Profiles in Education

FROM THE GEVIRTZ GRADUATE SCHOOL OF EDUCATION

100 YEARS OF PREPARING EDUCATORS
Fulfilling a Mission of Scholarship, Research, and Service for a Century

INNOVATION • IMAGINATION • INSPIRATION
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LETTER FROM THE DEAN

Dear friends,

From our early roots in preparing teachers to be experts in the classroom to our current international stature as a premier educational research center that still prepares wonderful practitioners, we have come a long way in 100 years. We now boast 400 graduate students; a full time faculty of 45; an extensive research portfolio that offers cutting edge information from classrooms to boardrooms about children, adults, and families from California and the world. Our faculty and graduate students are tackling the big issues that affect the future: poverty, school drop outs, linguistic minority status, technology and learning, and populations with special cognitive, social, emotional, and physical needs. We have energized our voice in the policy arena with hopes that evidence will guide decision-makers to make fundamental improvements for the children and youth of the State of California and the nation.

We are ready to take on the next 100 years. We know that our public schools must succeed for the good of our children and the welfare of our nation. Join with us.

JANE CLOSE CONOLEY
Dean and Professor

MURRAY THOMAS
The Graduate School’s First (Reluctant) Dean

Beyond what he means historically to the Graduate School of Education, first Dean R. Murray Thomas is also a paragon of the school’s mission, endlessly eager to use his intellectual curiosity to create more knowledge to promote healthy development of children, adolescents, and adults in school and in larger society. This goal is clear looking at some of the titles of the 25 books he’s published since he has “retired” from UCSB in 1991: Violence in America’s Schools: Understanding, Prevention, Responses (Praeger), High Stakes Testing: Coping with Collateral
Materials in Education (Lawrence Erlbaum), and What Schools Ban and Why (Praeger). That’s in addition to his publishing while an active faculty member, including the seminal Comparing Theories of Child Development, now in its sixth edition and translated into Chinese, German, Japanese, and French.

Although Thomas was dean only from 1965-69, those were crucial years for the graduate school as it fought to gain academic legitimacy within a young university striving for national stature. Thomas also had to ferry the school through rough political waters. “The industrial arts/home economics basis of the original normal school and state teachers’ school and then state college – the people in those departments had been in positions of power,” he relates. “When the campus became a general campus under [UC President Clark] Kerr’s master plan, there were people in the liberal arts who kind of wanted a payback. There were rumors that people would prevent us from getting graduate degrees and certainly doctorates.” Nonetheless, through Murray’s guidance the school got the Ph.D. degree in 1966, the same year Phelps Hall opened and the school moved out of its humble army barracks home.

Thomas was also instrumental in opening the school up to the world, creating the International Education Program. “We had lived in Indonesia and when I was dean I wrote a lot about Indonesia and Malaysia so some Indonesians came to study here,” he recalls. “I started a program, with never more than eight or ten students at time.” Thomas did what he could without any FTE to hire faculty, claiming, “I taught one class and the rest of their coursework was designed for them out of their interests.” This interdisciplinary approach led to generations of scholars who taught teachers, a multiplying of methods and knowledge.

For just one example, Thomas remembers, “I got an application letter from Gambia from a woman named Patience Godwin who was teaching history in high school. Her ambitious master’s thesis was about the history of ethnic groups in Gambia. Later she wrote booklets for use in the high schools.” Now, Godwin is the Principal Cultural Officer of the Research and Documentation Division for the National Council for Arts and Culture in Gambia.

In ways like these Murray Thomas’s influence still is felt from the halls of the Gevirtz School in California to villages in West Africa.
JOHN YUN
Works for Educational Policy that Matters

“When you’re doing physics five thousand people in the world understand what you’re doing and maybe twenty-five care. The impact in education is so much greater.” That’s how Assistant Professor John Yun explains why in his bio he calls himself a “reformed physics major.” Since turning to education, Yun has focused on policy work, internal evaluation, high stakes testing, and school segregation, all to achieve the ultimate aim of equitable access to excellent education.

His time as a high school teacher in San Antonio led him to know “you can’t just pass policy and expect it to improve student performance. It has to do with how schools work and how teachers interact with students. And you have to know that.” That’s why he’s eager to “design, create, and help schools and districts build ways to develop evaluations.” He explains, “Any initial intervention is a leap of faith. To remove it from the realm of faith and hope, you have to evaluate.”

He’s also working to evaluate high stakes testing. Since he can point to numerous faults with testing as it’s used now, he worries, “We’re shifting all of our incentives and changing institutions to help students prepare for these tests. But skills of a noncognitive nature, such as focus, self-control, the ability to work well with others, these are very hard to test for but have equal impact on the ability to be employed and on salary levels. If these skills are important, we may be shooting ourselves in the foot for the long term.” A recently awarded Hellman Family Faculty Fellowship will help fund research in national longitudinal databases so Yun can determine if noncognitive skills are truly important, if schools can have an impact on these skills, and if high stakes tests distort that picture.

In a parallel track, Yun is “examining how diverse environments or a lack of diversity can affect student outcomes that aren’t test based.” He says, “Our housing situations and work places by and large are strongly segregated, so one of the few places anyone gets to see people of different racial, ethnic, and class backgrounds is in schools. I’m studying whether the benefits from that sort of diversity are worthwhile.”

There’s little doubt that the diversity of Yun’s interests will benefit all who have a stake in the educational system.
LAURA ROMO
Designs a Program to Help Latina Mothers and Daughters Communicate

The William T. Grant Foundation only gives out a handful of Scholar Awards each year, as a way to improve the lives of youth ages 8 to 25 in the United States. In 2006 Associate Professor Laura Romo of the Gevirtz School’s Department of Education was awarded $300,000 over five years to work with Girls Inc. of Greater Santa Barbara to adapt their mother-daughter sexuality communication program to fit the educational needs of low-income Latina families.

“It is important for me to bridge research with practice because health education curricula are not informed by research findings related to how children and adolescents learn,” Romo states. “Students are required to memorize health facts without deeper levels of understanding of the material. However, acquiring deep knowledge about a topic requires that students understand how ideas are connected in a conceptual framework. As such, one area of my research focuses on developing health education materials that provide adolescents with coherent knowledge for thinking about STD transmission.”

In addition to creating and disseminating new knowledge, Romo, who is also assistant director of the University of California Linguistic Minority Research Institute, often finds she has to fight against common misperceptions. Her work with Girls Inc. “to help Latina mothers educate their adolescent daughters about STD transmission and pregnancy prevention discredits a common assumption Latina mothers do not want to communicate about these issues.”

Not that developing such programs is easy. “Mothers and adolescents from all ethnic backgrounds report that discussing sexual topics is awkward and difficult,” Romo says. “Hence, communication programs are needed. Some mothers do express confidence communicating about these issues, but they are the minority, not the majority. Interestingly, even when mothers report that they do communicate about sexual topics at home, their daughters and sons tend not to agree, showing a discrepancy between adolescent and parental reports.”

Ultimately, though, a program like the one Romo has developed reaps even more positive rewards. “Educational aspirations and sexual outcomes go hand-in-hand,” she says. “If the girls are highly motivated to go to college, they also will be highly motivated not to get pregnant. And if they don’t get pregnant, they’ll be more likely to see college as an option.”
A SCHOOL OF EDUCATION TIME CAPSULE

It is fitting that our recognition of alumni, who so nobly represent the success of the first “100 Years of Preparing Educators” at UCSB and its antecedents, should begin with a posthumous celebration of Clarence L. Phelps.

In fact, it is not an exaggeration to say that UCSB would almost certainly not exist as the world-class university we know today without the vision and extraordinary leadership of the man who directed its evolution from his appointment in 1918 as President of Santa Barbara State Normal School of Manual Arts and Home Economics to his becoming the first Provost of the University of California, Santa Barbara College in 1944.

Soon after his arrival in Santa Barbara and at a time when “Normal Schools” across the state were facing serious challenges, President Phelps used his professional contacts from Stanford and political connections in Sacramento to secure legislation that expanded a limited two-year program for preparing teachers to a four year program that would grant its first Bachelor of Education degree in 1924.

Phelps’ planning, attention to detail, and tenacity on behalf of his School were legendary. His son Waldo would recall many years later how his father walked to the college’s Riviera campus the morning after the devastating Santa Barbara earthquake in 1925 to survey damage to the buildings. Within hours, Phelps had generated a list of needed repairs and formally submitted a budget request to Sacramento. The funding was approved immediately.
While Phelps continued to vigorously support the traditional education majors that were the hallmark of Santa Barbara Teachers College, he also endorsed an expansion of offerings in the liberal arts. This led to the College’s first granting of B.A. degrees in history and English in 1930 and to the legislature designating the campus Santa Barbara State College in 1935.

Over the following decade, the high quality of Santa Barbara State College’s programs and faculty under Phelps leadership, along with his genuine interest in the needs and concerns of students, led to the College’s enhanced reputation and a dramatic increase in enrollment. This would set the stage for the discussions that led to the inclusion of Santa Barbara State College into the University of California.

The School of Education is honored to have occupied Phelps Hall continuously (in harmony with several other university departments) since 1970, and the building has served us well, providing the facilities necessary to attract and support top faculty and students for almost 40 years. In September, 2009, the Gevirtz Graduate School of Education will move to a new building – dedicated to research, professional training, and clinical programs that promote the healthy development of children, adolescents, and adults in schools and the larger society. Clarence Phelps would be proud.

Leo Butts recalls graduating with his B.A. in elementary education on “July 10, 1938 and then my intended Nellie and I were married at the Montecito Presbyterian Church at 4 o’clock that afternoon.” Butts would go on to have a long career as a teacher, principal, and superintendent in Santa Paula and Ventura, but he hasn’t forgotten how “the professors took a special interest in you. I would nod off in one class – since my name began with a ‘B’ I sat in the front row – and Professor Jacobs would put his arm around me and ask, ‘Are you getting enough sleep?’” Butts ended up at the college thanks to an alumnus, his high school coach Keith Gunn. “He probably graduated in the Twenties,” Butts reminisced. “He actually drove me to Santa Barbara and got me enrolled – I owe him much of course.”

Grace (Thompson) Altus, who earned her B.A. in junior high school education in 1944, didn’t need a ride to Santa Barbara as her family lived a few blocks from the old Riviera campus. She explains, “My family had all gone to Stanford, but this was still the tail end of the Depression, so my sister and I had to stay close to home.” Altus taught for several years but then went back to school, earning a Ph.D. in educational psychology from UC Berkeley. She says, “In 1951 I married my former Psych 1A professor William Altus. He was still on the [Santa Barbara] campus as head of the Psychology Department.” After a break to raise three daughters, Altus returned to work as a school psychologist in the Goleta Union District where she worked until 1989. She also remembers that current Chair of the Department of Counseling, Clinical, and School Psychology Michael Furlong was one of her interns while he attended UCSB.

Michito “Frank” Fukuzawa had a very different World War II experience. The Santa Barbara native and his family were sent to the Japanese internment camp in Gila River, Arizona until he was permitted to sign up for the 442nd Regimental Combat Team composed primarily of Nisei. After serving his country honorably fighting in Europe, Fukuzawa returned to Santa Barbara on the GI Bill to earn a B.A. and his teaching credential in 1952. He later earned a Masters at California Lutheran University and taught in the Los Angeles Unified School District for 35 years, retiring in 1985. During those years he moved into the field of special education, working on Project Mainstream.

While Fukuzawa headed south with his degree, Glenda Lloyd (B.A., 1962) says, “I graduated mid-year so just started up the 101 interviewing in each town until I got a job. I wound up working in Santa Maria for a year and a half.” The Goleta campus was still in its infancy, and Lloyd remembers the initial dorm building during her tenure. “I was an early childhood education major, and at that point that program was very strong,” she recalls. “It was led by Miss Edith Leonard and Miss Van Devner. You toed
the line for those two old ladies.” Lloyd later received a Master’s from Sacramento State in reading and worked, mostly as a reading specialist, for 38 years. One highlight of her career was a four year stint working in Palo Alto with the acclaimed Schools without Failure program put together by William Glasser.

Among the first Ph.D. students at the school was Frank Cox (Education, 1972) who had been teaching at Santa Barbara City College beginning in 1962 and worked at SBCC until he retired in 1989. He also stresses how important his time in the Army during the Korean War was as “that two year hiatus got me in contact with the real world.” As for his experience in the early days of the doctoral program, he recalls Professor John Cotton as a fine mentor who helped him get a visiting scholar position at Northwestern where he conducted a study of the then new Head Start Program. Cox has authored 18 books — “my writing was a way to take high level material and make it accessible to the lay person, often freshmen and sophomores” — and his book Human Intimacy: Marriage, the Family, and Its Meaning will be released in its 11th edition soon.

Claudine Michel (Education, Ph.D., 1985) is just one of the shining examples of scholars brought to the School of Education thanks to Murray Thomas’s International Education Program. “While in graduate school, I was affectionately called by some of my professors, ‘Ms. Sesame Street of Haiti,’” she reports, as from 1970 to the early 2000s she produced children’s educational television programs (Dodo Titit and Parol Ti Moun) for Haitian National Television. She still cherishes “the International Education Program’s gatherings and the precious moments of cultural and intellectual exchanges and true camaraderie.” Michel is currently Professor in the Department of Black Studies at UCSB and Director of the Center for Black Studies Research. She says, “Over the past ten years, the thrust of my work has been to find ways of redressing misconceptions about Haiti, its history, its people and offering new bodies of knowledge either through my scholarship and community involvement.” She is currently editor of the premier academic journal on Haiti, The Journal of Haitian Studies.

Theda Zawaiza (Education, Ph.D., 1990) writes that “My UCSB education and experiences allowed me to ascend in my field and open doors where I didn’t even know there were going to be doors! That solid foundation allowed me to pursue my dedication to eliminating student achievement gaps through early intervention; and challenging educators to become change agents, relinquishing obsolete belief systems and amplifying the notion of collective efficacy.” Zawaiza has held numerous positions as a policy analyst in Washington, D.C., currently working as an Education Program Specialist for the U.S. Department of Education. In addition to “learning how to research and analyze education policy issues in my doctoral program,” she recalls other moments, such as “when then program head Melvyn and Dr. Dorothy S. Semmel, his wife, opened their home to students and professors alike. I can still see Mel as he stroked his head and goatee, pondering how he’d respond to a question without giving away the answer; the Socratic method in all its glory.”

Maria Smith Alvarez (Counseling Psychology, Ph.D., 2003) says, “Being both a counseling psych Ph.D. and having completed the school psych credential means I have been able to compete for and obtain a variety of highly desirable positions. The diversity training, research experience, and cognitive assessment training using assessments other than the WISC [Wechsler Intelligence Scale]-family of tests have each been real assets in my career both in interviewing and actual work role activities.” After working in several positions in Los Angeles, first with adoptive families and then as a Child Health Works Coordinator for children 0-5, Smith Alvarez “moved to Northern California near my parents in order to slow down and start a family.” She now works as a “school psychologist for a small school district, as a clinician for a local non-profit health clinic (seeing mostly children and Spanish speaking clients), and developing my small private practice while parenting my twins with my wonderful husband/co-parent.”
FACULTY HONORS, AWARDS, AND BOOK PUBLICATIONS, 2007-2008

Charles Bazerman published the new Handbook of Research on Writing: History, Society, School, Individual, Text (Routledge, 2007). Bazerman and his planning team also presented the conference Writing Research Across Borders, which attracted 700 participants from 35 countries.


Manny Casas was elected President-Elect of Division 45, the Society for the Psychological Study of Ethnic Minority Issues of the American Psychological Association.

Carol N. Dixon, with Denise Nessel, published the new book Using the Language Experience Approach with English Language Learners: Strategies for Engaging Students and Developing Literacy (Corwin Press, 2008).

Mike Furlong was selected to be the editor of the Journal of School Violence.

Mike Gerber, Mike Furlong, Jill Sharkey, and Shane Jimerson are founding members of the newly established Consortium to Prevent School Violence.

Cynthia Hudley, with Adele E. Gottfried, published the new book Academic Motivation and the Culture of Schooling (Oxford University Press, 2008).

Shane Jimerson, with Amanda VanDerHeyden and Matthew Burns, published the new book the Handbook of Response to Intervention (Springer, 2007). Jimerson was also elected Vice President for Publications, Communication, and Convention Affairs of APA’s Division 16.

Ron Kok, Jill Sharkey, and Heidi Zetzer were awarded Non-Senate Faculty Professional Development grants that support project materials, travel, and conference costs.

Carl Lager was granted a Faculty Career Development Award for his project “English Learner Reading Comprehension for Algebra Problem Solving” and, with our math colleague Bill Jacob, received an NSF award for the project “Pedagogical Content Knowledge and STEM Teacher Preparation.”

Karen Lunsford was elected to the Nominating Committee of the Conference on College Composition and Communication. This follows her recent appointment as chair of the CCCC’s Intellectual Property committee.

Gale Morrison was appointed Dean of UC Santa Barbara’s Graduate Division.


Matt Quirk was granted a Regents Junior Faculty Fellowship for his project “Examining Teachers’ Beliefs Regarding Student Motivation for Reading in Urban Classrooms.”

Laura Romo was appointed as Assistant Director of the UC Linguistic Minority Research Institute and won a supplemental award from the W.T. Grant Foundation to support her professional mentorship of a junior researcher of color, Rebecca Mireles Rios.

Russ Rumberger and colleagues released the final report Solving California’s Drop Out Crisis.

The Office of Special Education Programs (OSEP) at the US Department of Education awarded the Gevirtz School $200,000 a year for four years. George Singer of the Special Education, Disability, and Risk Studies (SPEDDR) program submitted the grant proposal to fund programs that will prepare teachers to serve children with low incidence disabilities.

Tine Sloan was named director of the Teacher Education Program and elected the University of California representative to the California Commission on Teacher Credentialing.

Steve Smith won the Mentoring Grant from the Society for Clinical Child and Adolescent Psychology.

John Yun was granted a Regents’ Junior Faculty Fellowship for his work examining the gap that exists between the hopes for standardized examinations to improve the quality of instruction in all schools and the use that teachers can make of them in their classrooms.

Heidi Zetzer was appointed co-coordinator of Media and Public Relations for the Society of Counseling Psychology and was elected President-Elect of the Santa Barbara County Psychological Association.
RENE STASKAL
An Obsessive Quest to Educate about Obsessive Compulsive Disorder (OCD)

Rene Staskal, a fourth year doctoral candidate in the Department of Counseling, Clinical, and School Psychology (CCSP), already boasts a vitae of which a junior faculty member might be proud. She has worked for two years in the Koegel Autism Center and has had two placements as a school psychology intern in the public school system. This coming academic year she will work as a Hosford Clinic supervisor and at an inpatient mental health facility. She has co-written papers and delivered presentations at conferences on topics including “Neuropsychological Correlates of Personality Assessment Thought Disorder Scales.” Meanwhile she continues her dissertation work, which has been partially funded by a $10,000 research grant from The Obsessive Compulsive Foundation.

“I'm particularly interested in raising awareness in schools about OCD,” Staskal explains. “I'm looking at how school psychologists can better identify students who have OCD and looking at the cross-cultural component. We don't really know how many Asian American or Latino students have OCD, and if they might present symptoms differently than white students.”

The cross-cultural component of her research is particularly groundbreaking. Before policymakers can put mental health programs in place, programs must be evaluated for cultural sensitivity. Until now, only limited research has examined cross-cultural sensitivity of current assessment for OCD, or if students from different ethnic groups are identified and treated at similar rates in the school setting.

The combined nature of training offered by CCSP turned out to be a perfect match for Staskal. “I want to specialize in Child Psychology, and to have the opportunity to train as a School Psychologist and Clinical Psychologist is ideal,” she says. She particularly values her time as part of the Psychology Assessment Center Research Lab. “We like to collaborate a lot. I'm the lead on some projects but piggyback on others. [Professor] Steve [Smith] is very supportive and lets us start our own projects. Obsessive Compulsive Disorder is not his specific area of research, but he was very supportive.”

When asked how she manages to accomplish so much, she answers, “I really like the work I'm doing. I enjoy research and academic life and I like doing advocacy work so it's easy to stay motivated.”
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<td>Jane Close Conoley</td>
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In January 2008 the Gevirtz School inaugurated its “Policy Goes to School” Series to examine critical issues in public education and how research influences policy and practice to provide access to quality educational opportunity for all of California’s children. Each symposium brings together local and national scholars, policy makers, and practitioners in a conversation to discuss and suggest solutions to major educational issues.

The first symposium “Promoting Pre-K through Graduate School Educational Success,” held on January 11, 2008, focused on the connections between research, policy, and practice with a particular interest in how research can best inform educational policy. Congresswoman Lois Capps (CA-23), a panelist at that symposium, said, “I’m going to go back to Washington and encourage all my colleagues in the House to hold events like this one.”

The second symposium “Realizing Bakke’s Legacy: Equal Opportunity and Access to Higher Education” was held on May 16, 2008. Nationally recognized scholars explored the complex set of legal and educational policy circumstances established by this historic court decision that continues to frame, narrow, and confound our understanding of access and equity in higher education. The luncheon panel critically discussed minority access and the trajectory of diversity at UC Santa Barbara in the light of the Bakke decision.

During the coming year we look forward to continuing this series with symposia that explore, among other issues, the California dropout crisis and the role of new media in education.

“We are delighted to be launching this new series,” Dean Jane Close Conoley said when the project began. “I look forward to an authentic conversation between panelists and our audience. The process of making and implementing evidence-based educational policy that actually supports quality teaching and student success is very complex, difficult, and open to competing political and economic agendas.”
The Gevirtz Graduate School of Education gratefully expresses appreciation to the following donors who made gifts to the School between July 1, 2007 and June 30, 2008. These generous contributions provided vital support for Gevirtz School students, faculty, programs, and facilities. (For information on giving, please call Wes Gibson at 805-893-7695.)

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* Gevirtz School Dean’s Council Members

Verizon presents a “big check” to the Gevirtz Research Center. From left to right: Vishna Herrity, Executive Director of the Gevirtz Research Center; Julia Cooksey, Director, Government & External Affairs, Verizon Foundation; Dean Jane Close Conoley, Gevirtz School; Marilyn Gevirtz.

Profiles in Education 2008-2009
THE NEW EDUCATION BUILDING OPENING SEPTEMBER 2009

Join us to help build a world-class facility dedicated to the healthy development and educational success of children, adolescents, and adults in schools and the larger society.

There are many exciting opportunities for donors to name areas in the new building. The money raised will provide direct support to cutting-edge research that will help end autism, bridge the achievement gap, and create a new generation of science and math teachers for an ever-technologically advancing world, among other projects. The naming opportunities include academic and research centers, classrooms, clinical and conference spaces, faculty offices, the lobby and atrium, the dean's area, 4th floor balcony and patio (with stunning view), a learning garden, and the building itself.

Gift levels for naming opportunities range from $10,000 to more than $1,000,000. Please contact Wes Gibson at (805) 893-7695 for more information.