

*University of California Santa Barbara 2024-2025*

# LAUNCH

**The Annual Magazine of the Gevirtz Graduate School of Education**



## **Collective Empowerment in the Black Community**

**New leaders of Healing Space cultivate wellness  
rooted in African-centered psychological services**

# LAUNCH



Photograph by Jeff Liang

## IN THIS ISSUE

- 1 Dean's Welcome**
- 2 Collective Empowerment in the Black Community**  
New leaders of Healing Space cultivate connection and wellness rooted in African-centered psychological services
- 4 Back to School: From Students to Teachers**  
Community Fellows Initiative helps first generation college students become teachers near their home towns
- 7 Taking a Deep Dive Into the Details**  
Tarek Azzam discovered his career path after an evaluation course
- 8 Faculty Appointments, Awards & Book Publications**
- 10 Alumni News**
- 11 Alumna Spotlight: Q&A with Lauren Brookman-Frazer '04**
- 12 Gevirtz School Fellows 2023-2024**
- 13 Donor Honor Roll 2023-2024**
- 14 Gevirtz School Fellowships 2024-2025**
- 16 Advancing Psychological Services for Multilingual Learners**  
New certificate program addresses the need for bilingual and culturally responsive school psychologists

### GEVIRTZ GRADUATE SCHOOL OF EDUCATION

#### DEAN

Jeffrey Milem

#### ASSOCIATE DEAN FOR RESEARCH & OUTREACH

Jill Sharkey

#### ASSOCIATE DEAN FOR ACADEMIC PROGRAMS & FACULTY DEVELOPMENT

Danielle Harlow

#### ASSOCIATE DEAN FOR DIVERSITY, EQUITY & INCLUSION

Tania Israel

#### ASSISTANT DEAN

Briana Villaseñor

#### ASSISTANT DEAN OF DEVELOPMENT

John Hammond

#### EDITOR & DIRECTOR OF COMMUNICATIONS

Maria Zate

#### ART DIRECTION & DESIGN

Albert Chiang

#### EDITORIAL CONTRIBUTORS

Claire Carter

Megan Turley

#### COVER PHOTOGRAPHY

Jeff Liang '15

#### UC SANTA BARBARA


### The Gevirtz School


Graduate School of Education


Santa Barbara, California 93106-9490


[www.education.ucsb.edu](http://www.education.ucsb.edu)

#### FOLLOW US:

 Facebook: [ucsantabarbaragevirtzschool](https://www.facebook.com/ucsantabarbaragevirtzschool)

 Twitter/X: @ggseucsb

 Instagram: @ucsbgevirtzschool

 LinkedIn: Gevirtz Graduate School of Education

#### ON THE COVER:

Healing Space team members, back row starting at far left: Sade Branyan (seated), Darielle Robinson, Joseph Ekpo, Isaiah Jones, Jordan Watts, India Sanders. Front row: Nolan Krueger, shola shodiya-zeumault, Malakai Coté, Angela Pollard, Kristina Esopo.

# Welcome From Jeffrey Milem, Jules Zimmer Dean's Chair

## Dear Members of the Gevirtz School Community,

By the time this magazine reaches you, a new president will be headed to the White House in January. What will that mean for the next four years in education and our work here at the Gevirtz School? Regardless of who is declared the winner of the presidential election, the Gevirtz School will continue to hold steadfast to our values and mission. We embrace our responsibility as a Minority-Serving Institution to catalyze the strengths of diversity and address the challenges of our complex world. We teach leaders who will help build equitable communities locally and globally. We transform school and community-based systems to better serve vulnerable populations, and we collaborate with interdisciplinary and community partners to conduct impactful, respectful, equity-serving and community-engaged service and research.



This issue of LAUNCH and ReLAUNCH showcases the work we are doing in our communities to advance our mission. The LAUNCH cover story introduces the new co-directors of Healing Space, Assistant Professor Nolan Krueger and Assistant Professor shola shodiya-zeumault. Their expertise in race-related stress, community-based intervention and prevention, and clinical supervision created the ideal fit to lead Healing Space as it expands beyond providing mental health counseling. The new leaders see their role as cultivating connection and wellness rooted in African-centered psychological services, and broadening Healing Space's mission toward a population health approach to collective healing in the Black community.

In our role of preparing teachers to improve their communities, our

Community Fellows Initiative, which began five years ago as a partnership with the Santa Barbara Unified School District, has been a success in supporting first-generation and low-income students to achieve their goals to earn their graduate teaching certificates and master's degrees in our Teacher Education Program. The financial support of the initiative has enabled 16 fellows to prepare for teaching careers, with their tuition and living expenses paid. Without the burden of having to work while attending graduate school,

the fellows have been able to focus on their studies to excel in the program. We highlight three former fellows who have received their TEP credentials within the last four years and are now teaching in or near their hometowns where they were once students.

The cover story of ReLAUNCH highlights the transformation of the preschool playground at Harding University Partnership School into a new "nature playscape" and its impact on early childhood development. Gevirtz School's Assistant Director of Outreach, Devon Azzam, saw the opportunity to study the new playground design and its possible effects on preschool learning. Devon realized that she needed to conduct the research herself and decided to enroll in the Gevirtz School Department of Education Ph.D. program. In her first-person account of her journey to become a graduate student and her research process, she highlights the collaborative and supportive environment at GGSE and with our partner school - Harding School - to improve and transform the learning environment, both inside and outside the classrooms, to serve diverse populations and build equitable opportunities.

We have recently introduced two new programs to address the underrepresentation of bilingual school psychologists and Black students pursuing the Ph.D. in school psychology with the intention to become professors. Our Graduate Certificate in Bilingual School Psychology, led by Assistant Teaching Professor Arlene Ortiz and Professor and Director of Academic Program Development Shane Jimerson, received approval in June 2024 after several years of involvement with the California Consortium for Bilingual School Psychology and working with the Gevirtz school psychology faculty. Associate Professor of Teaching Jon Goodwin and Professor Jimerson were recently awarded funding from the University of California Historically Black Colleges and Universities Initiative to form a new partnership with Bowie State University in Maryland to create a clear pathway from BSU's school psychology master's program to our doctoral program at the Gevirtz School.

Equitable research methods and multilingual learners are highlighted in our stories following the latest updates on the research of Professor Karen Nylund-Gibson and Professor Sarah Roberts. And we hear from Professor Tarek Azzam, Director of the Gevirtz School's Center for Evaluation and Assessment (CEA), on how he discovered his career path and passion for research, and how the CEA helps organizations measure the impact of their work in serving communities.

I hope that you will find the information that we share about what is happening in the Gevirtz School engaging and enlightening and that you will get a glimpse into the efforts of members of our community to change the world, one day at a time.

Best wishes,

*Jeff Milem*



*Nolan Krueger, left, and shola shodiya-zeumault are co-directors of Healing Space.*

## Collective Empowerment in the Black Community

New leaders of Healing Space cultivate connection and wellness rooted in African-centered psychological services

**H**ealing Space, dedicated to providing mental health support to the Black community in Santa Barbara County, has moved to the next stage of growth under the new leadership of Assistant Professor shola shodiya-zeumault and Assistant Professor Nolan Krueger as co-directors.

Krueger and shodiya-zeumault (who does not capitalize her name) joined the UC Santa Barbara Department of Counseling, Clinical and School Psychology (CCSP) at the Gevirtz School in the 2023-2024 academic year. Their expertise in race-related stress, empowerment in Black communities, community-based intervention and prevention, and clinical supervision presented

the ideal match to serve as leaders of Healing Space. Beyond providing mental health support, Healing Space is a multidisciplinary collective specializing in liberation-focused therapy, decolonizing research, and social action.

“I felt pulled to the space that would allow me to create and produce the kind of scholarship that felt meaningful to me, and that focused on the empowerment of Black and multiracial communities,” Krueger said in his decision to join the Gevirtz School faculty. “I was looking to help lead a transformative space grounded in the community’s voice.”

“My research is related to activism, and I see my work as activism,” said shodiya-zeumault. “I wanted the

opportunity to not only train and mentor and do research but also to do those things in collaboration with and to benefit the Black community. I wanted the work to be focused on healing rather than pathology, and to shift the culture around safety and wellness.”

The co-directors were drawn to the clinic’s mission which is rooted in three main goals: to train the next generation of Black psychologists to provide African-centered psychological services, to generate Black liberatory research, and to impact the well-being of the Black community.

“No one else is doing this,” shodiya-zeumault explained. “Some places come close but are not the same. There is not another specific center that is training students in

a scientist-practitioner model in an APA-accredited program in the country that we know of.”

Healing Space was founded in fall 2020 in response to the longstanding and heightened need for Black psychologists in Santa Barbara. The need has been exacerbated by ongoing police violence, including the deaths of George Floyd and many others, which inspired fervent protests.

Located within the Gevirtz School’s Hosford Counseling & Psychological Services Clinic, Healing Space is devoted to training Black CCSP students and non-Black allies to become psychologists committed to advancing mental health equity and developing interventions that promote healing and wellness centered on African-centered and Black Liberation psychologies.

African-centered psychological services focus on the cultural, historical, and spiritual aspects of Black/African-American heritage and identity. These services aim to provide healing and support through approaches and methodologies that are rooted in African traditions. Grounded in the ethics of love and care, Healing Space strives to promote a sense of belonging, connection, and affirmation among Black community members.

Though Healing Space fellowship has opened its training program to all UCSB students committed to Black liberation and racial justice, for now, all Healing Space therapists (practicum trainees) are Black-identified doctoral students in the CCSP department. Together, there are three trainees and seven fellows who oversee the clinic’s community-level interventions and engagement. Healing Space has been able to expand because for the first time, there are now three advisors (including Healing Space Training Director, Malakai Coté, Ph.D.) who can dedicate time to students’ training and community wellbeing.

“One of our goals in the coming year is how we build our training program for students to solidify their skills in African-centered



*Clients served by Healing Space include individuals, families, and group therapy.*

psychology so they can earn a certification in the practice,” said shodiya-zeumault. “We are hoping to partner with the Association of Black Psychologists and their new certification program for Black psychologists who want to be certified in African-centered psychology.”

Clients served by Healing Space include individuals, families, and group therapy mostly within Santa Barbara’s South Coast area. Healing Space has a partnership with the Santa Barbara Unified School District in an initiative called “Raising Liberated Black Youth” which provides opportunities for Black high school students to meet in a safe space where they can share their experiences and build a support network.

In northern Santa Barbara County, where the majority of the Black community resides, Healing Space established a collaboration last year with Gateway Educational Services, a Santa Barbara non-profit learning center dedicated to supporting BIPOC students. Healing Space student clinicians have been providing direct services to Black K-12 students at Gateway’s office in Lompoc.

On the UCSB campus, Healing Space has plans to work closely with UCSB Counseling and Psychological Services (CAPS) and Black CAPS to

foster a more supportive network for Black students on and off campus.

Krueger stated that Healing Space has been building connections with many local and regional organizations that serve the Black community along the Central Coast.

“To amplify our impact,

we’re partnering with like-minded organizations, extending our reach across Santa Barbara County and beyond by participating in community forums, cultural events and wellness workshops,” Krueger said.

“While we will continue to offer individual and

family therapy services, we are shifting into community-centered and community-based interventions that are more in line with a collective approach to healing through empowerment,” he added.

“Now we’re moving toward the population health approach and how to think about prevention and intervention in ways that involve collective healing,” said shodiya-zeumault. “We can empower folks here to know they are already healing their communities. By doing the work of building space and building hope among each other, even in the absence of Healing Space, the Black community here can still thrive.”

For more information on Healing Space or to connect with the team, visit [www.sbhealing.org](http://www.sbhealing.org).



*Malakai Coté, Ph.D.*

# Back to School: From Students to Teachers

Community Fellows Initiative helps first generation college students become teachers near their home towns



**ELSY MORA**  
TEP '20-'21, Math Teacher,  
Righetti High, Santa Maria

In her junior year at Lompoc High School, Elsy Mora started a math tutoring club to share her love and talent for math by helping her “English-learner” friends tackle homework and test prep. When she left home to attend college at UC Davis, she noticed something was missing in her math classes.

“It was culture shock, the lack of representation in them. Why aren’t there more people in here who look like me?” recalled Mora, who was born in Mexico and immigrated with her parents to California as an infant. Bilingual in Spanish and English, she was the first in her family of farm workers to attend college.

“I thought that at some level, my community is just not getting the support they need,” she said. “And because I already had that passion for helping people with math, I decided that this is what I’m going to do.”

After graduating from UC Davis, Mora returned to Santa Barbara County and applied to the Gevirtz School’s Teacher Education Program (TEP). She was awarded a fellowship via the Community Fellows Initiative - an innovative partnership with the Santa Barbara Unified School District and local philanthropic supporters. Community Teaching Fellowships cover all education costs for the intense 12-month training to prepare local graduate students from low-income and first-generation backgrounds to work as educators in local schools, where they can reflect the diversity of their students and serve as role models. When fellows complete their TEP training, the Santa Barbara Unified School District offers them first right of refusal for job openings in the classroom.

The Gevirtz School first piloted the Community Fellows Initiative  
*Elsy Mora continued on page 6*

## SOLÉ MACHART

TEP '23-'24, First Grade Teacher,  
Roosevelt Elementary, Santa Barbara

Despite hardships, Santa Barbara native Solé Machart describes herself as someone who has persevered and always found a place of refuge and joy at school.

Her family was “houseless” for the first five years of her life, she explains - they had no place of their own and moved frequently, often staying with friends and relatives. By second grade, Machart was responsible for getting herself and two younger siblings up and dressed, walking to school, and arriving early to eat a free breakfast.

“I loved being at school. It was a safe place for me because being at home really wasn’t,” Machart explained. “I liked all the things that school provided.”

She attended public schools in Santa Barbara, was involved in PEAC (and a similar program called AVID while in high school), and was a straight-A student. But in her sophomore year at Santa Barbara High School, Machart’s home life was again in crisis.

“I went through a really bad time in my life during sophomore year. I was becoming rebellious and doing things I shouldn’t have done. I was no longer in AVID, I wasn’t into school anymore and was getting Ds and Fs,” she said.

Her English teacher, Joseph Velasco, finally confronted  
*Solé Machart continued on page 6*



## YESENIA MUNOZ

TEP '21-'22, Science Teacher,  
San Marcos High, Santa Barbara

Yesenia Munoz thought nursing would be her career path, but after working in a hospital she realized that her passion for science was better suited to teaching.

She attended local Santa Barbara schools from elementary through high school and was in the PEAC and AVID programs.

“If it wasn’t for PEAC I don’t know if I would have had the opportunity to go to a four-year college. I’m a first generation college student. My parents weren’t really familiar with how to get me to college,” Munoz explained.

Counselors and teachers guided her to pursue her education at Santa Barbara City College and then UCLA where she earned a degree in nursing. While in college she worked as a tutor and discovered how much she liked helping students.

After UCLA, Munoz returned to Santa Barbara to work in health care but soon realized she wanted to teach. The Gevirtz School’s TEP attracted her because of the partnership with the PEAC program. She was accepted to pursue a single subject teaching credential in science

*Yesenia Munoz continued on page 6*

**“PEAC and the Community Teaching Fellowships lift up our students to follow their dreams of becoming teachers. Having our alumni return to teach in the classroom creates valuable opportunities for students to feel seen, valued, and represented in their teachers.”**

~ **DR. HILDA MALDONADO,**  
**SUPERINTENDENT, SANTA BARBARA UNIFIED SCHOOL DISTRICT**

*Elsy Mora continued from page 4* in 2019 with the Santa Barbara school district’s Program for Effective Access to College - PEAC, pronounced ‘peak.’ PEAC helps students in grades 7 to 12, from low-income families, prepare for admission to college as first-generation students. The Community Fellows selection gives preference to candidates who previously participated in PEAC, as the program supports the same demographic the TEP program seeks to enroll and the school district seeks as teachers. First-generation and bilingual students with financial need and an interest in teaching in the local area are also considered for fellowships.

In the first five years, Community Teaching Fellowships have funded education and living expenses for 16 fellows, with over \$640,000 in fellowships awarded.

“PEAC and the Community Teaching Fellowships lift up our students to follow their dreams of becoming teachers. Having our alumni return to teach in the classroom creates valuable opportunities for students to feel seen, valued, and represented in their teachers,” said Dr. Hilda Maldonado, Superintendent, Santa Barbara Unified School District.

Mora earned her teaching credential in math and a master’s degree in education from the TEP as part of the 2020-2021 cohort and immediately was hired as a math teacher at La Colina Junior High in Santa Barbara. Her skill and passion in the classroom during her first year as a teacher earned her high praises, and Mora received a “Distinguished New Educator” award in 2022 from the Santa Barbara County Education Office.

Now teaching at Righetti High School in Santa Maria to be closer to her home in Lompoc, Mora has been a lecturer at TEP for the past three summers, an experience she values for the impact she can make on future teachers and their students.

“By sharing with future teachers the experiences I’ve had in the classroom and my time as a (TEP) student, it gives me a sense of validation that I need as a teacher of color,” she said.

“Ultimately, I’ll also have an impact on (K-12) students through these future teachers who will get to work with them, and knowing that is very rewarding.”

*Solé Machart continued from page 5* her about her poor performance. Machart confided to him her problems at home and worries for her future after high school. No one in her family went to college and she

**Community Fellows Supporters**

- Alpha Delta Kappa Beta Theta**
- Anonymous (2)**
- James S. Bower Foundation**
- Drs. David and Jean Campbell**
- Chumash Foundation**
- Hazen Family Foundation**
- Richard and Peggy Lamb**
- Jane and Andrew McClure**
- Charlotte Mohan**
- Barbara Piszczek**
- Elissa Ross**
- Anne Smith Towbes**
- Sela and Randolph Viscarra**
- Helen and Will Webster Foundation**

thought it was out of her reach.

A co-leader for the AVID program, Mr. Velasco inspired Machart to return to AVID, improve her grades, and attend Santa Barbara City College and UCSB. While she was an undergraduate at UCSB, she decided she would pursue a teaching career.

Machart was accepted to the TEP as a Community Fellow and recently completed the program in June 2024. She landed her first teaching job in a first-grade class at Roosevelt Elementary in Santa Barbara.

“I want to be that support system for those students who are like me and to pay forward all the support I received,” Machart said. “That’s the reason I wanted to be a teacher.”

*Yesenia Munoz continued from page 5* and was chosen as a Community Fellow. Bilingual in English and Spanish, Munoz also earned the bilingual authorization credential which enables her to teach in a dual language immersion program.

Today she is teaching college prep biology and anatomy classes for the Health Careers Academy at San Marcos High School where she attended as a student.

“My goal is to help students feel supported to achieve their goals,” Munoz said. “I’m really grateful for the Community Fellows program. If it wasn’t for that support, I don’t think I would have been able to become a teacher.”

“I hope to give back to TEP in the future by being a mentor teacher,” she added. “The Community Fellows program allowed me to step away from working full time so that I could dedicate myself to my studies and learn how to become the best teacher I could be.”

# Taking a Deep Dive Into the Details

Tarek Azzam discovered his career path after taking an evaluation course



Photograph by Maria Zate

Unlike many people working in the evaluation and assessment field, Tarek Azzam, Professor in the Department of Education, said his career route was an anomaly for the profession.

“Until recently most people in this profession will say they ‘fell into evaluation.’ They were working on a contract and were part of an evaluation team and realized they wanted to pursue it as a career. They

would then take a course to learn more later,” said Azzam, the Director of the Center for Evaluation and Assessment at the Gevirtz School.

“My path was a bit unusual, in that I took a few evaluation courses before I did an evaluation. I knew the terms and the approaches before I worked on an evaluation project. And the more I learned about it, the more I fell in love with it,” he added.

Azzam took his first evaluation course from Marvin Alkin (a UCLA

professor). Before that class he didn’t even know the field of study existed, as his original plan was to pursue a degree in organizational psychology.

In 2020, Azzam led the launch of the Center for Evaluation and Assessment to provide evaluation services at the local, regional, national, and international levels. The center’s team includes Associate Director Natalie Jones and graduate students.

Typical clients for the center are school districts, higher education institutions, educational Non-Governmental Agencies (NGOs), and Foundations focused on educational reform. In addition, the center offers evaluation training and capacity building services for various organizations to help enhance the probability that evaluation findings would lead to improvements in programs and policies.

Recent projects have included an undergraduate recruitment and retention evaluation at UC Riverside, assessing a pregnancy prevention program for Girl’s Inc., and “The State of Nonprofits in Santa Barbara County” report for the Santa Barbara Foundation.

What prompts an organization to do an evaluation? Azzam explained that federally funded projects often have an evaluation requirement as part of the funding contract. The center’s client list has included heavy hitters such as the National Science Foundation, the U.S. Department of Health & Human Services, and the U.S. Department of Education. Projects can span six months to six years, with an average completion time of about four years.

Strong demand for services has fueled the growth of the Center for Evaluation and Assessment, and the current team has had to turn down several projects, often those coming from local and regional organizations.

“Our goal for the next few years is to expand and hire more staff,” Azzam said. “We would also like to build the community engagement piece to make it more affordable for smaller organizations to access CEA services.”

# Faculty Appointments, Awards & Book Publications 2023-2024



**Rachel Lambert,** Associate Professor, Department of Education, has a new book, “Rethinking Disability and Mathematics: A UDL Math Classroom Guide for Grades K-8” (Corwin).



**Jin Sook Lee,** Professor, Department of Education, was selected as a 2024 National Professional Development NPD grantee.



**Hui-Ling Malone,** Assistant Professor, Department of Education, has co-authored a new book, “Dismantling Disproportionality in Practice, A Guide to Fostering Culturally Responsive Districts and Schools” (Teachers College Press).



**Maung Ting Nyeu** joined the Department of Education as an Assistant Professor.



**Mayra Puente,** Assistant Professor, Department of Education, was awarded a 2024 Ford Foundation Postdoctoral Fellowship.

**Monica Scafide** was promoted to Continuing Lecturers and Supervisor of Teacher Education.



**Lucy Arellano** joined the Department of Education as an Associate Professor.

**Bethany Ellis** was promoted to Continuing Lecturers and Supervisor of Teacher Education.



**Andrew Fedders,** Teaching Professor, was appointed Chair of the Department of Education.



**Jon Goodwin,** Department of Counseling, Clinical, and School Psychology, was promoted to Associate Teaching Professor.



**Tania Israel,** Professor, Department of Counseling, Clinical, and School Psychology, and Associate Dean for DEI, has a new book, “Facing the Fracture” (Greenleaf Book Group).



**Nolan Krueger** joined the Department of Counseling, Clinical, and School Psychology as an Assistant Professor.



**shola shodiya-zeumault** joined the Department of Counseling, Clinical, and School Psychology as an Assistant Professor.



**Steve Smith,** Teaching Professor, was appointed Chair of the Department of Counseling, Clinical, and School Psychology.



**Miriam Thompson,** Department of Counseling, Clinical, and School Psychology, was promoted to Associate Teaching Professor.



**Elizabeth van Es** joined the Department of Education as a Professor.



**Heidi Zetzer,** Teaching Professor, Department of Counseling, Clinical, and School Psychology, was awarded Fellow Status with Division 29 of the American Psychological Association.

# Gevirtz School Alumni News 2023-2024



**Joaquin Becerra**

**Joaquin Becerra** (Education, Ph.D. '24) has been appointed the Dean of Students in the Student Life Department at UC Santa Barbara.



**Ryan Blasena**

**Ryan Blasena** (M.Ed. '23) was named one of the 2025 Distinguished New Educators by the Santa Barbara County Education Office.



**Veronica Lavenant Fematt**



**Ann Kaganoff**

**Laura Branch** (M.Ed. '99) was named the 2025 Santa Barbara County Teacher of the Year by the Santa Barbara County Education Office.

**Veronica Lavenant Fematt** (Education, Ph.D. '17) has been appointed to UC Santa Barbara's Hispanic-Serving Institution (HSI) Director, a newly created position.



**Stephanie Moore**

**Aaron Haddock** (CCSP M.Ed. Counseling Psychology '15, CCSP PPS Counseling Psychology '17, and CCSP Ph.D. Counseling Psychology '17) and **Rondy Yu** (CCSP PPS Counseling Psychology '16 & CCSP Ph.D. Counseling Psychology '17) have launched a new podcast called "Radio Psychs," covering a wide range of mental health topics.

**Ann Kaganoff** (Education, Ph.D. '81) has published a new book, "There's a Writer in Our House: Strategies for Supporting Young Writers and Readers at Home," April 2024, Routledge.

**Rae Mottus** (Education, Ph.D.) was named Director of Programs at the Santa Barbara Trust for Historic Preservation in Santa Barbara.

**Stephanie Moore** (CCSP M.Ed. Counseling Psychology '16, CCSP PPS Counseling Psychology '18, and CCSP Ph.D. Counseling Psychology



**Eugenia Pappas**

'18) an Assistant Professor in School Psychology at UC Riverside, has received the American Psychological Association's 2024 Lightner Witmer Award.

**Eugenia Pappas** (M.Ed. '02) was named one of the 2025 Distinguished Mentors by the Santa Barbara County Education Office.

**Estefanía Pihen González** (Education, Ph.D. '24) was named Chief of Education and Learning at the California Academy of Sciences in San Francisco.

**Tyler Renshaw** (CCSP M.Ed, Counseling Psychology '09 & CCSP Education, Ph.D. Counseling Psychology '11) is the new Editor-Elect of "School Psychology Review."

**Hui Zhang** (Education, Ph.D. '24) has joined the faculty as Assistant Professor in Education at the University of Toledo, Ohio.w



**Hui Zhang**



**Laura Branch**

## ALUMNA SPOTLIGHT: Q&A

# Lauren Brookman-Fraze

Professor of Psychiatry, University of California San Diego  
Ph.D. 2004 Counseling, Clinical & School Psychology  
Gevirtz Graduate School of Education



partner with caregivers to help their children learn and grow.

**Did you receive any fellowship support and what kind of impact did it have on your experience?**

I was awarded the Doctoral Scholar Fellowship as an incoming student. This essential funding allowed me to devote my time to coursework, research, and clinical training for 4 years in the program. I was also awarded a National Institute of Mental Health (NIMH) National Research Service Award Predoctoral Fellowship for Students with Disabilities (F31). This fellowship provided mentored research experience

and served as a foundation for future NIH/NIMH research funding.

**How did your education at GGSE prepare you for your career?**

Community-partnered implementation science is the focus of my research and training activities. Implementation science involves developing and testing strategies to facilitate the use of evidence-based practices in usual care services. Although implementation science was not yet an established field of study during my doctoral training, my experiences provided a strong foundation for this work. Specifically, there was a strong focus on integration of research and practice and strong partnerships with community-based organizations,

school districts, and service systems caring for children with mental health and developmental needs. Additionally, training alongside counseling, school psychology, special education, and education graduate students helped prepare me for multidisciplinary research and clinical practice in an academic medical center and school of medicine.

**“Helping children and families was what motivated me to pursue a Ph.D. and continues to motivate me today.”**

**What career advice would you give to current students and recent graduates?**

Nurture collaborative professional relationships and seek opportunities to engage in team science. Be open to new opportunities and areas. Don't be afraid to take risks. It's okay if you don't succeed right away.

**What motivates you to continue your work and research? Is this similar to what motivated you to pursue a Ph.D. at GGSE?**

The motivation for my work is reflected in the mission of my lab: "To promote the development and wellness of children with mental health and developmental challenges and their families through rigorous community-partnered implementation research and interdisciplinary training and mentorship." Helping children and families was what motivated me to pursue a Ph.D. and continues to motivate me today.

# The Gevirtz School of Education 2023-24 Fellows

**Samira Amirazizi**, Hosford Memorial Fellowship  
**Mikey Arana**, CCSP Alumni Fellowship  
**Dina Arch**, Delaine Eastin Fellowship  
**Haleigh Armstrong**, Lee Broadbent-Vern Persell Scholarship in Applied Psychology  
**Julian Barkley-Brinson**, President's Educator Fellowship  
**Lexi Becerra**, Dorman Commons Fellowship  
**Guillem Belmar Viernes**, Dorothy Chun & Joseph Polchinski Fellowship  
**Priya Bhatia**, Lee Broadbent-Vern Persell Scholarship in Applied Psychology  
**Rosa Carmona Vera**, Gevirtz Endowment Fellowship  
**Delwin Carter**, Education Department Alumni Fellowship  
**Cassandra Chawke**, Dr. J Student Teacher Fellowship & Vivian Guerrier "Hope" Scholarship  
**Emily Edelman**, Hosford Memorial Fellowship  
**Kristina Espopo**, Donald R. Atkinson Diversity Enhancement Award  
**Nathan Ewart**, TEP Alumni Fellowship  
**Rielynn Firoenza**, Dr. J Student Teacher Fellowship & Gevirtz Endowment Fellowship  
**Kirsten Fletcher**, Gevirtz Endowment Fellowship  
**Erika Gonzales**, Gevirtz Endowment Fellowship & Martha Aldridge Memorial Fellowship  
**Audrey Hughes**, Marika Ann Critelli Memorial Scholarship  
**Juliana Ison**, CCSP Alumni Fellowship  
**Maria Jimenez Munoz**, Hosford Memorial Fellowship  
**Lakhvir Kaur**, Dorman Commons Fellowship  
**Rebecca Kovacs**, Marika Ann Critelli Memorial Scholarship & President's Educator Fellowship  
**Connor Laines**, Patty Hopkins-Acos Memorial Fellowship & President's Educator Fellowship  
**Jessica Lechon-Galdos**, Peggy Frederickson Education Fellowship  
**Guillermo Lopez Jr.**, Dr. J Student Teacher Fellowship  
**Brendan Ly**, Vivian Guerrier Hope Scholarship  
**Solé Machart**, Community Teaching Fellowship  
**Emily Mar**, Special Education Fellowship  
**Avery McNiff**, Dorman Commons Fellowship  
**Paola Mojica-Meza**, Cynthia & Frederick Brinkmann Fellowship & President's Educator Fellowship



**Alexandria Muller**, Gale and Richard Morrison & Philip and Helen Green Fellowships  
**Vanessa Munoz**, Community Teaching Fellowship  
**Robert Nava**, Community Teaching Fellowship  
**Dogukan Ozgen**, James and Carol Dixon Fellowship  
**Ash Phommasa**, Lee Broadbent-Vern Persell Scholarship in Applied Psychology  
**Amaranta Ramirez**, Hosford Memorial Fellowship  
**Victoria Rivera**, Vivian Guerrier "Hope" Scholarship  
**Kaylin Russel**, Gale and Richard Morrison Fellowship  
**Rolando Ruvalcaba Luna**, Marika Ann Critelli Memorial Scholarship  
**Jean Pauline Serrano**, James Hong Memorial Research Fellowship  
**Paula Sevilla**, Dorman Commons Fellowship  
**Taylor Stephens**, Dr. J Student Teacher Fellowship & Gevirtz Endowment  
**Jing Su**, Education Department Alumni Fellowship  
**Shannon Sullivan**, Gevirtz Endowment Fellowship  
**Sabiha Sultana**, Ann Kaganoff Family Endowment for Literacy Fellowship  
**Evelyn Vargas**, Dr. Sabrina Tuyay Memorial Fellowship  
**Steve Vasquez Valencia**, President's Educator Fellowship  
**Hui Zhang**, Education Department Alumni & Thomas G. Haring Fellowships

**DONOR HONOR ROLL** During the 2023-2024 academic year, the combined generosity of over 213 donors—including 98 alumni, 33 parents and friends, 30 faculty and staff members, current UC Santa Barbara Foundation trustees, and 26 foundations and organizations—supported student fellowships, impactful research, and clinical/programmatic activities in the Gevirtz School.

## \$1,000,000+

Rancho La Purisima  
Tina Hansen McEnroe '89  
and Paul V. McEnroe

## \$500,000 - \$999,999

Dr. Carol and James Dixon

## \$100,000 - \$499,999

Naturipe Berry Growers  
James S. Bower Foundation  
Helen & Will Webster Foundation  
Claudia '75 and Alec '76 Webster  
Robert Wood Johnson Foundation  
Gilbert J. Martin Foundation  
Elaine F. Stepanek Foundation

## \$25,000 - \$99,999

Anonymous  
Juneteenth Santa Barbara  
Math Learning Center  
National Writing Project  
The Peter Douglas Foundation  
Peter V. Douglas  
Santa Barbara Education Foundation  
Santa Barbara Foundation  
Scott and Kelly Trueman

## \$5,000 - \$24,999

American Psychological Association  
Anonymous (2)  
Cynthia '68,'76 and Frederick Brinkmann  
Dr. Lee A. Broadbent '62  
Henry and Inell Chase  
John and Claudia Day  
The Peter J. Frenkel Foundation  
Steve and Terri Frenkel  
Immerse Inc.  
Johnson Ohana Foundation  
Drs. Anna and Petar Kokotovic  
Peggy '72,'87 and Richard Lamb  
The McCune Foundation  
National Association  
of School Psychologists  
Ruth A. Tidwell  
Joanne Onstine-Dill '71,'73  
Santa Ynez Band of Chumash  
Indians Foundation  
Scholarship Foundation  
of Santa Barbara  
Anne Smith Towbes H'20  
Towbes Foundation  
Dr. Charles Weis, III '91

## \$1,000 - \$4,999

Dennis '66 and Tina Berg  
Dr. Stephanie R. Couch '12  
and Dr. Richard J. Bacon '18  
Cushman Family Foundation  
Stewart '93 and Louisa '93 Cushman  
Sheila and Tony DiCiccio  
Mark and Erika McEnroe  
Sally Duncan Mantoosh '74  
Dr. Judith L. Green  
Montecito Bank & Trust  
Leslie Morishita '74  
Barbara Piszczek  
Brian Schlaak '86  
Holly and Lanny Sherwin

## \$500 - \$999

Dr. Luis Chen '06,'13  
and Patricia Fu '07,'12  
Drs. Jane and Richard Duran  
Dr. Elisa Hernandez '12 and Miguel Loza  
Karibo Huang and Helen Wu  
Dr. Amber Moran '05, '10, '11  
and Matthew Moran '04  
Dr. Susan R. Opas '95  
John '73 and Mary Romo  
Dr. Richard and Patti Shavelson

## \$100 - \$499

Dr. William Below '73, '74  
and Dr. Hsiu-Zu Ho  
Drs. David '6, '69  
and Jean '68, '69 Campbell  
Dr. Marianne D'Emidio-Caston '90, '91  
and Fred Caston  
Dr. Jerry Curtis '77  
Dr. Elena Diamond '08, '11  
Donna Franklin '55  
Evan '94 and Stephanie '94 Goldman  
Dr. Barry Groves '76, '78  
Veronica Gutierrez  
Harriett B. Hankins '50  
Rosemarie Hodsdon '51  
Baoqing Huang and Yanbin Wang  
Alredo and Cruz Insauste  
Sarah Jacobs  
Susan Johnson  
Dr. Ann P. Kaganoff '81  
Kylene Kramer  
Nathaniel Kunes '04  
Jocelyn '00 and  
Christopher Kuzminski '00  
Sabrina Kwist '01 and Erin Pullin '03  
Dr. Stacey Kyle '99, '01, '06  
Jin Sook Lee and Hyongsok Soh  
Prathibha S. Madigapola - Liberty '14, '15  
and Taylor Liberty '14  
Dr. Richard Malfatti '96, '97  
Amy Mayhall  
Suzanne '62, '01 and Jon McBride  
Kathy McGuire '69  
Jon C. Mello  
Charlotte Mohan '64

Dr. Daniel Openden '00, '02  
Blanca Orellana '03  
Christine '65 and Ronald Perris  
Stephanie Rodgers '77  
Gwen Rodman '58  
Kathleem Rodriguez  
Dr. Sally Russell '91, '94  
Heather Russo  
R. Marilyn Lee '69 and Harvey Schneider  
Carol Schwyzer '72, '75, '90  
Nicole '06 and Jared '06 Smith  
John Tamkun and Renate Deuring  
Gail Tennen '79  
Fay '59 and William Terrell  
Dr. Quy Tran '03, '07  
Mary Turley '81  
Barbara Tzur '79  
Ty Vernon '03, '07, '10  
Donna and Bill Wallius  
Dr. Julian and  
Theresa Weissglass '65, '82  
Jacqueline Wnukowski '64  
Guadalupe Zamora '01, '02

## Up to \$100

Alpha Delta Kappa Beta Theta  
Bernardo and Noralyn Bagorio  
Sela Bayquen-Viscarra '76, '78, '01  
and Randolph Viscarra  
Julie Bianchini  
Emily Bond '15, '17  
Marcia '64 and Stephen Boyd  
Dana Boyer-Jensen '76  
Alexandra Carrillo '15  
Dr. Su-Je Cho '98  
Karina Cota Fierro  
Kirby Croyle '69, '70  
James Doe '80, '81  
Dr. Mozzie A.D. Dosalmas '09, '12  
Charlene Fitzgerald '60  
Dr. Wesley Gibson  
J.R. and Yumiko '17 Glover  
Edwina Golightly '59  
Kathryn Gordon '06  
Anne Hansen '84  
Cynthia Hartley '73, '75  
Dr. Victoria Harvey '13, '15

Mary Lou Hoffman  
Elizabeth Holohan  
Roxann '79 and William Hopkins  
Dr. Richard and Leslie Houang  
Anne Jenks '03  
Kathleen Jewesson '06  
Paul Jones  
Karen Keller '80  
Young Ji Kim  
Eva and Phillip '61 Kirkpatrick  
Dr. Jordan Ko '16, '19  
Carolyn Kreiner '08  
Vickie Lacks '60  
Kristen Marcucci '96, '97  
Jane '79 and Andrew McClure  
Holly Merrihew '98  
Dr. Jeffrey and Rose Milem  
Karen Miller '82, '84  
Linda Milliken '82, '84  
Dennis '60 and Carolyn '61 Naiman  
Dr. Andrew Ogilvie '15, '17  
Barbara Palmer-Davis '64 and Ray Palmer  
Dr. Sarah Patz '07, '11  
Michael '68, '77 and Pat Pease  
Tammy Peresman  
Cindy Perez  
Sarah Perkins  
Dr. Lois Phillips and Dennis Thompson  
Dr. Gwen Rigby '68, '72, '99  
Dr. Sarah Roberts  
Dr. Susan Rocque '93  
Elissa Ross '81  
Dr. Diana Santacrose '14, '18  
Monica '02 and Thomas Scafide '78  
Jill Sharkey '01, '03  
Rebecca Simon '75, '76, '78  
Molly Steinberg '21  
Dr. William Stock '71  
April Torres '95, '96  
Daphne and Tom Traeger  
Megan Turley  
Than Vernon  
Briana '01 and Christian '94 Villasenor  
Dr. Avery Voos '14, '17  
Sharon Walters '60  
Shihwe Wang '10  
George Yatchisin and Christine Yost '97

**WAYS TO GIVE** The Gevirtz School is home to innovative research, teaching and community service. If you would like to support the Gevirtz School's students and programs, there are many ways to do so.

**Give Online:** You can make your gift online by visiting <https://giving.ucsb.edu/funds/div/ggse>

**Give By Mail:** Make your check payable to "The UC Santa Barbara Foundation" and include the intention for your gift in the memo line (e.g. Dean's Fund, student support, or to a center or clinic).

Mailing Address:  
**The Gevirtz School**  
Attn: Development  
University of California, Santa Barbara  
Santa Barbara, CA 93106-9490

**A planned gift to The Gevirtz School is an easy way to make a big impact for future generations.** Including the Gevirtz School in your estate plans is as simple as naming us a beneficiary of your life insurance policy or retirement plan. There are many more giving possibilities that can benefit both the you and the School of Education, including annuities, trusts, bequests, and insurance options.

*For general questions or information about estate gifts please contact John Hammond, Assistant Dean of Development, [jhammond@ucsb.edu](mailto:jhammond@ucsb.edu) 805-893-7695 or Megan Turley, Associate Director of Development, [mturley@ucsb.edu](mailto:mturley@ucsb.edu) 805-893-3501.*



# Gevirtz School Fellowships 2024-2025

## ENDOWED FELLOWSHIPS

### Ann Parkinson Kaganoff Family Endowment for Literacy

The Ann Parkinson Kaganoff Family Endowment for Literacy was established to primarily provide fellowships to help recruit and support graduate students with a focus on the study and research of literacy, with a preference for graduate students affiliated with the Gevirtz School's McEnroe Reading and Language Arts Clinic.

### Community Fellows Fund

The Community Fellows Initiative is an expanding partnership between the Gevirtz School, Santa Barbara Unified School District (SBUnified), SBUnified's Program for Effective Access to College (PEAC), and philanthropic investors including the James S. Bower Foundation, the Helen and Will Webster Foundation, and other supporters. Through the Gevirtz School's Community Fellows Fund, our school is able to offer full fellowships to recruit and support highly qualified, local graduate students who reflect the diversity of Santa Barbara and wish to join Santa Barbara's education workforce upon completion of their credentialing master's program in Teacher Education or School Psychology. These endowed Community Fellowships cover all tuition and fees for their credentialing programs. SBUnified compliments these generous fellowships by offering first-right-of-refusal to appropriate jobs in the district upon the fellows' completion of their master's programs.

### Cynthia and Frederick Brinkmann Fellowship

Generously supports students pursuing teaching credentials in the Teacher Education Program.

### Delaine A. Eastin Fellowship

Supports students pursuing an M.A. or Ph.D. in Education. Qualified recipients have academic promise and are the first in their family to attend graduate school ("first generation"). When there are multiple eligible

candidates, preference is given to female students.

### Donald R. Atkinson Diversity Enhancement Award

This award is in honor of Professor Emeritus Donald R. Atkinson for his 30 years of service to the profession of counseling psychology. During his tenure, Dr. Atkinson was dedicated to making the Gevirtz School a place that is affirming for all. The award supports student research or a dissertation in the area of multicultural counseling psychology.

### Dorman Commons Fellowship

Established in memory of Dorman Commons, past president of the California Board of Education, this fellowship supports financial aid for graduate students in the School of Education who are classroom teachers or professional educators returning to work on advanced degrees.

### Dorothy M. Chun and Joseph Polchinski Fellowship

Supports qualified graduate student(s) enrolled in the interdisciplinary Emphasis in Applied Linguistics who are studying second language acquisition and closely-related topics.

### Dr. J Student Teacher Fellowships

The Dr. J Student Teacher Fellowships honor the legacy of Dr. Richard Jamgochian, former Director of TEP. From 1968-1991, "Dr. J" was an enthusiastic and tireless advocate for teacher education. Recipients of the fellowship show promise as future teachers and exemplify the ideals that Dr. J promoted. According to Dr. J, learning to teach should be a collegial endeavor. He judged teaching to be both a science and an art, and he encouraged teachers to engage in on-going self-examination and professional development to maintain skills in both endeavors.

### Dr. Sabrina Tuyay Memorial Fellowship

For 12 years, until her untimely death in June 2005, Dr. Sabrina Tuyay

taught Literacy/Language Arts Methods and Procedures courses in TEP. This memorial fellowship acknowledges teacher candidates who have shown a commitment to providing thoughtful literacy and English language instruction to elementary-age and/or special education students. Sabrina was distinguished by her passionate dedication to ensuring that teachers become critical thinkers and risk takers-leaders willing to push boundaries so that all students can optimally learn to read, write and think.

### Gale and Richard Morrison Fellowship

Established by Gevirtz School Professor and Dean Emeritus, Gale Morrison, and her husband Richard Morrison '69, this fellowship is awarded to top applicants to the Gevirtz School to pursue a Ph.D., or deserving students who have advanced to Ph.D. candidacy and are working on their dissertations.

### Gevirtz Fellowship

Gevirtz Fellowships are awarded from an endowed fund dedicated to supporting GGSE programs, activities, and students who show promise for making a positive impact on public education. Students from all areas of the Gevirtz School are eligible. This fellowship is made possible by the generosity and legacy of Don and Marilyn Gevirtz.

### James D. and Carol N. Dixon Graduate Fellowship

Supports M.A. or Ph.D. students with a focus on reading studies and/or the broader field of literacy studies. There is a selection preference for Education Department students who are involved in Reading Clinic activities.

### James Hong Memorial Research Fund Fellowship

Established in memory of UCSB student, James Hong. This fund supports graduate students in GGSE's Department of Counseling, Clinical, and School Psychology who are

pursuing research on at-risk youth and school violence, with the goal of helping to prevent violence and promote safety.

### Lee Broadbent—Vern Persell Scholarship in Applied Psychology

Supports upper division undergraduate students with demonstrated financial need who are enrolled in the Gevirtz School's Applied Psychology minor. This fellowship was established in 2020 by Lee Broadbent, who graduated from UCSB in 1962 with a B.S. in Psychology. While at UCSB, Dr. Broadbent was influenced by his counselor and mentor, Vernon Persell, UCSB's first Director of Counseling. While Lee was a struggling student reaching out to the Counseling Center for help, Vern provided support and a vision for Lee that set him on his ultimate career path, helping other students reach their potential. This endowed scholarship honors Vern and ensures that other undergraduates are afforded an opportunity to explore future education and careers in the field of counseling psychology.

### Martha Aldridge Promise Award

Martha Aldridge was a UCSB staff member from 1961 until her death in 1986. The Promise Award, established in her honor by her friends, family, and colleagues, is given to top credential candidates in the Teacher Education Program (TEP) to assist with the transition to their first teaching position in elementary education.

### Marika Ann Critelli Memorial Fellowships for Community Service

Established in memory of Marika Ann Critelli, this fellowship highlights one of the core values of TEP—that of community service. It supports credential candidates who have shown a commitment to providing community service, either through their own efforts and/or by providing opportunities for K-12 students to engage in activities that benefit local or global communities.

### Patty Hopkins-Acos Memorial Fellowship

This fellowship supports TEP students working toward the Educational Specialist Credential, who demonstrate the professional

and personal dedication exemplified by Patty Hopkins-Acos throughout her career with special needs children. This fellowship recognizes and encourages future special education teachers who, like Patty, inspire others with their excitement about teaching, compassion, irrepressible energy, courage, integrity, and sense of humor.

### Peggy Fredericksen Memorial Fellowship

Peggy Fredericksen received her B.A. in Elementary Education from UC Santa Barbara in 1951. She then pursued a career teaching elementary school in Santa Barbara and Long Beach. This fellowship fund has been created to honor and sustain her memory and passion for K-12 education by supporting TEP candidates.

### Phillip and Helen Green Research Fellowships

Established in memory of Phillip and Helen Green. The fellowship supports graduate students with a commitment to research that supports democratic practices and equity of access for immigrant and second language students from lower socio-economic statuses. The overarching goal of this fellowship is to foster budding researchers who are identifying practices that support socially, culturally and academically diverse students in gaining access to American society. There is a selection preference for students aligned with and employing an ethnographic and/or discourse-based research approach.

### Priscilla and Susan Drum Memorial Endowed Fellowship

Established in memory of Priscilla Drum, a Professor in the School of Education from 1976-1994, and her sister Susan. The fellowship supports qualified graduate student(s) pursuing an MA or Ph.D. with a focus on Literacy in the Education Department. Prior academic merits are not an eligibility requirement; however, recipients do demonstrate prospective promise as scholars. Selection preference is given to students who have persevered through hardships and demonstrated grit in the pursuit of their vision of becoming scholars.

### Ray E. Hosford Memorial Fund Fellowship

Established in memory of Ray E. Hosford, Professor of Education, this fund supports merit-based graduate fellowships for doctoral students in Counseling Psychology, preferably going to those pursuing research in Social Learning Theory.

### Thomas G. Haring Memorial Fellowship

Established in memory of Thomas G. Haring, a member of the Graduate School of Education faculty and renowned researcher and teacher. His research and teaching focused on individuals with severe disabilities. Dr. Haring was committed to improving the lot of individuals with special needs in education and the community. The fellowship supports students with a focus on the education of individuals with special needs, with attention to social and applied cognitive behavior analysis in integrated educational and community settings.

### Special Education Fellowship established by Peggy and Dick Lamb

Supports aspiring special education teachers who are dedicated to a long-term professional commitment to work in school settings with students who qualify for special education services, as well as with their families.

### Vivian Guerrier "Hope" Fellowships

This fellowship honors longtime Gevirtz School staff member Vivian Guerrier, who died in August 2007, after more than a decade of service to the GGSE and TEP. The Vivian Guerrier "Hope" Fellowships recognize and encourage credential candidates who persevere in spite of hardships to accomplish their vision to become educators and who, like Vivian, inspire others with their courage and integrity.

## ANNUALLY FUNDED FELLOWSHIPS

### Alumni Fellowship Funds for Education, CCSP, and TEP Graduate Students

Gevirtz School alumni established three funds to support future generations of students who will soon join them as graduates. These funds are intended to help offset the cost of tuition and remove barriers to graduate education.

# Advancing Psychological Services for Multilingual Learners

New certificate program addresses the need for bilingual and culturally responsive school psychologists

**M**ultilingual learners are among the fastest growing K-12 student populations in the United States, and more than 5 million multilingual learners attend K-12 schools, an increase of 35% over the past two decades. In addition, more than 2 million students speak a language other than English in their homes representing about 40% of California's public-school enrollment, with 82% speaking Spanish at home.

Yet most school psychologists are monolingual English speakers (88% in 2020) and White (86%), and among those who speak another language, only 12% provide services in that language.

The critical shortage of school psychology practitioners and candidates in graduate education programs has been well documented and is even more pronounced for bilingual school psychologists who continue to be underrepresented in the profession.

To address the urgent need to increase the number of bilingual professionals practicing school psychology, Assistant Teaching Professor Arlene Ortiz and Professor and Director of Academic Program Development Shane Jimerson, both in the Gevirtz School's Department of Counseling, Clinical and School Psychology (CCSP), decided to take action.

Ortiz and Jimerson have had an ongoing involvement (since 2021) with the California Consortium for Bilingual School Psychology to create a set of bilingual school psychology competencies that could be used by training programs to develop specialized certificate programs. They worked tirelessly over the past several years, in collaboration with CCSP faculty, to design a Graduate



Certificate in Bilingual School Psychology at UCSB that aligned with the identified bilingual school psychology competencies.

In June 2024, the Graduate Certificate in Bilingual School Psychology program received approval, with the mission to support and promote the professional preparation of bilingual school psychologists to meet the needs of multilingual children and their families.

"The UCSB school psychology program is the first, and at present, the only program in the state to establish and offer a Graduate Certificate in Bilingual School Psychology," Ortiz said. "This is an incredibly timely and important certificate. There is a tremendous need for school-based mental health professionals who are trained to support the unique needs of multilingual and multicultural children and their families."

"By preparing bilingual school psychologists, we continue to advance diversity, equity, and

justice to support children in the local community, state-wide, and nationally," Jimerson said.

This program will include each of the Gevirtz school psychology faculty colleagues, with Ortiz and Associate Professor Miriam Thompson contributing their multilingual contributions through mentoring, supervision, and course instruction.

Students must be matriculated in the M.Ed. or Ph.D. school psychology program and be proficient in a language other than English to be considered for the program. Once enrolled in the program, students can expect to develop discipline-specific language skills and gain knowledge and skills of best practices for bilingual school psychology to provide key services in school, including bilingual assessment, culturally responsive social-emotional and academic interventions, and consultation.

For more information on the Certificate in Bilingual School Psychology, visit:

<https://bit.ly/48mXls7>.