FROM ROBOTICS TO READING CLINICS—
Gevirtz School Students and Alumni Reinvent Education

INNOVATION • IMAGINATION • INSPIRATION
Profiles in Education

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LETTER FROM DEAN JANE CLOSE CONOLEY

Dear Friends,

Thanks for reading our 2011-2012 Profiles. We have focused this issue particularly on our students and alums – the best evidence of our excellence as a Graduate School of Education. Each of them is making an authentic difference in the lives of learners in California and across the globe.

We hope the stories will provide a window on the lives of exceptional individuals who have made decisions to live purposeful lives in the service of others. What a wonderful testament to them, to our faculty, and to the community of supporters who make our work possible.

The past few years have been extremely challenging for the School. Our faculty and staff numbers are significantly reduced. Despite these losses, however, our faculty and students continue to attract national and international honors. We are making a difference in the lives of Santa Barbara County citizens while our international reach continues to expand around the Pacific Rim, Europe, Africa, and Central/South America.

Our partnership with Harding University Partnership School has resulted in a major improvement in students’ state test scores. This effort involves faculty from both our Departments. Our Special Education faculty are working to bring much needed services to exceptional learners in China while simultaneously supporting cutting edge services to families in the U.S. touched by Autism Spectrum Disorders. Faculty are planning efforts to improve the teaching of English second language learners and developing strategies to help five-year-olds close the achievement gap so they have an equitable chance for post secondary educations and secure careers.

Our work is hard. Our work is exciting. Now more than ever, we need the support of those who believe that America is the land of opportunity for all. Every generation must commit to the common good – it is the foundation of our democracy.

Jane Close Conoley

Dean Jane Close Conoley signing an MOU with Dean Pornapit Darasawang from King Mongkut’s University of Technology Thonburi in Thailand.
“Dr. Bednersh is a model special educator,” says Professor Michael Gerber. “She began as a special class teacher and went on to administer one of the most respected county special education programs in California. But she’s also a model person – she honestly cares about everyone with whom she comes in contact. She’s the sort of professional and human being that all of us would do well to emulate.”

That’s the kind of praise Florene Bednersh (Ph.D.,’92) has earned after years of service in Santa Barbara County, including working as the Assistant Superintendent for Special Education from 1998-2010. And although Bednersh has retired from that position, she has since created a new post in the county education office, as Administrator of Children and Family Resource Services. “Research has always been exciting to me, and that’s why I continue to write grants. Both Cathy [Breen, the new assistant superintendent] and I have nurtured that emphasis on staying up with research. I feel, with Cathy, we’ve modeled and built up the special education department to be that.”

It was research that first got Bednersh back to graduate school at UC Santa Barbara. She was the demonstration teacher at Hollister Elementary School for a project on which now emeritus Professor Mel Semmel was the PI. The graduate school was just starting what would become the SPEDR program, and Bednersh “got excited about the courses and to take them I had to register as a full-time student.” It was also when UCSB hired Tom Haring, and Bednersh became his first advisee. Therefore this June it was even more of an honor for Bednersh when she received a Distinguished Career Haring Award (unfortunately Haring passed away in 1993). “Tom wasn’t an Ivory Tower guy,” Bednersh says. “All of his work was done in the schools with real kids, so it was really easy for me to make the transition from graduate school to administration.”

Always a grant writer, Bednersh’s new position allows her to oversee three projects – C.A.T.C.H. (Child Assistance Team Creating Hope), Welcome Every Baby, and a third that’s just beginning, the Guadalupe Community Collaborative, which is part of THRIVE. “THRIVE is conceptually modeled after Geoffrey Canada’s Harlem Zone,” Bednersh relates, “but that’s a boutique model – lots of money in just nine blocks. We’re trying to do something much larger and within a public school system.” The emphasis in the program, which brings together funding from First 5, local foundations, and the resources of school districts and UCSB, is on early intervention for success in school, cradle through career. “Right now we’re working on baselines and infrastructure assessments, deciding where our gaps and strengths are and then developing a plan.”

Bednersh sums up this exciting time for her and the county by saying, “After thirty years of special education, I feel I need to be doing the work at the very beginning with early intervention.”
Amir Abo-Shaeer
Designs a World-Class High School Engineering Academy

“Most people don’t think a high school teacher can build a building,” says Amir Abo-Shaeer (SST Credential, M.Ed., 2001), the man behind Dos Pueblos High School’s Engineering Academy in Goleta, California. “A lot of people made it possible, but you can get the ball rolling to create an environment. It’s good if people can see that that’s possible – people don’t have to get locked into ideas of what a teacher can do.”

Not getting locked into ideas of what anyone can do seems to be the key for Abo-Shaeer – after all, he’s the first high school teacher ever to win a MacArthur “Genius Grant” Fellowship and his and his students’ story is chronicled in the powerful non-fiction book The New Cool: A Visionary Teacher, His FIRST Robotics Team, and the Ultimate Battle of Smarts (Crown 2011) by Neal Bascomb. This fall Abo-Shaeer and the Engineering Academy will move into a new 12,000 square foot Elings Center for Engineering Education dedicated just to them, thanks to the tireless work of Abo-Shaeer, first landing a $3 million state grant and then helping raise $3 million in matching funds with “the tireless efforts of many volunteers who shared my vision, started a non-profit foundation to sustain the DPEA, and raised the capital to build the building.” As he puts it, “It’s trailblazing – if you keep defining your program in terms of the current landscape, the landscape will never change.”

So while he will soon have a state-of-the-art home for his academy that leads to brilliant test scores and national robotics competition wins for his students, Abo-Shaeer wants more. “Are we so locked in to ways of thinking about education that we can’t change?” he ponders. “It seems like the goal of education is to prepare you for further education. We should actually prepare people for what they will have to do – critical thinking, working in teams. Does education enhance that now?”

The students in the Engineering Academy get that preparation, not just in the senior year robotics capstone course, but all along. Abo-Shaeer points out, “I don’t have time for web design, but there’s a kid who might want to be a web designer, so let him do it. If my passion is science education, why should I take man hours away from that?” Not only do his students build robots (which encompasses everything from mechanical engineering and machine shop skills to computer programming), but they also make fundraising presentations to donors, write press releases, and tutor other high school students as a way to earn money for travel. “Your students become your administrative staff,” he says, “and then their investment in their learning is huge.”

Lynne Cavazos, a retired professor from the Teacher Education Program, exclaims, “I am so impressed with how one person’s vision and passion became the driving force behind the Engineering Academy at Dos Pueblos High School. I wish everyone who loves science could be a student in Amir’s classroom.”
Gary Haddow  
Technology Specialist and School Builder

Given the process of education can be a difficult one under the best of circumstances, most people don’t opt to examine education – and help build a school – in Ghana in a camp for Liberian refugees. Meet Gary Haddow, not most people. Haddow, a graduate student in the Department of Education, after much searching for the right project, is helping open a school in the Buduburam Liberian Refugee Camp for 100 refugee children.

“Middle Grounds Primary School will provide the students with all school materials including a daily meal, uniforms, work/note books, pencils, etc.,” Haddow says. “It is our goal to have a majority of the students be female, given the additional issues that young girls face throughout the camp.” (You can learn more about the school or donate at middlegroundsprimaryschool.org.) Haddow felt it important not only to study in Africa but give back, too.

His Master’s research looks at the views of Liberian refugee mothers with respect to the opportunities available for their children’s futures. “It is my intention to further understand what pathways and skills are the most important to mothers for their children’s futures, and thus understand how best to create the availability of those pathways and skills,” he relates. “Through a series of focus groups and individual interviews I hope to gain insight into the lives of refugee mothers, their children, and the process of learning life knowledge and skills to be utilized for one’s future means of survival or livelihood strategy.”

“I was amazed to find out that Gary also made his research trip into an opportunity to help establish a school for the children of Liberian refugees,” says Professor Betsy Brenner, his advisor. “His research about the aspirations of parents will be of immediate use to the school. His work with the school will be of great help to Liberia as it rebuilds after its long civil war and brings home its citizens who have been living in diaspora for too long.”

Haddow is busy adjusting to a world where, he says, “Life goes at a much slower pace when business is done according to face-to-face interactions rather than via mass emails.” It’s an even bigger change since in Santa Barbara, he worked as an Academic Technology Specialist. “Trying to link the technology with graduate level classes actually presented a unique challenge because current trends in educational technologies do not normally look at the graduate level and as such required out-of-the-box thinking,” he claims. “Because our building is so young, there is a lot of room to develop the role of technology and to look at the specific ways that students and faculty can most effectively benefit. I am positive that this will be a continuously ongoing process, that will allow the GGSE to maintain its position on the cutting edge of educational research.”

Gary Haddow with students at the Middle Grounds Primary School in Ghana.
Yeana Wong
Helps Launch the New McEnroe Reading Clinic

“Reading is embedded in almost everything we do,” says Yeana Wong, who is beginning her third year as a graduate student in the Department of Education's Special Education, Disability, and Risk Studies (SPEDR) emphasis. “To access opportunities to become a global citizen, you need to be able to read.” Her beliefs are one reason she's thrilled for the chance to work as a graduate student researcher in the new Tina Hansen McEnroe & Paul McEnroe Reading & Language Arts Clinic opening at the Gevirtz School this fall. The Clinic will be offering the only university and research-based literacy and reading assessments and interventions on California’s Central Coast.

At the new clinic Wong will be working under her academic supervisor, Associate Professor Mian Wang, and she says, “Our long-term goal will be for students to become life-long readers who enjoy reading. In the short term we want students to succeed at grade-level activities in school.” The students, who will be in first through third grade, will get individual and small group attention. “We have an idea of the profile of a student,” Wong says, “but at the same time every student is different in what he or she needs. You might have a student lacking in both reading for meaning and phonics. It really depends upon the student, which is why doing assessments is so important.”

Wong has already had experience TA-ing the course Ed 176, Practicum in Individual Differences. She explains, “I trained tutors in elementary schools how to address reading issues with students who are perhaps struggling readers in the classroom.” She imagines the work in the Clinic will be similar, leading to “preparing the tutors to become teachers or reading specialists themselves someday.” Dr. Wang has no doubts about Wong’s ability, asserting, “Yeana possesses the requisite combination of intelligence, drive, work ethic, and character, and I am very confident that she is going to be an excellent clinical supervisor of the reading clinic at UCSB.”

Wong is also beginning the literature review for further study on self-concept issues, claiming, “If someone has a disability, how do they see themselves? How does that interact with their academic performance?” This research will dovetail with her Clinic supervision, for she points out, “Students coming into the Clinic may hold attitudes about reading that interfere with their achievement. We’re hoping to deter that from happening.”
FACULTY HONORS, AWARDS, AND BOOK PUBLICATIONS, 2010-2011

Charles Bazerman received a Fulbright Specialists Award for a project in Brno, Czech Republic at Masaryk University. He was also awarded a 2010-2011 Academic Senate research grant for his work about environmental knowledge in public sphere deliberations on climate change.

Michael T. Brown was named UC Santa Barbara Dean of Extended Learning Services.

Manny Casas was given the Elder Recognition Award for Distinguished Contributions to Counseling Psychology by the American Psychological Association (APA).


Jane Close Conoley was named to Pacific Coast Business Times Who’s Who in Education & Civic Leadership.

Tim Dewar was named director of the South Coast Writing Project (SCWriP).

Richard Durán was appointed to a two-year term as Chair of the American Educational Research Association Social Justice Action Committee.

Danielle Harlow was elected to the Physics Education Research Leadership and Organizing Council (PERLOC).

Hsiu-Zu Ho was awarded a 2010-2011 Academic Senate research grant for her work about father involvement in Taiwanese society.

Tania Israel was named President of the Society of Counseling Psychology, Division 17 of the American Psychological Association (APA) and was awarded Fellow status in APA. Israel was also named chair of the Undergraduate Council of the UCSB Academic Senate.

Shane Jimerson was named President Elect of the American Psychological Association (APA) Division 16 – School Psychology.

Maryam Kia-Keating was awarded a 2010-11 Hellman Family Faculty Fellowship for the research project entitled “Intimate Partner Violence, Child Self-Regulation, and Longitudinal Outcomes.” Kia-Keating also won a Faculty Career Development Award in support of her project, “A unified approach for treating affect dysregulation in children and families exposed to violence.”

Lynn Koegel of the Koegel Autism Center received a 2011 Puzio Award from Princeton University.

Robert and Lynn Koegel received 2011 Alumni Association Awards.

Amy Kyratzis was awarded a 2010-2011 Academic Senate research grant for her work in U.S. Mexican heritage children’s languages socialization and language ideologies in sibling-kin groups.
Jin Sook Lee received a Fulbright Core Scholars Award for 2012 to conduct research on English as a Foreign Language teaching in Korea. Lee, along with affiliated faculty member Mary Bucholtz, was awarded a 2010 UC/ACCORD Faculty Seed Grant.

Melissa L. Morgan was awarded a 2010-2011 academic senate research grant for her work in thriving and resilience in the Latino/a community.

Karen Nylund-Gibson was chosen to participate in AERA Faculty Institute for the Teaching of Statistics with Large-Scale Data Sets and was awarded a 2010-11 Hellman Family Faculty Fellowship for the research project entitled “Establishing Best Practices for Mixture Models” and a 2010-2011 Academic Senate research grant for her work best practices for the application of longitudinal mixture models.

Laura Romo was appointed to the UC ACCORD steering committee and named Director of UCSB’s Chicano Studies Institute.

Russell Rumberger was named UC Vice Provost of Education Partnerships.

Jill Sharkey, along with graduate students Fong Lau and Karina Ortega, won the California Association of School Psychology (CASP) 2011 Michael Goodman Research Award.

John T. Yun was named outstanding reviewer for American Educational Research Journal.

Heidi Zetzer was presented with one of the Santa Barbara County Psychological Association’s First Annual Legacy Awards.

Rebecca Zwick was named an emeritus faculty member.

International Education Efforts

In 2010-11 the Gevirtz School expanded its efforts to prepare educators for a growing role in the global society. Our newly established International Teaching and Educational Leadership Committee, coordinated by Dean’s Council Chair Peggy Lamb, focused on identifying and supporting exchange opportunities for Gevirtz School graduates and faculty. In addition to our continuing partnership with the Kingdom of Bhutan to provide teaching opportunities for newly credentialed GGSE teachers, Dr. Ann Lippincott, Associate Director of our Teacher Education Program and now Coordinator of International Education, is working on developing new partnerships in Africa and Latin America. The academic year also saw expanded teacher education faculty exchanges with Finland, Singapore, and Thailand, and, looking to the near future, Dr. Michael Gerber and Dr. Mian Wang are developing plans for a Pacific Rim conference on special education to take place at UCSB in 2012.
“I like teaching students and seeing how they learn through their lives, but this is so big – our goal is systemic change,” says Michelle Magnusson, a graduate of the Teacher Education Program (SST, M.Ed. ’05). The “it” to which she’s referring is the Santa Barbara County Education Office’s Partners in Education (santabarbarapartners.org), where she is Program Development and Accountability Manager. “A lot of what we do is expose people to one another – our mission is to build community,” she explains, as her office works as a liaison between schools, businesses, and non-profits. That work has many faces, from direct mentorship opportunities to career fairs to student internships.

“Individual schools and teachers don’t have the capacity to do this, but we have a growing database of community members who are ready and willing to serve. We want to connect youth with adult volunteers,” Magnusson says. “What grad school taught me was it’s essential to connect students with the real world for teaching to be effective. That’s what I worked to do in my classroom [the two years she taught junior high] and now I can help it happen in many classrooms.”

“Michelle’s passion, integrity, and efforts have catapulted Partners in Education to great heights,” says Suzanne Oliver, the Gevirtz School’s Director of Community Relations. “High school students’ intern opportunities have increased dramatically under her creative leadership. And, Michelle makes all this happen with great dignity and good humor.”

Magnusson makes her passion and sense of humor clear when she discusses the effectiveness of the volunteer situations she helps arrange. “What we measure and assess is the change in volunteers and students themselves,” she says. “The other day students visited a processing plant for solar cells going into space and had to wear hairnets and lab coats. After the tour, they didn’t want to take them off. Meanwhile I have volunteers, crotchety old men saying, ‘I never thought I’d enjoy that,’ and then sending books afterwards for students to read.”

With the goals of making education more relevant for students by engaging others in the community and thereby breaking down the silos people create, Magnusson’s job is never done. In some ways she’s still exhibiting what she learned in the Teacher Education Program, following the ideas of one of its founders, Dr. Richard Jamgochian, who believed that teachers should see student self-actualization as their greatest goal. “Winning a Dr. J Scholarship was instrumental for me, financially, because I was struggling, but also personally. His values in scholarship were my values, and it gave me a lot of confidence.” That confidence is on full display now, as Magnusson helps pilot Partners in Education.

Michelle Lloyd Magnusson
Bring Positive Behavior Support to the Harding School

Michelle Magnusson on a rare break outside the Partners in Education Office.
Rafael Hernandez  
Provides Positive Behavior Support at Harding School

When the Gevirtz School teamed up with the Harding School to create the Harding University Partnership School, the whole point was to rethink pre-K – 6th grade education. A large part of that was creating a support network beyond the classroom. One of the key elements of that network was the Family Strengths Center where Department of Counseling, Clinical, and School Psychology graduate student Rafael Hernandez served as counselor.

“Employing a positive psychology/solution-focused approach, I did brief family therapy with students and their families,” Hernandez explains. “Counseling sessions were focused on building family strengths, capitalizing on capabilities and resources that are already a part of students’ lives, and constructing solutions through collaborative and culturally sensitive practice. The center takes advantage of the fact that family and school are two of the most influential contexts in the students’ lives.” What made the Family Strengths Center even stronger were three key factors: counseling could be done bilingually, the sessions were free of charge, and having the center on campus reduced the stigma associated with receiving mental health services.

This counseling work was far from done in a vacuum. “Collie Conoley’s [Hernandez supervisor] experience and expertise in Positive Family Therapy was invaluable for my work at Harding. I also worked closely with Harding’s school psychologist, Rory Diaz, and Positive Behavior Support specialists – a team comprised of a handful of my CCSP colleagues in the School Psychology emphasis who provided in-class instruction to develop skills for anger management, impulse control, and conflict management; they also provided group and individual counseling. We worked with many of the same students each in different contexts (e.g. with their families, in the classroom, in groups with their peers). This provided us with multiple insights and perspectives when we collaborated to design interventions.”

“Rafael was passionate, hardworking, and incredibly helpful to many children and their families,” Professor Collie Conoley praises. “His dedication and belief in the power of families to support each other’s success was translated into wonderful family attendance and growth. The experience will change his professional trajectory as well as the lives of the family members he touched.”

Hernandez has hopes for the future at Harding, claiming, “The Family Strengths Center can be an important model for other sites. By bringing these services to the school setting, more students and families can build strong foundations that benefit them and their communities as a whole. The FSC’s positive, solution-focused approach to family therapy has many advantages over the traditional, deficit-oriented approaches. Students and their families are empowered to actively participate in constructing solutions to their problems, utilizing the strengths and capacities they bring with them to counseling.”

Rafael Hernandez, counselor at the Family Strengths Center established at the Harding University Partnership School.
Ty Vernon
Adds an Assessment Clinic to the Koegel Autism Center

Ty Vernon (CCSP Ph.D., ’10) isn’t just an alumnus of the Gevirtz School. He’s returning this fall to start as the head of the new Koegel Autism Center (KAC) Assessment Clinic and a post-doc/lecturer for the Department of Counseling, Clinical, and School Psychology (CCSP). “It’s my dream job,” Vernon says. “I’ve been given the opportunity to combine clinical work, research, and teaching into a single position that is custom-fit for my interests.” When asked about how his prior graduate training has influenced his professional trajectory, Vernon highlighted the benefits of graduating from the CCSP program: “The CCSP faculty and supervisors, including Bob and Lynn [Koegel], didn’t just train us to be psychological technicians, but also to understand the underlying research and theory behind the work we do with our clients. Our research informs our clinical work and vice versa.” Vernon also emphasized the importance of the therapeutic relationship in his work: “Ultimately you’re much more effective as a clinician if you can first form a partnership with the individual or family and then work together to help them overcome a particular challenge.”

Vernon, in particular, will be helping ramp up the KAC’s clinical assessment services. Over the previous two past years he acquired training in state-of-the-art assessment techniques during his fellowship at the Yale Child Study Center, and now he plans to bring this expertise to UCSB to provide assessments for individuals of all ages. “With really young children, the primary objective might be to make an accurate initial diagnosis and provide recommendations to help them learn to speak for the first time, while with young adults the goal might be to better understand their current repertoire of college and vocational-readiness skills and assess their capacity to live independently with the proper supports.”

The internationally acclaimed Koegel Autism Center has long been at the forefront of treatment research and clinical work in autism, so Vernon’s strengthening of its assessment abilities will only enhance the ways the center can improve lives. Lynn Koegel, Director of Autism Services at the Center, agrees, saying, “We couldn’t be happier to have Ty return to UCSB. He is intelligent and talented and will be a great asset to our new Assessment Center.”

An assessment evaluation is obviously complicated, because a clinician must, according to Vernon, “Take into account familial and cultural considerations while also identifying other factors that may be contributing to their presentation, including ADHD, mood disorders, genetic abnormalities, language delays, and intellectual disabilities. It can be quite a complex puzzle, and we have to do a thorough job to figure out what’s going on with a particular child or adult in order to help get them access to the right supports and interventions.” The process involves not just individual assessment methods but also “looking for multiple sources of converging evidence from parents, teachers, and other key stake-holders that support our conclusions.” The clear conclusion is the addition of Vernon will make the Koegel Autism Center an even more formidable force in the fight against autism.

Alumnus Ty Vernon proves you can go home again, as he returns to lead assessment efforts at the Koegel Autism Center.
### TOP EXTERNALLY FUNDED PROJECTS, GEVIRTZ SCHOOL, 2010-11

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<thead>
<tr>
<th>PI/Co-PI(s)</th>
<th>Project</th>
<th>Sponsor</th>
<th>Total $ Amt</th>
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<tbody>
<tr>
<td>Erika Felix, Michael Furlong</td>
<td>Evaluation of Proposition 10-Funded Activities for Santa Barbara County</td>
<td>County of Santa Barbara</td>
<td>$150,000</td>
</tr>
<tr>
<td>Russ Rumberger</td>
<td>California Drop Out Research Project: Phase III Follow-Up Activities</td>
<td>The James Irvine Foundation</td>
<td>$100,000</td>
</tr>
<tr>
<td>Erika Felix</td>
<td>Natural Disaster and Risk of Psychiatric Disorders in Puerto Rican Children</td>
<td>National Institute of Mental Health</td>
<td>$75,750</td>
</tr>
<tr>
<td>Tim Jay Dewar</td>
<td>South Coast Writing Project</td>
<td>UC California Writing Project</td>
<td>$70,482</td>
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For more information about external funding at the Gevirtz School, see the Contracts & Grants Office’s 2011 annual report at: [http://education.ucsb.edu/Faculty-Research/Research-Office/2011report.pdf](http://education.ucsb.edu/Faculty-Research/Research-Office/2011report.pdf)

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**Brenner and Durán Bring Computers and Training to Students**

For the past 17 years, Professors Mary Betsy Brenner and Richard Durán of the Department of Education have partnered with the Goleta Boys and Girls Club to run an afterschool computer club called Club Proteo. When the work began, there were no computers for the children. An initial grant allowed for the purchase of computers and a select group of children were chosen to participate in the new program two afternoons a week. Club Proteo now meets three afternoons a week in a dedicated computer lab with broadband internet, serving between 150 and 200 children each academic year. Undergraduates take a course each quarter with the professors to learn to become mentors, providing one-on-one help in writing digital stories that include text, animation, pictures, music and video footage. Continuous funding from UCOP/UC Links and different foundations has supported graduate students who serve as coordinators and conduct their own research for their degrees. Since 1997 the program has received total awards of $425,724.

**Cosden Provides for County Mental Health**

Professor Merith Cosden of the Department of Counseling, Clinical, and School Psychology has worked with Santa Barbara County on 11 different grants designed to understand and address the mental health and substance abuse needs of individuals in our community since 1995, with a total contracts amount received to date of $2,162,431. In some instances the funding has come directly from the County, but in most Cosden has worked with the County as a partner in obtaining federal funding for these grants. The goal has been to evaluate the outcomes of programs designed to serve clients with mental health, substance abuse, or co-occurring disorders, while also training local agencies to provide evidence-based practices for their clients. Cosden’s work has focused on court-based diversion programs, and, as such, she has attended monthly meetings of the Collaborative Court Policy Council for over ten years. In recent years Cosden has also concentrated on evaluating the impact of trauma-informed substance abuse treatment programs for adults with co-occurring disorders.
Major Gevirtz Graduate School Initiatives
Highlights of the 2010-2011 Academic Year

These initiatives reflect the Gevirtz School and UC Santa Barbara mission to improve educational opportunities and outcomes for California’s children and families.

School Readiness and Early Literacy
Michael Furlong, Matt Quirk, and Erika Felix have been instrumental in developing and refining the Kindergarten Student Entrance Profile (KSEP), a school readiness screening measure used to assess physical, social-emotional, and cognitive elements of entering kindergarten students. Now, the research team wants to broaden the KSEP's use so it may also be a diagnostic and prescriptive tool that will help teachers identify and use interventions - during school and in extended day sessions - that will be most effective in addressing the unique needs of each child who is identified as at-risk. With new funding, Gevirtz faculty hope to implement KSEP Intervention Programs in multiple Santa Barbara elementary schools in 2011-12.

Harding University Partnership School (HUPS)
HUPS – UC Santa Barbara’s first public elementary “laboratory” school – has completed its initial year of operation. Dean Conoley and faculty worked closely with Principal Sally Kingston and Harding teachers to implement instructional programs that challenged and engaged students, offered on-going professional development to educators, and provided opportunities for aspiring teachers. An exciting addition to HUPS's commitment to the healthy development of children and families was the opening of the Family Strength Center, directed and staffed by Counseling, Clinical, and School Psychology faculty and students – with major funding by the Bower Foundation. The Center provides counseling for children whose behavior affects their school performance and family coaching to improve emotional literacy and family dynamics. This year's state testing results indicate a sharp increase in children's academic proficiency.

STEM Education
The GGSE continued its focus on strengthening Pre-K through Grade 12 students’ access to the highest quality science, technology, engineering, and mathematics (STEM) teaching and supporting programs that improve STEM understanding and achievement for students from all demographic groups. A grant from the William Randolph Hearst Foundation to establish the Hearst Teacher Scholars program to recruit math and science teacher candidates strengthened these initiatives. Chancellor Henry Yang wrote, “This new fund will attract and support high caliber students to become our nation's secondary school science and math teachers.”

The School and Dean Conoley also lead the Santa Barbara County P-20 STEM Council – a task force of more than 50 partners from education, business, and community organizations. This year the Council's efforts included support of two STEM academies in Santa Barbara high schools as models to promote student interest in STEM careers, improved coordination of and access to UCSB's STEM education outreach programs for K-12 students and teachers. The Council's major commitment in 2011-12 will be to leverage support for programs that improve algebra proficiency levels for all County students.

Next Generation Clinics

Koegel Autism Center and Broad Center for Asperger Research
The Koegel Autism Center continued its international leadership in the development and implementation of scientifically based behavioral interventions. In March, the California Department of Rehabilitation awarded funding to the Center to develop and implement methods for supporting individuals with autism in work and university settings. The grant will provide for large-scale dissemination of and training in treatment procedures for professionals around the state.

Hosford Clinic
In addition to opening a satellite clinic at Harding University Partnership School and continuing to offer a range of mental health assessment and counseling services, the Hosford Clinic developed its new concentration in positive psychology. The program provides the Santa Barbara community with the most advanced preventative and remedial services in the science of human strengths.

McEnroe Reading & Language Arts Clinic
In October 2011, thanks to a generous gift by UCSB alumna Tina McEnroe and her husband Paul McEnroe, UC Santa Barbara will begin offering diagnoses and tutoring for children in first to third grade who are experiencing reading and language difficulties. Mian Wang will direct the new Clinic. Research-based tutoring strategies and assessments will be provided by highly trained graduate students, complemented by a corps of volunteers who are experts (now retired) in teaching reading and language development.
GEVIRTZ SCHOOL HONOR ROLL OF DONORS 2010-2011

The Gevirtz Graduate School of Education (GGSE) at UC Santa Barbara expresses grateful appreciation to the following donors who provided vital support for our faculty, students, programs, and facilities during the last academic year. These generous contributions from alumni, friends, foundations, and corporations enable us to strengthen our scholarship and research, expand services to children and families, and be a national leader in developing the expertise to solve the most serious and chronic educational problems. Thank You!

Anonymous (8)
Arizona Community Foundation
Heidi Zetzer & Gregory Ashby
Carol Atkinson ('84)
Janice Basch ('02)
The Bialis Family Foundation
Ellen* & Gary Bialis
Jeanne ('62) & Edwin Blackwell
Annamarie ('56) & Harold Boddy
The Eli and Edythe Broad Foundation
California Retired Teachers
Association Laura E. Settle
Scholarship Fund
California Retired Teachers
Association of SB Division #15
Marianna D’Emidio-Caston ('90)
& Fred Caston
Charles Christensen ('70) &
Susan Walker-Christensen
Nicholas & Kathleen Christie-
Blick ('78)
Christina ('93) & Joal Clayton
Combined Jewish Philanthropies
Betty Conboy ('61)
Jane & Collie Conoley
Marni ('73) & Michael Cooney ('66)
Stephanie Couch ('11)
Mary Ann ('78) & Terell Cryer
Louisa ('93) & Stewart ('93)
Cushman
Joyce Davis ('52)
Eliana & Michael Delbuck
Delaine Eastin ('71)*
Patricia & Thomas Ence
Philip & Angela Ente
Eric Erickson
Katherine Erickson ('04)
Shelley ('68) & Robert Everhart
Gilbert ('71) & Victoria Fabela
Jay & Debbie Ferguson
Marianne Finerman & Stuart
Wolman
Mary & Thomas Fleisher
Laura Forsyth ('91) & Robert Taylor
Peter J. Frenkel Foundation
Terr* & Stephan Frenkel
Sophia Fujioka ('86)
Michael Furlong ('80)
John & Carole Garand
Janet Garufis
Marilyn Gevirtz ('96)*
Blaine Gibson
Wesley & Mary Jo Gibson
Steve Glikbarg*
Judith Green
Jane & Norman Habermann
Norris & Dorothy Haring
Judith Harker
The William Randolph Hearst
Foundation
Hsiu-Zu Ho & William Below ('73)
IBM Matching Grants Program
Roberta Jackson ('66)
Ann & Robert Jamgochian
Stephanie & Ken Jamgochian
Susan Jamgochian ('63)
Jewish Community Foundation
JFA Avionics Systems, Inc.
Angela Kay
Brian Keating
Andrey Kim ('95)
Sally Kingston ('04)*
Koegel Autism Consultants, LLC
Lynn & Robert Koegel
Jane & Bruce Krawisz
The Krupp Family Foundation
Linda & David Kutzman
Nancy Kurzer-Bagshaw ('76)
Peggy ('72)* & Richard Lamb
Melanie ('93) & Barry Landsberg
Claire & Robert LaZebnik
Hilary & Nicholas Leeds
Sam & Toffee Leftwich
Denise & George Lilly*
Robert & Sandra Lyon
Richard & Julie Mac Dougall
Sally ('74) & David Mantooth
Christina ('89)* & Paul McEnroe
Claudine Michel ('85)
Linda ('82) & Frances Milliken
Myman Abell Fineman Fox
Greenspan Light LLP
National Automobile Dealers
Charitable Foundation
Robert Nunez ('67)*
Constance O’Connor
Olio E Limone Ristorante
Susan ('95) & Lawrence Opas
Lindsay & Laurie Parton
Joanne & Brian Rapp*
Stephen & Lynn Rau
Jane & John Ready
Michael Reider ('85) & Rebecca
Williams
Denise Remick
Andrea & Fred Rifkin*
Alan & Marsha Roberson
John Romo ('73)
Alison & Geoffrey Rusack
Jack & Cathy Sanford
Sheppard Mullin Richter &
Hampton, LLP
Holly & Lanny Sherwin
John & Barbara Shoolery
The SJL Foundation
Connie Smith
Solace Therapeutic Skin Care
Brad Stark ('92)*
Carrie Towbes & John Lewis
Sam & Sandra Tyler
Susan Walker-Christensen ('68)
& Charles Christensen
Derek & Elizabeth Westen
The Wharton Foundation, Inc.
Gretchen Wheelwright ('77)
Ralph & Irene Wilson ('66)
Jules Zimmer*

* Gevirtz School Dean's Council Members

This year the GGSE and the Bialis Family Foundation inaugurated the Mentor Teacher Awards to recognize the excellence of cooperating teachers and their skills mentoring new teachers into the profession.
Kareen Misha U. Chua and Abrham Alem, the two nominees from the Teacher Education Program, were chosen as winners of the Woodrow Wilson-Rockefeller Brothers Fund Fellowship for Aspiring Teachers of Color (WW-RBF) in February 2011. Chua was a Linguistics major and Education & Applied Psychology minor, and aspires to be an English teacher. Alem was a Black Studies major with minors in Education & Applied Psychology and Global Peace & Security, and aspires to be a History/Social Science or Math teacher. The Gevirtz School was one of only six education programs in the country to have both of their nominees receive the fellowships.

The 25 WW-RBF Fellows were chosen through a competitive selection process and will receive a $30,000 stipend to complete a master’s degree in education, preparation to teach in a high-need public school, support throughout a three-year teaching commitment, and guidance toward teaching certification. Each Fellow was nominated by one of the program’s 25 university partners.

Established in 1992 by the Rockefeller Brothers Fund, the Fellowships for Aspiring Teachers of Color were created to help recruit, support, and retain individuals of color as public education teachers and administrators. Since the program’s inception, it has awarded nearly $8 million in grants and financial assistance to 375 Fellows.

Two Teacher Education Program Nominees Win National Woodrow Wilson Fellowships

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