

Catalyst

FALL 2013



A PROMISE

TO THE NEXT
GENERATION OF
EDUCATORS FOR
CALIFORNIA

Page 10

Message from the Dean

Fall is always a hopeful time of year at the UC Davis School of Education, and after our celebration of the School's ten-year anniversary last year, it is particularly exciting to mark this fall as the launch of our next decade.

The UC Davis School of Education is made up of scholars—faculty, staff, and students—committed to innovative solutions to eliminating inequities in education. I know our next ten years will be focused on strengthening our capacity to effect and lead change in education for many generations to come.

It is also an especially inspiring time to be at UC Davis. The campus is very near to reaching its goal of raising \$1 billion from 100,000 donors through The Campaign for UC Davis, the campus's first comprehensive campaign in its 100-year history. At the School, we are grateful to everyone who has helped us reach our goal in The Campaign.

Last year, as part of our tenth anniversary celebration and our own Campaign goal, we

launched a very special initiative: the Power of 10 Scholarship Fund. Our goal was to bring our entire community together—alumni, staff, faculty, students, and friends—to raise as much money as we could to support scholarships for students in each of our programs this fall. In all, we raised more than \$34,000, making it possible to provide scholarships to ten students.

We'd like to be able to do this every year, so we have launched a new effort—the Promise Scholarship Initiative. Our ultimate goal is to provide a full scholarship for every one of our students who is in need of support.

As you read this issue of the *Catalyst*, I hope you will be inspired by the stories about our students, alumni, researchers, and partnerships with a wide variety of educators, administrators, and others who have joined us to make the promise of education a reality for all students.

– Dean Harold Levine



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Keep in Touch

Alumni and friends, please let us know about your accomplishments and other news by sending us updates at ed-alumni@ucdavis.edu.

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ALUMNI NEWS & NOTES



Marlene Bell (BA '68, Credential '71) received the 2013 Education Award from the Mexican American Concilio of Yolo County at their 29th Annual Concilio Recognition Dinner/Dance & Scholarship Fundraiser on October 19, 2013. The Concilio provides support and assistance to low-income people of Yolo

County, as well as college scholarships and other assistance to promising low- and moderate-income students, specifically students with Latino heritage.



Allan Bellman (PhD '06) received the 2013 Texas Instruments T³ Leadership Award for his creative uses of technology in the classroom and his work to develop mathematics instruction technology. As a member of the Texas Instruments' T³ Team, Bellman has helped design graphing calculators and other technology to better suit

the needs of students since 1987. Bellman is an associate professor in mathematics education at the University of Mississippi. He was a lecturer/supervisor in the single subject mathematics credential program in the UC Davis School of Education's Teacher Education program and taught high school math in Maryland for 32 years before moving to Ole Miss.



Nancy Gutierrez (Credential '02) received a doctorate in educational leadership from Harvard in June. She received the UC Davis School of Education's Rising Star alumni award in 2010. In 2004, garnering the enthusiasm of young adolescents and the tenacity of parent-leaders and

teacher-leaders, Gutierrez co-founded and led Renaissance Academy of Arts, Science and Social Justice (180 students) to become the highest scoring middle school in the Alum Rock School District and a California Distinguished School in only two years. Before being accepted into the new educational leadership doctoral program at Harvard in 2010, Gutierrez served as principal of Clyde L. Fischer Middle School, once the lowest performing middle school in the Alum Rock district.



Luciana de Oliveira (PhD '06) is now an associate professor of Teaching English as a Second Language (TESOL) and applied linguistics at Teachers College, Columbia University. She previously taught at Purdue University where she received the inaugural university-wide Faculty Engagement Scholarship Award recognizing her work in professional development for teachers of English learners as an outstanding effort in engagement with local, state, national, or global organizations. De Oliveira also edited two books in 2013, including *L2 Writing in Secondary Classrooms: Academic Issues, Student Experiences, and Teacher Education*. This book contains a chapter by School of Education associate professor Kerry Enright and another by professor Steve Athanases, and alumni Lisa Bennett (PhD '13) and Juliet Michelsen Wahleithner (PhD '13).

School of Education Surpasses Highest Fundraising Year

During the celebration of its tenth anniversary, the UC Davis School of Education reached a significant milestone. Between July 1, 2012, and June 30, 2013, individual, foundation and corporate donors gave a total of \$4,529,990—nearly \$1 million more than the previous year, signifying the School's best fundraising year in its history.

In 2006, with the launch of The Campaign for UC Davis, the School of Education set an ambitious goal of raising

THE
CAMPAIGN FOR
UC DAVIS

\$16 million through private giving. As of June 30, 2013, campaign gifts to the School reached \$16.3 million, exceeding our original goal—thanks to so many of you.

But we aren't done yet! The Campaign for UC Davis is not complete until May 31 2014, so we plan to keep the momentum going. If the campus is to meet its ultimate goal of raising \$1 billion in the Campaign, we need to keep up support to the School. Cheers to an exciting year ahead!

Patrick Newell (PhD '09) and **Irina Okhremtchouk** (PhD '11) have written an article with Rebecca Rosa, lecturer/supervisor in the UC Davis School of Education's Teacher Education program, titled "Assessing Pre-service Teachers Prior to Certification: Perspectives on the Performance Assessment for California Teachers (PACT)", in the July 2013 special issue of *Education Policy Analysis Archives*. Newell is an assistant professor at California State University, Fresno and Okhremtchouk is an assistant professor at Arizona State University. They write about a study they conducted on pre-service teachers' perspectives on California's PACT and how it affected them academically, professionally, and personally. You can find the article at <http://epaa.asu.edu/ojs>.

Andrew Phillips (Credential '12) received Rookie of the Year in NextEd's Pupils' Choice Awards in June. Pupils' Choice Awards acknowledge teachers, counselors, and principals who do an outstanding job of using project-based learning to teach core academics like math, English and science. Phillips, who teaches science at Granite Bay High School, was nominated by his students.

James Ratti (Credential '06, MA '07) received a Dorothy Wright Outstanding Teaching Award from San Jose State University for excellence in teaching high school English. This award was established in 1987 as a memorial to a former member of the Department of English at SJSU who

distinguished herself for her commitment to teacher education. Former students enrolled in freshman composition courses at SJSU are encouraged to nominate their high school teachers who best prepared them for their college writing courses.

"In reflecting on how I've become the teacher I have, I realize it all started at UC Davis," Ratti recently wrote in a note to his teaching credential supervisor Pauline Holmes. "In working with other teachers all over California and the country, I often-times feel better prepared and more attentive to details in the classroom because of the outstanding preparation I received."

Sandi Redenbach (BA '72, Credential '73) will be awarded the 2014 Aggie Service Award for her dedication of time, energy, volunteerism, and leadership in support of the Cal Aggie Alumni Association and UC Davis. The CAAA's 40th annual Awards Gala will be held on Friday, February 28, 2014, at the Silverado Resort and Spa in Napa. For more information and to purchase tickets or a table, contact event organizer Jennifer Thayer at (530) 754-9098 or jsthayer@ucdavis.edu.

Demetrios Spyridakis (BA '06, MA '09) earned an EdD from Teachers College, Columbia University in May. Spyridakis also has a Master of Education degree from Teachers College.

Kevin Williams (BA '91, Credential '93), a history teacher at Davis Senior High School, is the featured alumnus in the Summer 2013 issue of UC Davis Magazine. Read the article at http://ucdavismagazine.ucdavis.edu/issues/su13/alumni_profiles.html.

Demetrios Spyridakis

In Memoriam

Gloria Ramirez-Carboni (Credential '75, MA '78) died in her home from ovarian cancer at the age of 60. She was a teacher for nearly 30 years, including 12 years at Emerson Junior High School in Davis.

Karlene Joyce Taylor (BA '71, Credential '72), a former high school teacher who started her own trucking business, died at her Riverside home in March at age 64.



RESEARCH BRIEFS

Jamal Abedi, professor of education, received a four-year \$1.6 million grant from the U.S. Department of Education to develop a computer assessment and accommodation system aligned with a new generation of assessments based on the Common Core State Standards. This project will focus on the needs of English learners (EL) and will advance our knowledge and capability to appropriately assess EL students in important content areas such as mathematics.



Jamal Abedi

In August, **Heidi Ballard**, associate professor in environmental science education, presented her research on public participation in scientific research, also known as citizen science, at the Commonwealth Club in San Francisco. Ballard is at the forefront of discovering how citizen science works and why it matters. She was joined by Professor Gretchen LeBuhn, who teaches at San Francisco State University and directs the world's largest citizen science undertaking on pollinators, The Great Sunflower Project. Listen to a podcast of the presentation on iTunes at <https://itunes.apple.com/podcast/commonwealth-club-radio-program/id113721208>. Choose #4: Backyards, Beaches, Birds (posted on 9/2/13). Learn more about Ballard's research at <http://education.ucdavis.edu/faculty-profile/heidi-ballard>.



Heidi Ballard

Cassandra Hart, assistant professor of education, and David Figlio (Northwestern University) wrote "Competitive Effects of Means-Tested School Vouchers" in the most recent edition of the *American Economic Journal: Applied Economics*. In the article, Hart and Figlio use the introduction of a means-tested voucher program in Florida to examine whether increased competitive pressure on public schools affects students' test scores. They find greater score improvements in the wake of the program introduction for students attending schools that faced more competitive private school markets prior to the policy announcement, especially those that faced the greatest financial incentives to retain students. These effects suggest modest benefits for public school students from increased competition.



Cassandra Hart

In September, **Michal Kurlaender**, associate professor of education, and postdoctoral fellow Jack Johnson, testified before the Advisory Committee for the Public Schools Accountability Act (PSAA) on indicators of college readiness and success. Kurlaender and Johnson shared new research on the critical importance of academic rigor in high school and its connection to preparing students for success in college. The presentation can be downloaded at <http://education.ucdavis.edu/faculty-profile/michal-kurlaender>.



Michal Kurlaender

Vajra Watson, director of research and policy for equity, published an article titled "Censoring Freedom: Community-Based Professional Development and the Politics of Profanity" in *Equity & Excellence in Education*, Vol. 46, Issue 3, 2013. In the Special Issue: Social Justice Approaches to African American Language and Literary Practices, Watson documents the tensions rising from a program that encourages youth to write and perform poetry that taps into their lived experiences in tough neighborhoods and often contains profanity. "Issues of propriety and language usages unveiled deep rifts between who students were as individuals and who educators wanted them to be as learners," wrote Watson. The article is available at <http://www.tandfonline.com>.



Vajra Watson

Moving Toward a Coherent School Finance System

In May, shortly before California fundamentally changed the way schools are funded in the state, associate professor of education **Heather Rose** wrote an article mapping out the principles for a rational school finance system in the state. In the article, she describes how Governor Jerry Brown's Local Control Funding Formula (which became law in June) meets many of the principles she outlines in the article. The article appears in the May/June 2013 issue of *Leadership*, a magazine published by the Association of California School Administrators. Find it at <http://www.acsa.org/FunctionalMenuCategories/Media/LeadershipMagazine/2013-Archives.aspx>. Rose's article appears on pp. 12-15.



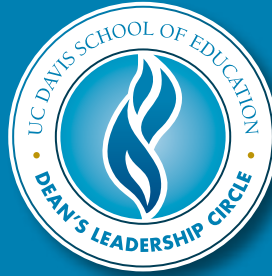
Heather Rose

Dean's Leadership Circle Recognizes School's Philanthropic Pioneers

This fall, the UC Davis School of Education is proud to announce the formation of the Dean's Leadership Circle (DLC), a community of philanthropic pioneers whose critical support fuels all of the School's efforts.

The DLC recognizes two levels of giving. Lifetime members are honored for cumulative giving totaling \$25,000 or more to the School of Education. Aspiring members are recognized for annual contributions of \$1,000 or more. Gifts or grants may support any area of the donor's choosing in the School, including student scholarships, faculty research, or program support.

"Members of the Dean's Leadership Circle are our most generous supporters, and their generosity advances the School of Education's excellence in very direct ways," said Dean Harold Levine. "I am pleased to have this level of recognition for everyone—individuals, corporations, and foundations— whose support will truly take us to the next level and enable us to reach even higher over our next decade of service to the region, state, and beyond. We could not do so much without their support."



Some member benefits of the DLC include:

- Annual invitation to a Dean's Leadership Circle event hosted by the Dean, where donors will have the chance to meet the recipients who have benefited from their support.
- A pin to wear proudly, inspiring others and demonstrating commitment to education at UC Davis.
- A special Insider Update from the Dean with information about developments at the School, as well as insights on issues of importance to education in California.
- Annual financial reports relevant to a donor's personal area of giving.
- Recognition in School and University publications.
- Access to estate planning experts to discuss personal philanthropic goals.

For more information on DLC membership, please contact Loretta Pehanich at (530) 752-8053 or via email at lapehanich@ucdavis.edu.



"I think we all have a responsibility to give back. I want to use my estate gift as a way to let people know that it's not hard to do. You don't have to be a millionaire. All of us can do more than we think, especially educators." – Ken Gelatt (BA '67, Credential '68), pictured on right, with fellow DLC member Sandi Redenbach (BA '72, Credential '73) and the dean.



"Public education is the backbone of society. We need people who are versed in the education profession to take on the arduous task of bringing our challenged public school system back on track." – DLC member Mohini Jain, pictured third from left with her children, founded the Mohini Jain Family Foundation which funds an endowment to support scholarships for PhD students in the School of Education.

“Making” as a Pathway to Engineering

The “Maker Movement” brings together engineers, hobbyists, artists, and tinkerers to design, build, and repurpose materials that are “playful, creative, yet also technically sophisticated and ambitious,” according to Assistant Professor **Lee Martin**.

This kind of “tinkering” or making, especially among young people, can lead to careers in engineering. Unfortunately, according to Martin, playful, creative and ambitious project-based learning is often missing in K-12 settings, leaving many youth with no pathway to this critical field of study.

With a CAREER grant from the National Science Foundation, Martin aims to provide a better understanding of how making fosters students’ abilities to learn when facing novel engineering and design problems and how making may transform students’ sense of themselves and their future plans in the field of engineering.

“Making is a potentially powerful learning activity, and has the potential to engage more youth, particularly more diverse youth, in pathways to engineering and design,” said Martin, who has studied youth engagement in a maker community outside of a formal school setting. “But bringing it into a school setting could lead to only a superficial approach—for example, having students use 3-D printers.”

The prestigious \$300,000 CAREER grant, which will fund Martin’s research over five years to compare making in formal and out-of-school settings, provides a mobile maker studio (akin to a bookmobile) to expand access to making for tradi-



Lee Martin

tionally underrepresented and under-served students, and will develop tools and curriculum to guide students’ engagement in engineering and design practices and habits of mind.

PCs, Physics, and Collaboration: Studying the Use of Tablets for Learning Science In and Out of the Classroom

As smartphones and tablet computers become the norm in classrooms from kindergarten to college, education researchers are eager to find ways to put what we know about the power of collaborative learning together with an understanding of how best to leverage these devices to enhance teaching and learning, particularly in math and science.



Tobin White

An expert in the field of technology and learning, Associate Professor **Tobin White** will lead a three-year project to design and test technology-based physics learning activities in both a middle/high school and in an introductory physics course at UC Davis. The National Science Foundation is funding the project, titled “PHoTOnICs: Physics with Tablets Outside and Inside Classrooms,” for three years at \$558,000. Wendell Potter and David Webb of the UC Davis physics department are co-investigators.

“Mobile devices offer distinctive potential for bridging informal and formal learning environments because of their ready portability across settings,” said White. “As mobile communication technology becomes more ubiquitous in educational settings, there is a pressing need for a strong research base on which to build its effective incorporation.”

Agriculture Education Professor at Work in Haiti

Cary Trexler, associate professor of agriculture education, received a three-year \$700,000 grant from the U.S. Department of Agriculture to establish a comprehensive vocational agricultural extension program in Haiti. In October, Trexler headed a kick-off meeting with the Haiti Ministries of Agriculture and Finance to ensure the groundwork is laid for an effort to reestablish and invigorate what used to be a strong network of agriculture extensionists in Haiti.

The Alliance for the Development of Agricultural Professional Training in Haiti (ADAPT-Haiti) is part of a larger U.S. effort to support Haiti in strengthening its agricultural sector. According to Trexler, more than 20 universities applied for the grant. “This is really exciting because providing a sustainable model for training ag extension workers to go out to the countryside is critical to Haiti’s long-term ability to succeed,” said Trexler.

School Welcomes New Faculty

Danny Cortez Martínez joins the School as an assistant professor in education with a focus on adolescent literacy. Martínez received his PhD from UCLA. Before joining the School, he was a postdoctoral fellow in curriculum and instruction at the University of Illinois at Chicago's College of Education.



Danny Cortez Martínez

Patricia Quijada joins the School as associate professor of education with an emphasis on education policy and leadership. Quijada was most recently a member of the faculty in the Department of Educational Psychology at the University of Texas, San Antonio. She studies indigenous communities, school-university partnerships, and educational leadership.



Patricia Quijada

New Energy in the Teaching Credential Program

Shannon Cannon, who has been teaching in the multiple subject teaching credential program since 2009 when she was a PhD student in the School of Education, has been appointed to the position of Lecturer/Supervisor of Teacher Education. Cannon earned her doctorate in education at UC Davis in 2010. Cannon is also co-chair of the School's annual children's literature event, Words Take Wing: Honoring Diversity in Children's Literature.



Shannon Cannon

Elizabeth Montaña joins the School as a Lecturer/Supervisor of Teacher Education. She received her doctorate at Loyola Marymount University in Los Angeles and spent the past year as a faculty member of the Chicago Teacher Partnership Program in the College of Education at the University of Illinois, Chicago.

She also served as a classroom teacher for ten years at Camino Nuevo Charter Academy in Los Angeles County.



Elizabeth Montaña

Matt Wallace, who has been teaching in the mathematics single subject teaching credential program since 2007 when he was a PhD student in the School of Education, has been appointed to the position of Lecturer/Supervisor of Teacher Education. Wallace received his PhD in 2011. He served as a lecturer at UC Berkeley and was director of Math for America Berkeley in 2012. He taught mathematics in the Elk Grove Unified School District from 2002 to 2008.



Matt Wallace

Cary Trexler

Trexler, as well as agriculture education graduate students, will work with the public and private sectors in Haiti to develop a national vocational agriculture system with "dynamic learning laboratories" or student farms for educational and commercial purposes and an internship program aligned with local businesses, nongovernmental organizations, and government. Ultimately, the ADAPT-Haiti will result in national standards of quality that will guide the implementation for this model nationwide.



POWER OF 10

Scholarship Success Leads to New Promise

As part of the UC Davis School of Education's year-long celebration of its tenth anniversary, alumni, faculty, staff, students, emeriti, and friends banded together to support the Power of 10 Scholarship Fund. By the end of June, the School raised more than \$34,000 to provide scholarship funds to students in each of its major academic programs (PhD, EdD, and Teaching Credential/MA) in the 2013-14 school year.

Nearly 62 percent of School of Education faculty and staff made gifts to the fund. The lead gifts were made by the entire student services staff, and teacher education faculty.

"We are very proud of the level of generosity and participation of all donors to this fund," said Adrienne Capps, assistant dean for development and external relations, "and we are particularly gratified by the participation among faculty and staff. This level of support is unprecedented on our campus, so we take a lot of pride in serving as a model for other groups looking for inspiring ways to provide meaningful philanthropic opportunities for faculty and staff."

Two alumni, Sandi Redenbach (BA '72, Credential '73) and John Brown (Credential '72), each made a \$5,000 matching gift pledge that was matched in a matter of weeks. The Education Graduate Student Association gave \$450, representing \$1 for each student in the School of Education.

In all, ten students were awarded Power of 10 scholarships:

- Yesenia Illdefonzo, Multiple Subject Credential student
- Veronica Cuate, Single Subject Credential student in English
- Ariel Bowley, Single Subject Credential student in Science
- Renatta Villasenor DeFever, PhD student in the School Organization and Educational Policy area
- Julie Orosco, PhD student in Math Education
- Daniela Torres-Torretti, PhD student in Language, Literacy and Culture
- Rachel Somerville, EdD student
- Erin Davenport, EdD student
- Jodi Tamosunas, EdD student
- Shannon Morago, EdD student



Yesenia Illdefonzo



Veronica Cuate



Ariel Bowley



Renatta Villasenor DeFever



Julie Orosco

Making Good on the Promise

Our collective effort last year was truly unprecedented and inspiring. To build on those efforts this year, we are proud to announce the Promise Scholarship Initiative. Let's keep the momentum for student scholarships going and grow staff, faculty, and alumni support for students beyond our tenth year. Visit <http://education.ucdavis.edu/promise> to find the scholarship fund you would like to support. Your generosity is a promise to the next generation of educators for California and all the lives they will impact.



Power of 10 Scholarship recipients were featured at the School's Fall Welcome event.



Daniela Torres-Torretti



Rachel Somerville



Erin Davenport



Jodi Tamosunas



Shannon Morago

Alumni Council: Update from the Chair

Sandi Redenbach (BA '72, Credential '73)

It is always thrilling to usher in a new year at UC Davis, but it is especially exciting this year for a number of reasons.

First, the campus is celebrating the final year of The Campaign for UC Davis. The campus is very near to reaching its goals. It is gratifying to know that many of our alumni have had a great deal to do with that success. In fact, alumni have given more than \$3.5 million to the School of Education during the campaign.

Second, this is the inaugural academic year of our newly launched School of Education Alumni Association (SOEAA)—the first school or college chapter of the Cal Aggie Alumni Association (CAAA). We are already working hard to develop new programs and benefits to connect and reconnect our alumni. Stay tuned!

Finally after the whirlwind of celebration around the School's tenth anniversary last year, it is exciting to realize we are now embarking on the next decade of excellence at the School, providing wonderful opportunities for alumni to get involved and help the School fulfill its promise to be among the top-ranked



Sandi Redenbach

schools of education in the country. Your energy, commitment, and dedication are key to our alma mater's rise in stature and impact over the coming decade.

At our recent Fall Welcome, I urged all of the School's students to network and connect with each other, with faculty and staff, and most of all with alumni. You have the chance to make a great contribution to our future alumni. We know, perhaps better than any other group of people, what a challenging and truly thrilling year (or more) that education students still have ahead of them. Please consider attending lectures and events at the School or check in with the SOEAA to find out how you can connect to students more directly. We have many more ideas about how to get engaged

at <http://education.ucdavis.edu/alumni>.

I close with a note to urge you to read the special Annual Report insert in this *Catalyst*. I hope you will be inspired by how very much the School can accomplish with small gifts from many people. Alumni can play a key role in this effort, too. A small gift to the School's Annual Fund can make an big impact!

UC Davis School of Education Alumni Association Offers Benefits, Opportunities to Get Involved

The UC Davis School of Education Alumni Association (SOEAA) welcomes education alumni and friends who seek personal, professional, and intellectual connections with the School of Education (SOE) and UC Davis. All education alumni are automatically members of the SOEAA, so be sure to check out the benefits of getting involved at <http://education.ucdavis.edu/alumni>.

If you are an education alumna or alumnus, you may have received a letter recently to tell you about the SOEAA and the benefits of joining CAAA. For more information or to join CAAA, please visit <http://alumni.ucdavis.edu/caaamembership>. Enter code SOE13 to ensure part of your membership fee goes back to the School of Education Alumni Association.

Small Gifts, **BIG PROMISE**

UC DAVIS SCHOOL OF EDUCATION ANNUAL FUND REPORT (2012-13)



"I witness firsthand how much our students struggle to fund their education. I also see the excitement in their eyes when they speak of their passion for the field of education. If my small contribution can be paired with many other contributions, then that will become a 'big' deal."

– **MARY REID**, director of Student Services

The UC Davis School of Education is pleased to present this report on the impact of **Annual Fund** support in the 2012-13 school year. Gifts to the School's Annual Fund support a variety of initiatives and priorities central to the School's vision of eliminating inequities in schooling and learning opportunities for diverse learners by advancing the power of knowledge and the promise of education.

Support for the School's Annual Fund has empowered us to produce two things that can truly impact the world: innovative education programs and educators dedicated to turning them into powerful learning solutions.

Donors to the Annual Fund are passionate about opening doors of opportunity to students and fostering the kind of transformative research and teaching for which UC Davis is known throughout the world.

Every gift makes a difference. No matter their size, **gifts to the Annual Fund increase the power of each of us** to support the School of Education's students, outreach, and scholarship, while also strengthening the University's unique dedication to public service from which our entire region benefits. Last year's average gift to the School's Annual Fund was \$103.

We thank all of our Annual Fund donors for their generosity and shared vision of a brighter future for all.



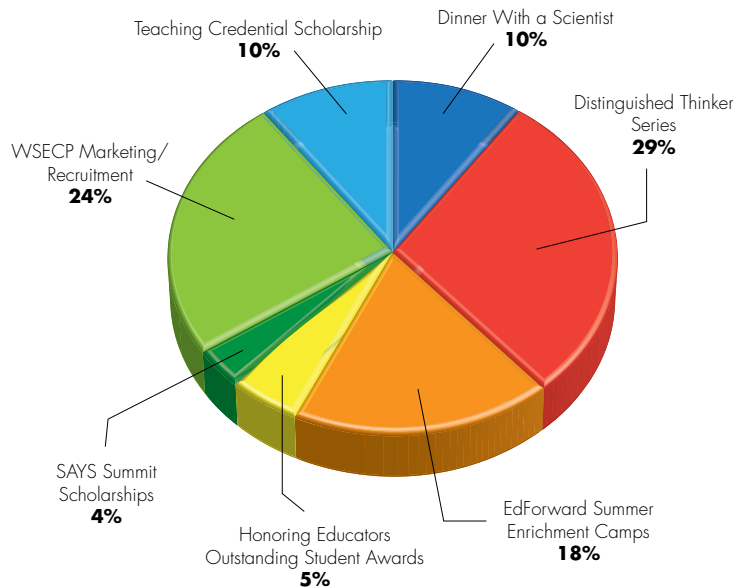
ANNUAL FUND SUPPORTS KEY PRIORITIES

Gifts to the Annual Fund in 2012-13 made an impact on key priorities, and everything supported by the Annual Fund is aligned with what our Annual Fund donors tell us they care about.

Inspired a Future Teacher (\$2,000)

Our credential students are highly qualified and inspiring educators who understand, through personal experience and pre-service placements, the challenges facing students in the highest need schools, including poverty, second language issues, and other barriers related to race, culture, and ethnicity. **Student support is a top priority for the School of Education because our graduates play a pivotal role in shaping the future of America.**

From tackling head-on critical issues like race, social class, and language, to developing new ways the digital world can help students stay engaged with school, everything we research and impart to our credential students has an impact on society. For those passionate about becoming teachers, **financial support can mean the difference between pursuing a credential and giving up on the dream**—or pursuing a credential elsewhere. Gifts to the Annual Fund ensure that our



students don't have to settle for anything less than the stellar preparation our Teacher Education program provides through scholarship support.

Honored Student Achievement (\$500 each)

As part of its Honoring Educators Awards Ceremony in 2013, the School recognized **Gianna Zappettini (Credential '13) and Orlando Carreón (PhD candidate)** with an Outstanding Student of the Year Award. The award acknowledges student contributions to the School, the external community, and the quality of student life.

Gifts to the Annual Fund provide a \$500 prize to each student.

Sparked Science Learning (\$3,750)

Teaching STEM (science, technology, engineering, and math) courses to young people (grades 2 through 8) in a way that inspires a lifetime of interest is incredibly important in a state where the demand for STEM-related jobs is projected to increase by 19 percent in the next 15 years – that's nearly 200,000 new jobs, more than any other state in the country. That's why our Summer Enrichment Camps are such a unique and **vital opportunity to prepare today's children for tomorrow's science careers.** Gifts to the Annual Fund provided scholarships for low-income students to attend.



Behnaaz Ferozpurwalla

Behnaaz Ferozpurwalla (Credential '13, MA in progress),
2012-13 Annual Fund Scholarship Recipient

"I was very excited when I received the scholarship because I did need the funds. I come from a lower socioeconomic background, and I knew I wanted to go to UC Davis, and I knew I wanted to be a teacher. I just didn't know how I was going to pay for it. I was able to buy books and pay for my tuition. I could focus on becoming a good teacher and going out there and sharing my passion."





“Research tells us over and over again that in order to transform schools, we need to be teacher-driven in our practice and student-centered in our classrooms. The SAYS Summit is a unique experience that empowers both students and teachers.”

– **VAJRA WATSON**, founder of SAYS and director of research and policy for equity in the School’s CRESS Center

Put Literacy into Action (\$750)

Literacy is a powerful tool for personal transformation and social justice. Teachers find, no matter where they teach, that literacy creates possibilities. It breaks down the barriers between young students and the outside world. That’s why the School of Education’s Sacramento Area Youth Speaks (SAYS) program encourages self-expression and instills a desire for greater things, including the pursuit of higher education. Annual Fund gifts helped to support the annual SAYS Summit that brings nearly 1,000 students and teachers together for a unique day of professional development and literacy in action by providing registration scholarships to students in need of support. Learn more about SAYS at <http://education.ucdavis.edu/sacramento-area-youth-speaks>.

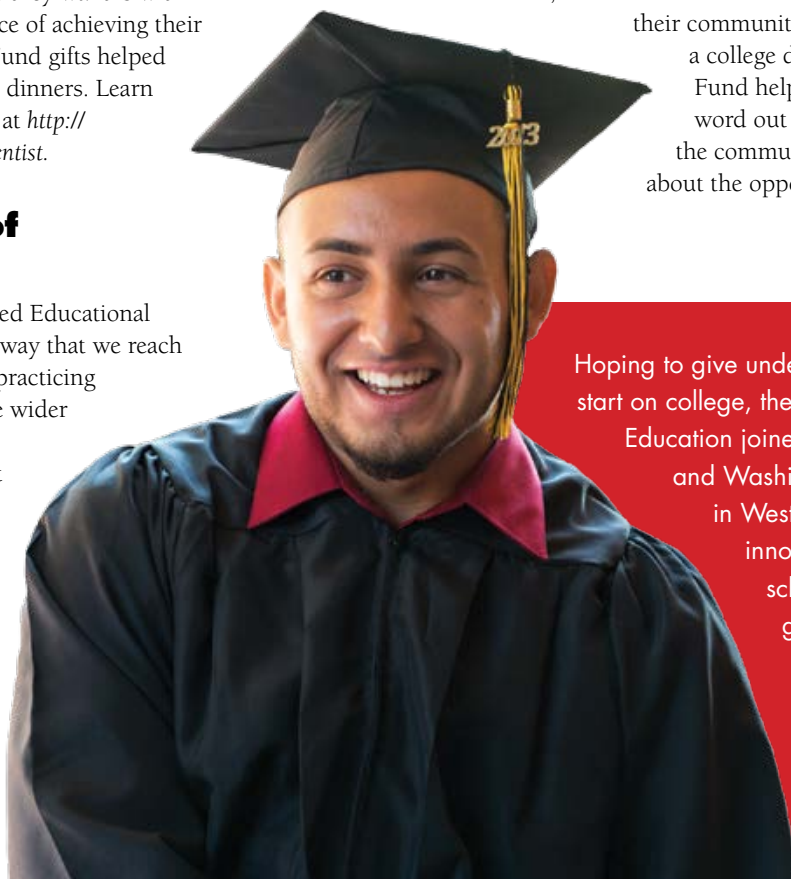
Made a STEM Career Connection (\$2,000)

What if you met your childhood hero? Imagine how your life may be different now if you had met your childhood hero when you were 12 years old. Which barriers to your success could have been torn down from sheer inspiration? We know that a personal experience can make all the difference to a struggling student. That’s why the School of Education connects children to their future selves through the annual Dinner with a Scientist program. Because when children know that the future they want is within their reach, they have a better chance of achieving their academic goals. Last year, Annual Fund gifts helped to bring nearly 400 students to two dinners. Learn more about Dinner with a Scientist at <http://education.ucdavis.edu/post/dinner-scientist>.

Shared the Power of Knowledge (\$5,920)

Convening the School’s Distinguished Educational Thinkers Speaker Series is just one way that we reach out to our community of scholars, practicing teachers, education leaders, and the wider community to highlight research-based practices they can implement more effectively to serve the wide diversity of learners in our state and beyond. Gifts to the Annual Fund helped offset the costs of presenting this speaker series.

Luis Puente, 2013 WSECP graduate, currently attends Sacramento City College.



Walked the Talk for At-Risk Students (\$5,000)

Our work with faculty and parents at West Sacramento Early College Prep (WSECP) is focused on ways to keep junior high and high school students motivated to pursue their dreams beyond high school, whether that’s mastering a trade, giving back to their community and country, or pursuing a college degree. Gifts to the Annual Fund helped West Sac Prep get the word out to parents and students in the community who may not know about the opportunity to attend.

Hoping to give under-served students a head-start on college, the UC Davis School of Education joined Sacramento City College and Washington Unified School District in West Sacramento to launch an innovative early college charter school in 2007. The first graduating class walked the stage at Freeborn Hall in June. Nearly all are pursuing postsecondary education.

SUPPORT THE ANNUAL FUND THIS YEAR

Even though the number of Annual Fund donors was up last year by 18 percent, only a small percentage of alumni and friends make gifts to the School's Annual Fund. **Together, we could do much more.** As you can see from this report, small annual gifts really can add up to big promise.

Looking to the future, increasing participation in the Annual Fund will be vital to the School of Education's ability to increase its impact on our region and beyond. Your commitment to education is clear. As an educator, you already deeply understand the power of supporting the next generation. **Giving to the School's Annual Fund is one more powerful way** you can make a difference for our students and programs today while also helping us build a strong foundation of support for the future.

Make your Annual Fund gift today at

<http://giving.ucdavis.edu/SchoolEd/AnnualFund>



Charlotte Kimball

*"I was taught that money was not the important thing—that helping in any way was the heart of the matter. I felt so welcome on the Davis campus. When it came to deciding on a career, I found the Education Department to be so helpful, supportive, and creative. Today's School of Education is much the same, although more diverse. I give to programs that I believe in and I certainly believed in the Agriculture Education group, who supported me as I made my way through student teaching and all the pro/con discussions of women in agriculture. **I give annually to the School of Education because it has the same honest principles and supportive environment I experienced almost fifty years ago.**"*

— **CHARLOTTE KIMBALL**, (BS '67, Credential '68, MEd '69)
Annual Fund Donor

Read more about Charlotte at
<http://education.ucdavis.edu/alumni-profile/charlotte-kimball>



A scientist talks with students about his research

*"My parents never finished high school. They were not wealthy. But they worked hard and they challenged me to challenge myself. You may see walls in front of you, but you have got to make the decision that nothing is going to stop you. **So you want to be a scientist? Do it.** We are on the cusp of major breakthroughs in science and you will be the generation that will make those breakthroughs."*

— **LEON HALL**, keynote speaker at the first Dinner with a Scientist event and director of scientific operations in vivo pharmacology services at the Jackson Laboratory, West

Written by Donna Justice, senior director of marketing and communications (djustice@ucdavis.edu); Design by Steve Dana, ATS/Mediaworks; Photos by TJ Ushing, ATS/Mediaworks, and Karin Higgins, UC Davis Strategic Communications.

Special thanks to Andrea Elliott, director of development marketing and communications for the UC Davis Annual and Special Gifts Program, for her contributions to this report.

To learn more about how you can support the UC Davis School of Education, visit our website at <http://education.ucdavis.edu/support-school>.

UC Davis School of Education, One Shields Ave., Davis, CA 95616

Kevin Gee



Researching Health's Impact on Learning

By Charisse Ceballos

Few would argue that education exists in a vacuum. There are many elements at work that impact the ability of students to learn. Poverty, gender, and ethnicity are common factors affecting education.

However, one vital ingredient that is frequently overlooked is health. Assistant Professor Kevin Gee's research sheds much-needed light on this connection between a student's health and their learning abilities.

Although Gee graduated from UC Berkeley with a degree in City and Regional Planning, he turned to education while teaching English at the university level in southern China after graduation. While there, Gee experienced the low quality of education provided at an orphanage where he volunteered.

Since then, he began to see education as a developmental tool and a fundamental human right. "All kids, irrespective of gender, ethnicity, or socioeconomic status are entitled to improve themselves through formal or informal education," says Gee.

Gee's current research focuses on the intersection of health and education, and how health affects educational outcomes, both domestically and globally. Schools across America have implemented different policies to combat various health problems, such as obesity or poor nutrition, in young students to improve learning outcomes for all, but particularly among poor or underrepresented youth. These policies range from measuring students' body mass index (BMI) and reporting it to their parents, to food served in

school cafeterias, and the use of vending machines. Gee's biggest research question: "Is it working?"

"These policies have implications for how kids are treating each other and their health. These strategies affect the environment and dynamics of classrooms and have real educational consequences," says Gee.

In addition to researching health and learning, Gee conducts large-scale quantitative evaluations of educational programs around the globe. Most recently, he conducted a study of a nationwide non-formal education program in Bangladesh, where many children

do not have access to formal classroom instruction. Gee often focuses on international education issues to "give context for what I do in the U.S. Education globally is humbling. We take education for granted, but the educational issues faced in the U.S. pale in comparison."

"But behind all these numbers are kids," says Gee, "and their futures are at stake here."

Gee hopes his research will foster the desire among all citizens to think critically of education as a human right. "Education is as basic as providing food and shelter, especially in times of crisis," says Gee. He also hopes to bridge the communication gap between the health and education professions to encourage more holistic understanding of their intersections.



Words Take Wing

Celebrates Ten Years with Award-Winning Authors in 2014



The UC Davis School of Education's annual celebration of children's literature, *Words Take Wing: Honoring Diversity in Children's Literature*, celebrates its tenth year in February 2014. Award-winning author and illustrator team Andrea Davis Pinkney and Brian Pinkney will be the featured speakers.

On February 12, 2014, the Pinkneys will present an evening lecture at the Tsakopoulos Library Galleria, adjacent to the public library in downtown Sacramento, and on February 13, they will address up to 1,400 students and their teachers at Freeborn Hall at UC Davis. The lectures are presented in partnership with Sutter Children's Center, Sacramento, and Sacramento Public Library.

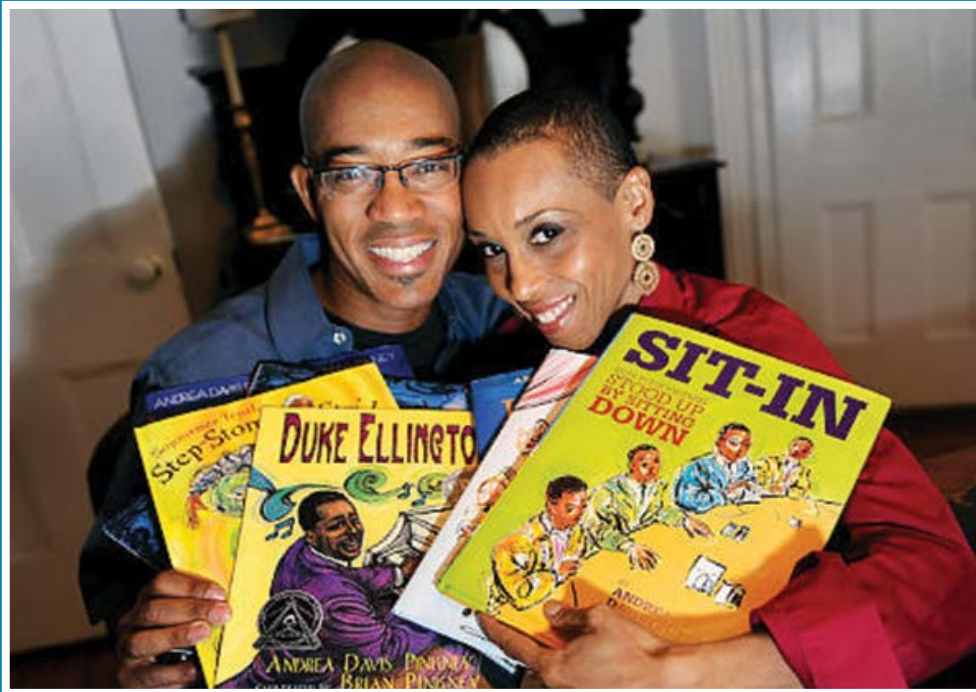
Andrea Davis Pinkney has authored over 20 books. She received the Coretta Scott King Author Award in 2013 for *Hand in Hand: Ten Black Men Who Changed America* and the Coretta Scott King Honor in 2001 for *Let It Shine: Black Women Freedom Fighters*.

Brian Pinkney received the Coretta Scott King Illustrator Award in 2000 for *In the Time of the Drums*. For *Duke Ellington: The Piano Prince and his Orchestra*, he was awarded the Coretta Scott King Illustrator Honor and Caldecott Honor in 1999. He was also awarded the Caldecott Honor in 1996 for *The Faithful Friend*. *SIT-IN: How Four Friends Stood Up By Sitting Down* (written by Andrea Davis Pinkney) was on the New York Times Picture Book Best Seller List in February 2010. The Pinkneys' latest book is *Martin & Mahalia: His Words, Her Song*.

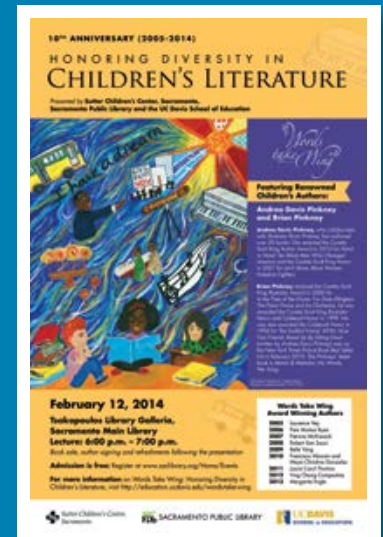
"I am absolutely thrilled about this year's luminaries for Words Take Wing," said Shannon Cannon, co-chair of the event and a lecturer/supervisor in the School's teaching credential program. "This inspirational, multiple award-winning couple has collaborated on several books that celebrate the significant contributions of

Andrea Davis Pinkney





Brian and Andrea Davis Pinkney



African Americans who shaped our country's history and helped move our nation toward equality for all. Andrea's words and Brian's art come together to engage readers and ignite them to take a stand for equity. As we celebrate the 50th anniversary of The March on Washington, it seems all too fitting that we welcome the Pinkneys to honor children's literature as art, to inform, inspire, and empower."

Words Take Wing began as a much smaller event, originally envisioned as an opportunity for student teachers to meet authors of the best books written for children and young adults, but it quickly grew into a larger effort to reach many more people throughout Northern California.

"At the core of our work is simply the necessity of superior literature in the lives of all children," said Joanne Banducci, founder of the event and current co-chair. "Our committee believes that schools are places where literature is present, and teachers embrace stories in their curriculum that are well crafted and told. Children have not only opportunities to read but also to examine, discuss, and ponder the content representing people and diverse cultures in complex and sensitive social realities and histories, all in the pursuit of understanding. "

Over the last ten years, authors as diverse as Laurence Yep, Pam Muñoz Ryan, and Ying Chang Compestine have presented to more than 10,000 adults and children, celebrating the authors' unique contributions to the best children's literature.

For the first time, the evening lecture is free to the public and presented in Sacramento, thanks to the partnership with the Sacramento Public Library. "Our reach is expanding," said Cannon. "Our partnership with the Library affords us the opportunity to move our evening event to the beautiful Tsakopoulos Galleria and offer it free to a much larger audience."

Because seats for the lecture on February 12, 2014, are limited, the public is asked to register in advance. Registration will open in January 2014 at <http://www.saclibrary.org>. The matinee presentation on February 13, 2014, is by invitation only. For more information about that event, contact Shannon Cannon at skcannon@ucdavis.edu.

Learn more about the event and the Pinkneys at <http://education.ucdavis.edu/words-take-wing>.

Words Take Wing Award-Winning Authors, 2005-14

- 2005 Laurence Yep
- 2006 Pam Muñoz Ryan
- 2007 Patricia McKissack
- 2008 Robert San Souci
- 2009 Francisco Alarcón and Maya Christina Gonzales
- 2010 Belle Yang
- 2011 Joyce Carol Thomas
- 2012 Ying Chang Compestine
- 2013 Margarita Engle
- 2014 Andrea Davis Pinkney and Brian Pinkney



50-Year Reunion Celebration Brings Together Generations of Young Scholars Program Participants and Researchers

This summer, the UC Davis School of Education's Young Scholars Program (YSP) celebrated its 50th anniversary with a reunion celebration on campus. Nearly 200 people attended, including program alumni from the earliest years of the program.

YSP started as Summer Science Training for High Ability Students, a program funded by the National Science Foundation (NSF). In the late 1980s the program, run by the late Victor Perkes, became the Young Scholars Program.

Although the program no longer receives funding from NSF, the School of Education hosts up to 40 high achieving high school students each year from all over the world; they spend six weeks conducting original research at UC Davis

with a focus on the biological, environmental, and agricultural sciences. Upon completion, many of the participants go on to become finalists in the nation's most prestigious science competitions, and many become doctors, researchers, and engineers.

Since 1963, the program has served more than 2,000 students. Rick Pomeroy, lecturer/supervisor in the School's science teaching credential program, has managed YSP since 1993. At the reunion celebration, he reflected on the evolution of science and technology during the life of the program.

"YSP participants have always been on the cutting edge of science," Pomeroy said. "In 1971, the Internet began; in '83 we learned of a new virus known as HIV; and in 2003, sequencing



Celebrating 50 years!



YSP Director Rick Pomeroy has managed the program and worked directly with every student participant for the past 20 years.

of the human genome was complete. Our students work in labs where the techniques for discovery and advancement of work in these areas and others are developed and used. We couldn't do this without the researchers, the teachers who recommend phenomenal students, or the parents," Pomeroy told the crowd.

"The School of Education is very proud of this program," said Dean Harold Levine, who introduced a new fund to support future participants who may need financial support to attend the program. "The students who participate in YSP will be leaders in the sciences, so we want to see this program last another 50 years."

To learn more about supporting YSP, contact Loretta Pehanich at lapehanich@ucdavis.edu or (530) 752-8053.

Introducing a New Executive Director for School's

CRESS Center

This summer, the UC Davis School of Education welcomed Susan P. O'Hara as the new executive director of its Center for Cooperative Research and Extension Services for Schools (CRESS Center). O'Hara comes to the CRESS Center with a wealth of experience and background in public education, working closely with teachers, researchers, and community leaders.

An educator for 20 years, O'Hara began her career teaching mathematics and science to middle and high school students in Ireland. She has a master's degree in applied mathematics from the University of Southern California and a PhD in science and technology education from the UC Davis School of Education. In 2000, O'Hara was appointed assistant professor in teacher education at Sacramento State University. Most recently, she was associate professor and founding executive director of the Center to Support Excellence in Teaching (CSET) at Stanford University.

"My scholarship and practical experience align very well with the work of the CRESS Center, designing and facilitating high quality research and development programs that promote improved professional practice and student learning in K-12 schools," said O'Hara. "I am very passionate about connecting research and practice in meaningful ways and believe that this is especially important as we implement new standards. I look forward to providing leadership as the CRESS Center moves into the next phase of development. I am also excited to be back at UC Davis."

Read more at <http://education.ucdavis.edu/announcement/susan-ohara-named-executive-director-cress-center>.



Susan P. O'Hara

School Hosts Fourth Annual California Equity Summit

In October, the UC Davis School of Education hosted its fourth annual California Equity Summit. Each year the Summit draws up to 200 people from throughout the state to discuss issues related to equity in schools and communities.

This year's event offered workshops in three tracks: Violence and Healing in Our Cities and Schools, New Funding Formulas for Social Justice, and Schools as Pathways to Prosperity.

According to Summit organizer Vajra Watson, director of policy and research for equity in the School's CRESS Center, bringing together experts from a range of disciplines and perspectives helps to "coalesce people, ideas, and institutions together to



Ramona Bishop,
keynote speaker

formulate solutions for deepening strategies that advance social justice."

"As a school of education, we recognize that systemic change happens as the result of deep collaboration in identifying best practices for developing young people into positive, contributing members of society," said Watson. "However, there is little consensus about the type of education young people need. Interventions abound but the failure rate of students, disproportionately low-income students of color, continues to rise. Something remains amiss. The Summit is intended to provide a clearer appreciation of equity at both the personal and structural levels, with tools to create improvements, and with a renewed appreciation for alliances."

District Superintendent to Join School as Senior Fellow

Steven Ladd, superintendent of the Elk Grove Unified School District, will serve as a senior fellow in the UC Davis School of Education for the 2013-14 academic year. His work will focus on the development of a leadership institute and expanding the Superintendents Executive Leadership Forum (SELF), established by the School's Center for Applied Policy in Education (CAP-Ed) in 2009. Ladd will serve in this role concurrently to his role as superintendent.



Steven Ladd

Academic Programs Update: New Master of Arts Degree in Education Policy

The UC Davis School of Education has launched a new Master of Arts (MA) in Education program with an emphasis in Education Policy. Applications are open until January 15 for classes beginning in fall 2014.

The one-year full-time MA program offers students the opportunity to engage in applied coursework and a capstone project in education policy. Ideal applicants work in the field of education, including administrators and analysts, or have a strong interest in building a career in education policy.

The School's Teaching Credential, EdD and PhD programs are also accepting applications. Check the Academic Programs page on our website at <http://education.ucdavis.edu/academic-programs> for more information on requirements, deadlines, and information sessions.



Summer Learning Exchange with Korean Educators

This summer, two groups of educators from South Korea spent a week at UC Davis to work with School of Education faculty and alumni on exploring strategies to deepen learning experiences for GATE students. Matt Wallace, lecturer/supervisor in the School's mathematics teaching credential program, emphasized that despite differences that may exist between systems in Korea and the U.S., all students need to be taught in a way that engages them in their own learning. "We must ask them not just to learn, but to do," said Wallace.



The Summit helps to "coalesce people, ideas, and institutions together to formulate solutions for deepening strategies that advance social justice."

– Vajra Watson, event organizer



Former FOSTER YOUTH

Pursue Dream of Teaching with Help of Scholarships

LYNN ROMANO grew up on the streets of Chicago, eventually being placed in numerous foster homes. Always looking out for her siblings, they eventually found a home with their grandparents. With the support of her grandparents, Romano worked hard in school and was one of the best students in her high school class. Her dream was to become a teacher one day.

Fast forward to fall 2013: Romano, prepared with a teaching credential in English and a Master of Arts degree from the UC Davis School of Education, teaches seventh and eighth grade English in Milpitas, Calif. Romano credits the support she received as an undergraduate at UC Davis through the Guardian Scholar Program and the Guardian Teacher Scholarship she received to pursue her teacher preparation with her ability to realize her dream.

The Guardian Teacher Scholarship is an opportunity to encourage and support former foster care youth to pursue teaching careers in California. Scholarships help the School of Education prepare qualified students to be the knowledgeable, thoughtful teacher-leaders of tomorrow. Funds specifically support student tuition and fees associated with studying and preparing to be teachers through the School's Teaching Credential/MA program.

To date, the School has supported three students through the Guardian Teacher Scholarship:



Lynn Romano, left and Tanya Anaya

- Romano, who received her credential in 2012 and MA in 2013
- Tanya Anaya, who received her credential in 2013 and is working on her MA this fall
- Hen Werner, who just entered the credential program this fall

None of this would be possible without the seed funding and ongoing support of the Stuart Foundation and the support of others who have made gifts to ensure scholarships for Guardian Teacher Scholars in the future.

To date, the School has raised more than \$170,000 in gifts and pledges to support the Guardian Teacher Scholarship program. We thank our donors

and acknowledge their leadership in making the dream of teaching a reality for our students.

WE HOPE to build the Guardian Teacher Scholars program to include scholarships not only for former foster youth entering our Teaching Credential/MA program, but also for our EdD and PhD students as well.

To make a one-time gift to the Guardian Teacher Scholarship Fund, visit <http://giving.ucdavis.edu/SchoolEd/GuardianTeacherScholarship>. For more information on making a named gift to the program, contact Adrienne Capps, assistant dean of development and external relations, at adcapps@ucdavis.edu or (530) 754-7024.

Guardian Teacher SCHOLARSHIP DONORS LEAD GIFT

STUART FOUNDATION: The Guardian Teacher Scholars Program was created in 2011 with significant program and scholarship support from the Stuart Foundation. The Foundation continues to provide critical support that has expanded the program into the UC Davis Guardian Professions Program — a campus-wide initiative to encourage former foster youth to pursue graduate training. UC Davis's goal is to serve as a model for other UC and CSU campuses, and eventually build a statewide Guardian Professions Program similar to the Guardian Scholars Program at the undergraduate level.

With deep appreciation, the School is pleased to acknowledge the other donors to the Guardian Teacher Scholarship program:

- **Jorge and Patricia Ayala:** Jorge Ayala is the superintendent of the Yolo County Office of Education and a member of the School's Board of Advisors.
- **Jeff and Jean Crossley** (Credential '82): Jean Crossley is an elementary school teacher in Vacaville.
- **Diane Fiddymont** is a member of the School's Board of Advisors and a trustee of the UC Davis Foundation.
- **David and Deborah Gordon:** David Gordon is the superintendent of the Sacramento County Office of Education and member of the School's Board of Advisors.
- **Sue Hansen** (Credential '74) is an educator working in Antioch, Calif.
- **Kronick, Moskovitz, Tiedemann & Girard Education Law Group** represents small and large urban school districts, county offices of education, special education local plan areas, and community college districts throughout the state in every aspect of law impacting K-12 and higher education.



Lynn Romano, teaching 7th grade English in Milpitas, Calif.

- **Bob** (BA '63, Credential '63) and **Kinzie Murphy** (BA '63, Credential '63): Bob Kinzie is a former education law attorney and vice president with KMTG.
- **Jeanne Reaves** is a member of the School's Board of Advisors and CEO of Jeanne Reaves Consulting.
- **Charles J. Soderquist Estate:** School of Education alumni couple, Sandi Redenbach (BA '72, Credential '73) and Ken Gelatt (BS '67, Credential '68), were honored in 2013 with the Charles J. Soderquist Award which was accompanied by a \$5,000 prize that they directed to the Guardian Teacher Scholars program.
- **Ticket to Dream Foundation/Sleep Train:** The Ticket to Dream Foundation has raised more than \$2.6M for foster care organizations since 2008, and has made it possible for foster children in our communities to pursue post-secondary educations, transition into independent living, and participate in special extracurricular activities, such as summer camp, school dances, sports, and music lessons.

A RECORD YEAR FOR SCHOLARSHIPS

PhD Student Scholarship Recipients

ANGIE CORTES
Barcellos Education Award

RENATTA VILLASENOR DEFEVER
Mohini Jain Family Foundation Award

KENYA MITCHELL
Mark Cary Reflective Learner Award

APARNA SINHA
Meg Stallard Catalyst Fund Award

Teaching Credential/ MA Student Scholarship Recipients

BRITTANY AVERILL
Mabel Outler Scholarship

DANIELLE BATTISTI
Agricultural Student Enhancement Award
Brad Davis Alpha Gamma Rho Fellowship

CHRISTIE BENNETT
Agricultural Student Enhancement Award

ARIEL BOWLEY
KLC Adler Award

Student support remains at the top of the list of priorities for the UC Davis School of Education. We thank our scholarship donors for helping us to grow our ability to offer more scholarships each year to our students. This year, the School is pleased to offer the greatest number of scholarships we have ever allocated.

In all, the School awarded more than \$125,000 in private scholarships for the current academic year. In addition to the students who received Power of 10 scholarships (see p. 10), the students listed here received scholarships from new and existing funds. We thank our donors and celebrate our students' promise and commitment to education.

VERONICA CUATE
Alumni Council Scholarship
Susan Schnitzer Fellowship in Teacher Education

YESENIA IDELFONZO
KLC Adler Award

CELESTINA KUNCZ
Laura E. Settle Scholarship

CHRISTIE MOULTON
Farrer/Patten Award
Mabel Outler Award
Susan Schnitzer Fellowship in Teacher Education

PHUNG NGUYEN
VISA Teacher Leader Fellowship in Science
and Math

HALEY SCHORR
Boyd Family Foundation Teacher Education
Fellowship

ERIN SIMONS
Orville and Erna Thompson Family Award

ALYSSA STALLEY
Agricultural Student Enhancement Award

LINA TRAN
Mabel Outler Scholarship
Sandi Redenbach Students At Promise Award

SARAH WARREN
Orville and Erna Thompson Family Award

HEN WERNER
Guardian Teacher Scholarship funded by
the Stuart Foundation



West Sacramento Early College Prep Graduates First High School Class; Nearly All Attending College this Fall

By Karen Nikos, UC Davis Strategic Communications

When the first students arrived at West Sacramento Early College Prep Charter School as seventh graders, the statistics said they had little promise of graduating from high school, much less moving on to higher education. But in June, 32 historically under-served high school seniors walked the stage in Freeborn Hall and took their next step in education — advancing to a university, a community college, a trade or vocational school, or the military. (Watch a video of four graduates talking about their plans at <http://www.youtube.com/watch?v=zYTR67reDvY>)

“We are really proud of the success of these students and their accomplishments,” said Harold Levine, dean of the UC Davis School of Education, which launched the charter school in 2007 in partnership with Sacramento City College and the Washington Unified School District. “The school, the staff, and the faculty have clearly made a difference in these students’ lives.” Levine also serves as the charter school’s board president.

Most of these graduates will be the first in their families to attend college; still others have English as their second language. Some of these students struggled with one or more subjects in earlier grades. Now, they boast plans that include prestigious universities — UC Davis, UCLA, UC Santa Cruz and others.

“West Sac Prep” is part of a larger movement, begun a decade ago, to establish “early college” schools throughout the

country. The UC Davis School of Education received \$400,000 in 2006 from the Woodrow Wilson National Fellowship Foundation’s Early College High School Initiative, which helped launch the school.


Nationwide, 50 percent to 70 percent of children of color, or who live in under-served areas, drop out of high school, said Paul Heckman, associate dean of the School of Education and a researcher on school leadership and high school completion issues. Furthermore, the years-of-school completion rates have dropped considerably in the United States in the past 20 years.

The charter school tries to curb this trend by helping students identify questions and interests as they individually learn in a way that works for them, he said.

“Everyone learns differently. That is the approach we take,” said Yolanda Falkenberg, executive director, or principal, at West Sac Prep. Student-designed questions and investigations — undertaken as scientists, historians, and readers and writers, in consultation with their teachers — are a large part of the school’s curriculum.

Students also can enroll in community college courses while still in high school. One such student, Jonathan Martinez, took a sociology course at Sacramento City College, where he worked on a community youth project. “I fell in love with the topic,” he said, adding that he was influenced by the professor’s enthusiasm. He is now a freshman at UC Davis majoring in sociology.

Admission to West Sac Prep is open and tuition-free to students in grades six through 12. The school makes it a priority to admit students who do not speak English as their first language; come from low-income families; have traditionally struggled in reading, writing, or mathematics; and those who will be the first in their families to go to college.



Nationwide, 50 percent to 70 percent of children of color, or who live in under-served areas, drop out of high school.



Promise Scholarship Initiative

Show your support for OUR Students

[http://education.ucdavis.edu/
support-school](http://education.ucdavis.edu/support-school)



Alumni!

Let us know what you are
up to, ask us questions
and give us feedback at
ed-alumni@ucdavis.edu



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