None yet for this special project

Previous related SS-HS publications that supported this grant effort included edited issues of peer reviewed journals specifically focusing on the SS-HS Initiative

[See Appendix C]

X. Impact on policy:

Yes.

- SS-HS is THE major effort nationally to prevent violence on school campuses. In addition to disseminating information about this topic, these efforts have also lead to our (Furlong's) participating in a number of planning and technical assistant groups including:
- SS-HS National Evaluation Advisory Committee
- Consultation for the USDOE Safe & Drug-Free Schools Office
- California Commission of Teacher Credentialing School Violence Task Force
- The California Governor's School Violence Task Force (set credential training standards related to school violence and safety)
- Original developer for California's DOE Safe Schools: A Planning Guide for Action
- Co-author of the California Attorney General's School Safety Report
- Since 1997, on California Health Kids Survey technical advisory group
- Among others...

I. Title of program: Santa Barbara Early Reading Progress Monitoring Project

II. Lead faculty or staff name(s):

Matthew Quirk, Ph.D.

Michael Furlong, Ph.D.

III. Description of program(s):

The Early Reading Progress Monitoring Project is a collaborative venture between UCSB's Gevirtz Graduate School of Education and the Santa Barbara Elementary School District (SBESD) examining the collection and use of early reading progress monitoring data in the local elementary schools. The goal of this project is to form, refine, and institutionalize a practical and portable procedure for collecting and using continuous progress monitoring data of students' early reading development (grades K-5) so that these data may be more effectively used to inform reading instruction and intervention. Currently, participating researchers are in the process of collecting information from the principal, teachers, and reading specialists in a local area school. This includes information on the various types of reading progress monitoring data that are currently being collected and how this data is accessed and used by all school personnel who are working with students in the area of reading. The eventual goal of this project is to expand our work to other schools in the SBESD and to ultimately develop a set of procedures that could be disseminated to and used by schools across the state.

IV. Populations Served:

Pre K-12 students in:

It is anticipated that improvements in the assessment system will have an impact on student growth and overall reading achievement.

Pre K-12 teachers or administrators in:

Santa Barbara Elementary School District (right now we are working with Franklin, Harding, and McKinley)

The Gevirtz School graduate students:

Partially funds students who are working on the project

V. Partnerships established to implement program:

We are partnering with district and school administrators from the SBESD. Robin Sawaske (Assistant Superintendent) and the principals at each of the schools have been involved in

Santa Barbara Early Reading Progress Monitoring Project

VI. Year(s) implemented:

The project got started this year with the potential for continuation over the next two years. Our hope is to create a program that will be sustainable in the district after we “finish” the project.

VII. Program Funding:

Private Foundation (from Santa Barbara)

VIII. Education Products:

We are attempting to create an assessment system that will allow for the storage and access of students’ reading data across the years and across schools within the SBESD.

IX. Research papers or evaluation reports:

In process

X. Impact on policy:

It will impact how reading progress monitoring assessments/data are conducted, stored, and used within the SBESD.

I. Title of program: School Improvement Partnerships

II. Lead faculty or staff name(s):

Michael Gerber, Ph.D.

III. Description of program(s):

In this ongoing project, we are working with two elementary schools with large enrollments of English learners in S.B. Elementary School District to provide professional development, model demonstration, consultation, evaluation, and original research focused on teachers' efforts to improve academic performance of high risk students in pre-kindergarten through second grade. We have provided workshops on a Core Intervention Model and modeled its implementation in research projects related to phonological, vocabulary, and listening comprehension skills development. We are also modeling evaluating small group interventions, including both academic and behavior management components, led by undergraduate tutors who enroll in a special section of ED 176b and who are trained and supervised by SPEDR doctoral students. We have provided workshop/in-service training for teachers and also consultative assistance and training on assessment, instructional strategies, and behavior management to principals, reading specialists, volunteers, yard supervisors, and preschool teachers (particularly for the experimental Reggio Emilio preschool program at Harding School). We have begun discussions with intermediate teachers to plan possible model interventions in mathematics.

IV. Populations Served:

Pre K-12 students in:

Harding, Adams Schools in S.B. Elementary School District

V. Partnerships established to implement program:

Yes, with two schools

VI. Year(s) implemented:

2006 to the present

VII. Program Funding:

Unfunded

VIII. Education Products:

Refinements of Core Intervention Model developed by Gerber et al., Project La Patera

School Improvement Partnerships

IX. Research papers or evaluation reports:

One dissertation (A. Filippini & Gerber, in preparation for publication). Second paper being prepared for publication (Gerber, K. Weiner, A. Moran) later this year on small instructional group management for promoting listening comprehension

X. Impact on policy:

Potential impact relates to national policy initiative to encourage and implement multi-tiered “response to instruction” (RTI) strategies and systems in schools (following from Reading First Initiative and reauthorization of IDEA in 2004). Our approach is to develop instructional rather than curriculum models of RTI. Has implications for professional education and development.

I. Title of program: School Psychology Program 1997-2007 School Improvement Partnerships

II. Lead faculty or staff name(s):

Shane Jimerson, Ph.D.

III. Description of program(s):

During the past decade, the UCSB school psychology program has prepared 67 graduate students in the area of school psychology (including 51 who have graduated as of 2008 and 16 new students recently enrolled 2007). We appreciate the contributions of the local professionals and schools who have provided opportunities for UCSB graduate students to obtain important field work experience, and afforded the opportunities to collaborate to develop, implement, and evaluate projects to facilitate the social and cognitive competence of children. School psychology faculty and students have had an opportunity to work with educational professionals in almost every school in Santa Barbara County.

It is important to highlight the tremendous contributions that these students have made to the local schools, children, and community in fulfilling fieldwork hours, collectively, contributing over 25,000 hours (equivalent to over 3,100 eight-hour days) locally during the past decade.

Additionally, with students contributing as interns during the final year of their graduate preparation, the program has contributed to an additional 72,000 hours (equivalent to over 9,000 eight-hour days) of psychological support services throughout the State of California.

Reflecting the breadth of knowledge necessary for professional school psychologists (and consistent with the national training standards), contributions of school psychology faculty and students include:

1) Data-Based Decision-Making and Accountability:

Knowledge of various models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. Using such models and methods as part of a systematic process to collect data and other information, translating assessment results into empirically-based decisions about service delivery, and evaluating the outcomes of services. Data-based decision making permeates every aspect of professional practice.

2) Consultation and Collaboration:

Knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. Collaborating with other school-based professionals in planning and decision-making processes at the individual, group, and system levels.

School Psychology Program

3) Effective Instruction and Development of Cognitive/Academic Skills:

Knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. Collaborating with other school-based professionals to develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implementing interventions to achieve those goals; and evaluating the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

4) Socialization and Development of Life Skills:

Knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. Collaborating with other school-based professionals to develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

5) Student Diversity in Development and Learning:

Knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. Demonstrating the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

6) School and Systems Organization, Policy Development, and Climate:

Knowledge of general education, special education, and other educational and related services. Understanding schools and other settings as systems. Collaborating with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

7) Prevention, Crisis Intervention, and Mental Health:

Knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. Providing or contributing to prevention and intervention programs that promote the mental health and physical well-being of students.

School Psychology Program

8) Home/School/Community Collaboration:

Knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. Working effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

9) Research and Program Evaluation:

School psychologists have knowledge of research, statistics, and evaluation methods. Evaluating research, translating research into practice, and understanding research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

10) School Psychology Practice and Development:

Knowledge of the history and foundations of the profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. Practicing in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

11) Information Technology:

Knowledge of information sources and technology relevant to their work. Accessing, evaluating, and utilizing information sources and technology in ways that safeguard or enhance the quality of services.

For more information about the School Psychology program at UCSB, please contact the Program Director, Dr. Shane Jimerson <Jimerson@education.ucsb.edu>

I. Title of program: Schools, Families, and Juvenile Justice: Systemic Responsiveness and Juvenile Delinquency

II. Lead faculty or staff name(s):

Jill D. Sharkey, Ph.D., Academic Coordinator, School Psychology Program

III. Description of program(s):

Early career research award to support a research agenda to explore ways systems have responded to needs of adolescents who become involved with the juvenile justice system through collection and analysis of qualitative and quantitative data.

IV. Populations Served:

Pre K-12 students in:

Schools across the nation

Pre K-12 teachers or administrators in:

Schools across the nation

Families of Pre K-12 students:

Across the nation

The Gevirtz School graduate students: 5

The Gevirtz School faculty: 1

V. Partnerships established to implement program:

Yes, partnerships with Santa Barbara Juvenile Probation Department and Santa Barbara County Schools

Inter-campus partnership with University of Texas at Austin

VI. Year(s) implemented:

Initial grant was 2006-2008 and research will continue through development, testing, and implementing a model to explain system response (such as schools) to juvenile delinquency.

VII. Program Funding:

Grants (initial efforts were funded through the Society for the Study of School Psychology)

Schools, Families, and Juvenile Justice: Systemic Responsiveness and Juvenile Delinquency

VIII. Education Products:

A theoretical model of how systems should respond to youth needs to prevent delinquency.

IX. Research papers or evaluation reports:

Yes, a series of peer-reviewed journal articles are in preparation.

In addition, several PowerPoint presentations have been prepared and presented

Juvenile Justice Department in Texas January 29th by Texas colleagues

National Association of School Psychologists Conference Feb 6th by group

California Association of School Psychologists Conference March 13th by CA folks

Juvenile Probation Department in California May 21st by CA colleagues

A presentation to Santa Barbara School District Board is under exploration

An executive summary will also be created for school and juvenile justice stakeholders.

X. Impact on policy:

Yes, we are trying to shift policy at a worldwide level regarding how systems respond to youth needs.

I. Title of program: Science and Mathematics Initiative

II. Lead faculty or staff name(s):

Dean Jane Close Conoley, Ph.D., UC SMI Executive Committee

Professor Julie Bianchini, Ph.D., UCSB Director

Sue Johnson, Ph.D., UCSB Coordinator and Lead Instructor of CaT1

Emily Kang, Ph.D., Elissa Ross, M.A., Ann Carlyle: Instructors of CaT1

Suzanne Oliver, M.S., Director, Community Relations

Judy Headley, M.A., Student placement coordinator

III. Description of program(s):

SMI is a program to recruit and mentor pre-service secondary science and mathematics teachers. The program includes coursework and placement in a local classroom.

IV. Populations Served:

Pre K-12 students in:

Over 50 CaT1 students are currently placed in the following schools:

Elementary: Adams, Brandon, Carpinteria Family, Cesar Chavez, El Camino, Ellwood, Foothill, Harding, Hollister, Isla Vista, Kellogg, La Patera, McKinley, Monte Vista, Peabody, Roosevelt, and Summerland

Junior High: La Colina, La Cumbre, Goleta Valley, Santa Barbara

Pre K-12 teachers or administrators in:

The CaT1 students are working in the classrooms of teachers in the schools listed above. We have also been in contact with administrators in those districts.

The Gevirtz School undergraduates:

We currently have over 70 students in our CaT1 course winter quarter and expect similar numbers for CaT2 in the spring.

Science and Mathematics Initiative

V. Partnerships established to implement program:

The Science and Mathematics Education Minor that is being proposed involves courses that will be taught by faculty in Mathematics and several departments in Science, including, thus far, Geography and Chemistry. The intent is also to involve faculty in other disciplines like Physics and Life Science.

VI. Year(s) implemented:

The CaT1 and CaT2 courses were begun during the 2006-2007 academic year, with approximately 15 students in each. This year, 2007-2008 those numbers have increased dramatically. In the 2008-2009 academic year we intent to implement the minor.

VII. Program Funding:

The SMI program is funded by the Office of the President, although we are working to get additional funding through other grants. (Ex. Noyce).

VIII. Education Products:

Documents are being produced for mentor teachers.

IX. Research papers or evaluation reports:

X. Impact on policy:

I. Title of program: Science Math Initiative and Community College Partnerships

II. Lead faculty or staff name(s):

Sue Johnson, Ph.D., SMI Coordinator

Patricia Nunez, SBCC

III. Description of the program(s):

The University of California, responding to a national crisis in a shortage of secondary school teachers of mathematics and science, has formed a Science and Mathematics Initiative whose major goal is to produce thousands of highly qualified, well-trained secondary school teachers of mathematics and science in California. The University of California is creating a funding stream to create a pipeline of STEM (Science Technology Engineering Mathematics) students directly from the community colleges to one of the 10 University of California campuses.

UC Santa Barbara, Santa Barbara City College (SBCC), Allan Hancock College, and Ventura and Oxnard Colleges are forming collaborations to interest STEM students in a teaching career and form a pathway for these students from the community college to UC Santa Barbara. The purpose of this program is to increase the number and diversity of STEM students committed to teaching careers.

To attract student interest UCSB will provide a \$500 stipend per community college student to enroll in a course that connects Science and Mathematics learning with secondary school teaching. Students are eligible for the \$500 stipend for both year 1 and year 2 while enrolled in the community college. We are in the process of raising additional funding to support increased stipends for these students for year 3 and year 4 at UCSB and a 5th credential year.

The community colleges can use existing courses to support the stipend requirements. For example, SBCC's two unit internship with field experience offers a student secondary school science or mathematics class observation, opportunities to visit UCSB, and the writing of a paper. In other cases, existing course syllabi could be adapted – The Gevirtz School faculty is available to partner with community college faculty in designing courses if necessary.

Science Math Initiative and Community College Partnerships

The advantages to such a program are many: a pipeline of students directly from the community colleges to a four year university and a teaching credential; educated science and mathematics teachers who are committed to encouraging mathematics and science among high school students; building student learning cohorts to support one another through the university experience; and finally, a cohort of teaching professionals prepared to make a difference in young people's lives.

VI. Populations served:

GGSE undergraduates

Community College students

I. Partnerships established to implement this program:

Math Science Consortium: UCSB and SBCC Teacher Education

UC Santa Barbara, Santa Barbara City College (SBCC), Allan Hancock College, and Ventura and Oxnard Colleges are forming collaborations

II. Year(s) implemented:

Beginning Winter 2008

III. Program Funding:

UC Office of the President, community college transfer students earn a \$500 stipend

IV. Education products:

V. Research papers or evaluation reports:

VI. Impact on policy:

I. Title of program: Science Matters

III. Lead faculty or staff name(s):

Judy Headley, M.A.

IV. Description of the program(s):

Science Matters: a collaboration with Carpinteria Unified School District and Santa Barbara School District to send UCSB Pre-Professional Program students to assist fourth through sixth grade teachers in science instruction. Practicing teachers receive extensive training on innovations in science curriculum, and UCSB students assist them in the implementation in their classrooms.

IV. Populations served:

Pre K-12 students in:

4th through sixth graders in Carpinteria Unified School District and Santa Barbara School District

Pre K-12 teachers or administrators in:

Carpinteria Unified School District and Santa Barbara School District

GGSE graduate students:

UCSB Pre-Professional Program students

VI. Partnerships established to implement this program:

Carpinteria Unified School District and Santa Barbara School District

VII. Year(s) implemented:

2007-

VIII. Program funding:

IX. Education products: Yes

X. Research papers or evaluation reports:

XI. Impact on policy:

I. Title of program: **¡Sí se puede! An examination of everyday life in a dual immersion bilingual program**

II. Lead faculty or staff name(s):

Jin Sook Lee, Ph.D.

Jason Raley, Ph.D.

III. Description of program(s):

The goals of the project at Cesar Chavez Charter School are (1) to document and understand the social and academic trajectories of bilingual students; (2) to examine the process of English language acquisition and development in a dual immersion setting; (3) to analyze the language use (i.e., who says what to whom, when, where, why, and how) and pragmatic development of bilingual students in various contexts (e.g., classroom, playground, home); and (4) to investigate the motivations, attitudes, and language ideologies of parents and students, who have elected to attend CCCS. Research activities include case studies of selected children from monolingual Spanish and English speaking homes as well as from bilingual homes; classroom/playground video analyses of teacher-student and student-student interactions; observations; formal and informal interviews with parents, teachers, and students; pre and post surveys with parents and students, collection of student work and student assessment records; and home visits with the target children. Comparisons of groups of students across settings and language backgrounds will be done to gain a better understanding of the children’s learning process. Data collection began in July 2005 with 40 incoming Kindergarten students and their parents who will be participating in the K-Ready program. The research team has been following this cohort into their current academic year (2007-2008). The long-term goal is to longitudinally follow this cohort across grade levels to document their learning experiences and progress.

IV. Populations Served:

Pre K-12 students in: Yes, Cesar Chavez Charter School

Pre K-12 teachers or administrators in: Yes, Cesar Chavez Charter School

The Gevirtz School undergraduates: Yes

The Gevirtz School graduate students: Yes

The Gevirtz School faculty: Yes

V. Partnerships established to implement program: No

VI. Year(s) implemented: July 2005 to present

VII. Program Funding:

VIII. Education Products:

IX. Research papers or evaluation reports:

X. Impact on policy:

I. Title of program: Supplemental Educational Services Tutoring

II. Lead faculty or staff name(s):

Vishna Herrity, Ph.D., GRC Executive Director
Eric Johnson, M.S. Ed., Program Coordinator

III. Brief description of the program:

The Gevirtz Research Center is a state-approved provider of Supplemental Educational Services (SES). SES is defined as tutoring or other academic enrichment activities offered outside the regular school day. The law requires that SES be of high quality, research-based, and designed to improve the academic achievement of participating students. Title I (low-income serving) schools in Year 2 and beyond of Program Improvement are required to offer SES services in English-language arts and/or mathematics to eligible students to augment school instruction. Parents of eligible students select a state-approved SES provider to assist their children.

The Gevirtz Research Center’s SES program includes an initial parent/guardian consultation, diagnostic testing, ongoing communication with classroom teachers, and an individualized learning plan that is aligned with classroom, district, and state curriculum objectives and designed to maximize each student’s performance. Parents and teachers of tutees are regularly updated in writing regarding student progress.

The GRC hires paid tutors, who are primarily undergraduate and graduate students at UC Santa Barbara, and provides them with professional development, instructional support, and supervision. SES students and families are introduced to other UCSB programs and opportunities specifically developed to increase the academic achievement of students from underserved groups and families who have never had the opportunity to attend college.

IV. Populations Served:

Pre K-12 students in:

K-8 students from the Goleta Union School District (La Patera Elementary School), Santa Barbara School Districts (Franklin, Harding, and McKinley Elementary Schools and Santa Barbara Junior High School) and Carpinteria Unified School District (Carpinteria Middle School), receive assessment and tutoring.

The Gevirtz School undergraduates:

Hired as paid tutors and receive training and guidance.

The Gevirtz School graduates:

Hired as paid tutors and receive training and guidance.

Supplemental Educational Services Tutoring

V. Partnerships established to implement this program:

SES students and families are introduced to other UCSB programs and opportunities specifically developed to increase the academic achievement of students from underserved groups and families who have never had the opportunity to attend college. UCSB's Academic Preparation Program, Early Academic Outreach Program, and MESA (Mathematics, Engineering and Science Achievement) Schools Program serve in an advisory capacity and work with students to help them aspire to, enter and stay on the pathway to college.

VI. Year(s) implemented:

Academic year 2007-2008 is the first year of SES tutoring. The GRC's State provider status is renewable every two years.

VII. Program Funding:

California Department of Education No Child Left Behind funds are allocated to school districts using an annual per-child formula. The GRC invoices each participating district based upon how many hours of instruction each SES child receives per month.

VIII. Education Products: No.

IX. Research papers or evaluation reports:

Reports of student progress on achievement tests will be prepared once we have implemented the program for an adequate period of time.

X. Impact on policy:

Yes. Only three universities have become State-approved providers of Supplemental Educational Services. The quality of our services can influence schools and districts to seek our SES services, and inform statewide decisions about SES provider qualifications and the SES process.

I. Title of program: Teacher Education Program Literacy Project

II. Lead faculty or staff name(s):

Tine Sloan, Ph.D., Acting Director Teacher Education Program

Chuck Bazerman, Ph.D., Professor

Jason Raley, Ph.D.

III. Description of program(s):

This project, funded by the UC Educational Imperative--Student Academic Preparation and Educational Partnership, seeks to improve literacy instruction in secondary schools through development and support of professional learning communities that include cooperating teachers, student teachers, university supervisors, and university professors. A goal for these communities is to share practices and define professional development that will help cooperating teachers attain their educational goals and meet the needs of their students. Of particular focus is the ways in which cooperating teachers can utilize trained student teachers to improve literacy outcomes for grade 7-12 students.

IV. Populations Served:

Pre K-12 students in: grades 7-12 at La Colina Junior High, Goleta Valley Junior High, Santa Barbara Junior High, Santa Barbara High, Dos Pueblos High, San Marcos High all in the Santa Barbara School District

Pre K-12 teachers or administrators in: grades 7-12 in above schools

Families of Pre K-12 students: Indirectly

The Gevirtz School graduate students: Teacher Education Program student teachers in all secondary credential programs, and 3 GSRs (2 of whom teach the literacy course in the TEP)

The Gevirtz School faculty: researchers

V. Partnerships established to implement program: with our K-12 schools

VI. Year(s) implemented: 2007-09

VII. Program Funding: Student Academic Preparation and Educational Partnership (SAPEP)

VIII. Education Products: Not yet

IX. Research papers or evaluation reports: Not yet

X. Impact on policy: Not yet

I. Title of program: Teacher Enrichment Adventure in Watershed Education and Training (TEAWET)

II. Lead faculty or staff name(s):

PI: Jane Conoley, Ph.D., Professor and Dean, Gevirtz Graduate School of Education

Co-PI: Vishna Herrity, Ph.D., GRC Executive Director

III. Description of the program(s):

Teachers in Santa Barbara and Ventura Counties are learning how to bring the scientific process of inquiry into the classroom by experiencing it for themselves through the Gevirtz Research Center's field-based Teacher Enrichment Adventure in Watershed Education and Training (TEAWET). TEAWET builds upon the campus and community partnerships developed through the Youth Enrichment Adventure to engage teachers in a program of professional development focused on investigative science. Collaborative partners are the Santa Barbara School Districts, Gevirtz Graduate School of Education Teacher Education Program, South Coast Science Project, Marine Science Institute Education Team, and Santa Barbara Botanic Garden.

TEAWET Fellows, teachers of grades 4 through 8 from Santa Barbara and Ventura Counties, are discovering new ways to apply inquiry to our local environment, bring investigative science into the classroom, and use the watershed as a context for interdisciplinary thematic teaching. Participating teachers receive stipends for attendance and for classroom materials, as well as 8 quarter units of professional growth credit through UCSB Extension. Vishna Herrity teaches the UC Santa Barbara extension course.

Field-based professional development sessions take place at Lake Casitas, Mission Creek at the Botanic Garden, Arroyo Hondo Preserve, Goleta Beach, Matilija Dam in Ventura County, the Watershed Resource Center at Arroyo Burro Beach, the Ty Warner Sea Center, and Santa Cruz Island.

IV. Populations Served:

Pre K-12 students in:

This program serves Grade 4 through Grade 8 teachers from eight school districts: Moorpark Unified School District, Conejo Valley Unified School District, Ventura Unified School District, Lompoc Unified School District, Ballard School District, Santa Barbara School Districts, Hope Elementary School District, and Goleta Unified School District.

Teacher Enrichment Adventure in Watershed Education and Training (TEAWET)

V. Partnerships established to implement program:

The Marine Science Institute Education Team provides a field-based instructional component using MSI professors or students as instructors for sessions on the beach and in the MSI lab. The GRC works with all involved school districts to arrange opportunities for teachers to participate in professional development activities.

VI. Year(s) implemented:

The first year of the project was 2006-2007. NOAA renewed the project for 2007-2008, and a third year of participation is expected in 2008-2009.

VII. Program Funding:

TEAWET is funded by a grant from the National Oceanic and Atmospheric Administration, California Bay Area Watershed Education and Training Program.

VIII. Education Products:

NOAA requested that we use existing curricula in the development of the project. The TEAWET instructional model uses field-based inquiry to provide professional development in watershed education. A TEAWET blog has been created to share lesson plans and watershed education resources.

IX. Research papers or evaluation reports:

Each year a mid-year progress report, final report, and final evaluation are submitted to NOAA. Co-PI Dr. Vishna Herrity and three TEAWET Fellows made a presentation at the 2008 California Islands Symposium.

X. Impact on policy:

TEAWET is informing the professional development of teachers of science, particularly in the area of inquiry. Abusharbain (2002) reports that students of teachers engaged in inquiry-based field investigations of the environment show a significant increase in knowledge about the scientific process. Research also suggests that by engaging in sustained inquiry-based learning students develop the thinking and process skills needed for credible scientific endeavor: refining questions debating ideas, making predictions and inferences, designing studies, drawing conclusions and communicating findings (Donahue, Lewis, Price and Schmidt, 1998). Further, a majority of TEAWET Fellows are teachers of underrepresented students. Research in this area indicates that by undergoing the same learning experiences they will be expected to implement with their students - experiences modeled by the experts providing professional development - participants are much more likely to change classroom practice (Melber & Cox-Peterson, 2005; Shepardson & Harbor, 2004; Gusky, 2003).

I. Title of program: Teaching for Equity in Mathematics and Science Education (TEMSE)

II. Lead faculty or staff name(s):

Julie Bianchini, Ph.D.

Mary Brenner, Ph.D.

III. Description of the program(s):

In January 2003, we embarked on a two and a half year professional development effort to assist experienced science and mathematics teachers at local middle and high schools in understanding and addressing issues of equity and diversity at the classroom level. Our project, Teaching for Equity in Mathematics and Science Education, or TEMSE, included 12 teachers from 3 schools, all which had large proportions of low income students, many who were English Learners. In our research of this professional development process, we investigated changes in teachers' conceptions of equity and reports of instructional transformation. In particular, we examined how researching one's own classroom – a central strand of our professional development model – informed teachers' notions of equity and equitable teaching practices. Three additional strands of professional development in our model included examination of personal experiences, analysis of school and district data, and engagement in science and mathematics instructional activities. We had a total of 23 days of professional development including quarterly meetings and two summer institutes. We videotaped each professional development session, conducted three rounds of individual teacher interviews, and collected teachers' written reports of their research. In our analysis, we identified themes that emerged across teachers' conceptions of equity and reports of equitable instructional practices. Our purpose was to contribute to conversations about ways to effectively engage science and mathematics teachers in the complex and uncertain work of learning to teach toward equity.

IV. Populations served:

Pre K-12 teachers or administrators in:

Four teachers from each of these schools: Santa Maria High School (Santa Maria), E.O. Green Middle School (Oxnard), and La Cumbre Middle School (Santa Barbara).

Teaching for Equity in Mathematics and Science Education (TEMSE)

GGSE graduate students:

Graduate students (~10) participated in this project across years as research assistants and as helpers in the professional development sessions. They learned various research skills. Some did their required research apprenticeship with the project. Some participated in conference presentations.

GGSE faculty:

In addition to Brenner and Bianchini, other faculty were Gregory Kelly, Yukari Okamoto, Hsiu-Zu Ho, Julian Weissglass, and Lynne Cavazos.

V. Partnerships established to implement this program:

There was a national advisory board composed of six faculty (three in science education and three in mathematics education) from universities across the country.

VI. Year(s) implemented:

2001-2005

VII. Program funding:

Gevirtz Fund for Excellence Capacity Building Grant (\$400,000)

VIII. Education products:

No.

IX. Research papers or evaluation reports:

Yes.

[See Appendix C]

X. Impact on policy:

Any impact is unknown.

I. Title of program: Tri-County Mathematics Project

II. Lead faculty or staff name(s):

Julian Weissglass, Ph.D., P.I.
Nancy Terman, Ph.D.; and Maria Guzman, Co-Directors
John Doner , Ph.D.; Mathematics Faculty Advisor

III. Description of program(s):

The Tri-County Mathematics Project (TCMP) is a site of the *California Mathematics Project* (CMP) which supports 19 regional sites located on University of California, California State University, and independent college and university campuses to provide programs that strengthen teaching and learning in mathematics. The CMP is one of the nine subject disciplines that comprise the *California Subject Matter Project* (CSMP) that is supported by the state of California and is administered by the University of California Office of the President.

The broad goal of TCMP is to assist teachers in improving mathematics education in our region. This involves conducting programs that:

Provide opportunities for teachers to increase their knowledge and understanding of mathematics;

Address equity issues that promote access to mathematics for all students;

Assist teachers in developing effective teaching strategies to help students understand the mathematics in the California Mathematics Content Standards;

Develop and support the leadership of teachers in mathematics education.

IV. Populations Served:

Pre K-12 students in:

Grade 7-10 migrant students through our partnership with the Migrant Education Program Region 18

Pre K-12 teachers or administrators in:

TCMP serves educators in Santa Barbara and Ventura Counties and the northwestern region of Los Angeles County.

Tri-County Mathematics Project

V. Partnerships established to implement program:

TCMP works with many school districts in our region but partners with the Oxnard Union High School District, Oxnard Elementary SD, Ocean View School District, Hueneme School District, and Santa Paula Elementary SD in the TCMP STIR project that is designed to support and retain grade 6-12 mathematics teachers.

VI. Year(s) implemented:

1983 - present

VII. Program Funding:

TCMP receives its base-funding from the state of California and additional funds from other sources. Currently, our *TCMP STIR* program is funded by CPEC funds. From 2001 – 2007 we were funded by the National Science Foundation to conduct *Project RENEW*, a K-12 mathematics teacher retention project.

VIII. Education Products:

IX. Research papers or evaluation reports:

<http://renew.education.ucsb.edu/downloads/CMStatisticsPaper.pdf>

[See Appendix C]

X. Impact on policy:

I think so. In the late 1980s several of our TCMP participants were appointed to the California Framework committee and the California Curriculum Commission and many went on to take leadership in mathematics educational at the regional, state, and national level.

- I. Title of program:** UCSB Math Teacher Education Program Collaborative
- II. Lead faculty or staff name(s):**
 Bill Jacob, Ph.D., Professor in Mathematics Department
 Tine Sloan, Ph.D., Acting Director Teacher Education Program (TEP)
 Ann Carlyle Lecturer/supervisor TEP
 Elissa Ross, M.A. Lecturer/supervisor TEP
- III. Description of program(s):** TEP supervisors and Bill Jacob work with 3-4 of our partner schools, providing professional development workshops that include both student teachers and their cooperating teachers (the master teachers who mentor them). Student teachers and cooperating teachers work collaboratively in the classroom to teach and observe each other teaching the new mathematical concepts and procedures. The TEP supervisors who provide the professional development are also the supervisors at the CT and ST sites and provide ongoing support during the year for the teachers' math instruction.
- IV. Populations Served:**
Pre K-12 students in: Brandon Elementary School, Franklin Elementary School, Harding Elementary School
Pre K-12 teachers or administrators in: the above schools
Families of Pre K-12 students: indirectly
The Gevirtz School graduate students: in the TEP
The Gevirtz School faculty: in the TEP
- V. Partnerships established to implement program:**
 Yes, a partnership between the Teacher Education Program and the Mathematics Department
- VI. Year(s) implemented:** 2006-present
- VII. Program Funding:** Private Donor
- VIII. Education Products:** Not yet
- IX. Research papers or evaluation reports:** Yes
- X. Impact on policy:**
 It can on three fronts: 1) in the way professional development is conducted for teachers, 2) in the way mathematics is taught in schools, 3) in more powerful ways student teachers can contribute to the work of teachers and students.

I. Title of program: UCSB UC Links

II. Lead faculty or staff name(s):

Co-Principal Investigators:

Mary Brenner, Ph.D.

Richard Duran, Ph.D.

III. Description of the program:

The UCSB UC Links project is currently funded by the UC Office of the President as part of the UC Links intercampus network. The network consists of after school computer clubs serving primarily early school through high school students.

One site, Club Proteo is an after school computer club run in collaboration with the Goleta Boys and Girls Club. The Club is staffed by a UCSB GGSE graduate student coordinator and UCSB undergraduate students enrolled concurrently in the GGSE undergraduate education minor course ED 124 Research on Teaching and Learning in Sociocultural Contexts taught by the two Co-PIs. Youths attending Club Proteo engage in playing computer games, computerized writing activities, and fieldtrips enhancing acquisition of academic skills and motivation to pursue college study.

A second site, the Parents, Children, and Computers Project is based at the Isla Vista Elementary School (Goleta School District) computer lab and library. The PCCP is staffed by UCSB graduate and undergraduate students. The participants are families with children attending Isla Vista school. Parents are assisted learning to use computers and the Internet and develop a newsletter publication featuring articles on education and culture. Children receive homework support while parents work on the computer and may join parents in publication activities.

IV. Populations served:

Pre K-12 students in:

Club Proteo serves primarily Goleta School District elementary schools (8 different schools) but there are substantial numbers of children from the Santa Barbara School District and the Hope Elementary School District. About 200 children per year participate. PCCP serves primarily children in Isla Vista Elementary School but has a few from Goleta Valley Junior High School. Between 15 and 30 children participate each year.

Families of Pre K-12 students:

Isla Vista and Goleta communities

GGSE undergraduates: Enrollees in Education 124 and the Education Minor, approximately 90 per year.

UCSB UC Links

GGSE graduate students:

Enrollees in the MA and PhD programs of the Department of Education. About 5 per year.

GGSE faculty:

Mary Brenner and Richard Duran

V. Partnerships established to implement this program:

The UCSB UC Links project is part of the UC-wide UC Links network. In previous years it was also a member of the Verizon Consortiums that provided a variety of literacy services to schools and families in Goleta.

VI. Year(s) implemented:

The program is ongoing annually subject to continued funding from the UC Office of the President. Club Proteo has been functioning at the same site for since 1994. The PCCP has been at Isla Vista School steadily since approximately 2000. In prior years it took place at La Patera School and the Isla Vista Teen Center.

VII. Program funding:

Funding is provided by the UC Office of the President at present. In the past it has been funded by the Verizon Foundation and Faculty Outreach Grants.

VIII. Education products:

Newsletters are produced periodically by the PCCP. The following bilingual special edition newsletter in color is available for circulation via CD or bound copy: Padres Aprendiendo Sobre la Educacion, Primavera 2006/Parents Learning About Education, Spring 2006.

IX. Research papers or evaluation reports:

[See Appendix C]

X. Impact on policy:

The UCSB UC Links project is part of the UC Links network and represents an example of the breadth of UC programming addressing the importance of academic outreach supporting engagement of UC with communities and schools.

I. Title of program: Youth Enrichment Adventure (YEA)

II. Lead faculty or staff name(s):

Mary E. Brenner, Ph.D., Principal Investigator

Yukari Okamoto, Ph.D., Co-Principal Investigator

Vishna Herrity, Ph.D., GRC Executive Director

Eric Johnson, M.S. Ed., Program Coordinator

III. Brief description of the program:

Y.E.A. is an environmental science summer enrichment program that engages 100 youth in field-based investigative science. YEA curriculum is aligned with California content standards in science and math.

The program is built upon collaboration, and our partners include Art from Scrap, the Boys and Girls Club of Santa Barbara County, City of Santa Barbara, Community Action Commission, Elings Park Foundation, Hollister Ranch, Los Padres National Forest Service, UCSB Marine Science Institute Education Team, Santa Barbara Audubon Society, Santa Barbara Botanic Garden, Santa Barbara School Districts, and Santa Barbara Zoo.

Traditionally, field experiences for youth are limited to one-day trips. YEA students spend 3 to 5 days at each field site examining a specific content area. Field locations include the Santa Barbara Botanic Garden, Goleta Beach Park, Hollister Ranch, Watershed Resource Center at Arroyo Burro Beach, Santa Barbara Zoo, Los Padres National Forest, Camp Whittier, UCSB Marine Science Institute, Arroyo Hondo Preserve, and Coal Oil Point. Three weeks of leadership training are integrated into the curriculum for 8th grade students, encouraging them to use critical thinking skills to address real environmental issues facing our community. They design and give educational presentations about those issues at the Y.E.A. Student Leadership Conference.

III. Populations Served:

This program serves 6th, 7th and 8th grade students from low-income-serving schools in the Goleta Union School District and Santa Barbara School Districts, including Isla Vista, Franklin, Harding, McKinley, and Adams Elementary Schools and Santa Barbara, La Colina, Goleta Valley, and La Cumbre Junior High Schools.

The Gevirtz School undergraduates and graduate students are hired as resource specialists and student assistants. Graduate Student Researchers assist the PI and Co-PI with data collection and analysis.

Youth Enrichment Adventure (YEA)

IV. Partnerships established to implement program:

The Marine Science Institute Education Team provides a field-based instructional component using MSI professors or students as instructors for sessions on the beach and in the MSI lab. The GRC works with all involved school districts to recruit students into the program.

The Santa Barbara School Districts fund the salaries of 6 certificated teachers who staff the program.

V. Year(s) implemented:

Although the research phase of Y.E.A. concluded in 2004, the project is being sustained with grants and the development of in-kind resources. Y.E.A. will be offered for the 7th year in the summer of 2008 and in as many subsequent years as possible.

VI. Program Funding:

Foundation grants (Godric Foundation, Crawford-Idema Family Foundation, Santa Barbara Foundation) have funded the program to date. Proposals are pending to the California Coastal Commission, Environmental Protection Agency, Santa Barbara Foundation, and Godric Foundation.

VII. Education Products:

The *YEA Curriculum Guide* was completed in 2006 and is updated on an ongoing basis. A CD was produced that provides a description of the program.

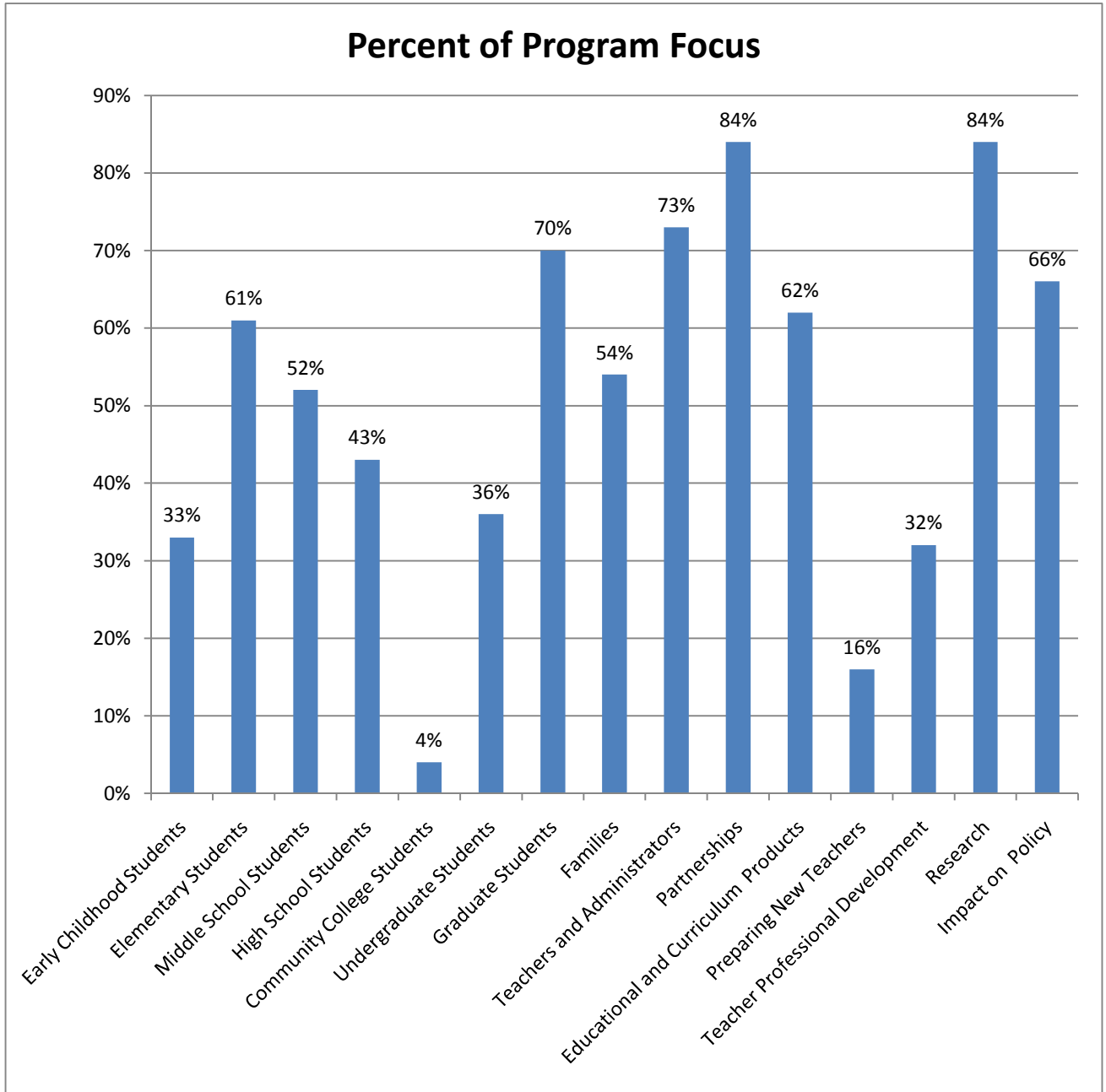
VIII. Research papers or evaluation reports:

Annual evaluation reports have been prepared since the YEA's inception. *The Youth Enrichment Adventure Three Year Final Report* was submitted in 2007 to the Whittier Family Foundations by Vishna A. Herrity, Ph.D., Mary Elizabeth Brenner & Yukari Okamoto, Co-Principal Investigators, and Roseanne Macias, Graduate Student Researcher and Project Coordinator. Dr. Brenner and Dr. Okamoto continue to evaluate the project on a modified scale. Numerous presentations have been made at American Educational Research Association conferences.

IX. Impact on policy:

YEA impacts local school district policy regarding the use of summer school funds to provide academic enrichment.

Appendix A: Percent of Program Focus Chart



Appendix B: Percent of Program Focus Data

<u>Project</u>	Programs for Students										Educational and Curriculum Products	Preparing New Teachers	Teacher Professional Development	Research	Impact on Policy
	Early Childhood Students	Elementary Students	Middle School Students	High School Students	Community College Students	Undergraduate Students	Graduate Students	Families	Teachers and Administrators	Partnerships					
Beginning Teacher Support and Assessment (BTSA)		•				•	•	•	•	•			•	•	•
Behavioral Consultation Team	•								•			•			•
California Dropout Research Project	•	•	•	•				•	•	•	•			•	•
California Enlace				•		•	•	•	•	•	•			•	•
California High School Exit Exam Follow-Up Study				•			•			•				•	•
California Technology Assistance Project								•		•	•		•		•
The Center for Educational Leadership and Effective Schools (CELES)		•					•	•	•	•	•			•	•
Center for Literacy and Inquiry in Networking Communities - CAHSEE Prep Initiative	•	•	•	•					•	•	•			•	•

Project	Programs for Students								Partnerships	Educational and Curriculum Products	Preparing New Teachers	Teacher Professional Development	Research	Impact on Policy
	Early Childhood Students	Elementary Students	Middle School Students	High School Students	Community College Students	Undergraduate Students	Graduate Students	Families						
Center for Literacy and Inquiry in Networking Communities – Profiles of Science in Action/Teacher Inquiry				•	•					•	•			•
CNCSP274D-F: School Psychology Fieldwork-Year 2		•	•	•			•	•	•	•				
CNSP275: Internship in School Psychology	•	•	•	•				•	•				•	•
The Consortium to Prevent School Violence	•	•	•	•				•	•	•		•	•	•
Development of a Multi-Gating School Bullying Victimization Assessment	•	•	•	•			•		•	•			•	
Effectiveness of Child Abuse and Prevention Services	•	•	•	•			•	•		•	•		•	•
EI Professional Development for K-12 Mathematics Teachers, Teacher Leaders, and Administrators	•	•	•	•					•	•		•	•	•
Evaluation of a Universal Alcohol Education Program for Undergraduates						•		•					•	•

<u>Project</u>	Programs for Students																	
	Early Childhood Students	Elementary Students	Middle School Students	High School Students	Community College Students	Undergraduate Students	Graduate Students	Families	Teachers and Administrators	Partnerships								
Family Literacy Partnership Project	•							•		•	•			•	•			
First 5 Santa Barbara County	•	•					•	•	•	•	•			•	•			
Gevirtz Homework Project			•	•		•	•	•		•	•			•	•			
Impact of College Alcohol and Substance Education (CASE) on Student Drinking and Drinking Related Consequences						•				•	•			•	•			
Instructional Tools in Educational Measurement and Statistics (ITEMS) for School Personnel									•	•	•			•				
Koegel Autism Center	•					•	•	•		•	•			•				
Large Enrollment Physical Science (LEPS)						•	•		•	•								
Lompoc Valley Healthy Kids Initiative Evaluation	•	•	•	•		•	•	•	•	•				•				
Mental Health Service Act Consultation	•	•	•	•		•	•	•						•	•			

Project	Programs for Students														
	Early Childhood Students	Elementary Students	Middle School Students	High School Students	Community College Students	Undergraduate Students	Graduate Students	Families	Teachers and Administrators	Partnerships	Educational and Curriculum Products	Preparing New Teachers	Teacher Professional Development	Research	Impact on Policy
Motivation, Instruction, Cognition, Literacy, and Learning (MICLL)		•	•				•	•	•	•	•		•	•	•
National Coalition for Equity in Education									•	•	•		•	•	•
Oral Reading Assessment: Screening Identification, and Progress Monitoring		•					•		•	•	•			•	•
Padres Adelante		•	•	•		•	•	•	•	•	•			•	•
PAL Tech		•				•			•	•	•		•	•	•
Pedagogical Content Knowledge and STEM Teacher Preparation		•	•	•		•	•		•	•	•		•	•	
Performance Assessment for California Teachers (PACT)		•	•	•			•	•	•	•	•		•	•	•
Pre-Professional Education		•	•	•			•		•	•		•			
Project Act Early		•	•				•	•	•	•	•			•	•
Project WRITE!	•									•	•			•	•

Project	Programs for Students														
	Early Childhood Students	Elementary Students	Middle School Students	High School Students	Community College Students	Undergraduate Students	Graduate Students	Families	Teachers and Administrators	Partnerships	Educational and Curriculum Products	Preparing New Teachers	Teacher Professional Development	Research	Impact on Policy
Promoting Positive Peer Relationships: Bullying Prevention Materials			•				•		•	•	•			•	
Psychology Assessment Center	•	•	•	•			•	•			•			•	
Research Advisory Group		•	•	•			•	•	•					•	•
The Role of Induction in Learning to Teach Equity: A Study of Beginning Science and Mathematics Teachers							•		•			•	•	•	
Safe School—Healthy Students Initiative	•	•	•	•		•	•	•	•	•	•			•	•
Santa Barbara Early Reading Progress Monitoring Project			•				•		•	•	•		•	•	•
School Improvement Partnerships	•	•				•	•	•		•	•		•	•	•
School Psychology Program		•	•	•			•		•	•				•	
Schools, Families, and Juvenile Justice: Systematic Responsiveness and Juvenile Delinquency		•	•	•			•	•	•	•	•	•		•	•

Project	Programs for Students							Families	Teachers and Administrators	Partnerships	Educational and Curriculum Products	Preparing New Teachers	Teacher Professional Development	Research	Impact on Policy
	Early Childhood Students	Elementary Students	Middle School Students	High School Students	Community College Students	Undergraduate Students	Graduate Students								
Science Math Initiative (SMI)		•	•			•		•	•	•	•				
Science Math Initiative and Community College Partnerships					•	•				•		•			
Science Matters		•					•	•	•			•			
¡Sí se puede!	•	•				•	•	•	•					•	
Supplemental Educational Services Tutoring		•	•			•	•	•	•				•	•	•
Teacher Education Program Literacy Project			•	•			•	•	•			•	•	•	
Teacher Enrichment Adventure in Watershed Education and Training (TEAWET)							•	•	•	•			•	•	•
Teaching for Equity in Mathematics and Science Education (TEMSE)							•	•	•				•	•	
Tri-County Mathematics							•	•				•	•	•	
UCSB Math Teacher Education Program Collaborative		•					•	•	•	•			•	•	•
UCSB UC Links		•	•			•	•	•		•	•			•	•
Youth Enrichment Adventure (YEA)		•	•			•	•	•		•	•			•	•

Appendix C: Supporting Materials

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