IN THIS ISSUE

Letter from Acting Dean Merith Cosden & Senior Associate Dean Mary Betsy Brenner

3

Michael Gerber
Leads Students Examining the CC to University Pipeline

4

Maryam Kia-Keating
Addresses Violence and Disparities

5

Andrés Consoli
Asserts “The Personal Is Professional”

6

Tine Sloan
Makes A Good Teacher Ed Program Yet Better

7

Faculty Honors, Distinctions, and Awards, 2013-14

8

Hsiu-Zu Ho
Studies Parent’s Influences on Their Children’s Learning

10

Diana Capous
Considers Diversity’s Affects on Trauma

11

David Forman
Discovers Different Ways to Live and Give

12

Major Grant Awards Funded in Financial Year 2013-14

13

A Note from the Director of Development

14

Donor Honor Roll

15
LETTER FROM ACTING DEAN MERITH COSDEN & SENIOR ASSOCIATE DEAN MARY BETSY BRENNER

Dear Friends,

As part of the new leadership team for the GGSE, we welcome you and hope you enjoy this issue of Profiles. We bring with us a total of over 50 years of experience in the GGSE. We are proud to be members of this vibrant community, both as contributors to its research and teaching mission and as learners based on the research and instruction of our colleagues.

This issue of Profiles captures a number of the exciting activities in the Gevirtz School. One mission to which we have been dedicated for many years is understanding and meeting the educational and psychological needs of underserved populations. This issue focuses on the research of faculty members who work on developing a greater understanding of the needs of Latino populations. Associate Professor Andrés Consoli, who recently joined the Department of Counseling, Clinical, and School Psychology, discusses how his own cultural background as an immigrant has influenced his work on national and international issues related to Latinos. Associate Professor Maryam Kia-Keating describes the work she is now doing, which is an expansion of her research on refugees to the United States, by asking Latino youth to use video cameras to express themselves, an activity one called “life-changing.” Professor Michael Gerber, in collaboration with graduate student Veronica Fematt, explains how their research on the experiences of transfer students at UCSB is being used to design a pilot program to support Latino/a transfer students with an interest in STEM fields.

This issue also reflects the increased emphasis in the GGSE on international dimensions of education. Under the leadership of Professor Hsiu-Zu Ho, who served as Associate Dean in the 2013-14 academic year, we showcased the many nations to which we have connections. Professor Ho outlines how her own research has examined changes in gender roles and parental involvement during the recent decade of societal change in Taiwan. Our Teacher Education Program, under the leadership of Director Tine Sloan, has established a teacher candidate exchange program with programs in Denmark, Singapore, and Switzerland so that aspiring teachers can see differing ways of educating children in a “more globalized world.” Alumnus David Forman, who spoke to our graduate students about nonacademic careers, credits his successful career to his time in the GGSE where he studied international education.

And there is more! If you have further interest in these or our other research and educational programs please go online to education.ucsb.edu and check out are recently redesigned website.

Here’s to another productive year ahead! Best wishes.

Merith Cosden
Betsy Brenner
Michael Gerber
Leads Students Examining the CC to University Pipeline

Professor Michael Gerber, who has chaired the Department of Education at the GGSE, and helped create and lead a UC-wide Special Education, Disability, and Developmental research center with 30 participating UC researchers, has recently discovered an entire new group that higher education seems unprepared for, despite their growing numbers: community college students who transfer to four-year schools. “My deep interest is in individual differences,” he says, “and what sold me on studying this group is when I began to view it as how colleges and institutions respond to individual differences in students.”

These differences are caused by a host of factors, he explains, “including having a background where college attendance is not the tradition, facing economic barriers, possessing a limited experience working at the expected academic level or being unable to maintain productive work habits.” Gerber and a group of graduate student researchers, under the name the Higher Education Research Group (HERG), have decided to explore these issues from all sides. “It’s tough for students to get to and through the transfer process,” from community college to a university, he points out. “Our overall purpose is to discover what kinds of things colleges can do to support these students.”

Community colleges and universities have begun trying various programs, but little empirical research has been done on their effectiveness. Here at UCSB Dr. Don Lubach teaches Introduction to the University Experience to 200 transfer students each year, “but UCSB has over about 1500 transfers annually.” Lubach, who is also part of HERG, has opened up the class for research purposes and one of Gerber’s advisees, Veronica Fematt, has completed two-and-a-half years of research on the effects of the course.

“Veronica is a force of nature,” Gerber says. “She was working on her research question from the get-go. She was the magnet that brought together all the higher education students that form the HERG – she coordinated that group from the time we got together.” HERG has already grown as new doctoral students join in even before they are formally enrolled in the Gevirtz School.

The group is also beginning its “first venture into constructing an intervention.” This pilot program will look at a group of Latino/a transfer students “that have some STEM engagement at local community colleges,” Gerber details. “We will arrange a series of critical experiences for them that we hope will encourage their completion and transfer, including having students talk to local high school students about their experiences attending a community college, meeting with local STEM industries, and visiting with STEM programs at UCSB. We plan for a straight experiment, with one group having these experiences, and one group not—what will the effects be?” Gerber and his HERG colleague hope to build a sustainable program from this pilot.
Maryam Kia-Keating
Addresses Violence and Disparities

Working with refugee youth on a past project, Dr. Maryam Kia-Keating, Associate Professor in the Department of Counseling, Clinical, and School Psychology (CCSP), observed how transformative it was for the youth to take part in a participatory photography program. “Being the subject of photographs and media stories places refugee youth, and other marginalized groups, in a vulnerable position,” she explains. “When you put a camera in their hands, the power shifts, and youth are given a chance to become active agents, telling their own stories from their own perspectives, and depicting their lives the way that they want to visually and verbally present them.” As a result, in her most recent undertaking, Kia-Keating was inspired to use Photovoice, providing cameras to engage and empower local Latino youth. The effort is part of a larger community-based participatory research program addressing exposure to violence and focused on helping Latino youth succeed, led by Kia-Keating and her co-PI, Dr. Jessica Adams from CALM (Child Abuse Listening Mediation), and funded by the National Institute of Child Health and Human Development (NICHD).

“Proyecto HEROES emphasizes the bridging between the campus and community,” explains Adams. The team has an advisory board made up of key leaders in the Latino community and youth-serving organizations. “We couldn’t do it without them,” Kia-Keating asserts. They chose the acronym HEROES to represent the cultural values and aspirations underlying the project: Honor, Educación, Respeto, Oportunidad, Esperanza, y Soluciones (Honor, Education, Respect, Opportunity, Hope, and Solutions). [You can read more about graduate student Diana Capous, who works on this project, on p. 11.]

“What is most striking is the extent to which these youth face very challenging, and often quite traumatic events,” says Kia-Keating. “We are hoping to help raise a new level of awareness about these often hidden issues, and most importantly, to generate opportunities for the community to discuss solutions.” Their first public forum was Nuestras Escuelas: Voces de la Comunidad (Our Schools: Voices from the Community) held in May 2014, during which Photovoice youth participated on a panel, exhibited their photographs, and shared a video. Upcoming Proyecto HEROES events are scheduled for September 2014 and April 2105.

Providing these youth with an opportunity to express themselves through photography has already had powerful implications. As one participant summarizes, “It’s been amazing. It’s been actually kind of life-changing. It’s given me a new perspective on the world… I can show that I have hope. I can actually visually see my hope now.” A video from the Photovoice project is available for viewing at https://www.youtube.com/watch?v=yUsM_BkqlSc.
“If you want to be a good psychologist, you need to work on yourself,” claims Associate Professor in the Department of Counseling, Clinical, and School Psychology Andrés Consoli. “It’s very much a dialectical process. And nothing shows us more who we are until we go overseas.” The Argentine-born Consoli points out, “The identity of being an immigrant shapes who I am as a scholar in the United States,” but that identity also helps him focus his scholarship and uncover valuable insights for his teaching.

“I find it important to honor my roots,” he says. “I was an illegal immigrant at first, yet I was very fortunate to make ends meet somehow,” and he earned his M.A. and Ph.D. in Counseling Psychology from the Gevirtz School in 1994. Following a two-year postdoctoral position at Stanford University, he was a professor and associate chair of the Department of Counseling, College of Health and Social Sciences, at San Francisco State University, working there for 17 years, and then returned to UCSB in 2013. At the heart of his work he provides different viewpoints from his outsider status, suggesting “in psychology much of the discourse has been east-west, but my axis is more south-central-north. I’ve done much work helping disseminate Latin American psychology and the accomplishments of Latin American psychologists in the United States.”

He’s partially achieving those goals this year as President of the National Latina/o Psychological Association (NLPA). He says, “When we came up with the theme for our biennial conference in Albuquerque in October – ‘Dreamers, Immigration, & Social Justice: A Global Latina/o Psychology Agenda’ – we were being very intentional. These are issues that can change people’s lives. Education is such an empowering issue and one of the ways the cycles of poverty and oppression can be broken.”

Such concerns are at the core of how important he feels it is for the field of psychology to examine values. “The therapist has a set of values that are implicit, so let’s make them explicit,” he points out. “What are the values we have as a profession? And how do these values influence the services we provide?” Part of his research in this area involves “developing a taxonomy of how we can organize these values, placing them into spheres of the personal, interpersonal, social, and community.”

His research led him to discover that “Latin American psychologists honor contextual factors much more than their counterparts in the United States,” and that fuels his belief that “psychology is an indigenous discipline rather than an universal discipline.” His own values, such as redressing injustice and inequity, have driven him to work for more diversity and cultural competence at UCSB and to take a keen interest in Guatemala, where since 2001 he’s helped organize two congresses, started a masters program, and is now helping to get a doctoral program off the ground. “I’m a visiting professor at the Universidad del Valle in Guatemala,” he says and stresses, not surprisingly, “I find that international engagement is as exciting as it is humbling.”
“UC teacher education programs have the dual purpose of preparing high quality teachers and researching that preparation, in an effort to provide models for the state,” explains Tine Sloan, Director of Teacher Education Program (TEP) at the GGSE. She points out three of the eight UC programs, including UC Santa Barbara’s, are specifically named as models by the Governor’s State Educator Excellence Task Force. That said, she claims, “The UC schools and departments of education are beginning research of a different kind that involves a multi-campus collaboration among its researchers and practitioners, informed by the needs of the state’s K-12 education community and policymakers. The goal is to get state-wide information about how the preparation of teachers affects what happens in classrooms, and then use this information to improve learning opportunities for both teachers and students.”

Given 80-100 teacher credential candidates are in the TEP program yearly, that preparation weighs heavily on Sloan's mind. “As a faculty, we need to really understand what K-12 students need to know when they leave school,” she says. “Today’s students have very different needs than students who graduated high school just twenty years ago. The changes afoot include the new Common Core standards, new standardized assessments, new connections to the workplace and civic education, and in general, the changes associated with a more globalized world.”

One way TEP is connecting to that global world is participation in The World Education Research Association, specifically with the International Research Network: “Teacher Education in the 21st Century: Developing Teachers Who Are Thoughtful, Reflective, and Inquiring.” Sloan elaborates, “That network involves people from 20 plus countries and has led to a number of convenings in different parts of the world; it’s meant that I’ve had the opportunity to learn from other programs and been invited to speak in Denmark, Taiwan, and Norway.”

TEP has also begun a teacher exchange program for its credential candidates, with UCSB hosting international student teachers, as well as sending a group of UCSB teachers to Denmark, Singapore, and Switzerland. “If we’re going to change what we’re doing in education,” Sloan asserts, “not only is it about really understanding how to best support and draw from and teach a hugely diverse populace, but it’s also about stepping out of this educational system that we’ve been in since we were five-years-old.”

These opportunities to see from a different vantage point should lead to better teachers, but Sloan and UCSB are making sure that’s true, too. “The necessity of ensuring the public that new teachers are well prepared means we’ve been at the forefront of performance assessment,” she says. These assessments are important indicators of a teachers’ readiness to teach, and California has led the way in this movement. “Thirty-four states are using a system that began here; we’ve been a big contributor to the national scene on this work.” Sloan has an appointment as a senior consultant at the Stanford Center for Assessment, Learning, and Equity (SCALE) that currently administers edTPA.

Such work dovetails well with one of Sloan’s other appointments, as the representative of University of California on the California Commission on Teacher Credentialing. She describes that work as “a direct line to influencing state policy on standards for certifying teachers, standards for programs, and the accreditation of programs.” In so many ways Sloan and TEP lead California’s charge in revitalizing teaching.
FACULTY HONORS, AWARDS, AND BOOK PUBLICATIONS, 2013-2014

Charles Bazerman – Chair of the International Society for the Advancement of Writing Research – presided over Writing Across Research Borders III, the triennial meeting of the organization in Paris. He also published two volumes A Rhetoric of Literate Action and A Theory of Literate Action in hard copy at the Parlor Press and in open access version at the WAC Clearinghouse.

Betsy Brenner was named Senior Associate Dean of the Gevirtz School.

Dorothy Chun was the featured keynote speaker at the JALTCALL (Japan Association for Language Teaching Computer-Assisted Language Learning) 2013 Conference held at Shinshu University, Matsumoto, Japan. She was also a keynote speaker at the Southwest Association for Language Learning Technology 2014 Conference at UCLA.

Sharon Conley – along with Bruce S. Cooper, Professor of Education at Fordham University – co-edited Moving from Teacher Isolation to Collaboration: Enhancing Professionalism and School Quality (Rowman & Littlefield, 2013).

Jane Close Conoley was named president of California State University, Long Beach.

Andrés Consoli was elected President of the National Latina/o Psychological Association.

Merith Cosden was named Acting Dean of the Gevirtz School.

Erin Dowdy was appointed to the American Psychological Association Division 16’s Mental Health Workgroup.

Erika Felix was appointed to the Diversity Committee of the International Society of Traumatic Stress Studies (ISTSS).

Michael Furlong – along with Rich Gilman of the University of Cincinnati Medical School and E. Scott Huebner of the University of South Carolina – co-edited the second edition of the Handbook of Positive Psychology in Schools (Routledge, 2014). He was selected chair of the committee to update the National Association of School Psychologists school violence position statement.

Michael Gerber was awarded a 2011 Chicano Studies Institute (CSI) Grant for work on the project “Growth Models of School Achievement Risk for English Learners.”

Michael Gottfried was named the winner of the first annual UC Center Sacramento (UCCS) Bacon Public Lectureship and White Paper Competition. He also was selected to be part of the 2014-15 Emerging Education Policy Scholars Cohort.

Judith Green was honored with the inaugural John. J. Gumperz Memorial Award for Lifetime Scholarship by the Language and Social Processes Special Interest Group (LSP SIG) of the American Educational Research Association (AERA). She also gave a keynote at the CITERS (Centre for Information Technology in Education Research Symposium) conference in Hong Kong.

Hsiu-Zu Ho was elected chair of the UC Systemwide Advisory Committee on the Status of Women.

Cynthia Hudley was named an emeritus faculty member.
Tania Israel was appointed to the American Psychological Association Committee on LGBT Concerns. She was also named a Fellow of the Society of Counseling Psychology (Division 17 of the American Psychological Association).

Shane Jimerson became President-Elect of the International School Psychology Association; he was elected Fellow of the American Psychological Association, Division 52 (International Psychology); and he received the 2013 Outstanding Contributions Award from the American Psychological Association, Division 16 (School Psychology). He also received the 2014 Award of Excellence for Distinguished Contributions to School Crisis Management from the National Association of School Psychologists. He delivered the opening keynote address at the Australian Psychological Society’s annual conference and also presented the keynote address at the national conference of the Japanese Association of Educational Psychologists in Tokyo, Japan. His book *The Handbook of International School Psychology* was also published in Japanese (2013).

Maryam Kia-Keating was appointed by the International Society for Traumatic Stress Studies to serve as a representative to develop and test a Vicarious Trauma Toolkit for first responders, through a national partnership funded by the Office of Victims of Crime, Department of Justice.

Melissa Morgan Consoli was elected to the Committee on International Relations in Psychology, part of the American Psychological Association (APA).

Russell Rumberger was a keynote speaker at the Opening Conference of the TrygFonden’s Centre for Child Research, Aarhus University, Denmark.

Steven Smith along with Robert Archer, the Frank Harrell Redwood Distinguished Professor at Eastern Virginia Medical School’s Department of Psychiatry and Behavioral Sciences – co-edited the new second edition of *Personality Assessment* (Routledge, 2014).

Mian Wang was selected as the Distinguished Visiting Professor at the Department of Special Education, Chongqing Normal University, China for summer 2014. He was also selected as the “985 Project” (a national university enrichment project of the Chinese government) Visiting Professor of the Department of Special Education, Faculty of Education, Beijing Normal University, for summers of 2013 and 2014.

Heidi Zetzer was elected to the Executive Board of the Association of Psychology Training Clinics (APTC) as one of two members-at-large. She also was honored with a Santa Barbara County Psychological Association Legacy Award for service to the community and an Outstanding Counseling Supervisor Award presented by the Supervision and Training Section of the Society of Counseling Psychology (Division 17) of the American Psychological Association.
If you want to know about parent involvement and its effects on children’s academic achievement, there’s no scholar better to turn to than the Department of Education’s Hsiu-Zu Ho. Dr. Ho has been studying the issue, locally, nationally, and internationally, for nearly two decades.

Locally, Ho was co-principal investigator for the Family Literacy Project in seven community schools for four years. Most of the participating parents were Hispanic/Latino and spoke Spanish as a first language. “Our family literacy study was rather unique,” Ho explains, “in its inclusion of a comparison group as well as quantitative and qualitative assessments for both parents and students.”

Nationally, Ho has also conducted studies on the link between parent involvement and student academic achievement using national education datasets to examine ethnic group differences. Internationally, Ho has been particularly interested in parent involvement and gender roles in Taiwan. She was awarded a Fulbright Senior Scholar Award in 2012 to conduct research on father involvement in Taiwanese society. She points out the changing political and socio-economic contexts in recent decades in Taiwan—a move from an authoritarian system to a democracy, a boom in technology, more women attaining higher levels of education and participating in the workforce, leading to women delaying marriage and child-rearing—have resulted in a modern society that is redefining gender and parenting roles.

Ho’s research in Taiwan explored the portrayal of father roles in different types of cultural media. For example, she investigated gender roles in children’s textbooks, especially father roles in elementary-school-level curriculum. Depictions of progressive gender roles were prevalent, with fathers doing household chores and even staying at home while the mother worked. Ho attributed the prevalence in textbooks to the oversight of a gender equity curriculum committee that was established by Taiwan’s Ministry of Education in 2004.

As for the involvement with schools, that was a somewhat complicated issue. “Traditionally in Taiwan and other Asian nations, scholars are so highly respected that parents thought to engage in school matters would be a sign of disrespect,” Ho points out. But in 2006 the Taiwanese government passed a law that required the establishment of parent education programs in the schools, based on a Western model. “Still, parental involvement in Taiwan is generally more home-based than school-based,” she explains. “That is, parents are more focused on monitoring homework or taking their children to after-school programs than attending school activities.”

Ho’s research was among the first to separate mother from father involvement when exploring the parent involvement-student achievement link. Most striking, her recent work in Taiwanese families found interesting gender patterns: “Father involvement, through fostering student educational aspirations, was most effective for sons, while mother involvement, through fostering student educational aspirations, was most effective for daughters.” Whether this pattern may also generalize to other cultures is something Ho is exploring in the near future.
“Diversity is not just a class you take, it is a constant conversation with faculty and students,” says Diana Capous, a third-year Ph.D. student in the Department of Counseling, Clinical and School Psychology. Developing culturally informed trauma prevention and interventions has been her passion since she stepped on campus. Capous knew she wanted to come to the Gevirtz School after visiting. “It felt like home. The students were welcoming, non-competitive, collaborative, happy and well-balanced.” She was also inspired by her advisor Dr. Maryam Kia-Keating’s work on resilience and trauma.

She is excited about her many activities – the Project HEROES Community Based Participatory Research community collaborative and their Photovoice Project, the Daily Diary Project in the Trauma, Recovery, and Resilience Center at the Hosford Clinic, serving on the Diversity and Equity Committee, coordinating monthly clinical chat sessions, and serving as a Graduate Mentor for the Academic Research Consortium and as the campus representative for the American Psychological Association of Graduate Students Advocacy Coordinating Team. She confirmed, she does sleep.

The Photovoice Project works with underrepresented Latino youth in Santa Barbara. She claims it “changed my life. It’s now part of my identity.” Coordinating a team of seven Latino UCSB undergraduates, and a fellow CCSP doctoral student, Capous spent two quarters alongside a high school photography teacher working with a classroom of Latino 9th-12th graders. Each student was given a camera and told to photograph strengths and problems they see in their community – to take pictures with a purpose. She was amazed at the results. “All but one discussed trauma in their lives or their friends’ lives. You couldn’t even imagine. These students were not targeted or screened for trauma, just an ordinary high school classroom.”

Photovoice students presented their work at a community forum hosted by Project HEROES, which is comprised of more than 20 local organizations and community leaders who service the Latino community. The goal was to learn from the students’ experiences to inform future community action. “The transformation has been inspiring. It is an honor to grow alongside these students and our Latino community.”

Capous looks forward to the second part of her advisor’s grant [you can read more about Maryam Kia-Keating on p. 5], developing prevention and interventions to address the needs and trauma discovered during phase one. “I don’t want to just sit in the ivory tower. I want to be in the community I get to serve, to see real-time outcomes. This program, everyone gets something out of it. We need to disseminate knowledge, to give back to the families and communities who contribute to our understanding of trauma.”
Gevirtz School students met with an unusual visitor this spring, former Ph.D. student David Forman. Forman currently isn’t an esteemed professor or high-powered researcher. Instead, he’s President of Sage Learning Systems and Chief Learning Officer (CLO) for Human Capital Institute (HCI). His message—there’s a world out there beyond academia.

In a recent phone call Forman said, “The students I met with hadn’t really thought about this perspective much, they are so focused on their degrees, and academics, and extensions of that. But when I pointed out to them where jobs are being created, they were very open and interested in that message.” As CLO for HCI, Forman has developed and taught courses that elevate the role of HR in industry, courses that have been taken by over 10,000 employees. “A lot of my skills of how to create courses, how to write, how to get people out of their silos, I can trace back to my time at the Gevirtz School,” he asserted.

Forman also earned his undergraduate degree from UCSB, a period when he met his wife of 46 years, Linda. More than anything he sees his time studying international education at the Gevirtz School (before it even had that name) as a crucible for networks, starting with his mentor, former dean Murray Thomas. “He’s someone I’ve stayed in touch with to this day,” Forman points out. “He offered great advice, set very high standards, was an incredible role model, and helped me become a better writer and clearer thinker.”

Connections through research projects led to time abroad in Iran developing radio and television education programs in 1976-77; connections from that experience drew him deeper into the corporate training route. Because of growing family obligations, Forman decided to take his skills and experience to the blossoming corporate market as opposed to pursuing an academic career.

Thanks to the HCI position, he was able to return to California, partially, he said, “to reconnect with UCSB, which was so important to me.” He was part of the campus-wide Alumni Board for six years, but then “wanted to focus on the Gevirtz School and recognize the important part it played in my life.” Deciding to visit campus annually, and talking to students about what corporations might offer education students, became a focus. He stressed, “Yes, I give some money to the school, but I wanted to give back in other ways.”

Not to downplay his monetary donations, as he’s a driving force behind the new Alumni Fellowship Fund. “I wanted the modest means I gave to go to students, not a building,” he claimed. “When I was going through this, not only was tuition cheaper, but I had the GI bill [he served during the Vietnam War], and a job, and Linda worked. But now when you hear stories of students who have to live in their cars, it’s not what this time of life should be about.”
## TOP EXTERNALLY FUNDED PROJECTS, GEVIRTZ SCHOOL, 2013-14

<table>
<thead>
<tr>
<th>PI/Co-PI(s)</th>
<th>Projects</th>
<th>Sponsors</th>
<th>Total $ Amt</th>
</tr>
</thead>
</table>
| **Tim Dewar (PI)**           | The Pathway to Academic Success: A Cognitive Strategies Approach to Test-Based Analytical Writing to Improve Academic Outcomes for Secondary English Learners  
South Coast Writing Project (NCLB 10)  
South Coast Writing Project (CSMP 13-14)  
NWP Teacher Leadership Development 2014-16 | Subcontract with UC Irvine for grant from i3  
UC California Writing Project  
UC California Writing Project  
National Writing Project Corporation-NWP                                           | $1,553,949 |
| **Jill Sharkey (PI)**        | Evaluation of the Impact of Community-Based Individualized Programs to Help Youths Develop Positive Alternatives to Violence  
Evaluation of Carpinteria CalGRIP to Increase the Resiliency of Youth At-risk of Gang Involvement  
Evaluation of Female-Specific Services: Transforming the Juvenile Justice Approach to Girls  
Evaluation of Lompoc CalGRIP to Reduce Gang Activity  
Evaluation of Santa Barbara CalGRIP to Improve Juvenile Justice Outcomes for Youth on probation At-risk for Gang Affiliation  
Criminal Justice Realignment (AB 109)  
Reduction of Parolee Recidivism | James S. Bower Foundation  
Subcontract with City of Carpinteria for grant from State of California  
County of Santa Barbara  
Subcontract with City of Carpinteria for grant from State of California  
Subcontract with City of Carpinteria for grant from State of California  
County of Santa Barbara  
County of Santa Barbara                                           | $414,797 |
| **Merith Cosden (PI)**       | Fresh Start Program  
Evaluation of Substance Abuse Treatment Court  
1. Evaluation of Family Treatment Drug Court: Children Affected by Methamphetamine  
2. Evaluation of Clean and Sober Court  
3. Evaluation of Veteran’s Treatment  
Evaluation of Re-entry Drug Court  
Bridges to Recovery (B2R) | Subcontract with Good Samaritan Shelter for grant from the Substance Abuse and Mental Health Services Administration (SAMHSA)  
Santa Barbara County Alcohol and Drug Programs  
**all three sponsored by** Subcontract with Santa Barbara County Alcohol and Drug Programs for grant funded by SAMHSA  
Santa Barbara County Probation  
Subcontract with Santa Barbara County Alcohol and Drug Programs for grant funded by SAMHSA | $281,340 |
| **George Singer (PI)**       | Project Implement-EBPs: Preparing highly skilled teachers of diverse student with low incidence disabilities | Assistant Secretary for Education, Special Education & Rehabilitation Services | $250,000 |
| **Erika Felix (PI)**         | Evaluation of Proposition 10-Funded Activities for Santa Barbara County  
Parent-Child Processes Affecting Long Term Post-Disaster Psychosocial Adjustment | County of Santa Barbara  
National Institute of Child Health & Human Development | $206,708 |
| **w/ Merith Cosden (Co-PI)** |                                                                         |                                                                                           |             |
| **w/ Jill Sharkey (Co-PI)**  |                                                                         |                                                                                           |             |

For more information about external funding at the Gevirtz School, see the Contracts & Grants Office's 2014 annual report at: [http://education.ucsb.edu/sites/default/files/contracts_grants/docs/2014report.pdf](http://education.ucsb.edu/sites/default/files/contracts_grants/docs/2014report.pdf)
A NOTE FROM THE DIRECTOR OF DEVELOPMENT

Our Gevirtz School community – alumni, students, faculty, friends, supporters, collaborators, and advocates – are trading in the currency of big ideas. These ideas are having impact in the here and now. They are paving the road to our shared future. They are extending the boundaries of what is possible.

Over the last year, the Gevirtz School placed a very intentional philanthropic focus on investments in people. People are the source of transformational thinking and the engines that bring big ideas into fruition. On a gut level, this priority of people has resonated with our community of supporters. We saw significant investments in fellowships which are used to recruit, recognize, and foster some of the best students in the world. As evidenced by the launch of our Alumni Fellowship Fund, a focus on people has also ignited the participation of many first-time donors. We even saw critical philanthropic investments from some of our senior faculty, which is an incredible show of faith and commitment to the future of the Gevirtz School.

Looking forward, we are already seeing continued growth in our fellowships, and enormous interest in supporting the work of our nationally recognized faculty. Gift negotiations of all sizes are already well under way, including a few that are unprecedented in reach. I hope you will consider making an investment in the Gevirtz School, the smart people championing the big ideas, and the future of education. Your participation makes all the difference. I look forward to working with you.

Sincerely,
John W. Hammond, Ph.D.
Director of Development

GEVIRTZ SCHOOL GIVING: WHERE IS THE MONEY GOING?

This graph represents percentages of total monies raised for each intended purpose. We are proud of the distribution of support to various areas of the GGSE. As UCSB is a Research-I university, it is appropriate that a large majority of philanthropic support has been directed towards research. However, considering a significant portion of research funding is expended by employing current students and providing them with practical research experience, in many ways, this is also a form of student support. We are thrilled fellowship and scholarship support is on the rise and accounts for a large piece of our annual fundraising. Clinic support is further evidence that members of our community and alumni who spent time training in the clinics appreciate the outward facing services of our clinics. Finally, although a small part of the total pie, the Dean’s discretionary funding is key because it allows our school the flexibility to address emerging needs, participate in strategic opportunities, and support students through Dean’s fellowships.
GEVIRTZ SCHOOL HONOR ROLL OF DONORS 2013-14

The Gevirtz Graduate School of Education 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 fiscal 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!

$100,000 +
Autism Speaks
Marilyn Gevirtz H’96

$50,000 - $99,000
Anonymous

Vanguard Charitable Endowment
‡

$20,000 - $49,999
Anonymous

Phoebe Snow Foundation

The Eli & Edythe Broad Foundation

Anonymous

Anonymous

$10,000 - $19,999

Santa Barbara Foundation

$5,000 - $9,999

Anonymous

Anonymous

$1,000 - $4,999

$100 - $999

Profiles in Education 2014-2015

Jean Pettitt (pictured here with STEM Outreach Coordinator Lilly Garcia) began working with the Gevirtz School after being impressed with then-Dean Cunaley’s penchant for engaging school districts and community members. Currently, Ms. Pettitt serves on the Santa Barbara County P-20 STEM Council, Santa Barbara Foundation Roundtable, Dean’s Ambassadors Circle, and as Wharton Foundation President. “We seek to improve the academic well-being of low income students by connecting schools and resources,” she says. “We support strategic partnerships to improve student outcomes.” In 2009, she initiated her championing of STEM education. “Our approach to learning science is important to all students and citizens. It is the best medium we have to create a well-educated person with a lifelong passion for learning and critical thinking.” John Hammond says, “She makes meaningful financial contributions to the work being done at the school and she is a dynamic link to community partners and collaborators. She gives of her time, talent, and energy to strengthen educators.”

Profiles in Education 2014-2015
Dean Conoley Becomes President of CSU Long Beach
Drs. Cosden and Brenner form interim leadership team

After eight years (2006-2014) of leadership punctuated by a term as interim Chancellor of UC Riverside, Dean Jane Close Conoley has moved on to be President at California State University, Long Beach. Conoley is the first female president in the history of that school, the second largest campus in the CSU system. “Our UC Santa Barbara community will feel her loss keenly,” UC Santa Barbara Chancellor Henry Yang said in a statement. “At the same time, we are proud and thrilled that Dean Conoley has been appointed to this important leadership position, where she will be able to contribute in new and exciting ways to California’s higher education system and our global academic community.”

While a committee headed by Dr. Rich Mayer from the Department of Psychology searches for our next dean, we are fortunate to have Dr. Merith Cosden serve as Acting Dean and Dr. Mary Betsy Brenner serve as Senior Associate Dean.

Professor Cosden, former Chair of the Department of Counseling, Clinical, and School Psychology in the Gevirtz School, joined the faculty in 1988. She is a recipient of the UCSB Graduate Mentor award for her work with doctoral students. She is also a licensed psychologist and a recipient of the Legacy Award from the Santa Barbara County Psychological Association, in recognition of her contributions to training psychologists and working with community-based agencies over the last 30 years.

Professor Brenner, Chair of the Department of Education, joined the faculty in 1991 after teaching at UC Berkeley. Over the past two decades, she has been examining how to more effectively teach mathematics to diverse groups of learners. She also has been working with after-school programs to better understand how different learning environments can enhance student learning. Professor Brenner also continues her research of the education system in Liberia, where she supports an elementary school that began during the civil war.