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Dear Friends,

The following pages will give you a sense of the excitement and accomplishment that characterize the Gevirtz School. Our work spans a focus on brain function through our neuropsychology assessment center to a socio-political analysis of educational policy at state and national levels. We are a community of scholars working to understand and contribute to the big picture of forces affecting learning and life success.

Our teaching, research, and service missions are enriched by our partnerships with community schools and agencies including Harding Elementary School, First Five Early Childhood Agency, and Orfalea Family Children’s Center. These and many other connections ground our work in cutting-edge field experiences.

This year we have begun to build partnerships across Pre-kindergarten through Graduate Education stakeholders in business, government, foundations, and education. We are determined to eradicate the achievement gap between rich and poor children in Santa Barbara County. To do so we are linking the people and institutions that care about equitable access to success for every individual.

Our friends and alumni also continue to provide us with their resources of time, talent, and wealth. Each gift is appreciated and is so valuable as we support students, programs, and faculty.

Teacher preparation has been a central mission throughout our history. We have sharpened the focus of this mission by assuming state leadership in the performance assessment of teachers and energetic outreach to practicing educators to improve literacy and mathematics and science education.

Our research work has received special notice from federal, state, and private givers. Our mandate is to provide the answers for some of society’s most pressing problems and we are succeeding.

This year we welcome ten new scholars to our community. The presence of such new energy and talent will be transformational. We are excited about the future with these young scholars.

Our new building is taking shape before our eyes. Although we have some financial challenges ahead to complete the project to match our dreams, we could not be more grateful to our University and state for providing the bulk of funding for our new home in 2009!

The stories in Profiles suggest the heart of our work to imagine, innovate, and inspire. We look forward to hearing from you. Together we can continue the mandate to reclaim our U. S. democracy for every generation through education.

Jane Close Conoley
Dean and Professor
The first research and training facility in the United States devoted to developing treatments and ultimately finding a cure for individuals with Asperger’s Syndrome is coming to the Koegel Autism Center. A $940,000 gift from The Eli and Edythe Broad Foundation will establish the Eli and Edythe L. Broad Center for Asperger Research.

"To date, most of the research around the world in the area of Asperger Disorder has focused on describing the symptoms and lack of abilities of such individuals," says Dr. Robert Koegel. "In contrast, the purpose of this new Center is to capitalize on the individuals’ strengths, to eliminate their debilitating symptoms, and to conduct interventions that will allow such people to lead happy lives and to be productive members of society."

It is estimated that one in every 500 children has Asperger’s Disorder or High Functioning Autism. Children with this type of autism demonstrate difficulties with social communication. In spite of having very high levels of intelligence and exceptional abilities in narrow areas (usually music, math, or art), they typically have difficulties with eye contact, peer relationships, sharing emotions with others, and are often inflexible in their routines or patterns of behaviors. At the same time, because children with Asperger’s generally do not have delays in language development or significant clinical delays in cognitive development and self-help skills, they are often misdiagnosed or untreated. They can end up isolated as adults, and may develop severe depression.

Without specialized interventions the social difficulties of children with Asperger’s Disorder often result in problems in adulthood such as depression, few or no friends, lack of recreational activities, and difficulties with higher education and employment. This is ironic because the individuals’ intellectual abilities are often extremely high, suggesting they have the potential to become some of the most productive members of society if their potential could be "unlocked."

"Edye and I are pleased to create a center that will support the Koegels’ innovative research into a disorder that presents a challenge for many families around the country who live with Asperger’s Syndrome," says Eli Broad, founder of The Broad Foundation. "We are encouraged by the work underway at UCSB, and we look forward to advancing the research and knowledge that will someday lead to a cure of this disorder, and in the interim, will enable those affected to lead more productive lives."

“(T)he purpose of this new Center is to capitalize on the individuals’ strengths, to eliminate their debilitating symptoms, and to conduct interventions that will allow people to lead happy lives and to be productive members of society.”

— DR. ROBERT KOEGEL
Russ Rumberger Works to Help Sacramento Fix the California Dropout Problem

Fewer than 75 percent of ninth graders in California graduate from high school, and the percentage in some districts is fewer than 50 percent. Gevirtz School Professor Russ Rumberger wants to change that. He’s directing the ambitious California Dropout Research Project (CDRP) – funded by the Bill and Melinda Gates Foundation, the William and Flora Hewlett Foundation, the James Irvine Foundation, and the Walter S. Johnson Foundation – which not only aims to examine the problem and solutions more thoroughly than ever before, but also hopes to affect statewide policy.

"The state is a powerful agent for change, at least in theory," Rumberger says. But he also claims that Sacramento seems ready for transformation. "It’s not just because of this project – the governor has more or less stated next year he will focus on education, Superintendent of Public Instruction Jack O’Connell has an advisory council, and Getting Down to Facts [an omnibus study on school finance and governance systems in which Rumberger also took part] has been issued. It’s a very fertile time for policy ideas, so we hope to have our views at the table."

Those views will be built on nine reports synthesizing existing research and six new studies including a "Follow-up Study of Students Who Did Not Pass the California High School Exit Exam" conducted by UC Santa Barbara colleagues Michael Furlong and Shane Jimerson. The goal, says Rumberger, "is to provide rigorous scientific evidence whether things work well."

Rumberger admits the dropout crisis is difficult to define: "It’s a controversy – some people claim the rate is much lower, some much higher. That’s partially due to data, partially due to how it’s calculated. The biggest problem is kids do a lot of moving around. Did the student dropout or transfer? If a family moves to Mexico, is the student a dropout? It’s an issue of tracking kids and therefore we don’t have accurate data."

The CDRP, which began in December 2006 and will run until March 2008, features a policy committee that will formulate statewide action points and help get those ideas into legislation. Rumberger explains, "I started with the idea the committee should be composed of policymakers, researchers, practitioners, and community activists, and once I decided on the types of people I got nominations, lots of phone calls and emails, about the people who would be best.

"This project is a good example of focusing research on the problems of educational policy and practice, and it could serve as a model for future projects to address major educational problems facing the state," Rumberger concludes.
Steve Smith Assesses Psychological Assessment

Steven R. Smith, Assistant Professor in the Department of Counseling, Clinical, and School Psychology, has "always been interested in what makes people tick and what makes people do what they do." It's not surprising, then, that he received a Ph.D. in Clinical Psychology from the University of Arkansas and after spending four years at the Massachusetts General Hospital and Harvard Medical School in Boston, joined the Gevirtz School faculty in 2004, where he now serves as director of the Psychology Assessment Center (PAC).

At PAC he and his team of graduate students get to bridge the gap between research and practice in very direct ways. "A lot of the research questions I have come from my time as a practitioner," Smith says, "and a lot of ideas come from practitioners in the community. It is my inspiration for the work I do." One part of that work is studying the efficacy of Rorschach inkblots. "There's lots of controversy in the field about what the test is about," Smith explains. "I'm contributing to the debate by casting it differently, looking at it as a neuropsychological test that allows us to look at cognitive functioning that relates to personality. We are adding more and more wrinkles to it, understanding it on a basic science level. We also hope it tells us how people understand ambiguous situations."

This work is just one way Smith as helping to move psychological assessment forward. "We're trying to have assessment be integrated more with the process of psychotherapy," he says. "We're trying to have it be more cost effective." The goal is to have assessment be more than a diagnostic tool, for Smith insists "if it's done well, it should shorten the process of therapy and be therapeutic itself."

Because about half of PAC's clients are families, this work is particularly important. "Lots of these parents may be at wit's end with their children; they might see the child as oppositional, but we can tell them the child has difficulty processing information," Smith says. "Telling the parents a different story about their child can help them approach things differently."

PSYCHOLOGY ASSESSMENT CENTER (PAC)

The PAC is a full-service neuropsychological assessment clinic that provides comprehensive evaluation of ADHD, learning disabilities, psychological disorders, and problems in adjustment. Counseling, Clinical, and School Psychology graduate students serve as clinicians, and assessments are individualized to each client's personal needs and questions. Each evaluation lasts up to eight hours and supervision is provided by either Dr. Smith or one of five professional neuropsychologists in the community. For a small sliding fee, clients can receive an assessment that would otherwise cost thousands of dollars.

www.education.ucsb.edu/pac
pac@education.ucsb.edu
Sally Kingston Presents a Principal’s Principles

For years the playground at Harding Elementary School in Santa Barbara was one big field. But recently, thanks to a gift from the Bialis Family Foundation, a new separate preschool/kindergarten playground was built. There students develop social skills and emotional regulation by participating in a developmentally-appropriate and structured outdoor curriculum. This new playground is just one part of the Harding Early Childhood Initiative (HECI), a partnership among multiple stakeholders committed to narrowing the achievement gap.

Spearheading this change is Harding’s principal Sally Kingston, who completed her Ph.D. in Educational Leadership and Organizations at the Gevirtz School in 2004. Kingston explains, "A pet peeve of mine is the artificial distinction we make between classroom and playground learning environments where classrooms are conceived of as places of learning and the playground is for fun. We know that the development of social skills and emotional regulation are critical aspects of an elementary education that have life-long implications. We need to set up learning environments both within and beyond classrooms that support and promote the development of these skills."

Rethinking the educational environment has its roots in her scholarly work. "My dissertation was on organizational learning at the district level," she says. "Organizations have their own identity, history, memory. So we have to really understand our schools as individual entities and discover who we are and who we want to be and learn and grow together toward that end." She discusses the school’s soon-to-open new cafeteria as an example: "You have to have guidelines but it’s more powerful to develop knowledge and skills that you’ll use for a lifetime, especially with food. No one likes to be controlled in this day and age. It’s really all about designing a learning environment that promotes high levels of learning for students and adults."

Kingston also values the Gevirtz School’s role in the Early Childhood Initiative. "That has transformed people; everyone’s level of professionalism has gone up," she says. "It’s wonderful, the quality of people who come to the school." Those people include graduate students Carola Matera, the recently graduated Alexis Fillipini, and Professors Michael Gerber, Carl Lager, Bill Jacob, Shane Jimerson, Dean Jane Close Conoley, and the Teacher Education preparation staff. "Universities understand schools, how complex they are and all the dimensions. So the professional development piece is essential – teachers do want that expertise."

ALUMNI NOTES

▶ Brent Elder (ESC &M.Ed.’04), a Special Education teacher at Kellogg Elementary School, received Goleta’s Teacher of the Year Award and also went to Bahrain on a Royal University for Women internship with the support of the US Embassy “to lay the foundation for integrating people with special needs into every aspect of society.”

▶ Recent Koegel Autism Center post doc Danny Opended (Ph.D., SPDR, ’05) was named Clinical Services Director of the Southwest Autism Research & Resource Center to oversee and manage their clinical programs and have an affiliation with Arizona State University.

▶ Audra Skukauskaite (Ph.D., Cultural Perspectives, ’06) accepted an associate professor position at the University of Texas – Brownsville. Audra just graduated last year and joined the faculty of Texas A&M – Corpus Christi as an assistant professor; this is clearly one of the fastest promotions on record!

▶ Emily Solari (Ph.D., SPDR, ’06) completed a postdoctoral research fellow at Lehigh University’s Center for Promoting Research to Practice and accepted an appointment as assistant professor in developmental pediatrics at the U. of Texas Health Science Center at Houston. She will also have a research affiliation with the Children’s Learning Institute.
Joann Erving, the Dean’s Expert Assistant

Behind every great dean there’s a great assistant. Joann Erving, assistant to Dean Conoley, has managed to get even better this past year, completing the College of Letters and Science Leadership Development Program. This rigorous professional development course was "more than I ever expected," Erving says. "Every area and aspect of the university was covered. Now, if I get stuck on a project, I can call all these mentors that are now friends."

Of course Erving brought her own 18 years of UC Santa Barbara experience at four different jobs to the course, the last five years assisting the Gevirtz School dean. She left her previous position in Materials Engineering, "Looking for something different and I thought that working with the dean would be interesting. Now I’ve seen three, and the three [Jules Zimmer, Gale Morrison, and Conoley] have definitely different styles."

Erving admits her greatest challenge is "keeping up with Jane. She has so much energy and she has her hands in so much. When I’m at home sleeping, she’s working. When I get to work every morning I wonder how many emails I’ll have."

Not that a demanding job is anything new to Erving. While working in Materials Engineering she assisted 11 professors and was presented an On-going Staff Award and an Annual College of Engineering Staff Award for her diligence. Even this professional development course was just one more such program for her, as she has also completed the Supervisory Certificate Program, Contracts and Grants, Personnel Payroll System, and Academic Personnel Training programs.

The Leadership Development Program provided Erving with even more knowledge to help the dean work efficiently. "Working with Jane, and with her being in a leadership role as head of the school, this course helps me help her more," Erving explains. "Jane has a lot on her plate and she needs to learn to delegate more – she tries to be at everything but can’t. By getting a better sense of the entire university’s workings – the course even had a presentation from David Birnbaum from the system-wide UC Office of the General Counsel – Erving can help Dean Conoley prioritize her time.

Erving is also proud of her three children; her eldest Joey, Jr. (20) works in UCSB’s Biological Sciences as a Lab Assistant in the Animal Resources Center. Her son Jordan (16) and daughter Janelle (14) both attend Lompoc High School.
Carola Matera Gets Her “Project WRITE!”

The most satisfying feeling is realizing that you’re empowering teachers; that way you don’t ‘use’ the kids and leave,” says Carola Matera, a doctoral candidate in the Department of Education’s Special Education, Disabilities, and Risk Studies Emphasis. Not that anyone could ever claim Matera’s research "uses" children. A native of Argentina, Matera has just completed a two-year dissertation grant called "Project WRITE!" funded by the U.S. Department of Health and Human Services to evaluate Latino Head Start preschoolers’ writing development after a ten-week classroom intervention.

After managing to write the grant in a quick three weeks that included partnering with the Community Action Commission of Santa Barbara, Matera was awarded the grant and now has completed the study and the analysis of year one. She says, "Children who received the intervention significantly outperformed those who received another curriculum. The children’s increased vocabulary level was strongly related to the intervention."

Matera also managed Professor Michael Gerber’s Center for Advanced Studies of Individual Differences, which focuses on research of English reading acquisition by Spanish-speaking children. In addition to providing continued support to Head Start teachers in Santa Barbara, she continues to collaborate with Harding School on its Early Childhood Initiative.

Her research interests in Latino children’s school readiness and preschool teachers evolved from her previous work in Washington, D.C. with the Migrant and Seasonal Head Start Quality Improvement Center. During this time, she carried out Head Start Bureau initiatives related to early literacy development and provided technical assistance on early learning to migrant centers in 39 states. She explains, “I realized there was a bigger need than just what I had created with this intervention – teachers needed this information. The children are constantly moving from one grade to another but we want the teachers to stay (and they don’t always). It’s always about the teacher in the end.”
Faculty Honors, Distinctions,

CHUCK BAZERMAN was elected Assistant Chair of the Conference on College Composition and Communication (CCCCC). The position means he will become Chair in three years.

MANNY CASAS was invited to the Regional Congress of the Interamerican Society of Psychology, organized by The Cuban Society of Psychology, and attended October 2-6, 2006 at the Palace of Conventions in Havana, Cuba. Casas also was named as Distinguished Elder and Senior Psychologist by the National Multicultural Conference and Summit.

JULIAN CROCKER, San Luis Obispo County Schools Superintendent and a founder of the Joint Doctoral Program, received the 2007 University Council for Educational Administration's Educational Leadership Award.

MICHAEL GERBER, BOB KOEGEL, and LYNN KOEGEL reported research findings and unveiled the new UC-wide Center for Research on Special Education, Disabilities and Developmental Risk, at the Council for Exceptional Children's annual conference in Louisville, KY.

TULI GLASMAN and LYNETTE GLASMAN published their new book The Expert School Leader: Accelerating Accountability.


JIN SOOK LEE was selected as one of 10 early career scholars to participate in the American Educational

Jenny Cook-Gumperz's book The Social Construction of Literacy (Cambridge University Press) was translated into Portuguese.

SHANE JIMERSON was elected a Fellow of the American Psychological Association (APA), Division 16. Jimerson also received the 2007 Award for Excellence from the National Association of School Psychologists’ Crisis Management Division. He also was recent elected as Vice President for Publications, Communication, and Convention Affairs of APA's Division 16.

LYNN and ROBERT KOEGEL and their students celebrated the grand opening of their newly renovated Autism Center in the fall of 2006.
and Awards, 2006-2007

Research Association’s (AERA) A Social Context of Education Research Project and was invited to join the editorial board of the International Multicultural Research Journal.

The Joint Doctoral Program’s ROBERT PARISI was appointed Interim Dean of Counseling and Matriculation for Allan Hancock College.

GEORGE PETERSEN published his new book Effective Communication for School Administrators: A Necessity in an Information Age.

LAURA ROMO was appointed Assistant Director of the UC Linguistic Minority Research Institute.

RUSSELL RUMBERGER was a panelist at the National Summit on America’s Silent Epidemic addressing the high school dropout crisis in Washington, DC.

Professor Emeritus MELVYN SEMMEL was selected as the 2007 Distinguished Alumnus by Peabody College, Vanderbilt University. [image: Melvyn Semmel with Camilla Benbow, Dean of Education and Human Development, Vanderbilt Peabody College. (photo courtesy Vanderbilt University)]

STEVE R. SMITH won a 2007 Mentoring Grant from the Society for Clinical Child and Adolescent Psychology (Division 53 of the American Psychological Association).

ELIZABETH TRUESDALE, formerly our Academic Coordinator for the Joint Doctoral Program, accepted the position of Acting Assistant Professor and Coordinator of the Master’s Program in Curriculum and Instruction at Cal Poly.

JULIAN WEISSGLASS and NANCY TERNAN received an award from the California Mathematics Project (CMP) for $396,030 over the next four years to work with mathematics teachers of grades 6-12 who are in their first five years of teaching.

SUYYKUNG YOU received a grant award from The Association for Institutional Research (AIR).

HEIDI ZETZER was appointed Hosford Counseling and Psychological Services Clinic Director.

REBECCA ZWICK’s article "Left Behind," about minimum group size requirements in NCLB, appeared in National CrossTalk, a publication of the National Center for Public Policy and Higher Education.
New Gevirtz School Faculty for 2007-08

The Gevirtz School is pleased to welcome 11 new faculty for the upcoming year. The addition of seven new tenure-line faculty, two researchers, one lecturer, and one academic coordinator strengthens our ability to conduct cutting-edge research and teaching.

"We are very excited about the unique talents and energy our new community members will bring to the Gevirtz School," says Dean Conoley. "We have new scholars in several of our highest priority areas. Our students will be immediate beneficiaries of our recruiting success."

"This is a very exciting time of growth and renewal for the GGSE," says Mike Furlong, Chair, Department of Counseling, Clinical, and School Psychology. "Our new faculty promise to enhance and enrich the research and training opportunities available to students. There has never been a better time to work or study at the GGSE."

Michael Gerber, Chair of the Education Department, says, "I am enthused to have these very talented and energetic young scholars as our new colleagues and look forward to the even greater academic distinction that they will bring to our Department, the Gevirtz School, and UCSB."

ERIN DOWDY (Ph.D. University of Wisconsin, Madison) Assistant Professor, Dept. of Counseling, Clinical, and School Psychology (School Psychology)

DANIELLE HARLOW (Ph.D. University of Colorado, Boulder) Assistant Professor, Dept. of Education (Science Education)

SUSAN JOHNSON (Ph.D. University of Wisconsin, Madison) Lecturer, Dept. of Education (Science Math Initiative)


MARYAM KIA-KEATING (Ph.D. Boston University) Assistant Professor, Dept. of Counseling, Clinical, and School Psychology (Clinical Psychology)

MELISSA MORGAN (Ph.D. Loyola University, Chicago) Assistant Professor, Dept. of Counseling, Clinical, and School Psychology (Counseling)

PATRICIA MARIN (Ph.D. University of Maryland) Assistant Researcher, Dept. of Education, Faculty Liaison to Research Office

KAREN NYLUND (Ph.D. University of California, Los Angeles) Assistant Professor, Dept. of Education (Research Methodology)

MATT QUIRK (Ph.D. University of Georgia) Assistant Professor, Dept. of Counseling, Clinical, and School Psychology (School Psychology)

JILL SHARKEY (Ph.D. University of California, Santa Barbara) Academic Coordinator, Dept. of Counseling, Clinical, and School Psychology (School Psychology)

MIAN WANG (Ph.D. University of Patras; Ph.D. University of Kansas) Assistant Professor, Dept. of Education (Special Education, Disabilities, and Risk Studies)
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Focus on Fundraising for the New Building and for Endowment

THE BUILDING

As our new building takes shape at the intersection of Ocean and El Colegio Roads, we can envision a place for teachers, students, researchers, children, family, and community members who care about the future of our nation – our economic, social, and technological future as a democratic society – to meet, plan, and implement programs to support educational excellence.

As exciting as this future appears, we have much to do before we can move into the new Gevirtz School of Education in September, 2009. Earlier gifts for the construction totaled $2.75 million. Now we need to raise an additional $5 million to complete and outfit the new building. Some of the exciting naming opportunities include:

► Neuropsychological Assessment Clinic
► Learning and Reading Center
► Technology in Education Lab
► Autism Group Clinic and Autism Family Rooms
► Dean’s Offices and Community Conference Room
► Lobby and Entrance Foyer
► Atrium (top floor)
► Grad Student Library and Reading Room
► Classrooms
► Faculty Offices

ENDOWMENT

The generosity of previous donors, most notably Don and Marilyn Gevirtz, and sound investing has helped grow the Gevirtz School’s endowment from just over $200,000 in 2003 to $5 million in 2007.

As impressive and important as this growth is – the income from our endowment will provide approximately $250,000 in direct support for our faculty, students, and programs in the current academic year – our goal is to double our endowment to at least $10 million by 2010. Among our most pressing needs are

► Endowed Faculty Chairs
► Endowed School of Education Deanship
► Endowed Institutes and Programs
► Endowed Scholarships and Fellowships

Contributions to the Gevirtz Graduate School of Education from individuals and private foundations totaled $2,138,000 in the just completed fiscal year, led by a $940,000 gift from the Eli and Edythe L. Broad Foundation. This philanthropic support is vital to building a world class school of education, enabling the Gevirtz School to attract and retain top faculty and students, implement cutting-edge research, and offer some of the best programs and services available anywhere. We deeply appreciate the generosity and commitment to educational excellence shown by every member of the 2006-2007 Gevirtz School Honor Roll!

DEAN'S COUNCIL SCHOLARS PROGRAM NOW EARN OFFICE OF PRESIDENT MATCHING FUNDS

Last year the Gevirtz School developed a new means to support its graduate students – the Dean's Council Scholars Program. These fellowships help students confronted with the rising costs of graduate education follow their dreams to become teachers, psychologists, special educators, or educational researchers. This year the University of California Office of the President (UCOP) is providing incentive to encourage additional gifts to the Dean's Council Scholars Program. UCOP will match every dollar (up to $40,000 total) given to the program, thereby doubling the value of your gift. For more information about the Dean's Council, contact Suzanne Oliver, Director of Community Relations, at 805-893-2460 or soliver@ucsb.edu

Bill and Melinda Gates Foundation
Celia Genishi
Kathleen and Michael Garber/87
Marilyn Gevirtz/96*
Susan Gevirtz
James Gleeson
Steve Glikberg
Judith Green
Jane and Norman Habermann
Sheppard Mullin Richter & Hampton, LLP
Dorothy and Norris Haring
Natalie and Richard Harpham
Norma and Michael Helfin
Vishnu and Harold Herity/97
William and Flora Hewlett Foundation
Hsu-Zu Ho and William Below/73
Frances Homey/65
Chen-Cha Hsu
Catherine Hueter
Mer James and Scott Hedrick/68

Intel
The James Irvine Foundation
Susan Jamgochian/81
The Walter S. Johnson Foundation
Cindy Juntunen-Smith/94
Audrey Kim/89
The Kind World Foundation
Lynn & Robert Koegel
Steven Labelia/92
Peggy and Richard Lamb/87
Roberta Laps & Michael Sherwin
Lori Lenz/78
George Lilly
Michael Loewy/94
Brian Malcheski/03
Make It Possible Foundation
Mary Mallen/73
Sally and David Mantooth
McCune Foundation
Sara Miller McCune/05*
Christina and Paul McEnroe/93
Shirley and Laurence Miller
Linda Milliken/84

Colleen and Mark Million/98 & '89
Sheila & Gordon Morrill/76
Carol Neal & Michael Winegred
Susan and Max Neufeldt/75
Constance O'Connor
Office Depot
Susan Opas/95
Donna and Joseph Peake
Kathy Peck and David Leeds
Charles Peck/05
Colleen and Gordon Preston/06
David Remondini/55
Lesley Rex/83
Andrea and Fredric Rikfin
Stephanie Rodgers/00
Mary and John Romo/73
Santa Barbara Foundation
Linda and Jeffrey Schlager/65 & '65
Nell Sco nell and Colin Summers
Rhoda & Louis Sco nell Charitable Foundation
Kim and Kermit Seefeld, Jr.
Holly and Lanny Sherwin
Dulce Sinn & Joseph White/80 & '90
Sara Strezpeck
Warren Takaya/00
Nathalie Tournier
Towbes Foundation
Olga Vasquez
Mary and Danny Vickers
Klem Viselman
Michael A. Vorhaus
Eric Wechsler
Theresa and Julian Weissglass/65
West Coast Asset Management
Gloria Gevirtz-Wicks and Craig Wicks
Sally and Stanley Witnow/72 & '83

* Honorary Alumni

IF YOU WOULD LIKE TO MAKE A GIFT TO THE GEVIRTZ SCHOOL OR ONE OF ITS PROGRAMS, PLEASE CONTACT DR. WES GIBSON, DIRECTOR OF DEVELOPMENT, AT 805-893-7695 OR WES@EDUCATION.UCSB.EDU
Building toward a bright future

A new home for the Gevirtz School: Pictured is the site of our new four-story building on April 27 and on August 8 – progress is very quick. We anticipate occupancy in fall 2009. The new facility will vastly improve our ability to make a high quality education accessible to every child. For information about naming opportunities, see p. 14.