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Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

FY 2022 Javits Application Package

CFDA # 84.206A

PR/Award # S206A220009

Grants.gov Tracking#: GRANT13590416

OMB No. 1894-0006, Expiration Date: 02/29/2024

Closing Date: Apr 11, 2022

PR/Award # S206A220009

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

There were problems converting one or more of the attachments. These are: 1239-STRIDE Narrative Draft v5.docx, 1238-Budget Narrative v3.docx, 1235-GEPA Statement.docx, 1234-Abstract.docx

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

04/07/2022

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Florida Atlantic University

* b. Employer/Taxpayer Identification Number (EIN/TIN):

* c. UEI:

d. Address:

* Street1:

777 Glades Road

Street2:

AH52 118

* City:

Boca Raton

County/Parish:

Palm Beach

* State:

FL: Florida

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

334316424

e. Organizational Unit:

Department Name:

Sponsored Programs

Division Name:

Division of Research

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Gracie

Middle Name:

Maria

* Last Name:

Diaz

Suffix:

Title:

Director, Programs and Policy Development

Organizational Affiliation:

Florida Atlantic University

* Telephone Number:

Fax Number:

* Email:

PR/Award # S206A220009

Page e3

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.206

CFDA Title:

Javits Gifted and Talented Students Education

* 12. Funding Opportunity Number:

ED-GRANTS-021622-001

* Title:

Office of Elementary and Secondary Education (OESE): Well-Rounded Education Programs: Jacob K. Javits Gifted and Talented Students Education (Javits) Program, Assistance Listing Number 84.206A

13. Competition Identification Number:

84-206A2022-2

Title:

FY 2022 Javits Competition

14. Areas Affected by Project (Cities, Counties, States, etc.):

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* 15. Descriptive Title of Applicant's Project:

Supporting Talent through Recruitment, Inclusion, Diversity and Equity (STRIDE)

Attach supporting documents as specified in agency instructions.

Add Attachments

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Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

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17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):*** a. Federal * b. Applicant * c. State * d. Local * e. Other * f. Program Income * g. TOTAL *** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.☐ c. Program is not covered by E.O. 12372.*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

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21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:Prefix: * First Name: Middle Name: * Last Name: Suffix: * Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1235-GEPA Statement.docx

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STRIDE GEPA Statement

Florida Atlantic University Schools (FAUS) serves an academically and racially diverse student population and is committed to equal treatment for all students, employees, and the general public. It does not discriminate based on race, gender, national origin, color, disability or age. This is reflected in the FAUS hiring policies and the Florida Atlantic University (FAU) High School Admissions Policy. In addition to nondiscrimination policies for hiring and admissions, FAUS acknowledges additional barriers participants and teachers may face while participating in the proposed activities and proposes solutions to each barrier.

FAUS Employment Opportunity Policy

FAUS employs teachers, staff, and administrators under the same policies as FAU. The FAU policy promotes equal opportunity hiring practices conforming with state and federal laws and regulations. FAUS does not discriminate in offering access to its educational programs and activities, or with respect to employment terms and conditions, on the basis of race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, veteran status, or any legally protected class or basis. This commitment applies to the district's relationships with outside organizations, including the federal government, the military, ROTC, and private employers, only to the extent of state and federal requirements. Disparate treatment on the basis of a class not protected by federal or state law shall not constitute discrimination if such disparate treatment is required by federal or state law.

FAU High School (FAUHS) Admissions Policy

Section 1002.32 (4) Florida Statute – Student Admissions requires that developmental research schools like those in FAUS maintain a student population reflective of the demographics of public schools in the state. FAUS has been constructed to function as a specific research study of dual enrollment that requires a selected group of academically talented students. Due to the research study, FAUHS uses a selection process.

Nonetheless, FAUS maintains a student population reflective of state demographics as required by Florida Statute – Student Admissions.

Additional Barriers & Solutions to Participation in Proposed Project Activities

- Barrier – Teachers may not be prepared to accommodate the unique needs of underserved students in an academically rigorous setting like FAUHS. For example, underserved students may have a hard time committing enough time to their studies because they also maintain a part-time job necessary to financially support their family.

Solution – Teachers will be provided professional development opportunities through STRIDE grant funds so they can adequately support young scholars through the transition to rigorous college coursework as well as meet the unique social-emotional needs of underserved students, with attention to diversity, equity, inclusion, and accessibility.

- Barrier – First generation college students face added barriers to success such as lack of family understanding of the unique stressors of attending college.

Solution – STRIDE will fund family outreach and increased wraparound services to help underserved and first generation college students deal with the unique academic and social stressors of college. All students are administered universal mental health screening, thereby removing any barriers students may have in searching out services on their own, or stigma they, or their families, may have against participation in such services.

- Barrier – Academically capable, underserved middle school students may not have access to the program because they do not have resources to prepare them to complete the application for admission to FAUHS.

Solution – Grant funds will allow FAUS to conduct the Henderson Scholars program, Summer STRIDE, and application support for top performing, underserved middle school students to prepare them for entrance into FAUHS.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Florida Atlantic University

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:
* Last Name: Suffix:
* Title:

* SIGNATURE:

* DATE:

U.S. Department of Education Supplemental Information for the SF-424
Application for Federal Assistance

OMB Number: 1894-0007
Expiration Date: 12/31/2023

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Ms.	Gracie	Maria	Diaz	

Project Director Level of Effort (percentage of time devoted to grant): 10

Address:

* Street1:	777 Glades Road
Street2:	TH26 Room 159A
* City:	Boca Raton
County:	Palm Beach
* State:	FL: Florida
* Zip Code:	3343-16424
Country:	USA: UNITED STATES

* Phone Number (give area code) Fax Number (give area code)

--	--

* Email Address:

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Alternate Email Address:

--

2. New Potential Grantee or Novice Applicant:

a. Are you either a new potential grantee or novice applicant as defined in the program competition's notice inviting applications (NIA)?

☐ Yes ☒ No

3. Qualified Opportunity Zones:

If the NIA includes a Qualified Opportunity Zones (QOZ) Priority in which you propose to either provide services in QOZ(s) or are in a QOZ, provide the QOZ census tract number(s) below:

4. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #(s): ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

☐ No Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

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Abstract

An abstract is to be submitted in accordance with the following:

1. Abstract Requirements

- Abstracts must not exceed one page and should use language that will be understood by a range of audiences.
- Abstracts must include the project title, goals, and expected outcomes and contributions related to research, policy, and practice.
- Abstracts must include the population(s) to be served.
- Abstracts must include primary activities to be performed by the recipient.
- Abstracts must include subrecipient activities that are known or specified at the time of application submission.

For research applications, abstracts also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that the investigation builds upon and that provides a compelling rationale for this study).
- Research issues, hypotheses and questions being addressed.
- Study design including a brief description of the sample including sample size, methods, principals, and dependent, independent, and control variables, as well as the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

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Supporting Talent through Recruitment, Inclusion, Diversity and Equity (STRIDE)

Abstract

Florida Atlantic University Schools (FAUS) and Florida Atlantic University (FAU) College of Education propose to develop an equitable model for early college high school that identifies, recruits, develops, and selects students from underserved groups and provides the supports needed for their success. Building on FAUS' award-winning model involving Florida Atlantic University High School (FAUHS), with campuses in Boca Raton, FL and Jupiter, FL and A.D. Henderson University School (grades K-8), STRIDE will implement the following objectives and activities:

Objective #1: Increase the number of students from underserved groups, including students with disabilities, who apply for and are accepted to FAUS early college high school.

- Activity 1a: Identify, recruit, and develop underserved middle school students for FAUS early college high school.
- Activity 1b: Optimize student selection process for diversity, equity, inclusion, and accessibility.

Objective #2: Increase the number of students from underserved groups, including students with disabilities who maintain an overall 3.0 GPA and report feeling a high level of support.

- Activity 2a: Identify perceived inequities and inadequacies in the high school program, and conduct research and program revisions to promote diversity, equity, inclusion, and accessibility (DEIA) through social, emotional, and academic supports.
- Activity 2b: Develop the teacher workforce through professional learning on talent spotting, gifted and talented (GT) education, and DEIA.
- Activity 2c: Recruit and retain high school faculty and staff from underrepresented groups.

Objective #3: Validate the impact of the model.

- Activity 3a: Implement the project with fidelity.
- Activity 3b: Collect and analyze data to validate the impact of the project.

STRIDE will serve 825 unduplicated underserved high school students, 75 middle school students, 180 elementary students, and 145 teachers during the five-year grant period. 675 new students will be recruited and apply to FAUS early college high schools and over 500 will be admitted. By year 5, 90% of underserved students in the schools will report feeling a high level of support, and 95% will maintain a 3.0 GPA. As a result of STRIDE, students from underserved groups, including students with disabilities, will graduate from FAUHS with nearly three years of college completed and will become eligible for a tuition-free bachelor's degree from FAU. Through a revised admission and selection process that includes new information generated from Summer STRIDE (a summer camp for identified underserved students) as well as interviews with FAUS alumni who share critical identities with applicants, the project fulfills the absolute priority. Competitive Preference Priorities 1-3 will be developed through professional development of teachers in talent spotting for GT students with disabilities (CPP1), teachers earning the 5-course Florida Gifted Endorsement (CPP1), the South Florida GT Network conference (CPP1), a new process for identification, recruitment, application support, and selection of GT students with disabilities including observation data and student work products (CPP2), establishment of a Networked Improvement Community focused on DEIA to identify perceived inequities in the program and research improvements (CPP3), improvement of academic and wraparound supports for high school students (CPP3), Summer STRIDE for middle school students (CPP3), the STAR program for elementary students (CPP3), and recruitment and retention of a diverse educator workforce (CPP3).

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

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To add more Project Narrative File attachments, please use the attachment buttons below.

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Florida Atlantic University Schools - Supporting Talent through Recruitment, Inclusion, Diversity, and Equity (STRIDE)

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NEED FOR THE PROJECT

Offerings for gifted and talented (GT) high school students often center on dual enrollment, Advanced Placement (AP), or International Baccalaureate (IB) opportunities. But these programs come with challenges for underserved groups, the most common of which is that the time, effort, and money put into these opportunities do not always amount to credits that can be applied to the student's undergraduate degree. Many top colleges do not award AP or IB credits, even when students score at the highest levels (Weinstein, 2016). Community college credits earned through dual enrollment do not easily transfer to four-year institutions, and the costs of tuition, fees, and books are often prohibitive. Students who transfer colleges lose, on average, an estimated 43% of their credits (US GAO, 2017). A study of early college (EC) participants in Minnesota found that half of students received no credit at all upon transfer (Davis et al., 2017); however, research demonstrates that “the more credits a student has earned – and is able to transfer – the more likely they are to persist and complete their degree” (Smith et al., 2021).

While the opportunities for participation in early college, AP, and IB programs are common for GT high school students, they are not as successful in serving a diverse population of students from underserved groups such as students who are first in family to attend college, students of color, students with disabilities, and economically disadvantaged students (Davis et al., 2017; Pierson et al., 2017). Even when AP and IB courses are available to underserved students, these students do not earn credit at an equitable rate when compared to other students, and 20% of students never even attempt the exams for college credit (Zhou, 2018; Price, 2021). Studies also indicate that early college programs disproportionately serve females, white students, and students not eligible for free and reduced lunch (Education Trust-West, 2021; Weissman, 2020).

The need for high school GT programs that serve students from typically underserved populations is evident.

FAUS's EC Model

Florida Atlantic University Schools' (FAUS) EC model solves the challenges of early college. The model provides tuition-free credits, books, and technology, and eliminates problems associated with transfer credit. The president of Florida Atlantic University (FAU) has pledged sustained funding for up to four semesters of continued free study for all students graduating from FAUHS, granting them the opportunity to complete a bachelor's degree at FAU, tuition free. Additionally, FAUS's EC model sidesteps issues related to transition and transfer after the early college program concludes because students are fully matriculated at a four-year university (FAU) in high school.

Early college high schools like FAUHS have positive impacts on postsecondary degree attainment, college access and enrollment, college credit accumulation, and college readiness. Students in EC programs are more likely to perform better on state assessments, graduate high school, enroll in college, persist in college, and complete a college degree or credential (College in High School Alliance, 2021; American Institutes for Research, 2021), and they have stronger labor market earnings six years after high school (Henneberger et al., 2022). These data clearly indicate that EC models have the potential to impact college readiness and postsecondary success for all students, and EC schools better prepare their students for the demanding rigors of college than traditional high schools.

Perhaps more compelling, EC has been shown to have the greatest impacts on students with low socio-economic status (SES), first generation students, and racially diverse students, all groups typically underserved in GT programs and in postsecondary education (College in High School

Alliance, 2021; Henneberger et al., 2022). Economically disadvantaged students who participate in EC programs are 8.5 times more likely to obtain a college degree than their non-EC peers (Haxton et al., 2016). Further, students of color who participate in EC programs are nearly 10 times more likely to obtain a college degree than those who did not (29.4% vs. 3.0%) (Haxton et al., 2016). Adding to this body of evidence, the College in High School Alliance (2017) suggests that in addition to students from underserved groups showing improved rates of degree attainment, EC programs provide students with significant flexibility related to their academic programs and reduce the time and cost for students to earn degrees and enter the workforce.

FAUS's EC model, which not only meets but exceeds all the EC Core Principles initially set forth by Jobs for the Future (2008), is being implemented on both campuses of FAUHS.

FAUHS-Boca is located on the campus of FAU in Boca Raton, and FAUHS-Jupiter (a STEM-focused program operating in partnership with the world-renowned Max Planck Florida Institute for Neuroscience, serving grades 10-12) is located on the Jupiter Honors Campus of FAU.

Together, they are a public, dual enrollment high school that serves GT students from diverse backgrounds (with nearly 50% of students identifying as Black, Latinx, or multi-racial). FAUS has been extraordinarily successful since its first class of students graduated in 2004. The program currently has 100% of students earning college credit from a 4-year institution in high school, 100% passing Florida Standards Assessments (FSAs), and 100% graduating from high school and being accepted to college. An average graduate of FAUS has completed 94 college credits, equivalent to three years of study toward a bachelor's degree. Nearly 100% of students graduate from the university by age 19; even more impressively, in 2021, five students graduated high school and earned their bachelor's degree during the same semester. FAUHS students consistently receive recognition and distinctions. Annually, approximately 45% of the FAUS

senior class is recognized as a National Merit Scholar Commended or Semifinalist and/or College Board National Hispanic American/African American/Indigenous Scholar; two students were 2021 candidates for the U.S. Presidential Scholars Program; a FAUHS student placed second at the 2021 Regeneron International Science and Engineering Fair; and two FAUS students have been selected as finalists for the 2022 Regeneron award. These results prove that when GT students receive education tailored to their unique needs, they are capable of succeeding well beyond expectations of typical high school students.

Improving a Successful Model

FAUS (an LEA) is committed to providing access to its EC model to greater numbers of high achieving students who are low-income, English learners, students with disabilities, racial minorities, and those who will be first in their family to attend college. Students from underserved groups have the most to gain from participation in the EC model, not to mention the guarantee of a tuition-free bachelor's degree with free textbooks. During a previous Javits grant, FAUS steadily increased the number of high-need students being served by the early college high school. In the first year of that grant, 58% of newly admitted students were considered high-need. After much work to diversify the student body, the freshman class of 2020-21 was 74% high-need. Over the last five years, FAUS improved both the recruitment and retention of students from underserved groups, including racial and ethnic minorities, those living in poverty, those who are first-generation college-going students, and those scoring far below grade level on standardized assessments.

Several challenges remain to enable FAUS to be maximally inclusive and adept at meeting the needs of traditionally underserved students. First, in FAU High School (FAUHS), less than 1% of students are identified students with disabilities, and 5% are served through Section 504 of the

Rehabilitation Act of 1973, indicating that the recruitment and selection process needs to be more inclusive. Second, while many wraparound supports have been put into place to support students both prior to and after being admitted to FAUHS, these services have not been examined and improved through a lens of diversity, equity, inclusion, and accessibility (DEIA). Third, the faculty and staff involved in the identification, selection, and instruction of students for the EC program would benefit from professional learning focused on GT education, talent spotting, and equitable practice, and FAUS needs a plan for hiring and retaining individuals from underserved backgrounds. Currently, only 32% of the middle and high school faculty identify as Black and/or Latinx, and only 7% of (4 out of 54) classroom teachers in FAUS hold a Florida Gifted Endorsement.

QUALITY OF THE PROJECT DESIGN

Supporting Talent through Recruitment, Inclusion, Diversity, and Equity (STRIDE) will build on FAUS's highly successful early college model aimed at serving talented students from all backgrounds. FAUS's early college model demonstrates *strong evidence* for college access and enrollment, credit accumulation, postsecondary degree attainment, general academic achievement, and high school graduation (U.S. Department of Education, 2017; Song & Zeiser, 2019). Please see the Evidence documentation on the enclosed Evidence form (Appendix A), as well as the literature cited above.

FAUS, including FAUHS-Boca, FAUHS-Jupiter Campus in partnership with Max Planck, and A.D. Henderson University School (grades K-8) and its partner, FAU College of Education, propose to collaborate to complete the model's transformation into a program that effectively recruits and serves high-need students from all underserved groups, and to study equitable practices in GT education. Through STRIDE, the evidence-based and successful early college

model will achieve the goal of developing an equitable model for early college high school that identifies, recruits, develops, and selects students from underserved groups and provides the supports needed for their success. The project implements the following objectives and activities (for specific performance measures and annual targets, please see the Management Plan):

Objective #1: Increase the number of students from underserved groups, including students with disabilities, who apply for and are accepted to FAUS early college high school.

- Activity 1a: Identify, recruit, and develop underserved middle school students for FAUS early college high school.
- Activity 1b: Optimize student selection process for diversity, equity, inclusion, and accessibility.

Objective #2: Increase the number of students from underserved groups, including students with disabilities, who maintain an overall 3.0 GPA and report feeling a high level of support.

- Activity 2a: Identify perceived inequities and potential inadequacies in the high school program and conduct research and program revisions to promote DEIA through social, emotional, and academic supports.
- Activity 2b: Develop the teacher workforce through professional learning on talent spotting, GT education, and DEIA.
- Activity 2c: Recruit and retain high school faculty and staff from underrepresented groups.

Objective #3: Validate the impact of the model.

- Activity 3a: Implement the project with fidelity.
- Activity 3b: Collect and analyze data to validate the impact of the project.

STRIDE will directly serve over 825 unduplicated underserved high school students and an additional 180 elementary school students and 75 middle school students during the five-year grant period and will indirectly impact up to 800,000 students through the establishment of the South Florida GT Network of educators. As a result of STRIDE, students from underserved groups, including students with disabilities, will be identified and served by GT programs in South Florida, and those served by FAUHS will graduate with nearly three years of college completed and will become eligible for a tuition-free bachelor's degree from FAU.

Program Overview

FAUS is a PK-12 system, offering preschool through the Bezos Academy, grades K-8 through A.D Henderson, and early college high school through FAUHS-Boca and FAUHS-Jupiter. Beginning in August 2022, FAUS will host the Bezos Academy on its campus. The Bezos Academy is a tuition-free, Montessori-inspired preschool supporting underserved communities for children living below the poverty level. It provides a year-round education that is full-day, five days a week. Twenty percent of Kindergarten slots at AD Henderson K-8 are reserved for Bezos Academy children who meet the minimum qualifications, and the rest of the students are admitted through a random lottery. AD Henderson K-8, a 2018 National Blue Ribbon School of Academic Excellence, is ranked No. 2 Best Public Elementary School and No. 9 Best Public Middle School in America by Niche. The school provides customized programming for all students, including exposure to research labs and equipment on the high school campus and special project-based electives that change each quarter. Electives include FIRST Lego League, WeDo Robotics, Augmented Reality with Legos, Science Olympiad and SECME, Wonder Workshop, Cardboard Arcade, the Science of Sound with LittleBits, and more. By providing enrichment opportunities for all students, FAUS nurtures talent from a young age and cultivates

students for its rigorous early college high school model.

In middle school, the high school recruitment team builds its bench of prospective students through the Henderson Scholars Program. Henderson Scholars is offered to both seventh and eighth grade students at AD Henderson. This after-school content area preparation and social emotional skills support program offers weekly structured lessons that provides students a highly accelerated academic foundation as students plan for their future high school goals and allows them to interact with peer mentors from FAUHS. Topics include test preparation strategies, higher level application skills in mathematics and literacy, social emotional learning, and personal communication/interview skills. This is an effective support practice for all students, but it is especially useful to those who are underserved as they prepare to apply to FAUHS. After admissions offers have been made, an 8-week preparation program titled Henderson to High School (H2H) specifically targets students from Henderson's eighth grade class who have been offered admission to FAUHS, providing focused learning opportunities to assist them academically and socially for the challenges of their early college high school program.

All incoming students to FAUHS are offered a Summer Bridge program. Summer Bridge programs have been found to widen the range of students who may be served by dual enrollment (Zinth & Barnett, 2018). Summer Bridge 2021 offered students focused learning opportunities to prepare for ninth grade, academically and socially. Throughout a ten-week period, students were afforded up to six interactive Zoom sessions per week with core academic teachers, school and university mental health counselors, and school and university academic advisors. These sessions, offered at various times during the morning and evenings, were recorded. Sessions focused on relevant topics/themes which included self-advocacy, effective communication, academic integrity, academic rigor, being an active researcher, and building constructive

relationships. In addition, rising 10th graders met with incoming 9th graders, and rising seniors met with transfer students, to speak on balancing the demands of academic and personal growth and the importance of mental well-being.

The 9th grade year serves as an accelerated, college preparatory year of study. From the start, students are challenged academically and socially to transition to a college environment. This transition can be stressful for both students and families. To ease the transition, FAU hosts Parent University, a family outreach program that includes multiple family meetings. The family workshops are designed to encourage families to help their students with the transition to high school by encouraging them to focus on practicing time management and study skills and helping the student communicate with faculty and staff independently. Additionally, families receive information about the tutoring and counseling services available to their students, as well as information on the typical areas in which students struggle with the transition.

Students begin 9th grade taking honors and dual enrollment courses. During the freshman year, students take two college-level, dual enrollment courses in Spanish and research as well as rigorous honors courses in core subject areas: biology, English, algebra, and world history. Students who have exceeded algebra I, II and geometry are enrolled in college mathematics courses at the university and are provided customized schedules to ensure they are accelerated appropriately. Additionally, students can choose from several elective courses for a well-rounded educational experience. From the outset, students are instructed by subject matter experts through rigorous, relevant, and engaging curricula. Teachers are experts in their field, and 75% of them hold advanced degrees. The research director, Dr. Tricia Meredith, begins the first year of a four-year research progression that prepares the students to conduct research, collaborate with professors, and eventually present and publish their work and findings.

All FAUHS students complete a universal mental health screening twice per year and are offered tiered supports to meet their social-emotional needs through a Comprehensive School Counseling Program, aligned to the American School Counselor Association (ASCA) National Model. Understanding the stressors and challenges facing students transitioning to this EC model, FAU High School counselors, instructional staff, and administration created the Steps to Success (S2S) course for all students entering high school as a Tier 1 intervention. All ninth-grade students engage in this high school level course specifically designed to meet the social emotional needs associated with transition to the early college program. Every ninth-grade student sets academic and personal goals while receiving instruction on essential skills for academic success, organizational and study practices, interpersonal communication processes, and time and stress management techniques. Additional Tier 2 (small group) and Tier 3 (intensive, individualized) supports are also available for students in need.

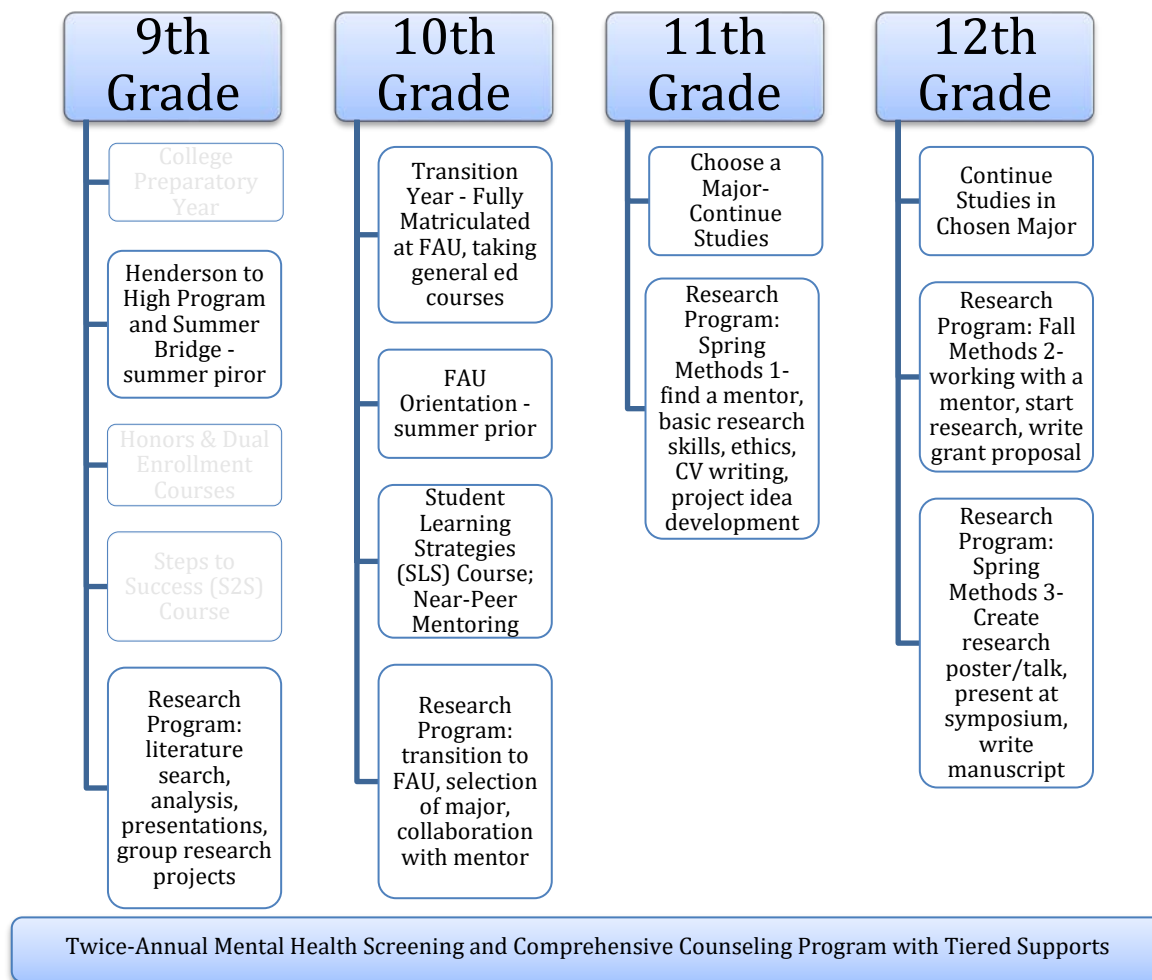
Before continuing to 10th grade, students complete an orientation to FAU and an orientation for the near peer mentoring program where they meet their mentor. Tenth grade serves as a transition year. Students fully matriculate at the university for academics and participate in an intervention with *Moderate Evidence* (U.S. Department of Education, 2016a), a weekly transition course called Student Learning Strategies (SLS). Students learn what will be expected of them as they transition to full-time college study at FAU, learn skills needed to communicate with professors and other students, discuss how to adjust to and integrate within the university environment, and review study skills. With the guidance of academic advisors at the high school and university, students begin pursuing general education courses and later specialize in one of the 180 majors offered at FAU, with 75% of Boca students and all students at Jupiter selecting a STEM major, increasing the number of underrepresented students entering STEM fields.

Tenth grade students also participate in near peer mentoring. This evidence-based intervention (Tenenbaum et al., 2014) delivers academic and social-emotional support, focusing on helping students realize a smooth transition to college, manage the stress of university coursework, and assimilate socially and emotionally to the university campus environment. A rigorous mentor selection process is used to select 11th and 12th grade students as mentors for this highly popular program. These selected mentors gain mentoring skills through a 2-credit university course SDS 3483 Student Mentoring and Peer Coaching, from the FAU Department of Counselor Education. Under the direction of a mental health therapist, near peer mentors spend Mondays learning a skill, Wednesdays practicing with one another and receiving coaching, and Fridays working with their mentees.

In 11th and 12th grades, students continue to receive support from the high school to nurture their individual research interests, and they take courses full-time at the university. In addition to the opportunity for college coursework and experiences, FAUHS offers typical high school experiences like prom and extracurricular activities such as participation in varsity athletics and performing arts clubs. Many students are members of service organizations such as National Honor Society, and all students are required to complete a minimum of 100 hours of community service before graduation, though most exceed this number. Additionally, students routinely participate in a variety of state, national, and international project- and performance-based competitions, including International Science and Engineering Fair, International Sea Perch, Science Olympiad, SECME, Mock Trial, and Thespians. They are encouraged and cultivated as applicants for prestigious scholarships such as Rhodes, Frost, and Goldwater.

The graphic below provides an overview of the FAUS EC program. The program's activities are based on a strong research component that encourages students to pursue advanced research

opportunities while simultaneously providing students with access to traditional HS experiences like clubs, activities, and varsity athletics.



Students at FAUHS consistently perform equal to or better than their college-age peers. FAUS students earn an average GPA of 3.7 in their college coursework, far exceeding FAU's university-wide average GPA of 2.7. Additionally, high school students maintain competitive GPAs while attempting and completing more credits on average per semester than traditional college students at FAU. While attending FAUHS, students have opportunities to gain real world experiences through participation in unique opportunities like undergraduate research and internships. Past FAUS graduates have participated in internships with the Offices of the United

States Attorneys and undergraduate research opportunities at the FAU Machine Perception and Cognitive Robotics Lab, FAU Brain Institute, and FAU Behavioral Neuroscience Lab, among others. In the past five years, exposure to meaningful experiences outside the classroom has led to 61 student-authored peer reviewed articles published in academic journals including the New England Journal of Medicine and the Journal of Leukocyte Biology. Additionally, 204 FAUS students have been awarded research grants in the amount of \$210,145, and students have presented research including presentations at the American Chemical Society and the American Association for Cancer Research.

[Focused Improvement of Core Areas](#)

STRIDE seeks to develop a more inclusive and equitable program through (1) identification, recruitment, development, and selection of underserved students, including students with disabilities, for the EC program, (2) transformation of the social, emotional, and academic supports for students through DEIA, and (3) comprehensive workforce diversification and development. Please see Appendix B for evidence behind the proposed interventions.

[Strategy 1: Identifying, Recruiting, Developing, and Selecting Underserved Students](#)

(Competitive Preference Priority [CPP] 1, CPP2)

Although FAUS has made great progress in diversifying its student population to include more high-need students, there is still room for improvement, as there are categories of underserved students, such as students with disabilities, who are not applying to the program and are still underrepresented.

The recruitment of underserved students to such a rigorous program requires that the program start very early (Glynn, 2017). FAUS hypothesizes that by making families aware of the opportunities for their children over time and by front-loading talent development experiences,

more underserved children will be primed and ready to take on the challenges of early college high school when it is time to apply. STRIDE will introduce its Bezos Academy preschool families (who overwhelmingly are from underserved groups) to the concept of tuition-free college and make them aware of the early college program.

To nurture the talents of young children in elementary school, STRIDE will develop a program featuring Student Talent Ambassadors for Results (STAR). STAR students will be 9th and 10th graders from FAUHS who apply for and are prepared to work as talent ambassadors with underserved students in grades K-3 at AD Henderson, and who earn service hours for their time. Each STAR student will be assigned three children and will work over the course of a school year to nurture their assets, creativity, and critical thinking, as well as support literacy development and computational thinking. In addition, families of elementary students will be informed about the high school early college program through their STAR student and through ongoing targeted marketing.

STRIDE will also focus on building the bench of middle school students who are interested in and prepared to apply to the early college program. This work will begin with training for middle school educators in talent spotting (CPP1, Requirement 3), with a focus on understanding neurodiversity, identifying twice exceptional students, identifying culturally and linguistically diverse GT students, recognizing asynchronous development and underachievement, accommodating language and cultural differences to avoid bias in the identification process, and talent spotting using a multi-dimensional approach (e.g., growth over time, performance assessment, culturally and linguistically diverse and twice exceptional checklists, nomination forms, teacher observations). Training will be provided to middle school teachers at AD Henderson and offered to teachers in our other feeder middle schools, including private schools

that were specifically invited to participate in this grant (see Appendix C for documentation of this outreach). The middle school outreach team will collect teacher recommendations at the end of each semester (CPP2) and extend personal invitations to families through letters (translated into multiple languages and shared with all primary caregivers), phone calls, and parent socials involving diverse parents of current FAUHS students. Focus groups of family members will enable the recruitment team to identify barriers which stand in the way of underserved students applying for and attending FAUHS, and steps will be taken to eliminate those barriers.

The Henderson Scholars program will be open enrollment for all students in grades 7 and 8 at AD Henderson. Underserved talent spotted students (from participating schools) as well as any underserved students who attended Henderson Scholars will be invited to Summer STRIDE, a camp, offered in partnership with the Cane Institute. Funded by Dan Cane, founder of Blackboard and Modernizing Medicine, and hosted on the FAUS campus, The Cane Institute engages students in project-based challenges such as cybersecurity, autonomous vehicles, robotics, virtual reality, augmented reality, automation, and artificial intelligence. The project anticipates serving 30 underserved students and their families through Summer STRIDE annually. Summer STRIDE will introduce students to engineering design challenges, and staff will complete observation records on students' fluency, flexibility, originality, and elaboration for inclusion in their application packets as new information that will be considered for program admission under a revised admission and selection process (Absolute Priority, CPP2). The final day will include an evening project showcase and social event for families, and parents will have an opportunity to hear from a panel of current FAUHS parents about the rigor of the program and supports available for the family unit. This panel will serve as the kickoff to Parent University, a structured support system for families that continues throughout the child's high

school years.

As recommended by research on expanding access (Glynn, 2017), in the fall of 8th grade, the recruitment staff will meet with families of underserved middle school students to answer any questions they may have about FAUS's early college model. A STRIDE-supported Transition Coach will provide application support (including English language support, technology support, information, and paperwork support) to students and their families, helping them overcome any final barriers to program admission.

Recruitment is only half of the equation, however. STRIDE will place equal emphasis on equitable and accessible admission and selection (Glynn, 2017). Currently, only one individual conducts all recruitment activities, and an ad hoc and minimally trained interview team is brought in for admission interviews. FAUHS will completely re-envision its admissions and selections processes as well as staff a diverse recruitment and selections team, including the hiring of a Recruitment Specialist to meet the goals of STRIDE.

The FAUHS application package currently includes biographical information, parent information, a student questionnaire, student resume, personal statement, academic records, recommendation forms, test scores, and an interview. Through the revised selection process, alternative criteria such as performance checklists completed by observers at Summer STRIDE, work products from Summer STRIDE or other work products, and interviews with/recommendations from family and community members who are familiar with the student's abilities and performance may be considered (Absolute Priority, CPP2). In addition, a process will be developed for an interview with a recent graduate of FAUS, and efforts will be made to form interview pairs who share critical identities (e.g., race, gender, disability status).

All individuals participating in the admissions and selection process will engage in DEIA training that includes implicit bias awareness training and strategies for using an asset-based lens (Hoffman et al., 2021) for recognizing underserved student talent. Selection processes will be informed by recent research (Timar, 2021) into FAUHS students' perceptions about skills that are important to be successful in the program. These skills include Academic Skills (13%), Problem Solving Skills (10%), Ability to Learn from Mistakes (10%), Communication Skills (10%), Flexibility/Adaptability (9%), Motivation (9%), Stress Management Skills (9%), Work Ethic (8%), Positive Attitude (8%), Teamwork (8%), and Growth Mindset (6%). See Appendix D for summarized study findings.

Strategy 2: Promoting Diversity, Equity, Inclusion, and Accessibility through Social, Emotional, and Academic Supports (CPP3)

In order for students to succeed in rigorous programs like the FAUS early college high school, and especially in light of the collective trauma suffered during the COVID-19 pandemic (Viner et al., 2022), comprehensive supports must be put in place to nurture students' academic growth and their social and emotional wellbeing. FAUS already has many programs such as the Henderson to High School 8th grade program, Summer Bridge before 9th grade, the 9th grade Steps to Success course, orientation to FAU before 10th grade, the near-peer mentoring program for 10th graders, the Student Learning Strategies course in 10th grade, the ongoing research curriculum, and the comprehensive counseling program guided by twice-yearly mental health screenings and tiered wellness supports. While these supports provide comprehensive wraparound services to students, many of the programs were designed prior to our work to diversify the student population, and as a result, have not been designed with DEIA in mind.

In 2019, an external evaluation of FAUHS by the Center for Policy, Research, and Evaluation at

NYU's Metropolitan Center for Research on Equity and the Transformation of Schools found that compared to a national sample of first-year students at other colleges and universities (NSSE, 2018), FAUHS students reported less emphasis in their courses on recognizing personal norms and biases, sharing personal perspectives and experiences, and the exploration of personal backgrounds (Sanzone & Perez, 2019). While FAUS's academic, social, and emotional supports, as well as our curricular offerings are strong, they could be tailored to be more equitable, inclusive, and accessible. Through STRIDE, we will conduct a twice-yearly needs assessment to determine the level of support students are experiencing, the effectiveness of the various supports being offered, and student suggestions for additional supports or improvements to existing services. In addition, students will complete a universal mental health screener, the Depression, Anxiety, Stress Scale (DASS-21). Universal screening is a proactive measure that allows student needs to be identified early and interventions to be delivered to meet the student's level of need (SAMHSA, 2019). Funding from STRIDE will be utilized to expand or improve upon counseling and mental health supports offered to students in response to the data collected through the needs assessment and DASS-21 (CPP3).

In addition, we propose to leverage an existing program that supports teacher research in the name of continuous improvement for DEIA (CPP3). STRIDE will organize our Research Communities of Practice into a Networked Improvement Community (NIC) that is intensely focused on improvements in DEIA across all areas of the school. The project will support new teacher researchers through their participation in an EDG 6931 Teacher as Researcher course, support a summer research institute in which they thoroughly investigate perceived inequities that exist and explore frameworks for equitable practice, facilitate pairings of teachers with university faculty as research mentors, and convene the DEIA NIC monthly for sharing of best

practices. In addition, a second-year Teacher as Researcher II professional learning experience will be developed where teachers will expand their expertise and work on dissemination of their findings to local, state, and national audiences and through peer reviewed journals.

A NIC is an evidence-based intervention (Feygin et al., 2020) distinguished by four characteristics: (1) focused on a well-specified aim, in this case transformation through DEIA; (2) guided by a deep understanding of the problem, the system that produces it, and a theory of improvement relevant to it; (3) disciplined by the rigor of improvement science, and (4) coordinated to accelerate the development, testing, and refinement of interventions and their effective integration into practice (LeMahieu, 2015). Research projects that are already underway and that will be leveraged for this work include:

- Strengthening Relationships through SEL Driven Morning Meetings
- Evaluating the Effectiveness of the FAUHS Summer Bridge Program for Incoming 9th Grade Students
- Positive and Purposeful Peer Tutoring to Improve Sense of Belonging in High School Students
- Humanizing History: Building Cognitive-Affective Empathy in a History Classroom

During the grant period, 20 teacher-initiated and professor supported research projects will examine data on perceived inequities in FAUS and test evidence-based responses to meet the needs of the whole person for underserved students. Participating teachers will earn a stipend for their involvement as part of the FAUS compensation and advancement package.

In addition to the NIC support model for equity, STRIDE will support a Transition Coach (mentioned above) to work specifically with underserved students during the application process and during their high school years as they navigate FAU and make their course selections at the

university (CPP3). In addition, this individual will serve as a bridge to different groups on campus, such as the Black Student Union, Lambda United (LGBTQIA student organization), Women's Empowerment Club, Latin American Student Association, First & Proud (student organization for first-generation students), and Owls Without Limits Club (student organization for students with disabilities).

Strategy 3: Diversifying and Developing the Teacher Workforce (CPP1, CPP3)

Ensuring the best possible education tailored to underserved students requires a teacher workforce that is well-versed not only in GT education, but also second language learning, special education, the needs of underserved populations, and a thorough understanding of diversity, equity, inclusion, and accessibility. Without this comprehensive background, GT students may be shortchanged as they face unnecessary barriers to success. STRIDE will develop the current faculty at FAUS through several of the initiatives already mentioned above: training on talent spotting for middle school educators as well as a comprehensive research program open to all staff. In addition, the project will develop and offer DEIA professional learning to all faculty, and the project will work with local education agencies and the Stiles-Nicholson Teacher Academy to offer five courses (approximately 300 hours) of professional learning that will lead to a Florida Gifted Endorsement (CPP1, Requirement 3). The Stiles-Nicholson Teacher Academy is a professional learning center funded by the Stiles-Nicholson Foundation to improve teacher knowledge and skills to inspire and educate the next generation of students, especially for the STEM fields in which a majority of FAUHS students major. Teachers from FAUS will be invited to participate in this learning experience and will receive a stipend for successful completion of the courses, and the opportunity will also be extended to teachers at the School District of Palm Beach County and our other feeder schools, including private school teachers

and educators in the broader community. The Florida Gifted Endorsement will feature coursework in (a) nature and needs of GT students to include student characteristics; cognitive, social, and emotional needs; and history and current research; (b) curriculum and instructional strategies for teaching GT students to include modification of curriculum content, instructional process, student products, and learning environment; (c) guidance and counseling of GT students to include motivation, self-image, interpersonal skills, wellness, and educational/career options for GT students; (d) educating special populations of GT students such as ESL, culturally diverse students, underachievers, students with disabilities, economically disadvantaged, and highly gifted to include student characteristics and programmatic adaptations; and (e) theory and development of creativity to include elements such as fluency, flexibility, originality, and elaboration. Coursework will be designed from existing professional learning experiences with targeted revisions to emphasize differentiation for underserved students, including culturally and linguistically diverse students and twice exceptional students, as well as DEIA.

In Year 4, STRIDE will host a regional conference through the Stiles-Nicholson Teacher Academy for GT and magnet school district and school leaders from local private schools and surrounding districts to disseminate learning from the STRIDE project and establish a South Florida GT Network for ongoing collaboration and support for replication of STRIDE project elements. FAUS is located in Palm Beach County and in close proximity to Broward and Miami Dade counties, two of the top ten largest school districts in the U.S. With a reach of over 800,000 students, FAUS anticipates that our work under STRIDE will be a force multiplier for the equitable identification and education of underserved GT students in the larger South Florida region.

STRIDE will also work to diversify the pool of educators for FAUS (CPP3). Historical and

contemporary qualitative and quantitative research highlights that teachers of color improve learning as well as social and emotional development for their students of color (Bristol & Martin-Fernandez, 2019). Furthermore, Black and Hispanic students excel in GT programs in schools where there are larger numbers of educators who are also Black and Hispanic (Grissom & Redding, 2016; Fox, 2016). FAUS seeks to enact a five-year research-based plan to attract culturally diverse job seekers that is grounded in an analysis of the district's workforce and a determination of which groups are underserved. The district has forecasted staffing needs to allow for targeted recruitment and marketing. While FAUS already publishes vacancy notices and hires early in the spring for fall vacancies to maximize the availability of diverse applicants, through STRIDE, the district will work with the FAU marketing team to design ads that appeal to diverse applicants and to place ads in locations (both print and virtual) where a diverse audience will view them. In addition, the grant will allow the middle and high school campuses to invite diverse counseling and teacher interns from FAU's College of Education to complete practicum experiences in FAUS. Prospective teachers and interns who have an opportunity to work with FAUS are more likely to seek out employment in our schools. Project staff will examine the application and interview process for faculty and staff to ensure that it is equitable and accessible. Already, the team uses multiple measures including performance-based tasks to evaluate qualifications of applicants, but the grant will allow for a thorough investigation of any barriers that exist within the hiring process. All interview team members and school administrators will also engage in DEIA training to examine implicit biases, understand equitable "look fors" in potential hires, and learn interviewing techniques that reveal the assets that candidates bring to the role (Motamedi, n.d.).

Once more diverse applicants are hired, STRIDE will provide opportunities for mentorship

between experienced and new employees of color who share critical identities. New educators will be supported with free access to the professional learning described above and will be offered opportunities for stipends and career advancement opportunities through FAUS's promotion process.

Performance Feedback & Continuous Improvement

As a developmental research lab district, the mission of FAUS is to (1) demonstrate best practices in teacher education, (2) innovate, develop, and provide students a challenging curriculum, balanced with innovative academic support, and (3) conduct and support emerging educational research. Innovation, research, and best practices are central to our work, and our faculty are committed to continuous improvement.

In addition to the performance feedback and continuous improvement efforts embedded within the management structure of STRIDE and carried out through the advisory board with input and feedback from a third-party evaluator (described in the Management Plan section, below), STRIDE will continuously improve its program offerings through the concerted efforts of the DEIA NIC.

Under STRIDE, teacher researchers and their FAU faculty mentors will meet monthly within a NIC with other researchers aligned to their project focus for addressing perceived inequities. The NIC will examine research findings and make recommendations for widescale revisions to FAUS programs. In addition, faculty and their university counterparts will present and publish at the local, state, or national level, including the South Florida GT Network conference in Year 4, and experienced faculty will serve as mentors to other K-12 educators beginning their research journey. As part of the Comprehensive Research Program, promotion and advanced compensation will be offered to K-12 faculty for research, publication, and professional grant

writing.

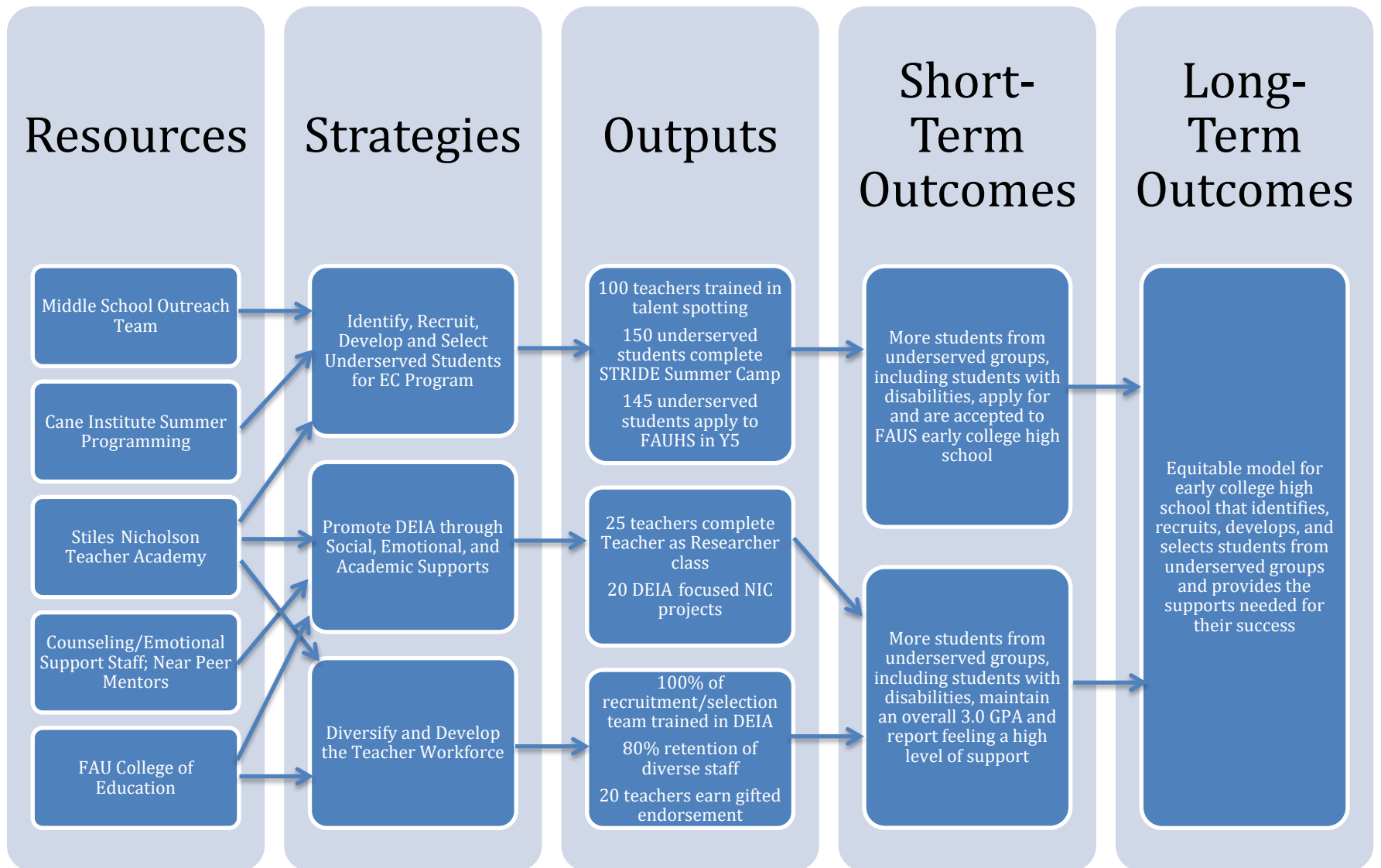
Building Capacity and Yielding Results that Extend Beyond the Grant Period

STRIDE is designed for maximum sustainability. The project intentionally focuses on investments that will have lasting effects, such as building the capacity of educators, recruiters, interviewers, and administrators, developing courses for the Gifted Endorsement and Comprehensive Research Program, revising processes for identifying, cultivating, and selecting prospective students, and improving procedures for hiring faculty and staff. In addition, program improvements that emerge from the NIC are likely to have longevity due to their grassroots nature. Regional capacity-building will occur for teachers not only within FAUS but also middle school teachers in surrounding districts and private schools, teachers who participate in the courses for Florida Gifted Endorsement that will be designed under this grant, and GT program leaders who participate in the South Florida GT Network conference and engage in Network activities.

STRIDE has unparalleled support from its university partner and community organizations championing the success of the FAUS EC model. Florida Atlantic University policies exist to ensure that relevant revenue streams may be accessed and applied to the sustainability of the model. FAU's President, Dr. John Kelly, has facilitated discussions and partnerships with leaders in STEM fields and within the College of Medicine, College of Engineering and College of Science to ensure quality internships, externships, and research opportunities for FAUS's students. In addition, research organizations such as Max Planck and SCRIPPS have provided one-of-a-kind resources and mentorships to the student body.

Logic Model

Please see the STRIDE logic model, below.



QUALITY OF THE MANAGEMENT PLAN

Leadership, Governance & Management

Achieving the objectives of STRIDE requires an exceptional group of highly qualified leaders who are committed to equitable and inclusive GT education and research. STRIDE has a leadership team dedicated to the program's EC model and its enhancement through DEIA. As the project is implemented, project leaders will provide oversight that, with evaluation of performance and feedback, can be used for continuous improvement of the model.

Advisory Board. STRIDE will have oversight from an advisory board whose members bring diverse skills and experiences to the project, including GT education, research, and wraparound supports for students, and who represent all project stakeholders. The advisory board is comprised of the eight members of FAUS's leadership team (detailed below), a Principal, Assistant Principal, the FAU Mental Health Counselor, a to be hired high school counselor, a parent representative, and a FAUHS student alumni representative.

The advisory board will meet three times per year to oversee the project's progress and hear regular reports from the program director on fidelity of implementation and adherence to the timeline and budget, and the data analyst will provide interim and annual reports on outputs, objectives, and outcomes.

Using insights provided by the project director and data analyst, the board will make recommendations of improvements for implementation and management of the next phase of the project. The progress of the project will be reported to the advisory board using the U.S. Education Delivery Institute (EDI) assessment framework, a method for self-assessment of the targets, goals, and strategies of the program (see Appendix E). Advisory board recommendations will be presented to faculty and staff during Summer Strategic Planning, and plans will be made

to act on these recommendations. In addition, Dr. Kavita Mittapalli, a third-party evaluator from MN Associates, Inc. will serve as an evaluation consultant to the project (see Appendix F for a scope of work).

Leadership Team. In addition to the advisory board, STRIDE will have day-to-day oversight from a leadership team at FAUS. The leadership team will assume responsibility for communicating the vision and executing the plan for STRIDE and will work closely with faculty and staff at both high school campuses, AD Henderson, and local schools to implement the activities of the project. The leadership team will meet weekly throughout the planning and implementation periods of STRIDE's project. The STRIDE Project Director (75% commitment to STRIDE in Y1, 100% in Y2-5) and the Primary Investigator (5% in Y1; 10% in Y2-5) will assume the responsibility for tracking the progress of milestones, deliverables, and timeline. Weekly meetings will allow members to discuss their respective responsibilities and plan for triannual progress assessment meetings with STRIDE's advisory board.

All faculty members involved in the NIC will work to disseminate their research through local, state, and national conferences, publications, and/or peer reviewed journal articles. In addition, best practices from the project related to identification of underserved GT students, recruitment, selection, wraparound supports, the early college model, recruitment and retention of underrepresented teachers, and teacher professional learning will be disseminated through the FAUS-affiliated Stiles-Nicholson Teacher Academy and the South Florida GT Network.

Management Plan. The Management Plan below outlines the overarching goal, objectives, performance measures, annual targets, activities, and tasks, as well as the timeline and person responsible for each task. The Management Plan aligns with the Logic Model above.

Goal: Develop an equitable model for early college high school that identifies, recruits, develops, and selects students from underserved groups and provides the supports needed for their success.					
Objective #1: Increase the number of students from underserved groups, including students with disabilities, who apply for and are accepted to FAUS early college high school.					
Measures	Targets	Activities	Tasks	Start/End Date	Owner
Number of underserved students who apply to FAUS early college high school.	Y1: 125 Y2: 130 Y3: 135 Y4: 140 Y5: 145	Identify, recruit, and develop underserved middle school students for FAUS early college high school.	Offer support to underserved elementary students through STAR program	Oct-May, annually	Calabrese
			Train middle school teachers in talent spotting*	June 1 – July 31 (annually)	Calabrese
			Collect teacher recommendations; Distribute personal invitations to families	January & June (annually)	Adam
			Offer Henderson Scholars program	Sept– Jan (annually)	Calabrese
			Involve underserved students in Summer STRIDE; collect observation data for alternative HS admissions	July 1 – August 15 (annually)	Calabrese
			Offer Parent University activities	Aug-Nov (annually)	Adam
			Provide application support	Nov – Jan (annually)	Adam
Number of underserved students who are admitted.	Y1: 95 Y2: 97 Y3: 100 Y4: 105 Y5: 110	Optimize student selection process for diversity, equity, inclusion, and accessibility.	Staff a diverse recruitment/selection team	September 2022	Diaz
			Revise student selection process for DEIA	October 2022	Adam
			Train team on equitable selection processes	November (annually)	Adam
Objective #2: Increase the number of students from underserved groups, including students with disabilities, who maintain an overall GPA of 3.0 and report a high level of support.					
Measures	Targets	Activities	Tasks	Start/End Date	Owner
Percent of underserved students who report feeling a high level of	Y1: 75% Y2: 79% Y3: 83% Y4: 87% Y5: 90%	Identify perceived inequities and inadequacies in the HS program and conduct	Develop Teacher as Researcher II professional learning	September – December, 2022	Vaughan, Meredith
			Engage teachers in Teacher as Researcher coursework; establish professor mentors*	September 1 – May 20 (annually)	
			Convene NIC focused on DEIA*	Sept–May (annually)	

support. Percent of underserved students maintaining a 3.0 GPA.	Y1: 75% Y2: 80% Y3: 85% Y4: 90% Y5: 95%	research and program revisions to promote DEIA through social, emotional, and academic supports.	Improve curricular, co-curricular, and wraparound supports for DEIA	Ongoing	
			Expand and improve mental health and counseling supports in response to data	October 2022 – August 2027	Calabrese
			Hire academic advisor for underserved students	November 2022	Diaz
		Develop the teacher workforce.	Develop professional learning for Florida Gifted Endorsement and DEIA training	January – May (annually)	Calabrese
			Offer Gifted Endorsement, DEIA training, and other PD notated with * (above)	Ongoing	
			Host South Florida GT Network conference and sustain Network	March, Y4 and ongoing thereafter	
		Recruit and retain high school faculty and staff from underrepresented groups.	Invite diverse counseling and teacher interns from FAU College of Education to complete practicum experiences at FAUS	August, January (annually)	Diaz
			Design ads that appeal to diverse applicants and place in targeted markets	February – May (annually)	
			Train interview team and school administrators in DEIA	May (initial training Y1; refresher Y2-5)	
			Provide teacher mentors for new employees of color	September – May (annually)	
Objective #3: Validate the impact of the model.					
Measures	Targets	Activities	Tasks	Start/End Date	Owner
Number of elements amber/green or above as measured by the EDI Assessment Framework.	Y1: 2 of 3 Y2: 3 of 3 Y3: 3 of 3 (1 green) Y4: 3 of 3 (2 green) Y5: 3 of 3 (3 green)	Implement the project with fidelity.	Hold Advisory Board meetings	Oct, Feb & June	Calabrese
			Provide progress reports to Advisory Bd	Oct, Feb & June	
			Attend Javits meetings; Submit reports	Annually	
		Collect and analyze data to validate the impact of the project.	Draft data collection procedures	9/1 -12/31/22	Timar
			Collect data	1/1/23 – 8/30/27	
			Provide reports to the advisory board	October & June	
			Engage in summer strategic planning with	July (annually)	Calabrese

			faculty and staff, based on results		
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In addition, the evaluation will collect data to report on the program measures specified within the Notice Inviting Applications. Data will be collected from records of middle school outreach, admissions and selection records, enrollment records, results of the student needs assessment (administered twice yearly), the student information system, Advisory Board meeting documentation, Florida Standards Assessment data (as applicable), and faculty professional development data. All data collection and analysis will be performed under the guidance of MN Associates, Inc., a third-party evaluator (Requirement 2).

QUALITY OF THE PROJECT SERVICES

Both the Project Director and Primary Investigator for STRIDE identify as Latinas and bring an intense focus on DEIA to the project. STRIDE is designed specifically to improve equal access and opportunity for applicants, students, and prospective employees of FAUS who are members of groups that have traditionally been underserved. The project is expected to positively impact students from underserved groups who (1) apply to, (2) are admitted to, and (3) engage in the early college high school, as well as faculty and staff applicants for vacant positions and new hires who identify as teachers of color. All strategies for ensuring equitable access and treatment are outlined in the project design section, under the following subheadings: Strategy 1: Identifying, Recruiting, Developing, and Selecting Underserved Students; Strategy 2: Promoting Diversity, Equity, Inclusion, and Accessibility through Social, Emotional, and Academic Supports; and Strategy 3: Diversifying and Developing the Teacher Workforce.

All interventions for STRIDE are evidence-based, with a high likelihood of positive impact on underserved individuals. FAUS expects continued positive outcomes for its students related to state achievement tests, high school graduation, college enrollment, college persistence, accumulation of credit, contributions to research and scholarship, and college graduation.

Research indicates outsized impacts of the early college model on underserved students, and with attention to issues of recruitment, selection, diversity, equity, inclusion, and accessibility, FAUS will increase the number of underserved students enrolling in and persisting in the program, thereby increasing the positive long-term outcomes for underserved youth. See Appendix A and B, as well as evidence cited throughout this proposal for the literature base supporting STRIDE. In addition, FAUS has a strong track record of meeting and exceeding its performance measures under federal grants and sustaining grant-funded initiatives. In a previous Javits grant, FAUS exceeded all targets and implemented the project with fidelity and on budget. In addition, the district has institutionalized and sustained grant-initiated programs such as the Comprehensive School Counseling Program, Research Communities of Practice, Near-Peer Mentoring, Steps-to-Success course, Summer Bridge Program, and Henderson Scholars. FAUS has been recognized by the U.S. Department of Education staff as having exceptional systems for budget planning, tracking finances, and reporting and was asked to present to all Javits grantees in a Managing Funds Showcase which is now published to the Javits resources website. This successful track record increases the likelihood for FAUS to execute another successful project in STRIDE.

QUALITY OF THE PROJECT PERSONNEL

Leadership Team members include the following personnel. Resumes for each appear in Appendix F, and job descriptions for positions to be hired appear in Appendix G.

Dr. Elisa Calabrese, Project Director. Dr. Calabrese has over 30 years of experience in education and has managed over \$100 million in grant funding for schools, including grants whose funds serve to innovate and improve development of high performing teachers and whose programs have shown evidence of improved graduation rates and increased social and emotional

performance of participating students, making her an exceptional choice for project director. She was formerly Chief Officer of Talent Development and Assistant Superintendent of Human Resource Development for a large urban school district.

Gracie Diaz, Deputy Superintendent, FAUS and Principal Investigator. Diaz has served as project director and program coordinator for several grant projects, including a \$48 million Teacher Incentive Fund grant, \$2.2 Javits Gifted Education grant, and three Transition to Teaching grants. She has extensive experience managing grant activities, monies, and coordinating personnel. Prior to her work at FAU, Diaz was Chief Human Resources Officer at Broward County Public Schools.

Dr. Tricia Meredith, Director of Research, FAUS and Assistant Research Professor, FAU College of Education. In partnership with her colleagues, Dr. Meredith has developed and oversees four main research initiatives including (1) the FAUHS Research Program, which guides dual enrolled students in undergraduate research, (2) the FAUS Owls Imaging Lab, which serves as a scientific imaging hub for research collaboration, education, and mentorship, (3) the Comprehensive Research Program, which supports K-12 teachers in developing classroom research skills and (4) the OPK12 Research Committee, which mediates all research collaborations with the school. Her focus lies in hands-on, project-based, research training and the impact of mentorship. She holds a B.S. in Marine Biology and Ph.D. in Integrative Biology.

Dr. Joel Herbst, Superintendent of Schools, FAUS, and Assistant Dean for the Office of PK-12 Schools and Educational Programs. Dr. Herbst oversees all aspects of the district's operational policies, research activities, objectives, and initiatives as well as community outreach, partnership development, supervision, and management of special programs, assessment, and strategic planning. Dr. Herbst previously served Broward County Public Schools as an Assistant

Principal, Principal, Director of School Improvement, and Area Superintendent of Schools. Dr. Herbst served as the President of the Florida Association of School Administrators and on the Board of Governors of the American Association of School Administrators.

Agnes Timar, Data Specialist, FAUS and Doctoral Candidate, FAU. As data specialist, Timar analyzes K-20 data sources to transform the data and information into actionable knowledge for continuous improvement and collaborates with school and district staff in providing relevant data for research initiatives. She is experienced providing relevant data and written analysis reports from single and multiple data systems for federal grant programs, and she is adept at ensuring integrity and security of data and confidential information.

Dr. Michelle Vaughan, Associate Professor, Department of Curriculum, Culture, and Educational Inquiry, FAU. Dr. Vaughan specializes in development of professional educators, building cultures of inquiry, and supporting teachers as researchers. She will co-lead FAUS's Comprehensive Research Program (with Dr. Meredith) and facilitate the DEIA NIC.

Dr. Molly Adam, Associate Director of FAUHS-Jupiter. In addition to her oversight of daily operations at FAUHS-Jupiter, Dr. Adam directs all admission, orientation, and onboarding processes for both FAUS high school campuses. She has an extensive background spanning marketing, communications, university admissions, student life, career services, academic advising and retention, and orientation. For FAUHS, she previously served as Associated Director of Guidance and Assistant Director of Student Affairs.

To Be Hired, **Director of Exceptional Student Education (ESE) & Student Support Services**, is responsible for the district's ESE reporting and activities and the coordination of all school-based ESE activities, including gifted activities, 504 plans, and EL support. This individual

facilitates the implementation of a Multi-Tiered System of Supports and will be partially supported with grant funding.

FAUS Employment Opportunity Policy

FAUS employs teachers, staff, and administrators under the same policies as FAU. The FAU policy promotes equal opportunity hiring practices conforming with state and federal laws and regulations. FAUS does not discriminate with respect to employment terms and conditions, on the basis of race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, veteran status, or any legally protected class or basis.

In addition, project activities will focus on intentional strategies to recruit and retain diverse applicants to the faculty/staff serving FAUS. Please see “Strategy 3: Diversifying and Developing the Teacher Workforce” in the Project Design section, above. Note that the strategies for forecasting staffing needs, developing ads targeted to diverse audiences, revising the application and interview process to ensure that it is equitable and accessible, and training interview team members and school administrators on implicit bias and asset-based interviewing will be applied for all job openings, not only teacher/counselor positions. STRIDE will afford FAUS the opportunity to hire additional staff for recruitment, academic advising, counseling, and ESE; each of these positions will be filled with utmost attention to DEIA.

ADEQUACY OF RESOURCES

\$3,118,759 in federal funding is requested to support STRIDE over the next five years. This amount is adequate to fully fund the strategies and initiatives outlined in this proposal, as detailed in the budget narrative. STRIDE will serve an unduplicated count of 825 underserved high school students during the five-year grant period, as well as at least 180 additional elementary school students served through STAR and 75 middle school students who will be

served through Henderson Scholars and Summer STRIDE who may choose to attend other high schools, for a total 1,080 students served. This amounts to an investment by the U.S. Department of Education of \$2,888/student.

The value of the 72+ university credits earned by each underserved student as they go through FAUHS amounts to an investment in these students of \$8,643,544 by FAU during the five-year grant period, all of which is provided in kind. Additional in-kind support is provided by FAU for FAUS faculty who complete the Teacher as Researcher I course. In addition, a generous grant from the Stiles-Nicholson Foundation will be leveraged to provide professional learning for teachers involved in STRIDE. (For letters of support, please see Appendix H.)

FAUS will leverage federal ESSER COVID-19 relief funds to support the salary of an existing Mental Health Counselor at FAU Counseling and Psychological Services as well as a counselor at AD Henderson Middle School.

In addition to its prudent use of resources, FAUS fully intends for the proposed project to result in the development of solutions that may be applied to improve education for underserved, talented students nationwide, as well as all students in public schools (Requirement 1). Intensive study of effective strategies to increase the applicant pool from underserved groups and improve the equity of the admissions and selection process may be of special interest to other programs that recruit and select talented youth. The work to support student transitions from middle school to high school and from high school to university are applicable to all students and may be replicated broadly, changing the approach to secondary education for all students nationwide.

The district's Comprehensive Counseling System with twice-yearly mental health screening and tiered supports for students may also be disseminated for use with all students, and the Comprehensive Research Program and NIC provide a model for continuous improvement that

could be adopted widely.

FAUS intends for STRIDE to build the case for offering early college high school in partnership with a four-year university to underserved students, including students with disabilities. At the conclusion of the grant period, FAUS seeks to have refined a model program that features equitable access for underserved students as well as strong evidence-based interventions to support these students to and through college.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

Add Mandatory Other Attachment

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To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment

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View Optional Other Attachment

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U.S. Department of Education Evidence Form

OMB No. 1894-0001

Exp. 05/31/2022

1. Level of Evidence

Select the level of evidence of effectiveness for which you are applying. See the Notice Inviting Applications for the relevant definitions and requirements.

☐ Demonstrates a Rationale ☒ Promising Evidence ☒ Moderate Evidence ☒ Strong Evidence

2. Citation and Relevance

Fill in the chart below with the appropriate information about the studies that support your application.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
U.S. Department of Education. (2017). <i>What works clearinghouse intervention report: A summary of findings from a systematic review of evidence: Dual enrollment programs.</i> https://ies.ed.gov/ncee/wwc/InterventionReport/671	<ul style="list-style-type: none">• Tier 1 Strong Evidence for outcomes of: Access and Enrollment, Degree Attainment (College), Completing School, Credit Accumulation, General Academic Achievement (High School)• Tier 3 Promising Evidence for outcomes of: Attendance (High School), College Readiness, Staying in School• TABLE 1, p. 2 (summary of findings; provides the overall findings of the intervention report)• APPENDIX C.2, p. 31 (findings included in the rating for the WWC college access and enrollment domain, showing a statistically significant positive effect for higher college enrollment rates among EC students)	Early college high schools and dual enrollment programs in rural and urban areas, small towns, and mid-sized cities across the United States, including Texas and North Carolina. Two out of the five studies used a randomized controlled trial, and three out of the five studies used quasi-experimental designs, with a total of 77,249 students, with the following demographics: 3% Black, 29% White, 67% Race Not Specified; 8% Hispanic, 92% Not Hispanic; 44% male, 56% female; 51% free & reduced price-lunch. Samples overlap in population (especially with regard to male/female split) and setting.
Song, M. & Zeiser, K. (2019). <i>Early college, continued success: Longer-term impact of early college high schools.</i> American Institutes for Research. https://ies.ed.gov/ncee/wwc/Study/89372	<ul style="list-style-type: none">• Tier 1 Strong Evidence for outcomes of college enrollment within one year of high school graduation, postsecondary degree attainment• EXHIBIT 2, p. 8 (students' expected educational progression during the periods covered by the original impact study and the follow-up study, by cohort [visual of timespan of study observation conducted by original and follow-up study])• EXHIBIT 3, p. 9 (background characteristics of EC students and control students in the impact study sample)• EXHIBIT 12, p. 25 (percentage of students who completed a college degree within 6 years after expected high school graduation, by type of degree completed and study group)	Follow-up study to assess longer-term effects of early colleges (ECs) to a previous randomized multisite natural experiment on effects of ECs across 10 ECs (Berger et al., 2013, as cited in Song & Zeiser, 2019). Ten EC schools located in North Carolina, Ohio, South Carolina, Texas, and Utah; five of the ten schools are in urban areas, two schools in mid-sized cities, and three in small towns. Participants include 2,458 students with the following demographics: female 52%, male 48%; in grades 9-12, half non-white, half free or reduced-price lunch. Less than a quarter first-generation college students. Samples overlap in population (male/female, first-generation) and setting (mid-sized city and small town).

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A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>U.S. Department of Education. (2016b). <i>What works clearinghouse intervention report: A summary of findings from a systematic review of evidence: Summer bridge programs</i>. https://ies.ed.gov/ncee/wwc/InterventionReport/661</p>	<ul style="list-style-type: none"> • Tier 3 Promising Evidence for outcome of college degree attainment. • TABLE 1, p. 1 (summary of findings) • TABLE A, p. 16 (summary of findings; outcome domain for degree attainment [college] with sample size, average improvement index [+4] and positively statistically significant) • APPENDIX C, p. 18 (findings included in the rating for the degree attainment [college] domain) 	<p>This quasi-experimental study took place at Georgia Tech, a selective technical university in the southeastern United States. A total of 2,222 students were involved in this study with 770 students in the intervention group (those who enrolled in the summer bridge program) and 1,452 students in the comparison group (those who did not enroll in the summer bridge program). Participants included the following demographics: 64% Black; 67% male, 33% female (Murphy, 2010, as cited in U.S. Department of Education, 2016). Sample overlaps in setting (southeastern U.S. summer bridge program).</p>
<p>U.S. Department of Education. (2016a). <i>What works clearinghouse intervention report: A summary of findings from a systematic review of evidence: First year experience courses</i>. https://ies.ed.gov/ncee/wwc/InterventionReport/662</p>	<ul style="list-style-type: none"> • Tier 2 Moderate Evidence for Academic Achievement, Credit Accumulation and Persistence • Tier 3 Promising Evidence for Degree Attainment (College) • TABLE 1, p. 2 (summary of findings) • TABLE 3, p. 6 (rating of effectiveness and extent of evidence for the credit accumulation domain; rating of effectiveness being potentially positive effects, extent of evidence being medium to large) 	<p>Quasi-experimental design for the four studies used in this WWC intervention report. A total of 12,091 freshman college student participants in first-year experience courses from four different colleges and universities across the United States; a large public university in the western US and using archived student data from 1995-2005 for full-time incoming fall semester freshmen (Clouse, 2012, as cited in U.S. Department of Education, 2016); a medium-sized public university in the midwestern U.S. and observing students taking first year experience courses during fall semester of 2006 (Jamelske, 2009, as cited in U.S. Department of Education, 2016); the University of California, Irvine campus, and observing freshman orientation courses for all freshman that academic year (Shoemaker, 1995, as cited in U.S. Department of Education, 2016); University of Texas at San Antonio, a metropolitan, comprehensive public university with 75% of the student sample being financial aid recipients and first generation students (Wilkerson, 2008, as cited in U.S. Department of Education, 2016). Combined participant demographics: 26% Asian, 7% Black, 51% White, 16% Not Specified; 46% Hispanic, 54% Not Hispanic; 55% Male, 45% Female; 8% EL. Samples overlap in population (racial demographics) and setting (first-year experience courses, large public university).</p>

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>Feygin, A., Nolan, L., Hickling, A., & Friedman, L. (2020). <i>Evidence for networked improvement communities</i>. American Institutes for Research. https://www.air.org/sites/default/files/2021-06/NIC-Systematic-Review-Report-123019-Jan-2020.pdf</p>	<ul style="list-style-type: none"> • TABLE 1, p. 6 (seven studies meeting the criteria for inclusion). This table contains the seven studies used for this systematic research review covering the evidence on the implementation and outcomes of NICs. • pp. 7-9 Findings of these individual studies indicate that NICs are useful in solving problems within a school and improving the overall outcomes for student success among all racial and ethnic groups. 	<p>Systematic review of the literature on evidence for network improvement communities (NICs). Four-phase research review process. Seven studies located with matching criteria. Six schools in a large urban district (Hannan, Russell, Takahashi, & Park, 2015), three high schools in Broward County, FL Public Schools, three high schools in Fort Worth, TX, Independent School District (Tichnor-Wagnet et al., 2017), three middle schools in a California Bay Area school district (Rohanna, 2017), 19 colleges across five states (Yamada & Byrk, 2016), 21 colleges across seven states (Huang & Yamada, 2017), 14 colleges across eight states (Yamada et al., 2018), and seven schools in a rural community in New Zealand (Ell & Meissel, 2011). No information on participant demographics. Sample overlaps regarding setting (high school in Broward County, FL).</p>
<p>Fox, L. (2016). <i>Seeing potential: The effects of student-teacher demographic congruence on teacher expectations and recommendations</i>. AERA Open. https://doi.org/10.1177/2332858415623758</p>	<ul style="list-style-type: none"> • TABLE 4, p. 11 (teacher expectations and recommendations by subgroup) There is a large and significant effect of having a same-race teacher on expectations to complete more than high school for Black students. Black students with a Black teacher are 14.3 percentage points more likely to be expected to complete more than high school than if they have a White teacher. The next panel shows that for expectations to graduate college or more, the same-race effects are positive with 13.5 and 11.3 percentage points for Black and Hispanic students, respectively. 	<p>National sample of 10th grade students in 2002; 580 public schools and 172 private schools in the U.S., with a total of 752 schools used to participate in the Educational Longitudinal Study of 2002 (ELS:02) conducted by the National Center for Education Statistics (Fox, 2016). Samples overlap in population (10th grade students) and setting (GT program).</p>
<p>Al-Mamari, S. S., Al-Zoubi, S. M., Bakkar, B. S., & Al-Mamari, K. H. (2020). Effects of a training module on Omani teachers' awareness of gifted students with learning disabilities. <i>Journal of Education and e-Learning Research</i>. 7(3), 300-305. https://doi.org/10.20448/journal.509.2020.73.300.305</p>	<ul style="list-style-type: none"> • TABLE-1, p. 303 (results of t-test in the SAS [Self-Awareness Scale] pre-test) • TABLE-2, p. 303 (results of the t-test in the SAS post-test). These results indicate that there were significant differences in the post-test of the SAS in favor of teachers in the experimental group. • Findings indicate that the 2-week training module improved knowledge awareness, skill awareness, and personal awareness among teachers with regard to gifted students with learning disabilities. 	<p>Experimental and control groups of teachers (60 total teachers participated in the study), two-week in-service teacher training, via online modules, to help teachers better identify and help gifted students with learning disabilities (Al-Mamari et al., 2020). Sultanate of Oman, general and higher education institutions. Samples overlap in setting (in-service teacher training).</p>

Instructions for Evidence Form

- 1. Level of Evidence.** Check the box next to the level of evidence for which you are applying. See the Notice Inviting Applications for the evidence definitions.
- 2. Citation and Relevance.** Fill in the chart for each of the studies you are submitting to meet the evidence standards. If allowable under the program you are applying for, you may add additional rows to include more than four citations. (See below for an example citation.)

- a. Research/Citation.** For Demonstrates a Rationale, provide the citation or link for the research or evaluation findings. For Promising, Moderate, and Strong Evidence, provide the full citation for each study or WWC publication you are using as evidence. If the study has been reviewed by the WWC, please include the rating it received, the WWC review standards version, and the URL link to the description of that finding in the WWC reviewed studies database. Include a copy of the study or a URL link to the study, if available. Note that, to provide promising, moderate, or strong evidence, you must cite either a specific recommendation from a WWC practice guide, a WWC intervention report, or a publicly available, original study of the effectiveness of a component of your proposed project on a student outcome or other relevant outcome.
- b. Relevant Outcome(s)/Relevant Finding(s).** For Demonstrates a Rationale, describe how the research or evaluation findings suggest that the project component included in the logic model is likely to improve relevant outcomes. For Promising, Moderate and Strong Evidence, describe: 1) the project component included in the study (or WWC practice guide or intervention report) that is also a component of your proposed project, 2) the student outcome(s) or other relevant outcome(s) that are included in both the study (or WWC practice guide or intervention report) and in the logic model (theory of action) for your proposed project, and 3) the study (or WWC intervention report) finding(s) or WWC practice guide recommendations supporting a favorable relationship between a project component and a relevant outcome. Cite page and table numbers from the study (or WWC practice guide or intervention report), where applicable.
- c. Project Component(s)/Overlap of Population and/or Settings.** For Demonstrates a Rationale, explain how the project component(s) is informed by the research or evaluation findings. For Promising, Moderate, and Strong Evidence, explain how the population and/or setting in your proposed project are similar to the populations and settings included in the relevant finding(s). Cite page numbers from the study or WWC publication, where applicable.

Paperwork Burden Statement: According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0001. The time required to complete this information collection is estimated to vary from 1 to 4 hours per response, with an average of 1.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to the Office of Innovation and Improvement, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202

Appendix B: Evidence Basis for STRIDE Strategies

Early College Model

Florida Atlantic University Schools (FAUS) is implementing an early college (EC) model at its two high school campuses, in which students begin taking college credit-bearing courses in tenth grade. The average student graduates with three years-worth of college complete. Through STRIDE, FAUS will work to further diversify the high achieving student body at FAUHS, recruiting and enrolling more underserved students, including students with disabilities.

- **Song, M. & Zeiser, K. (2019). *Early college, continued success: Longer-term impact of early college high schools*. American Institutes for Research.**
<https://ies.ed.gov/ncee/wwc/Study/89372>

This study examines the longer-term effects of the EC model, as defined by the principles of the Early College High School Initiative (ECHSI), on students' postsecondary outcomes based on a previously conducted randomized experiment on the impacts of ECs (Song & Zeiser, 2019).

Students enrolled in ECs with matching criteria from the original study were observed from the time they entered into 9th grade until six years after the students' expected graduation year.

Overall, findings prove that the EC model demonstrates strong evidence for positive impacts on students' postsecondary outcomes, showing that EC students are significantly more likely to enroll and graduate from a 2-year institution, with 65.8% of EC students in the study having had been enrolled in a 2-year college compared to only 46.8% of control students (Song & Zeiser, 2019). In addition, EC students, of varying demographics and family backgrounds, are more likely to transfer from a 2-year college to a 4-year institution to earn a bachelor's degree and tend to earn it at an accelerated pace.

- **U.S. Department of Education. (2017, February). *What Works Clearinghouse intervention report: A summary of findings from a systematic review of evidence: Dual enrollment programs*. <https://ies.ed.gov/ncee/wwc/InterventionReport/671>**

In this What Works Clearinghouse (WWC) intervention report, five studies are used to analyze the effectiveness of dual enrollment programs, showing there is strong evidence that Early College (EC) students have a higher college enrollment rate (U.S. Department of Education, 2017). Out of the five studies used for this report, a total of 77,249 high school students across the United States participated in programs aimed at examining the effectiveness of early college high schools (ECHS) and dual enrollment programs. Findings show positive effects of dual enrollment programs in areas including degree attainment for college, college access and enrollment, credit accumulation, completing high school, and general academic achievement for high school (U.S. Department of Education, 2017). Positive effects from dual enrollment programs are seen especially among underrepresented students, such as first-generation college students and those with low-socioeconomic statuses (SES), in high school and college degree attainment and access to college, as teachers receive professional development and share responsibility in decision-making to better support ECHS student outcomes (Edmunds et al., 2015, as cited in U.S. Department of Education, 2017).

Identifying Underserved Students for Gifted and Talented Programs

To enhance the EC model that FAUS embodies, middle school teachers, including special education teachers, will receive outreach and training for identifying gifted and talented (GT) students. With outreach opportunities, teachers can better identify underserved GT students.

- **Al-Mamari, S. S., Al-Zoubi, S. M., Bakkar, B. S., & Al-Mamari, K. H. (2020). Effects of a training module on Omani teachers' awareness of gifted students with learning disabilities. *Journal of Education and e-Learning Research*. 7(3), 300-305. DOI: 10.20448/journal.509.2020.73.300.305**

This research study focuses on how online, in-service teacher training programs can improve teachers' ability in identifying Gifted Students with Learning Disabilities (GSLD) using a quasi-

experimental design, by comparing the experimental group of teachers' pre-test and post-test results who were given the training module, and the pre-test and post-test results of the control group of teachers who did not receive the GSLD training. Findings of this study indicate that the teachers who received the training modules in identifying GSLD had improved knowledge and skills awareness of students with learning disabilities (Al-Mamari et al., 2020). This research study suggests that including gifted students with learning disabilities in gifted programs creates improvement among the cognitive, academic, and creative abilities of these students.

Identifying Underserved Students, Engaging Families, and Modifying the Admissions and Selection Process

STRIDE will provide professional learning to middle school teachers in the identification of underserved students as GT. The program will conduct outreach to families of these talent spotted students to build trust, and support services will be provided to families during the application process. The admissions and selection process will be modified to include work samples, observations, recommendations, and interviews.

- Gubbins, E. J., Siegle, D., Hamilton, R., Peters, P., Carpenter, A. Y., O'Rourke, P., Puryear, J., McCoach, B. D., Long, D., Bloomfield, E., Cross, K., Mun, R. U., Amspaugh, C., Langley, S. D., Roberts, A., Estepar-Garcia, W., (2018). *Exploratory study on the identification of English Learners for gifted and talented programs*. National Center for Research on Gifted Education (NCRGE).
<https://eric.ed.gov/?id=ED602388>

This research report discusses the benefits of including underserved students from culturally, linguistically, and economically diverse (CLED) communities in GT programs across all grade levels. English learners (ELs) are historically underrepresented, making up approximately only 2% of students enrolled in gifted and talented programs compared to 7% of non ELs (Gubbins et al., 2018). Teachers can identify gifted ELs through areas including speed of English language acquisition while maintaining fluency in original language, leadership skills, creativity,

reasoning abilities, content knowledge, and critical thinking skills. In addition to performance assessments like teacher observations, work samples, and grades, gifted ELs can receive the support they need in applying for gifted programs through teacher/parent/student nominations and interviews, scoring high on state tests, and taking cognitive aptitude tests. Underserved students, such as ELs, are shown to benefit from opportunities and services that GT programs can provide for them through talent emergence experiences. Gubbins et al. (2018) found that parents and caretakers are more likely to become involved and support their EL student in applying for and integrating into a gifted program when there are support services and trust between the ELs family support system and culturally aware GT program staff.

Offering Transition and Wraparound Supports

After admission offers are received, students at AD Henderson will be invited to attend a transition program, Henderson to High School (H2H). In addition, all incoming FAUHS will participate in a Summer Bridge program. Once admitted, 9th and 10th graders will complete courses that will support their success in the early college program, including the Steps to Success (S2S) course in 9th grade, and the Student Learning Strategies (SLS) course offered in 10th grade. Students are also offered near peer mentoring, SEL/mental health screening, and tiered mental health supports.

- **U.S. Department of Education. (2016b). *What Works Clearinghouse intervention report: A summary of findings from a systematic review of evidence: Summer bridge programs.* <https://ies.ed.gov/ncee/wwc/InterventionReport/661>**

Summer Bridge programs have been found to help first-time college students' transition into college. This WWC intervention report has shown positive effects on postsecondary degree attainment as concluded by one study using a quasi-experimental design to determine the effectiveness of a summer bridge program (U.S. Department of Education, 2016). Through this

program, students are prepared for college-level work through academic supports like short courses representing college-level work for specific subjects, and other supports including upper-class peer mentors and coaches, support systems outside of school, and information about resources at the institution available for students. Students who attended the summer bridge program in the intervention group showed a statistically significant higher graduation rate at 70% compared to 67% graduation rate for students in the comparison group who did not attend the summer bridge program (Murphy, 2010, as cited in U.S. Department of Education, 2016).

- **U.S. Department of Education. (2016a). *What Works Clearinghouse intervention report: A summary of findings from a systematic review of evidence: First year experience courses*. <https://ies.ed.gov/ncee/wwc/InterventionReport/662>**

The What Works Clearinghouse (WWC) studied the effectiveness of *first year experience courses* using four studies involving a total of 12,091 freshman college students from four different colleges in the United States (U.S. Department of Education, 2016). The four studies used for this report used quasi-experimental design standards meeting the requirements set by the WWC. According to the findings of this report, first year experience courses have a positive effect on freshman college students, increasing the likelihood of their returning to the institution after their first year due to increased awareness of campus resources, cultural diversity, and improved time management, study skills, and social development (U.S. Department of Education, 2016). Those who substantially benefit from first year experience courses are special and underserved populations of students, including those who receive financial aid assistance and first-generation students, as well as underprepared students.

- **Sewell, C. J. P., & Goings, R. B. (2019). Navigating the gifted bubble: Black adults reflecting on their transition experiences in NYC gifted programs. *Roeper Review: A Journal on Gifted Education*, 41(1), 20–34. DOI:10.1080/02783193.2018.1553218**

In their 2019 research study, Sewell and Goings discuss the pressures that Black gifted students face throughout their K-12 academic careers and into college. Historically, it has been postulated that the traditional forms of testing into GT programs is skewed in favor for white students and should be traded in for nontraditional, culturally responsive strategies to identify underserved GT students, such as implementation of nonverbal assessments. Sewell and Goings (2019) suggest from their findings that programs like Prep for Prep can help Black gifted students with the transition beyond high school into college. It was found that peer mentors of similar backgrounds and interests provided a supportive space for students to excel through their GT programs in high school. The study also revealed that a critical component of a successful transition for underserved GT students into college is an open line of communication between the schools and families of the GT student (Sewell & Goings, 2019).

- **Jacobs, J. K. & Eckert, R. D. (2017). Providing programs and services for gifted students at the secondary level. *Designing Services and Programs for High-Ability Learners: A Guidebook for Gifted Education* (pp. 101-121). National Association for Gifted Children & Corwin. <https://dx.doi.org/10.4135/9781506343440.n9>**

In their paper, Jacobs and Eckert discuss how GT students, like their peers, search for their purpose and identity as they deal with physical and cognitive changes and progress through their secondary school years (2017). The environment in which GT students experience their school community has a considerable impact on their ability to pursue their interests and develop their talents. Certain measures can be taken to ensure the full development of GT students' potential, such as providing curricular offerings and adaptations, social and emotional supports, transition planning and multiple pathways, flexibility and responsiveness to individual needs, and integrated professional development opportunities for teachers and staff (Jacobs & Eckert, 2017). Transitional supports offered by some colleges and universities, such as the University of Iowa's Belin-Blank Center and Mary Baldwin College, consisting of common schedules, weekly

seminars, meetings with counselors, and cohort activities, are used to help support GT students during their transition from high school to college (Jacobs & Eckert, 2017).

- **Desmet, O. A., & Pereira, N. (2022). The achievement motivation enhancement curriculum: Evaluating an affective intervention for gifted students. *Journal of Advanced Academics*, 33(1), 129–153. <https://doi.org/10.1177/1932202X211057424>**

This qualitative pilot study concluded that the improved self-perceptions of underachieving GT students was achieved by the Achievement Motivation Enhancement (AME) curriculum. The AME curriculum is an affective intervention implemented during a summer enrichment program for GT students from grades 7 through 12 and was intended to improve students' academic self-perceptions, goal-valuation, self-directed learning, positive self-talk, and self-regulation through learning motivation-related skills. The pilot study was composed of mostly underserved students who participated in the summer enrichment program, with one-third of these students participating in the study receiving financial aid for the summer program. Findings indicate the curriculum was successfully implemented within the summer program, especially for the self-monitoring and goal setting strategies learned. In addition, most of the students (65%) expressed that they benefited from small group discussions among their peers, discussing their personal experiences (Demet & Pereira, 2022). Results from this study strongly suggest that small group affective interventions are especially beneficial in the academic self-perceptions of underserved GT students.

Implementing Networked Improvement Communities (NICs)

FAUS teachers will engage in a Networked Improvement Community focused on diversity, equity, inclusion, and accessibility (DEIA). Teachers will take a course on research and will have the opportunity to apply for funding of a research project focused on equity. They will then share

results with the larger community in order to facilitate program-wide change. Research shows that Networked Improvement Communities are effective in transforming instructional practice.

- **Feygin, A., Nolan, L., Hickling, A., & Friedman, L. (2020). *Evidence for networked improvement communities*. American Institutes for Research.**
<https://www.air.org/sites/default/files/2021-06/NIC-Systematic-Review-Report-123019-Jan-2020.pdf>

This is a systematic review of literature surrounding the implementation and outcomes of networked improvement communities (NICs) in education. Seven studies on NIC implementation and the impact of NICs on student outcomes were found using a comprehensive four-phase process during a systematic research review: 1) literature review, 2) abstract screening, 3) full-text screening, 4) data extraction and coding. Findings in this research review show that implementation of NICs improved feedback for new teachers to improve retention within six schools in a large urban district, academic and social-emotional learning for students in three high schools in Florida and three high schools in Texas, and academic perseverance of middle school students in three middle schools in California. Research findings on NIC impacts on student outcomes improved the developmental math success in a study covering 19 colleges across five states, another study on students in 21 colleges across seven states, and a study covering 14 colleges around eight states, in addition to an improvement in the quality of mathematics instruction found within a study conducted within seven schools in a rural community in New Zealand. Teachers in NICs are more easily able to work with their peers to identify a problem, develop a plan, and implement a solution while monitoring ongoing data and evidence of success through regular meetings (Feygin et al., 2020).

Diversifying the Teacher Workforce

STRIDE will enact a five-year plan to recruit and retain a diverse teacher workforce. Research indicates that demographic congruence between teachers and students can lead to more positive

outcomes for underserved students.

- **Fox, L. (2016). *Seeing potential: The effects of student–teacher demographic congruence on teacher expectations and recommendations*. AERA Open. <https://doi.org/10.1177/2332858415623758>**

In this research article, Fox (2016) presents evidence based on a quasi-experimental research study in which all subject-invariant traits were conditioned specifically to each student included in the research. The findings show that Black students differentially benefit from teacher race congruence for their expectations for students' postsecondary attainment and teacher recommendations for advanced courses. Findings were based on evidence gathered from the Educational Longitudinal Study of 2002 (ELS:02), consisting of a sample of 10th graders that was used to monitor the transition of students from high school into postsecondary education and/or work.

Appendix C: Private School Outreach

March 7, 2022

Dear Principal,

Florida Atlantic University Schools (FAUS) is applying for a Jacob K. Javits Gifted and Talented Students Education Program grant. The focus of the proposal is to identify talent in middle school students who are underserved and provide these students summer experiences to increase their awareness of options and accessibility to an early college model in high school.

FAUS prepares students academically and provides support for these students as they transition from middle school into high school. FAU High School is an early college model whereby students have the opportunity to earn college credit tuition-free, fully transition onto the college campus in tenth grade, and graduate simultaneously with a high school diploma and college degree. Identifying talented and motivated underserved middle school students for this early college high school model is a key objective to this grant proposal.

If FAUS secures the grant, we will be offering the following opportunities for both students and teachers:

- Professional learning in non-traditional talent spotting for middle school teachers in grades six and seven.
- Gifted Endorsement modules for middle school teachers through the Stiles-Nicholson STEM Teacher Academy.
- Summer camp through The Cane Institute for underserved middle school students who have been talent spotted by teachers who attended the professional learning on talent spotting.

If you are interested in participating in this opportunity, please email [REDACTED] March 25 at noon.

Sincerely,

Local Private Schools

Grandview Preparatory School
336 Northwest Spanish River Boulevard, Boca Raton, FL 33431

Saint Jude Catholic School
21689 Toledo Rd., Boca Raton, FL 33433

Donna Klein Jewish Academy
9701 Donna Klein Blvd, Boca Raton, FL 33428

Torah Academy of Boca Raton South Campus
3881 NW 3rd Ave, Boca Raton, FL 33431

Boca Christian
470 NW 4th Ave, Boca Raton, FL 33432

Spanish River Christian School
2400 NW 51st St, Boca Raton, FL 33431

Advent Lutheran School
300 Yamato Rd, Boca Raton, FL 33431

In Search of a Perfect Admission Process

Appendix D Admission Process Study Findings
Agnes Timar

Assistant Professor at A.D. Henderson University School/ FAU High School



Research Question

- It is crucial to select students that are ready to enter college 3 years earlier than the regular college population.
- Lack of academic success creates negative academic and emotional experiences for the student, his/her family, the teacher(s) and administration.
- Two-fold purpose:
 - Predict the likelihood of success in college.
 - Help young students identify the requirements and qualities they would need to possess in order to be successful in an environment with older students.

How will developing an admission scoring instrument ensure that students admitted to FAUHS will be successful in their first year of study (9th grade) as measured by their first Quarter GPA?

Literature Review

This research question was supported by the following themes in research on this topic:

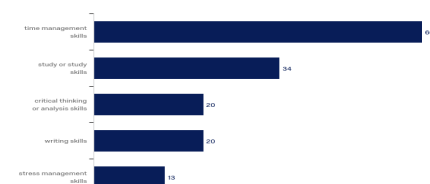
- GPA is still the best predictor, but non-academic measures are best for identifying outliers (Beattie, Laliberté, & Oreopoulos, 2018).
- The early college entrance model works and can be replicated in other schools. High school students are generally successful in a college environment (Halvorsen, Hertzog, & Childers, 2013).
- The admission system must change, but there are currently no alternatives to the prevailing system (Holmes, 2015).
- The development of new, more direct measures of a broad range of important skills (e.g., ethical reasoning, cultural competence) that have been articulated as important higher education outcomes is urgently needed (Stemler, 2012).

References

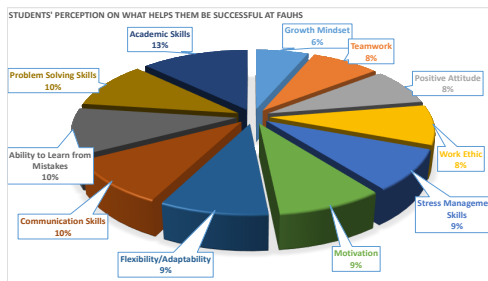
- Beattie, G., Laliberté, J. P., & Oreopoulos, P. (2018). Thrivers and divers: Using non-academic measures to predict college success and failure. *Economics Of Education Review*, 62(170-182).
- Halvorsen, M., Hertzog, N., & Childers, S. A. (2013, Jul). University of Washington Transition School: College Preparation and Teaching for Transformation. *Gifted Child Today*, 36(3), p187-192.
- Holmes, D. (2015). Overdue Revolution: Character Strengths in the Admission Equation. *Journal of College Admission*, (227), 46-51.
- Stemler, S. E. (2012). What Should University Admissions Tests Predict?. *Educational Psychologist*, 47(1), 5-17.

Research Design

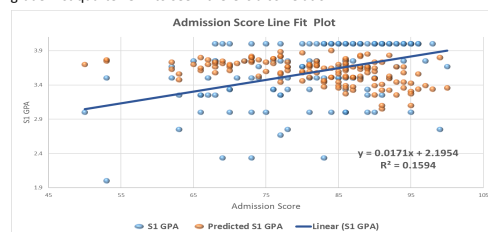
I wish that my previous school (middle school) had taught the following skills to prepare me better for FAUHS. Please list all the skills that you should have been taught.



Qualitative Data: Qualtrics survey students' perceptions about success, strengths and weaknesses, skills that are important to be successful at FAUHS, and whether students' middle schools prepared them for FAUHS



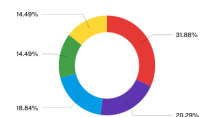
Quantitative Data: created an admission algorithm that took students admission data into consideration. Compared admission score to students' 9th grade first quarter GPA to see if there is a correlation.



Acknowledgment

I would like to thank the Javits Award # S206A220009 Students, Faculty, Staff and Administration of A.D. Henderson University School / FAUHS

Findings



■ Workload is Easier than I Thought
 ■ Students are Nicer than I Thought
 ■ No I Expected
 ■ Harder than I Thought

Comparing Semester grades:

- Students' average Semester 1 GPA increased by 6% from 2017.
- Over one third of our students have a 4.00 GPA.
- Results of a 2-tailed t-test were significant ($t(276) = 3.731, p < .001$), indicating that students' GPAs were higher in the Fall 2018 sample than in the Fall 2017 sample.




Student Success Survey Results:

- It is evident from the survey results that students equate success with their grades.
 - Survey results in September and then in December show that over 94% of students feel successful at FAUHS.
 - 32 % of the students found FAUHS easier than they thought.
 - Students' identified procrastination as the largest obstacle to success at FAUHS.
 - Well rounded students are most successful at FAUHS.
 - Students know what to expect at FAUHS (Website, Open Houses are adequate).
 - Schools can help students' success by offering Time Management, Study Skills, Critical Thinking Skills and Writing Skills.
- Limitations:
- Ceiling effect from GPA
 - Still refining the interview process (questions)
 - Only fall semester grades for 2018-2019 school year

Implications

- The predictive model is inadequate to account for academic outliers.
- Several other factors improved in our school that affected students' success. For example, the social emotional component, The Steps 2 Success class, and powerful open houses / informational sessions had a positive impact.
- Developing an admission instrument that is effective in evaluating students' success in special school environments or at a university is vital and must be further researched.
- Developing a longitudinal study to follow students throughout 9th grade and then at Florida Atlantic University is important.
- It is essential to create a predictive model that uses a broad variety of qualitative and quantitative data.

Appendix E: EDI ASSESSMENT FRAMEWORK: ASSESSING THE LIKELIHOOD OF SUCCESS

Implementation Element	Key Questions	Ratings	
		Red (weak)	Green (strong)
Quality of planning 	<ul style="list-style-type: none"> ■ Is it clear how (and how much) this strategy connects to our larger goal/outcomes? ■ Have we identified a key person and team responsible for leading the strategy and ensuring success? ■ Is the strategy guided by a plan (possibly as part of a larger plan) that is widely understood and has clear implementation milestones, measures of progress, risk mitigation strategies, and identification of resources? ■ Is the plan used to drive the day-to-day work of implementation? 	<ul style="list-style-type: none"> ■ The strategy and its associated goal are not clearly linked or may be working in conflict ■ We have no clear accountability for this strategy ■ We have no plan, or we have a plan that falls short in several ways: <ul style="list-style-type: none"> — No milestones or measures — No connection made to the goal — No analysis of risks or necessary resources ■ Plan does not reflect the current reality of the work 	<ul style="list-style-type: none"> ■ We can articulate a plausible case for how this strategy will have an impact on the goal ■ There is a clear leader and team who are held accountable for the success of this strategy ■ There is a plan for the strategy that clearly states milestones, measures of progress, analysis of risks, and identification of necessary resources ■ The team uses the plan to drive its ongoing work and monitor progress
Capacity to drive progress 	<ul style="list-style-type: none"> ■ Have we specified the roles that everyone will need to play – at the district, school, and classroom levels – in order for the strategy to have real impact on the goal? ■ How well are we engaging with these actors to build capacity? How willing and able are they to play their roles right now? ■ Do those responsible for implementation have the necessary time, resources, skills, and support to do so effectively? 	<ul style="list-style-type: none"> ■ We do not have a clear sense of who will need to do what in order for the strategy to be successful ■ We do not have a clear sense of what it will take to reach the field at scale; our engagement with the field is sporadic and based on the hope that we will somehow reach a critical mass of people ■ Those responsible for implementation are lacking the necessary time, skills, or support to implement effectively 	<ul style="list-style-type: none"> ■ We have identified the specific individuals at every level critical to the strategy's success and the role each will have to play to implement the strategy at scale ■ Most of these critical individuals have sufficient capacity and buy-in, and we are working to actively build capacity and support where necessary ■ We have identified the necessary time, resources, skills, and support for successful implementation and are working to ensure these exist
Evidence of implementation progress 	<ul style="list-style-type: none"> ■ What evidence do we have that to show that the strategy is working as intended and that it will have an impact on the goal? ■ Do we use the evidence to make mid-course corrections as needed? ■ What do the latest data say about our progress on this strategy (e.g. milestones, process metrics)? What do the latest data say about our progress on the goal itself (e.g. outcome metrics)? 	<ul style="list-style-type: none"> ■ We do not consistently collect or use evidence on this strategy, or our evidence is limited to the data on the goal (outcome metrics without process metrics) ■ We may review some data, but we do not use it to drive changes to our implementation efforts ■ To the extent we have any kind of evidence, the data are stagnant or moving in the wrong direction 	<ul style="list-style-type: none"> ■ We collect and review relevant evidence as soon as it is available; this includes both process metrics and milestones, which indicate quality of implementation, and outcome metrics, which indicate progress on the goal ■ When necessary, evidence collected results in mid-course corrections ■ Data on process metrics are improving; where available, data on outcomes/goals are also improving
LIKELIHOOD OF SUCCESS (Red, Amber-Red, Amber-Green, Green): Given current state and judgments above, how likely are you to successfully implement this strategy?			

Molly Rose Adam, Ph.D.**EDUCATION**

- Florida Atlantic University**, Boca Raton, FL December 2021
 Doctor of Philosophy in Educational Leadership and Research Methodology, Higher Education Leadership
- GPA 4.0/4.0
- University of Dayton**, Dayton, OH May 2013
 Master of Science in Education and Allied Professions, College Student Personnel
- GPA 3.9/4.0
- Mount St. Joseph University**, Cincinnati, OH May 2011
 Bachelor of Arts in Communication Studies | Minor in Business Administration
- GPA 3.9/4.0

SCHOLARLY RESEARCH

Overcommitment in FAU High School Students

Florida Atlantic University, Research Communities of Practice August 2021-May 2022

RQ1: How do FAU High School students define overcommitment?

- Conduct action-research study designed to elicit the stories of overcommitted FAU High School students
- Present study results to panel of faculty, staff, and peers in preparation for conference presentation

A Grounded Theory of Overcommitment in College Students

Florida Atlantic University, Dissertation, Advisor: Dr. Jennifer Bloom Fall 2017-December 2021

RQ1: How do full-time undergraduate students define overcommitment?

- Conducted qualitative grounded theory study designed to elicit the stories of overcommitted undergraduates
- Developed themes to create the Undergraduate Student Overcommitment Model and answer the remaining sub-questions about identification, challenges, benefits, and social supports/strategies of overcommitment
- New definition of undergraduate student overcommitment: A motivation cycle fueled by a high need of approval from self and others, that involves making excessive commitments in hopes of obtaining delayed rewards, that can result in a lack of basic self-care

The Impact of Advisors on Student Organizations

University of Dayton, Master's Scholarly Project, Advisor: Dr. Nasser Razek Fall 2012-Spring 2013

- Investigated the impact of student organization advisors on organizational success, based on the expectations set by the Council for the Advancement of Standards in Higher Education (2012)
- Researched the differences in the perception of an advisor's involvement from the perspective of advisors and student organization presidents
- Researched the correlation between advisor involvement and student organization president's perception of organizational success

You've Gotta Disconnect: What the Internet is Doing to Your Brain

Mount St. Joseph University, Senior Capstone, Advisor: Dr. Robert Bodle Spring 2011

- Conducted comprehensive literature review and analysis of internet addiction and how constant connection to technology affects the human brain

HIGHER EDUCATION EXPERIENCE

Florida Atlantic University High School – Boca Raton and Florida Atlantic University High School – Jupiter, in Partnership with Max Planck Academy, Florida Atlantic University, Boca Raton & Jupiter, FL September 2014-Present

Florida Atlantic University High School – Boca Raton Campus and Florida Atlantic University High School – Jupiter Campus, in Partnership with Max Planck Academy are a one-of-a-kind highly competitive and rigorous dual-enrollment and research-intensive programs. Our students are fully dual-enrolled from tenth/eleventh to twelfth grade taking University courses to fulfill high school and university requirements. Most of our students graduate high school with 70-100 college credits (and some students graduate with their bachelor's degree at the time of high school graduation).

Associate Director of FAU High School April 2020-Present

- Lead FAU High School – Jupiter Campus, in Partnership with Max Planck Academy; including daily operations, safety, enrollment, discipline, strategic decision-making, and any other high school planning/issues
- Coordinate strategic efforts between campus and community partners; including Wilkes Honors College, Max Planck Florida Institute for Neuroscience, Jupiter Medical, Loggerhead Marinelife Center, Scripps Research, etc.
- Develop and direct all major high school events; including graduation, student ceremonies, senior capstone, etc.
- Create new and innovative programs and initiatives (e.g., new concentration tracks, senior capstone, research abroad, immersion activities, course-based undergraduate research experiences, data science lab space, etc.)
- Serve on College of Medicine M.D. Pathways Committee, Wilkes Honors College Think Tank, and Wilkes Honors College Faculty Interview Committees
- Direct all admission, orientation, and onboarding processes for FAU High School (both campuses/programs)
- Supervise the daily operations of the Academic Advising Coach, including projects, evaluations, time-off, and professional development

Assistant Director of Student Affairs January 2018-April 2020

- Served on leadership team of FAU High School; including daily operations, safety, feedback, enrollment, discipline, strategic decision-making, and any other high school planning/issues
- Developed and directed major high school events; including graduation, student ceremonies, special events, etc.
- Directed the overall implementation of FAU High School's marketing and recruiting plan, including communication with schools and districts, materials/giveaways, development and support, website development support, school counselor lunches, prospective student open houses, parent open houses, and more
- Served on the Safety Committee and Critical Response Team, implementing feedback from all A.D. Henderson/FAU High School parties to make the campus a safer environment and responding to all emergencies (real or perceived)
- Designed and presented weekly data/assessment feedback to upper administration, analyzing FAU High School student progress, admission data, program implementation, and any other important topics
- Organized Honors Scholar Program; including academic honors, research, creative works, STEM, and more
- Created innovative research immersion trips; including research abroad, H2O to Go! Institutes, shark tagging, sea turtle release, simulation labs, anatomy labs, etc.
- Supervised the daily operations of the Admissions and Enrollment Management Coordinator, including projects, evaluations, time-off, and professional development
- Established and create international education opportunities in conjunction with FAU's Education Abroad Office
- Ensured the discipline process is executed fairly by editing procedures and serving on the discipline review team

Associate Director of Guidance September 2015-December 2017

- Managed the recruitment, interview process, and admission selection for all incoming FAU High School students
- Created and directed 4 types of new student orientation programs for all incoming students and families; including creating schedules, selecting and training 60+ orientation leaders, and coordinating all logical aspects of orientation
- Hosted student and parent workshops on various topics; including academic advising, résumés, transitioning from high school to college, and the University Honors Program
- Served as the Student Government Association advisor, coordinating all aspects of Halloween Horror Nights, Field Day, Finals Study Parties, Movie and Gaming Nights, Grad Bash, Prom, Winter Formal, Talent Show, and more

Academic Advisor

September 2014-September 2015

- Advised 530+ high-achieving students on high school and university core-curriculum requirements
- Coordinated the recruitment, admission selection, advising, and academic progress of 90+ FAU High School students in the Florida Atlantic University Honors Program
- Facilitated student success meetings with students in academic distress and on academic probation
- Developed and managed content for the FAU High School Advisor's Corner in BlackBoard; including advising resources, campus resources, financial aid and scholarships, peer mentors, PSAT/ACT/SAT prep, résumé resources, student organizations, summer internships, undergraduate research, volunteer opportunities, and more

University Advising Services, Florida Atlantic University, Boca Raton, FL

January 2014-September 2014

Coordinator of Academic Programs (Academic Advisor)

- Advised first and second year students on core-curriculum, in one-on-one sessions using Appreciative Advising
- Created a two-year long program, called Owl Nation Exploration (ONE), for exploratory (undecided) students to discover personal values, academic interests, and career goals
- Guided and advised students in academic trouble (warning, probation, suspension, and dismissal) through the Academic and Career Enhancement for Second-Year Students Program (AcCESS)
- Supervised, managed, and provided professional development for 3 Peer Associates (student employees)
- Approved 250+ incoming student Online Advising and Resource System (OARS) forms
- Presented at 10+ incoming first-year student orientations about being an exploratory/undecided student
- Served as the liaison and UAS representative for the Career Development Center, local Florida high schools, all exploratory students, and dual-enrollment students

The National Society of Leadership and Success, Miami University Hamilton, Hamilton, OH

August 2013-January 2014

Sigma Alpha Pi Chapter Advisor

- Established new Sigma Alpha Pi chapter at Miami University Hamilton
- Served as the lead advisor for Sigma Alpha Pi by coordinating and overseeing all aspects of chapter responsibilities
- Acted as a liaison between the National Society and Miami University Hamilton's chapter

Office of Student Activities and Orientation, Miami University Hamilton, Hamilton, OH

June 2013-August 2013

Acting Director of Student Activities and Orientation

- Provided leadership and supervision in the planning, coordination, evaluation, and execution for 12 Student Orientation, Advising, and Registration (SOAR) programs, impacting all new students
- Supervised 1 part-time program associate, 3 orientation coordinators, and 22 orientation leaders
- Managed and oversaw budgets for the Office of Student Activities, Orientation, and Campus Activities Committee
- Served as the advisor for Campus Activities Committee, planning and coordinating 15+ student events
- Planned annual Welcome Weeks and Fall Fest (campus fair) events
- Assisted 20+ student organizations in the recognition and registration process, compliance with University and campus regulations, membership recruitment, program planning and assessment, and promotional efforts
- Communicated daily with campus offices in efforts to confirm details, problem solve, and help individual students

Office of Academic Advising and Retention Services, Miami University, Hamilton, OH

August 2012-January 2014

Academic Advisor

- Advised all student populations (including transfer students) on academic, career, and personal goals while identifying options appropriate for each student; including possible outcomes, in one-on-one 45 minute sessions
- Coordinated all academic advising aspects for campus orientation programs; including student placement scores, grouping students, recruiting and training faculty advisors, and serving as day-of advising representative
- Guided students through the academic petitioning process, outlining steps and required documentation
- Supervised, managed, and provided professional development for 7 Peer Associates (student employees)
- Facilitated Academic Recovery Plans with probation/at-risk students and offer multiple resources for future success
- Represented academic advising for Admission and Financial Aid visitation programs for prospective students
- Planned semi-annual Dean's and President's List Reception for 400+ students and 30+ faculty and staff

Office of Career Services, University of Dayton, Dayton, OH

January 2012-August 2012

Career Services Graduate Intern

- Conducted one-on-one résumé and cover letter development and critique sessions with students and alumni
- Coordinated aspects of semi-annual career fairs and résumé review days
- Presented educational sessions: writing a résumé, preparing for an interview, and the uses of LinkedIn

Office of Student Life & Kennedy Union, University of Dayton, Dayton, OH

August 2011-May 2013

Student Life Graduate Assistant

- Advised 23 student leaders of Dance Marathon on all operations and management of the organization to reach highest potential success, fundraised over [REDACTED] for Dayton Children's Hospital
- Approved all Risk Class 1 events requested by 200+ student organizations
- Developed and published annual student organization guidebook and monthly newsletter sent to 220+ student organizations and advisors
- Served on the Graduate Assistant Development Committee and Graduate Assistant Selection Sub-Committee, arranging and organizing all aspects of annual graduate assistant candidate social and candidate interview day
- Helped train and develop assessment for 80+ student employees every semester to enhance the student employment experience and make it a high-impact practice
- Facilitated Event Management Training (EMT) for student organizations, educating student leaders on risk management and bystander intervention
- Planned annual Up The Orgs event for 220+ student organizations and 40+ vendors for over 1,200 students

Office of Marketing & Communications, Mount St. Joseph University, Cincinnati, OH

May 2010-June 2011

Marketing and Communications Co-op

- Executed writing assignments; including press releases, college profiles, newsletters, and magazine articles on a weekly basis and created and maintained a list of media contacts of print/television/radio/social media
- Participated on the Critical Communications Team, alerting the campus community in the event of an emergency
- Managed content strategy of social media efforts for the College
- Researched promotional materials for recruitment and fundraising purposes to reach the targeted audiences
- Organized six College vs. University Discussion focus groups and captured data to formulate suggestions for the President's Cabinet to change the institution's name
- Constructed and edited new web pages for college information, events, and programs

Office of Admission, Mount St. Joseph University, Cincinnati, OH

May 2009-July 2010

Admission Co-op

- Coordinated all prospective student and family visits; including one-on-one sessions with faculty/staff/departments
- Planned and facilitated Campus Ambassador training; including revamping the Campus Ambassador handbook
- Supervised and managed a Campus Ambassador staff of 60+ student volunteers
- Scheduled Campus Ambassadors for all daily tours and special events
- Recruited, interviewed, and selected all potential Campus Ambassadors

COMMUNITY SERVICE & VOLUNTEERISM

- | | |
|---|--------------|
| • Benevolent and Protective Order of Elks of the United States of America, Jupiter Elks, Member | 2020-Present |
| • MATE-ROV Florida Regional, Marine Advanced Technology Education, Volunteer Scuba Diver | 2019 |
| • Deerfield Beach Annual Pier Clean-Up, Dixie Divers, Volunteer Scuba Diver | 2018 |
| • Undergraduate Research Symposium, FAU, Poster Judge | 2017 |
| • Therapy Dog Handler, Therapy Dogs International, Dog Handler | 2016-2020 |
| • Alumni Board, Mount St. Joseph University, Secretary | 2011-2013 |

TEACHING EXPERIENCE

Directed Independent Research: Senior Capstone, Co-Creator/Co-Instructor Spring 2022

Educational Leadership & Research Methodology, Florida Atlantic University, Boca Raton, FL

- Co-create senior research capstone course to assist students in scientific communication
- Prepare 24 students for presenting posters and/or scientific talks for VIPs, Faculty, Staff, Donors, Mentors, etc.

Field Research in the Gálapagos, Co-Creator/Co-Instructor Summer 2019

Educational Leadership & Research Methodology, Florida Atlantic University, Boca Raton, FL

- Co-created field research experience course in partnership with Florida Atlantic University and the Universidad San Francisco de Quito, allowing FAU High School students to study and conduct research abroad, which had never been approved before
- Supported 8 students in an observational sea lion research project, including literature review and analysis, observational data collection, data compilation and analysis, manuscript writing, and publication

High School to University Transition Course, Instructor Fall 2017 and Fall 2018

Counselor Education, Florida Atlantic University, Boca Raton, FL

- Coordinated all aspects of the course; including content, guest speakers, room reservations, textbooks, etc.
- Instructed 160 students on high school to university transition topics, business etiquette, and university resources
- Created and maintain online Canvas course content for students

Honors Introduction to Academic Life, Instructor Fall 2015 and Fall 2016

University Honors Program, Florida Atlantic University, Boca Raton, FL

- Instructed honors curriculum bi-weekly for 22 University Honors Program students, exploring topics such as time management, study skills, college culture, expectations, graduate schools, writing scholarly work, and more

Learning Strategies and Human Development, Instructor Fall 2014

Freshman Programs, Florida Atlantic University, Boca Raton, FL

- Instructed and facilitated curriculum bi-weekly for 25 Freshmen Learning Community students in the EXPLORE community, helping them adjust to college rigor, campus life, resources, possible careers, and more
- Conducted course in alignment with the common elements required of the course, while tailoring all lesson plans, tests, quizzes, presentations, guest speakers, and activities to exploratory (undecided) students

Appreciative Advising, Co-Instructor Fall 2013, Spring 2014, Fall 2014, and Summer 2015

Continuing Education, University of South Carolina, Columbia, SC

- Co-instructed online Appreciative Advising course for 20+ higher education professionals
- Facilitated class discussions on the six phases of Appreciative Advising and its application to the field
- Graded student forum postings, mid-term papers, and final projects

The University and The Student, Instructor Spring 2013 and Fall 2013

Miami University Hamilton, Hamilton, OH

- Taught and facilitated curriculum delivery bi-weekly to help 10 students understand how the university operates and how resources can be used to develop their educational goals
- Administered assignments and evaluations and analyze students' individual performance

Business Marketing, Instructor Summer 2011

Office of Upward Bound Program, Mount St. Joseph University, Cincinnati, OH

- Created the course "Starting Your Own Business," which included creating a syllabus, worksheets, PowerPoint presentations, and other materials needed for the course
- Taught two sessions of the course to 30+ students, administered project/homework plans and revised syllabus as appropriate to meet changing needs and requirements of the course

RESEARCH & CULTURAL IMMERSION EXPERIENCE

Peru: Land of the Inca, Co-Group Leader Summer 2022
EF Tours, Educational Tours

- Responsible for the safety of 50 students for nine days while traveling to, around, and from Peru
- Accompany student group at all times, including meals and sightseeing excursions

Field Research in the Gálapagos, Co-Creator /Co-Group Instructor Summer 2019
Office of Education Abroad, Florida Atlantic University, Boca Raton, FL

- Responsible for the safety of 8 students for ten days while traveling to, around, and from Ecuador and the Gálapagos Islands for an immersive field-research experience
- Served as the lead safety and security designee, the individual responsible for providing 24/7 onsite support and liaising with Education Abroad in real or perceived emergencies or incidents abroad

Adventure in Spain, Co-Group Leader Summer 2018
EF Tours, Educational Tours

- Responsible for the safety of 35 students for nine days while traveling to, around, and from Spain
- Accompany student group at all times, including meals and sightseeing excursions

Japan: Land of the Rising Sun, Co-Group Leader Summer 2017
EF Tours, Educational Tours

- Responsible for the safety of 17 students for nine days while traveling to, around, and from Japan
- Accompany student group at all times, including meals and sightseeing excursions

H2O to Go! RISE, Connections, Restorations, and Innovations Summers 2015-Present
Pine Jog Environmental Education Center, Florida Atlantic University, West Palm Beach, FL

FAU Pine Jog partnered to create weeklong, residential programs focusing on research and field studies being conducted in the Florida Ecosystems. Students learned about the research process, worked with research scientists, and developed an understanding of the interconnectedness of South Florida Water Systems and the environmental issues facing them.

- Serve as the lead FAU High School representative for all H2O to Go! Institutes; including attending the Institutes
- Coordinate all enrollments, recruiting students, and answering all parent/student emails and calls

Tijuana, Mexico BreakOut Trip, Leader September 2012-January 2013
Campus Ministry, University of Dayton, Dayton, OH

- Accountable for a group of 8 students while traveling to, around, and from Tijuana, Mexico
- Facilitated daily reflection and discussion with students on cultural immersion experiences
- Coordinated all pre and post trip group meetings: team builders, presentations, trip preparations, and reflections

Summary of Cultural Immersion and Tourism 2011-Present

- Austria • Bahamas • Canada • Cayman Islands • Dominican Republic • Ecuador • France • Germany • Great Britain •
- Haiti • Iceland • Japan • Mexico • Peru • Puerto Rico • Spain • United States of America • Virgin Islands •

PEER REVIEWS

Florida Educational Research Association (FERA), Editorial Board Member November 2021-Present
Florida Atlantic University Undergraduate Research Journal (FAURJ), 1 article review August 2021-Present
Community College Journal of Research and Practice (CCJRP), 3 article reviews July 2020-Present

PUBLICATIONS

Adam, M. (2021). A grounded theory of overcommitment in college students. *The Journal of Higher Education*. In preparation.

Yu, B., Hernandez, D., Hudspeth, C., Levine, D., John, Z., Higgs, A., Tallapaneni, M., Frost, E., Adam, M., Meredith, T. (2019). Examining the impact of human beach use on Galapagos sea lion behavior. *Journal of Science and Conservation in the Galapagos Islands*. In review.

CERTIFICATIONS

EpiPen Training, EpiPen	August 2020, August 2021
Bloodborne Pathogens Awareness, Skillsoft	August 2020, August 2021
Mental Health First Aid Certification, National Council for Behavioral Health	September 2013, August 2021
Kognito At-Risk for Students (Suicide Prevention), Florida Atlantic University	March 2019, December 2020, August 2021
First Aid and CPR, Emergency First Response	October 2018, July 2021
Stony Coral Tissue Loss Disease Level II Observer, University of Florida	April 2021
Social & Behavioral Research Investigators, Collaborative Institutional Training Initiative	August 2017, June 2020
Responsible Conduct of Research (RCR), Collaborative Institutional Training Initiative	June 2020
Interactive First Aid - Stop the Bleed, Mobilize Rescue Systems	October 2019
Open Water Diver, Professional Association of Diving Instructors (PADI)	May 2017
Certified Appreciative Advisor, University of South Carolina	October 2013
Watercraft License, National Association of State Boating Law Administration	April 2013

PROFESSIONAL PRESENTATIONS

- Grounded Theory of Overcommitment in Undergraduate College Students, FERA Conference November 2021
- Grounded Theory of Overcommitment in Undergraduate College Students, FAU COE Symposium March 2020
- Creating Immersion & Research Experiences to Excite Student Curiosity, FAUS Drive-In Conference August 2017
- Building a Comprehensive New Student Orientation, FAUS Drive-In Conference August 2016
- Academic Advising for Student Success, FAUS Drive-In Conference August 2016
- Passport to Student Success Conference, FAU Passport Conference August 2014
- Utilizing Appreciative Advising for Special Populations, NACADA National Conference October 2012

CONFERENCE/TRAINING ATTENDANCE & PROFESSIONAL AFFILIATIONS

- Florida Educational Research Association (FERA) 2021
- Disney Institute 2021
- Florida Atlantic University Undergraduate Research Symposium 2015, 2016, 2017, 2018, 2019, 2020
- Association for the Study of Higher Education (ASHE) Conference 2018
- International Society for Technology in Education Conference (ITSE) 2017
- Florida Atlantic University Schools Drive-In Conference 2016, 2017
- Appreciative Advising Institute 2013
- National Academic Advising Association (NACADA) National Conference 2012, 2013
- Association of College Unions International (ACUI) 2012, 2013
- Ohio College Personnel Association (OCPA) 2012, 2013
- IMPACT Conference 2012
- Southern Ohio Council for Higher Education (SOCHE) Conference 2011, 2012
- National Association of Campus Activities (NACA) Conference 2008, 2009, 2010

AFFILIATE FACULTY APPOINTMENTS

Honors College, FAU Harriet L. Wilkes Honors College	December 2021-Present
Educational Leadership and Research Methodology, FAU College of Education	May 2019-Present
Counselor Education, FAU College of Education	June 2017-Present

ACCOLADES

College of Education Outstanding Dissertation of the Year (Nominee), Florida Atlantic University	January 2022
Edu. Lead. & Research Meth. Outstanding Dissertation of the Year (Winner), Florida Atlantic University	December 2021
Student Support and Engagement Award (Nominee), University of Dayton	April 2012
Communication Studies Student of the Year (Winner), Mount St. Joseph University	May 2011
Outstanding Co-op Student of the Year (Nominee), Mount St. Joseph University	April 2011

Elisa Calabrese, Ed.D.

Email: [REDACTED]

Experience

2017 – present	Project Director, Javits Gifted and Talented Grant A.D. Henderson/Florida Atlantic University High School; U.S. Department of Education Initiative
2016 – 2020	Independent Consultant (Miami-Dade County Public Schools, The New Teacher Center, Broward College, FAU High School, and Search Inc. (NYC) BERA Solutions, LLC
2012 – 2016	Chief Officer, Talent Development Broward County Public Schools (BCPS), Florida
2010 – 2012	Assistant Superintendent, Human Resource Development: Professional Learning and Continuing Education, BCPS, Florida
2002 – 2010	Grant Development Specialist and Director Teaching and Leadership Center at Florida Atlantic University
1987 – 2002	Secondary School-Based Administration, District Office Administration, and Secondary Teacher Broward County Public School and Miami-Dade County Public Schools

Key Contributions: Executive Leadership and Strategy

Chief Talent Development Officer and Assistant Superintendent of the sixth largest urban school district in the United States.

As Chief Officer on the Superintendent's Cabinet, served as a strategic member of a nine-person executive leadership and advisory team, a direct report to the Superintendent to transform public education and organizational effectiveness.

Accountable for providing leadership and direction for the organization's talent strategy for induction, development and management initiatives, and systems to advance the school district's goal for acquiring, developing, evaluating and retaining top talent for the organization and specifically for educator development and effectiveness initiatives.

Executed value proposition communication plan to build funding basis for innovative talent development, growth programs and services totaling over [REDACTED] to transform educator quality initiatives for induction and ongoing development and advancement.

Authored and launched a comprehensive Coaching Plan for the District's long-term interests to improve educator quality and effectiveness. Secured over [REDACTED] from various federal, state, and non-profit funding sources to implement plan.

Acquired strategic partnership with the national non-profit organization, the New Teacher Center (NTC), to launch a teacher induction model for the District to improve student learning by accelerating quality instruction of novice teachers. Funding secured through the NTC's Investing in Innovation (i3) Grant with evaluations services conducted by SRI.

Served as the district's liaison to the Florida Association of District School Superintendents (FADSS) which led to a strengthened partnership with the Bill and Melinda Gates Foundation in fully funding a [REDACTED] comprehensive diagnostic review of the district's, initiatives focusing on standards aligned instruction, leadership practices, and professional development.

Project Director, Javits and Gifted Talented Grant

Spearheading various school program designs, and execution plans for the Javits Grant project initiatives which include: the school's K-12 Comprehensive School Counseling program, middle and high school Summer Bridge Programs, Near Peer Mentoring in an Early College Model, Henderson Scholars Program, and Research Communities of Practice.

Leading the coordination of the project team and overseeing project implementation activities aligned to objectives; reporting and monitoring evaluation of the project activities; and responsible for financial oversight.

Key Contributions: Grant Proposal Development, Writing, and Management

Worked as consultant on various grant proposals (2016-2020) for Miami Dade County Public Schools, Florida Atlantic University High School, and The New Teacher Center leading to U.S. Department of Education grant awards to over \$30 million.

Awarded the Teacher Incentive Fund federal grant proposal 2012-17 (\$48.5 million). One of the three principal developers and writers of the proposal that focused on aligning human capital decisions with performance evaluations and strengthening professional development opportunities through a teacher and principal leadership career continua of mentors, coaches and peer reviewers.

Served as principal writer and developer of the Instructional Leadership and Faculty Development Grant for 2015 and 2016 combined awards of \$1.6 million from the Florida Department of Education (FDOE) to support evidence based instructional practices through authentic professional learning to ensure coherence and rigor

Served as a developer of Florida Atlantic University's (FAU) PROPEL (Principal Rapid Orientation and Preparation in Educational Leadership) Program in developing a pipeline of highly effective principals. FDOE awarded funding through a \$3.5 million grant to implement the program, 2010-14.

Served as one of the developers of the Ninth Grade Academies Enhancement proposal with MDRC and Johns Hopkins University, which received funding from 2011-2014 (\$1.1 million) to focus on studying strategic enhancements of Ninth Grade Academies (NGA). These enhancements demonstrated evidence of improved graduation rates; concrete strategies for social and emotional growth; improved attendance; and a decrease of discipline incidents.

Secured \$6.2 million as one of the two principal writers and developers of three USDE Transition to Teaching Grants (2004-15) assisting over 1,000 teachers in earning Florida Certification and graduate credit toward an advanced degree.

Served as a principal developer and writer of the Florida Department of Education Teacher Quality Grant: Broward's Next Generation Mathematics and Science Program (\$850,000), engaging local colleges and universities in the design and implementation of professional learning for both K-12 teachers and higher education faculty (2009-11).

Served as a principal writer and developer for the design of two USDE School Leadership Grants: Broward's School Leadership Development Program and Pathways to Leadership, which received funding 2002-2009 (\$3.1 million) to improve professional learning experiences for prospective and current school-based administrators.

Secured over \$100,000 from the Bill and Melinda Gates Foundation in 2012 to support educator growth and development in implementing a new teacher evaluation system that includes a credentialing program and ongoing calibration of observers to build interrater reliability.

Key Contributions: Partnerships with Institutions of Higher Education and Non-Profits

Led and directed operations of the Teaching and Leadership Center (TLC), a collaborative initiative of Florida Atlantic University and Broward County Public Schools to create, implement, and refine

innovative programs for developing and retaining high-performing teachers and school leaders for the District.

Served as a principal developer of the PROPEL (Principal Rapid Orientation and Preparation in Educational Leadership Program). PROPEL is a partnership program with Florida Atlantic University's Department of Educational Leadership and Research Methodology (ELRM). District collaborative initiative for the design, development and implementation, of innovative programs to recruit, prepare, develop and retain high-performing school leaders.

Collaborated with WorkForce One/Career Source Employee Training and Florida Atlantic University in strategic workforce planning to solve talent challenges for school districts by delivering an alternative certification program to earn professional teaching credentials and retain employment. Awarded over \$100,000.

Raised funds for eligible underrepresented high school students in the Urban Teacher Academy Program, with Foundations and community partners, to purchase Florida 2+2 college scholarships with local colleges and universities to address long-term talent challenges in Broward school district.

Key Contributions: Secondary School-Based Leadership

Designed effective pathways to college and career curricula in opening a new high school in Broward, County (at the time the largest high school in the state of Florida) working with parent and community groups, maintaining comprehensive Southern Association of Schools and Colleges (SACS) criteria reports for initial and ongoing accreditation.

Designed, implemented, and coordinated professional learning activities for teachers that included field experiences for teachers in an exchange program with corporations to improve school to career curriculum; partnership with Airbus Industrie received the Florida School to Career Business Partnership Silver Zone Award.

Education and Qualifications

1995	Ed.D. Nova Southeastern University (NSU), Florida
1994	Educational Leadership Certification (post-graduate hours) NSU
1986	M.A. Youngstown State University, Ohio Major: History with concentration on Middle Eastern and European studies
1984	B.A. Youngstown State University, Ohio Major: History, Political Science

Florida Educator Certification Areas

Educational Leadership (all levels); History (Grades 6-12); Political Science (Grades 6-12); Social Science (Grades 6-12).

Professional Committees, Affiliations and Recognitions

Aspen Institute: Selected as Panel Member to work with the Federal Senior Congressional Education Staff (Summer 2014); Exploring Current State of Teacher Preparation

Recipient of the 2013 University Council for Educational Administration's National Excellence in Educational Leadership Award

Chair, FDOE's Race to the Top: Teacher and Leader Preparation Implementation Committee 2010 – 2015

FDOE's School Leadership Programs and Higher Education Programs Review Committee

Broward County's Educational Consortium Policy Council's Steering Committee (Quarterly meetings with School Superintendent and Presidents of Florida Atlantic University, Nova Southeastern University, Broward College, and Barry College)

The United Way Task Force on Empowering Effective Teaching

Select Professional Presentations

Florida Association of District School Superintendents (FADSS) and the Bill and Melinda Gates Foundation's, Empowering Effective Teaching Convening 2015, *Lessons Learned through Comprehensive District Diagnostic*

The Aspen Institute Education and Society Program, July 2014, *Preparing for Excellence: The Role of Teacher Preparation in a Changing Policy Landscape*

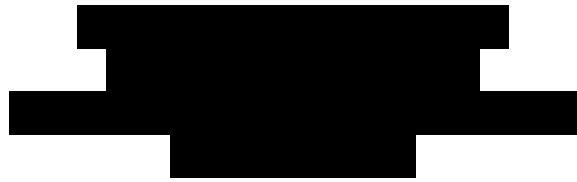
National Symposium on Teacher Induction, February 2014, *One State, 4 Models: How New Teacher Center and Florida District are Partnering to Implement High Quality Induction and Coaching Systems of Support*

Florida Association of District School Superintendents (FADSS), Empowering Effective Teaching Convening January 2014, *Establishing Inter-Rater Reliability is a Process: Effective Implementation of the Teacher Evaluation System*

The Council of Great City Schools Annual Conference, October 2013, *Supporting the Common Core: Broward's District-Wide Implementation*

United Way of Broward County's Town Hall Panel, January 2012, *Building Strong Communities: Empowering Effective Teaching So Children Excel*

Gracie M. Diaz



EDUCATION:

Florida Atlantic University

Doctor of Philosophy in Educational Leadership program
(Anticipated graduation- 2023)

Nova Southeastern University

Master's in Educational Leadership
July 2002

Florida State University

Bachelor's of Science in Elementary Education
December 1986

LICENSES AND CERTIFICATION:

Valid Florida Certification in Educational Leadership, Elementary
Education, and ESOL endorsement

PROFESSIONAL EXPERIENCE:

July 2019-Present

Deputy Superintendent

July 2017-July 2019

Director, Programs and Policy Development

Florida Atlantic University Lab Schools

Florida Atlantic University

- Co-authored and awarded \$2.2 million U.S. Department of Education Jacob Javits Gifted and Talented Education Grant awarded in 2017
- Serve as Principal Investigator for Javits Grant
- Support design, oversight and management of district and school processes, procedures, and policies
- Serve as designee for Superintendent of FAU Lab School District

April 2015- June 2017

Director, Research Program Services

EXCEED Grant, Dept. of Teaching and Learning
College of Education

Florida Atlantic University

- Served as Project Director for \$4.3 million Florida Department of Education Centers of Excellence for Elementary Teacher Preparation Grant
- Oversaw and coordinated all grant activities and managed grant budget
- Collaborated with FAU faculty, staff, district partners and external stakeholders on content course development, professional learning for faculty, clinical educators and university supervisors

July 2013-April 2015

Director, Performance Evaluations & Teacher Incentive Fund (TIF)

Broward County Public Schools

- Oversaw all aspects of implementation of employee evaluations and Employee Evaluations Department and team
- Served as program coordinator for the \$48 million Teacher Incentive Fund grant including the following activities:
 - Managed project work plan for the implementation, developed and managed career ladder models, performance compensation and recruitment incentives
 - Provided support for the implementation of TIF initiatives in 25 high-need schools

October 2010- June 2013

Associate Superintendent and Chief Human Resources Officer

Broward County Public Schools

- Led the Human Resources Departments: Benefits, Employee Relations, Equal Employment Opportunities, Certification & Incentives, Compensation, Instructional Staffing, Non-Instructional Staffing, Personnel Records, Professional Standards & Special Investigative Unit, and Risk Management
- Co-authored federal Teacher Incentive Fund \$48.5 million grant proposal awarded to the District in 2012.

February 2010-October 2010

Acting Associate Superintendent Human Resources

Broward County Public Schools

- Served as Acting Associate Superintendent, leading the Human Resources Departments: Benefits, Employee Relations, Equal Employment Opportunities,

Certification & Incentives, Human Resources Information Systems, Instructional Staffing, Non-Instructional Staffing, Personnel Records, Professional Standards & Special Investigative Unit

- Continued leadership and supervision of the Human Resource Development Division (HRD)

September 2007-Feb. 2010

**Assistant Superintendent
Human Resource Development (HRD)
Broward County Public Schools**

- Supervised the Human Resource Development (HRD) Division, comprised of the following departments: Effective Schools Program, Leadership & Non-Instructional Development, Professional Development Support, Teacher Development, the Teaching and Leadership Center, Broward Virtual University, and Urban Academies. Additional departments during the tenure included Grants and Parents, Business and Community Partnerships Departments.
- Coordinated with other departments to maximize professional development funding from grant and foundation monies to include: Title I, Title II, Transition to Teaching, Career Source, Title V, Smaller Learning Communities, Broward Education Foundation

July 2006- September 2007

**Director (Joint Appointment)
Teaching and Leadership Center
Broward County Public Schools
and
Florida Atlantic University**

August 2004- July 2006

**Associate Director (Joint Broward and FAU
Appointment)
Teaching and Leadership Center
Florida Atlantic University**

- Managed annually \$800,000 federal, state and local grant monies, and expenditures aligned with the objectives of the grants
- Assisted both entities in the design, development and implementation of joint initiatives such as the Urban Teacher Academy Program, District Alternative Certification Program, Educator Preparation Institute, Leadership Development Programs

July 1998 – August 2004

Director

Instructional Staffing Department
Human Resources
Broward County Public Schools

- Supervised the Instructional Staffing, Certification, Employment Center, Security Clearance, and Sub Central Departments
- Led the department in the development, implementation and refinement of the department's mission, values, primary functions and strategic plan
- Managed a \$2 million annual district general fund budget

March 1990 - June 1998

Personnel Administrator
Instructional Staffing Department
Broward County Public Schools

January 1987- March 1990

Middle School Teacher
Nova Middle School
Broward County Public Schools

STATE AND NATIONAL PRESENTATIONS:

- October 2021 USDE Javits Grant Project Directors Meeting
- February 2017 New Teacher Center Symposium
- January 2017 Hawaiian International Conference on Education
- October 2015 Teacher Education Council of State Colleges and Universities, San Antonio, Texas
- October 2015 Florida Association of Teacher Educators, Gainesville, Florida
- March 2014 Teacher Incentive Fund (TIF) Webinar for TIF grantees

COMMITTEES/TASK FORCES:

- American Association of Colleges for Teacher Education (AACTE) Networked Improvement Community (NIC) Black & Latino Male Teacher Initiative (2015-present)
- Educator Evaluation Redesign Committee (2014-2015)
- Data Review Committee-Joint Labor Management Committee (2014-2015)
- Broward Consortium Policy Council Committee with Higher Ed. (2006-2013)

PROFESSIONAL DEVELOPMENT AND TRAINING:

- Teacher Preparation Inspection-US: Trained teacher preparation reviewer
- AdvancED/Cognia School and District Accreditation Reviewer
- New Teacher Center Mentoring and Supervision of Pre-service Teachers
- Marzano Causal Model of Evaluation- Observer Credential

- Project Management
- University of Virginia-Darden/Curry School Executive Leadership Academy
- Interest-based Labor Negotiations at Harvard University
- Sterling Continuous Improvement (Baldrige)
- Total Quality Management

PROFESSIONAL AFFILIATIONS:

- American Educational Research Association (2017-present)
- Association of Colleges for Teacher Education (2015-present)
- Florida Association of Colleges for Teacher Education (2015-present)
- Florida Association of School Administrators (2018-present)

RECOGNITIONS:

- 2018 Finalist for Association of Teacher Educators Distinguished Program in Teacher Education Award for FAU's EXCEED Program
- 2017 Winner of the Council of Great City Schools Urban Education Impact Award for FAU's EXCEED Program
- 2009 University Council for Educational Administration Excellence in Educational Leadership Award
- 2007 Testified before the Florida Senate K-12 Education Committee about innovative recruitment and preparation of teachers
- 2006 Teaching and Leadership Center's Sterling Project was awarded the District Exemplary Level Superintendent's Sterling Award
- 2005-2006 Florida Atlantic University's Broward Achievement Award Finalist
- 2005 First Place for Superintendent's Sterling Award Storyboard Competition
- 2004 Exemplary Level Superintendent's Sterling Award and selected to attend Sterling/Baldrige Conference as District representative for the continuous improvement work of the department
- 1999 Testified before Florida Senate K-12 Education and assisted local legislator to influence committee to amend a bill on teacher recruitment

LANGUAGES: English
Spanish

COMPUTER SKILLS: Microsoft Word, Excel, Power Point, Filemaker Pro

REFERENCES: Available upon request

Joel D. Herbst
Curriculum Vitae

EDUCATION

Ed.D. Administration and Supervision. Florida Atlantic University, Boca Raton, FL. June 2003.

Ed.S. Educational Leadership. Nova Southeastern University, Davie, FL. June 1997.

M.S. Social Science Education. Nova Southeastern University, Davie, FL. June 1993.

B.S. Social Science Education. Nova Southeastern University, Davie, FL. June 1989.

CERTIFICATION

Educational Leadership

Department of Education 601286

Social Science Education

Department of Education 601286

E.S.O.L. Education

Department of Education 601286

PROFESSIONAL EXPERIENCE

Superintendent of Schools, FAUS Lab Schools, 2018-Present.

Assistant Dean, Office of PK-12 Schools and Educational Programs, Florida Atlantic University, Boca Raton, FL. 2012-Present.

- Develop strategies and provide administrative leadership for administering effective PK-12 Schools and Educational Programs for A.D. Henderson K-8 Laboratory School, Florida Atlantic University High School, Karen Slattery Educational Research Center for Child Development, Pine Jog Environmental Education Center, Palm Point Education Research School at Tradition K-8 Charter Laboratory School and Troops to Teachers.

South Area Superintendent of Schools, The School Board of Broward County, FL. 2007-2012.

- Provide administrative leadership in the implementation of the program of education in 73 schools and 2 centers serving 78,000 students; conduct regular leadership training for potential and school based administrators; recommend the appointment, supervision

and evaluation of principals, assistant principals and senior staff. Provide leadership in the planning and development of programs incorporating state and national initiatives as they relate to vocational, adult, alternative and ESE centers. Develop annual goals, Area Strategic Project, and a Balanced Score Card in support of increased student achievement. Interact with city government, law enforcement, fire and safety, mental health, child protection agency and business partners to enhance schools. Utilize Florida statutes, federal regulations, District rules and procedures; in the day-to-day school-level operations including District FTE generation, 541 million dollar annual budget development, personnel allocation, employee evaluations, transportation system, school improvement program, student performance assessment and current collective bargaining contracts.

Central Area Director of Schools, The School Board of Broward County, FL. (2006-2007)

- Develop strategies and provide leadership for administering effective schools. Implement competency-based instruction, including alternatives for student scheduling, staffing, and appropriate placement of students. Monitor area schools budgets, curriculum, School Improvement Plans, pupil progression plans and instructional delivery. Evaluate the implementation of educational policies, statutes, and District standards. Develop, plan and organize the delivery of in-service training activities for area curriculum councils and area principals' meetings.

Principal. South Plantation High School, The School Board of Broward County, FL. (1999-2006)

- Provided leadership and management to administer and supervise all programs, policies and activities of the school. Ensured high quality educational experiences and services for 2700 students in a safe and enriching environment. Prepared and managed the schools 6 million dollar budget and assets. Enforced the State Board Rules, Code of Ethics, collective bargaining agreements, School Board policies, and other state and federal laws. Interviewed, coached, and evaluated 150 instructional and 70 non-instructional staff.

Assistant Principal. Marjory Stoneman Douglas High School, Parkland, Fl. and Dillard High School, Fort Lauderdale, Fl. The School Board of Broward County, FL. 1994-1999.

- Assist in establishing and monitoring the school mission and goals ensuring alignment with the district's strategic plan. Direct the development of the School Improvement Plan. Develop departmental and school culture conducive to learning and student achievement. Communicate student learning expectations to all stakeholders. Analyze student achievement data and develop professional learning communities to support development and implementation of teacher methodology and programmatic delivery. Utilize Sterling Quality Model (PDSA). Ensure Federal, State and School Board policies are followed.

Teacher. Marjory Stoneman Douglas High School, Parkland, Fl. The School Board of Broward County, FL. 1991-1994.

- Taught *Advanced Placement American Government, Macro-Economics, Human Geography and Law Studies*.
- Sponsor *Law Studies Mock Trial Club*.

HONORS and AWARDS

INDIVIDUAL

American Express and The Association of American Geographers Teacher Award. Outstanding Achievement in Conceiving and Creating an Original Project in the Field of Geography. 1991.

School Based Administrator of the Year. The School Board of Broward County, Fl. Broward School Social Worker Association. 1998.

Environmental Administrator of the Year. South Florida Water Management District. 2002.

Instructional Technology Award. Granted by AT&T Broadband Emerging Technology. 2002.

Hometown Hero Award. Slim Fast's Community Involvement Award. 2002.

School Based Administrator of the Year. The School Board of Broward County, Fl. Career Technical Adult/Community Education. 2002.

Principal of the Year. Florida Association of Student Councils. 2003.

Presidential Partnership of the Year Award. Broward County Partners in Education. 2003.

Principal of the Year. The School Board of Broward County, Florida. 2006.

SCHOOL

Sunshine State Public Relations Award. Paladin Pride Newsletter. South Plantation High School, Plantation Fl. 2000.

National School Public Relations Association Award. 30th Anniversary Celebration. South Plantation High School, Plantation Fl. 2001.

The Education Trust Recognition. "Dispelling the Myth Revisited." High Poverty & High Minority School Scoring in Top Third in the State of Florida. South Plantation High School, Plantation Fl. 2001.

Education Week Article. A Compass in the Storm. Guiding Principles for a New Age of Business and School Partnerships. Alexander, L. & Riley, R. 2002.

Presidential Partnership of the Year Award. Partners in Education, Broward County Florida. South Plantation High School & Plantation General Hospital. "Read to Me" Community Reading Initiative. 2003.

Superintendent's Sterling Quality Award. "Closing the Achievement Gap with Gender Specific Classes." The School Board of Broward County, Fl. 2004.

Superintendent's Sterling Quality Award. "Increasing the Offerings, Enrollment and Success Rate of Minority Students in Advanced Placement Classes." The School Board of Broward County, Fl. 2005.

Superintendent's Sterling Quality Award. "Unified Arts: The Impact of Double Dosing Low Performing Students in Mathematics as Measured by the Florida Comprehensive Assessment Test. The School Board of Broward County, Fl. 2006.

School-Based Partnership Award. National Aeronautics and Space Administration (NASA) Explorer Program. 2006.

DISTRICT

Broad Foundation Finalist, 2008.

Broad Foundation Finalist, 2009.

PROFESSIONAL MEMBERSHIPS

Member, Board of Directors, Florida Association of School Administrators, 2003-2004

Member, Broward Principals and Assistant Principals Association, 1994-Present

Member, Florida Association of School Administrators, 1994-Present

Member, Board of Governors, American Association of School Administrators, 2004-2007

Member, National Association of Secondary School Principals, 1995-2007

GRANT FUNDING

Annenberg Foundation. Industry Adopted Schools integration of School-within-School Structure. South Plantation High School. (2001-2002) Awarded \$200,000.

Carl Perkins Federal Grant Program. Cisco Networking Academy, Hydroponics and Aquaculture Magnet, Technology Deaf and Hard of Hearing Integration. South Plantation High School. Awarded and renewed 1999, 2000, 2002 and 2003. Awarded \$236,000.

World Wildlife Foundation Grant, Everglades Environmental Restoration Program. South Plantation High School 2005. Awarded \$35,000.

South Florida Water Management District, Environmental Community Awareness Program, South Plantation High School and Broward Community College 2006. Awarded \$400,000.

PROFESSIONAL SERVICE

Southern Association of Colleges and Schools (SACS)

Evaluation Committee, Charged with reviewing high school educational program for accreditation, 1998.

Partners in Education

Member Board of Directors, Charged with developing corporate and school partnerships, 1999.

American Association of School Administrators (AASA)

Member Governing Board, Charged with developing national strategies for school improvement, 2004-2007.

Atlanta Public Schools Demonstration School

Provided processes for curriculum, supervision, programmatic development and process management model for the Atlanta Public Schools. (2004)

Florida Department of Education (FDOE)

Committee Member, Charged with the selection of outstanding principals and assistant principals for the State of Florida, 2004-2005.

Florida Department of Education (FDOE)

Committee Member, Charged with developing the New Principal Leadership Standards, 2005.

Broward Principals and Assistants' Association (BPAA)

President, Charged with serving the principals and assistant principals of The School Board of Broward County. 2004-2005.

Florida Association of School Administrators (FASA)

President, Charged with serving principals, assistant principals, supervisors and those who support the public schools of Florida. 2005-2006.

PUBLICATIONS

Doctoral Dissertation (2003). Organizational Servant Leadership and its Relationship to Secondary School Effectiveness. Proquest Dissertations And Thesis 2003. Section 0119, Part 0533. United States. Library of Congress.

CONFERENCE PRESENTATIONS

- Herbst, J. (August 1992). *The High-School-Ready Middle School Student*. The School Board of Broward County Secondary Leadership Day, Broward County, Fl.
- Herbst, J. (August 1998). The School-wide Crisis Management Plan. South Florida Safe Communities/Safe Schools Summit Broward County, Fl.
- Herbst, J. (September 1998). The Broward Experience. Panasonic Foundation Time and Opportunity Series Broward County, Fl.
- Herbst, J. (August 2001). *Education Roundtable*. Leadership Broward Foundation, Broward County, Fl.
- Herbst, J. (July 2003). *Leaving No Corporation Behind: Strategies for Using Business Partnerships*. David C. Anchin Center Summer Leadership Conference, Tampa, Fl.
- Herbst, J. (July 2004). *AYP and Staff Development for Effective Schools*. Florida Association of School Administrators Summer Conference, Orlando, Fl.
- Herbst, J. (February 2004). *Guiding Principles for Corporate and School Partnerships*. National Association of Secondary School Principals, Orlando, Fl.
- Herbst, J., & Wright, M. (February 2005). *Supporting the "Highly Qualified Teacher" Through Comprehensive Staff Development*. American Association of School Administrators 137th National Conference on Education, San Francisco, Ca.
- Herbst, J. (March 2005). *Corporate and School Partnerships*. 2005 Business Education Network Summit sponsored by United States Chamber of Commerce, Washington, DC.

TRICIA L MEREDITH

CURRICULUM VITAE

EDUCATION

- Ph.D. Integrative Biology, Florida Atlantic University, Boca Raton, FL**
 December 2011
 Dissertation: Anatomy and Physiology of the Elasmobranch Olfactory System
 Advisor: Dr. Stephen Kajiura
- B.S. Marine Biology, University of North Carolina at Wilmington, Wilmington, NC**
 May 2004 – with university honors and departmental honors in biology
 Honors Thesis: Palatability of the polychaete, *Cirriformia punctata*, to three generalist predators
 Advisor: Dr. Joseph Pawlik

ACADEMIC APPOINTMENTS

Director of Research	A.D. Henderson University School & FAU High School	May 2019 – present
Associate Director	A.D. Henderson University School & FAU High School	Jan 2021 – present
Assistant Research Professor	College of Education Florida Atlantic University	Jan 2015 – present
Affiliate Faculty	Wilkes Honors College Florida Atlantic University	October 2021 – present
Affiliate Faculty	Dept of Ed Leadership & Research Methodology FAU College of Education	Aug 2015 – present
Affiliate Assistant Professor	Dept of Biological Sciences FAU College of Science	Oct 2020 – present
Associate Member	Institute for Healthy Aging and Lifespan Studies Florida Atlantic University	Oct 2016 – present
Member	Harbor Branch Pillar Florida Atlantic University	Sept 2017 – present
Director	FAUHS Research Program FAU High School	Jan 2015 – May 2019
Assistant Program Director	Office of Undergraduate Research and Inquiry Florida Atlantic University	Feb 2014 – July 2015
Adjunct Professor	Department of Biological Sciences Florida Atlantic University	Jan 2014 – Dec 2014
Postdoctoral Associate	Chemical Senses Laboratory Department of Physiology & Biophysics University of Miami, Miller School of Medicine	Dec 2011 - Dec 2013

GRANTS AND FELLOWSHIPS

Funded

Funding Source	Year(s) Awarded	Amount
NSF Postdoctoral Research Fellowships in Biology, Sponsoring Scientist	2020	\$138,000

PR/Award # S206A220009

TRICIA L MEREDITH

CURRICULUM VITAE

FAU OURI Graduate Research Consultant funding	2021	\$750
Batchelor Foundation Grant	2020	\$125,000
GoTeach! Grant	2020	\$1500
Golden Bell Grant	2020	\$5000
FAU OURI Graduate Research Consultant funding	2020	\$750
Batchelor Foundation Grant	2019	\$125,000
Golden Bell Grant	2019	\$2500
FAU Summer Undergraduate Research Fellowship	2018	\$4000
FAU Community Engagement Award: Student/Faculty Engaged Research Project Grant	2017	\$500
FAU Summer Undergraduate Research Fellowship	2015-2016	\$4000
Gordon Gilbert Scholarship	2011	\$2500
Captain Al Nathan Memorial Scholarship	2009, 2011	\$500-\$1000
FAU Graduate Fellowship for Academic Excellence	2010-2011	\$5000
AES Student Research Award	2010	\$1000
Edward Shoaf Scholarship	2010, 2011	\$1816, \$1845
FAU Memorial Scholarship	2008-2010	\$500
FAU Graduate Grant	2006-2010	\$1000-\$2000
Marsh Scholarship in Marine Biology	2009	\$1000
Donald R. Nelson Behavior Research Award	2008	\$1000
Lerner-Gray Grant for Marine Research	2008	\$1500
Helen O'Leary Scholarship	2008	\$1100
FAU Student Gov't Scholarship for Undergraduates and Graduates	2008, 2011	\$1000
Dr. Vincent R. Saurino Fellowship	2008	\$1100
FAU Alumni Association Scholarship	2008	\$1000
Sigma Xi Grants-in-Aid of Research	2005	\$500
AES Travel Grant	2008	\$350
ASIH Travel Grant	2007	\$400
FAU Graduate Students Association Travel Grant	2005, 2006, 2007, 2010, 2011	\$200-\$600
FAU College of Sciences Travel Grant	2010, 2011	\$600
UNCW Honors College Travel Grant	2003, 2004	\$400

In prep/Submitted

Funding Source	Year Applied	Amount
NSF Division of Integrative Organismal Systems Core Programs, "Imagine: The Neuroanatomical Basis of Olfactory and Visually-Guided Behavior in a Changing Climate"	2021	\$600,000

Unfunded

Funding Source	Year Applied	Amount
DoD grant	2021	\$3,000,000
Spencer Foundation Grant	2020	\$50,000
FAU Tech Fee Grant	2019	\$32,273
McCarthy Dressman Education Foundation Academic Enrichment Grant	2020	\$30,000
NSF Division of Integrative Organismal Systems Core Programs, preproposal invited for full proposal, "Swimming noses: Integrating biomechanics, physiology, and morphology to understand and compare olfaction in elasmobranchs." TL Meredith is co-PI.	2019	\$600,000
Impact 100 LOI	2019	\$100,000
Go teach! Grant	2019	\$2500
Honda Foundation grant	2019	\$75,000
NSF Mid-scale Research Infrastructure-1: Early Investigator (EI) Incubator	2019	\$1,375,092
FAU I-SENSE Seed Grant	2018	\$25,000
NSF Division of Integrative Organismal Systems Core Programs, preproposal invited for full proposal, "Swimming noses: Integrating biomechanics, physiology, and morphology to understand and compare olfaction in elasmobranchs." TL	2017	\$600,000

TRICIA L MEREDITH

CURRICULUM VITAE

Meredith is co-PI.

NSF Division of Integrative Organismal Systems Core Programs, preproposal, "Swimming noses: Integrating biomechanics, physiology, and morphology to understand and compare olfaction in elasmobranchs." TL Meredith is co-PI.	2016	n/a
NIH Ruth L. Kirschstein National Research Service Awards (NRSA) for Individual Postdoctoral Fellows	2013	\$161,800
NIH Ruth L. Kirschstein National Research Service Awards (NRSA) for Individual Postdoctoral Fellows	2012	\$161,800
American Heart Association Postdoctoral Fellowship	2012	\$48,000
L'Oréal USA Fellowships	2011	\$60,000

HONORS AND AWARDS

Award Name	Year(s) Awarded
Women's Leadership Institute Faculty/Staff Award	2021
College of Education Distinguished Mentor of the Year Award	2018
Florida Atlantic University School District Teacher of the Year Nominee	2017
College of Education Distinguished Mentor of the Year Award	2016
FAU Integrative Biology Program Honored Alumnus of the Year	2012
FAU Graduate Student Researcher of the Year Finalist	2011
Jeffrey C. and Carol A. Carrier Poster Award	2009

PEER REVIEWED PUBLICATIONS

1. **Meredith, T.L.**, Kajiura, S.M., Newton, K.C., Tricas, T.C., and Bedore, C.N. 2022. Advances in the Sensory Biology of Elasmobranchs. In J.C. Carrier, C.A. Simpfendorfer, M.R. Heithaus, and K. Yopak (Eds.), *Biology of Sharks and their Relatives*, 3rd edition. CRC Press. *In press*.
2. Vasquez-Colina, M., Shatara, L., **Meredith, T.L.** 2022. A Mixed-Method Research Study of Dual Enrolled Students' Experiences in a Research Course: Research Capital Development? *Journal of Advanced Academics*. 33(1): 104-128. <https://doi.org/10.1177/1932202X211056551>.
3. Yu, B., Hernandez, D., Hudspeth, C., Levine, D., John, Z., Higgs, A., Tallapaneni, M., Frost, E., Adam, M., **Meredith, T.** 2022. Examining the impact of human beach use on Galapagos sea lion behavior. *In prep*.
4. Clark, A., **Meredith, T.L.**, and Porter, M.E. 2022. Elasmobranch olfactory rosette shape variation. *Journal of Morphology*. *In prep*.
5. Ingle, D. **Meredith, T.L.**, Perrault, J., and Wyneken, J. 2021. Two heads aren't always better than one: craniofacial and axial bifurcation in cheloniid embryos and hatchlings (*Chelonia mydas* and *Caretta caretta*). *Journal of Morphology*. 282(8): 1233-1244. <https://doi.org/10.1002/jmor.21366>.
6. Zhang, X., Pizzo, N., Abuteneh, M., Jin, X., Naylor, S., **Meredith, T.L.**, West, L. and Harlin, J.M. 2020. Treatment of citrus greening disease (Huanglongbing) by phloemic injection of plant extract concoction. *Plant Growth Regulation*. 92(2020): 333–343.
7. Ingle, D., Bruellman, R., Espana, E., Galloway, K., Anderson, T., **Meredith, T.L.**, Porter, M.E. 2019. Lesson: It's a bird! It's a plane! It's biomechanics! CourseSource. <https://doi.org/10.24918/cs.2019.42>.
8. Ingle, D., Bruellman, R., Espana, E., Galloway, K., Anderson, T., **Meredith, T.L.**, Porter, M.E. 2019. Science Behind the Lesson: It's a bird! It's a plane! It's biomechanics! CourseSource. <https://doi.org/10.24918/cs.2019.43>.

TRICIA L MEREDITH

CURRICULUM VITAE

9. Schlenker, L.S., Welch, M.J., **Meredith, T.L.**, Mager, E.M., Lari, E., Babcock, E.A., Pyle, G.G., Munday, P.L., and Grosell, M. 2019. Damsels in distress: The effect of oil exposure on behavior and olfaction in bicolor damselfish (*Stegastes partitus*). *Environmental Science and Technology*. 53(18): 10993-11001.
10. **Meredith, T.L.** and Chamely-Wiik, D.C. 2017. Ensuring the safety and success of dual enrolled students involved in undergraduate research through a university-high school partnership. *Council on Undergraduate Research Quarterly*. 37(4): 41-42.
11. **Meredith, T.L.**, Corcoran, A., and Roper, S. 2015. Leptin's effect on taste bud calcium responses and transmitter secretion. *Chemical Senses*. 40(4): 217-222.
12. **Meredith, T.L.**, Kajiura, S.M., and Hansen A. 2013. The somatotopic organization of the olfactory bulb in elasmobranchs. *Journal of Morphology*. 274(4): 447-455.
13. **Meredith, T.L.**, Caprio, J., and Kajiura, S.M. 2012. Sensitivity and specificity of the olfactory epithelia of two elasmobranch species to bile salts. *Journal of Experimental Biology*. 215(15): 2660-2667.
14. **Meredith, T.L.** and Kajiura, S.M. 2010. Olfactory morphology and physiology of elasmobranchs. *Journal of Experimental Biology*. 213: 3449-3456.
15. Kajiura, S.M., Macesis, L.J., **Meredith, T.L.**, Cocks, K.L., Dirk, L.J. 2008. Commensal Foraging Between Double-crested Cormorants and a Southern Stingray. *The Wilson Journal of Ornithology*. 121(3): 646-648.
16. **Meredith, T.L.**, Pawlik, J.R., and Henkel, T. 2007. The polychaete *Cirriformia punctata* is chemically defended against generalist coral reef predators. *Journal of Experimental Marine Biology and Ecology*. 353: 198-202.

PEER REVIEWED CONFERENCE PAPERS

1. Vaughan, M., Timar, A., Mariani, M., Calabrese, E., **Meredith, T.** 2021. Research communities of practice: Examining K-12 educators' perceptions of action research after receiving targeted professional development. Annual Meeting of the Florida Education Research Association. Tampa, Florida. November 17-19.
2. Vásquez-Colina, M., **Meredith, T.L.** 2020. University Students' Perceptions of their Research Capital after a Research Methods Course. 2020 Annual Meeting of the American Education Research Association. San Francisco, CA. April 17-21. <http://tinyurl.com/tog2sjw>. *Accepted, but conference canceled due to COVID-19 pandemic*.
3. **Meredith, T.L.** and Vásquez-Colina, M. 2019. The Impact of Research Methods Courses on Students' Perceptions of their Research Capital. 2019 Annual Meeting of the Florida Education Research Association. St. Petersburg, Florida. November 14-16.
4. Vásquez-Colina, M., Shatara, L., **Meredith, T.L.** 2019. Dual Enrollment Students' Research Attitudes towards a Research Methods Course. 2019 Annual Meeting of the American Education Research Association. Toronto, Canada. April 5-9.
5. **Meredith, T.L.**, Vásquez-Colina, M., Shatara, L. 2018. The impact of a university research methodology course on dual enrollment students. 2018 Annual Meeting of the Florida Education Research Association. St. Petersburg, Florida. November 14-16.

ADMINISTRATIVE EXPERIENCE

*Director of Research, A.D. Henderson University School & FAU High School
Florida Atlantic University, Boca Raton, FL*

- Created, implemented, and oversee the [FAU High School Research Program](#), 2015-present
 - Aim: to support FAUHS dual enrolled students in getting involved and excelling in faculty-mentored, undergraduate research in all disciplines
 - Program includes a 9th grade course, series of 4 university courses, experiential research courses, research abroad opportunities, individualized mentoring, and access to the FAUHS Owls Imaging Lab with students at 2 FAU campuses
- Developed and manage [Owls Imaging Laboratory](#) facility and programming, 2018-present
 - Aim: to stimulate new research collaborations with university partners and educational opportunities for ADHUS/FAUHS K-12 students

TRICIA L MEREDITH

CURRICULUM VITAE

- Designed lab facility from a former classroom, including furniture, room layout, fume hood installation, and equipment selection (SEM, micro-CT, histology)
- Designed lab processes (e.g. MOU with researchers), protocols (e.g. EH&S, lab safety), programming (e.g. curriculum integration)
- Host collaborators from FAU and other universities to collect research data for presentations and publications
- Host K-12 students to supplement their science curriculum with engaging lab experiences
- Co-designed and oversee research program for [FAUHS Jupiter in Partnership with Max Planck Academy](#), where 100% of the dual enrolled students pursue independent research opportunities, launched in fall 2020-present
- Co-developed and facilitate ADHUS/FAUHS comprehensive educator research professional development initiative, 2018-present
 - Co-leading Research Communities of Practice group, in which K-12 educators conduct teacher inquiry projects to assess SEL interventions at the school (sponsored by Javits Grant)
- Co-lead [Office of PK12 Schools and Educational Programs Research Committee](#); 2016-present
 - Aim: to support research conducted by FAU and other universities, the public schools, the private sector, as well as school-wide action research projects
 - Initiated and led re-establishment of committee in 2016
 - Catalyze and manage partnerships with researchers aiming to investigate our schools, programs, and students
- Lead/manage of ADHUS/FAUHS Research Department team, 2021-present
 - 2 fulltime AMP employees, 1 faculty employee, and 2 parttime student employees
- Serve as the primary liaison between the lab school and FAU for all research-related items
- Initiated, co-planned, and oversaw external evaluation of FAUHS Program by NYU's Metropolitan Center for Research on Equity and the Transformation of Schools, 2017-2019
- Participated in legislative advocacy with over 100 government, community, educational, and philanthropic organizations by providing tours and presentations about the research program, 2017-present
 - Visitors include Senator Marco Rubio, Congressman Ted Deutch, Assistant Secretary for Elementary and Secondary Education Frank Brogan, East Carolina University, the Wanek Foundation, P.E.O., and the Batchelor Foundation

Chair and FAU Lab Schools Representative, OURI Faculty Liaison Committee, Office of Undergraduate Research and Inquiry (OURI); 2017 – present

Florida Atlantic University, Boca Raton, FL

- Co-lead initiative to develop and implement FAU's first university-wide certificate program, the Research Certificate, approved by faculty senate in April 2021, will be implemented in Fall 2021
- Lead monthly meetings of OURI faculty liaison committee, comprised of members from FAU academic colleges
 - Committee develops faculty-led initiatives to bolster undergraduate research activity at FAU

Assistant Program Director, Office of Undergraduate Research and Inquiry (OURI); February 2014 – July 2015

Florida Atlantic University, Boca Raton, FL

- Provided resources and support to FAU's undergraduate students and faculty involved in research, scholarship, and creative activities
- Co-developed, launched, and oversaw the Summer Undergraduate Research Fellowship (SURF) program
- Administered FAU's Undergraduate Research Grant Program
- Planned and organized annual FAU Undergraduate Research Symposium with OURI team
- Analyzed data on involvement of FAU undergraduates in research for assessment of FAU's Quality Enhancement Plan

RESEARCH

Current projects

Principal Investigator; January 2015 – present

Florida Atlantic University, Boca Raton, FL

- Investigate the flow through the olfactory system of elasmobranch fishes in collaboration with Dr. Marianne Porter and Dr. Oscar Curet
 - Supported by 5 FAU Undergraduate Research Grants and 2 SURF grants
- Research impact of research methodology courses on “research capital” and “research anxiety” in dual enrolled students, pre-service teachers, and graduate students in collaboration with Dr. Maria Vasquez

TRICIA L MEREDITH

CURRICULUM VITAE

- Determine the effect of “digital game-based learning” on middle school students’ ability, interest, and confidence in computer science
- Mentor students in research
 - 12 undergraduates mentored: Janet Weinthal, Caralin Branscum, Anupa Ramdhyar, Amanda Ramdhyar, Ayse Demircan, Lindsey Hammond, Caroline Sullivan, Nick Hesley, Erika Goordeen, Kasey Mirley, Arman Alexis, Paris Prince
 - 1 Master’s student co-mentored: Aubrey Clark
 - 1 PhD student co-mentoring: Aubrey Clark
 - 4 national conference presentations by mentees

Previous research experience

Postdoctoral Research; December 2011 – December 2013

University of Miami, Miller School of Medicine, Miami, FL

- Employed calcium imaging and a novel biosensor technique to determine how the hormone leptin affects chemotransduction mechanisms in isolated mouse taste buds
- Used cell culture methods to grow and maintain CHO biosensor cells
- Trained 1 undergraduate student, 2 graduate students, and 2 postdoctoral associates in research techniques

Dissertation Research; January 2005 – December 2011

Florida Atlantic University, Boca Raton, FL

- Employed an electro-olfactogram technique to study olfactory thresholds and olfactory receptor types of local elasmobranch (shark, skate, and ray) species
- Examined the comparative morphology of the olfactory organs and olfactory bulbs of elasmobranchs
- Coordinated and led team collection trips to fishing sites around coastal Southeast Florida
- Mentored >10 undergraduate students and 4 new graduate students on research methodology

Field Biologist; October 2008 – August 2009

Florida Fish and Wildlife Conservation Commission, Miami to Ft. Pierce, FL

- Conducted field surveys to help determine impact of recreational fisheries on highly migratory fish species
- Participated in 2007 & 2008 Atlantic Shark Identification Workshops

Research Assistant – Dr. S. Kajiura; 2004-2005

Hawaii Institute of Marine Biology, Oahu, HI

- Used an electro-olfactogram technique to investigate the olfactory capabilities of the scalloped hammerhead shark, *Sphyrna lewini*

Research Assistant – Dr. J. Pawlik; January 2003 - June 2004

University of North Carolina at Wilmington, Wilmington, NC

- Applied bioassay guided fractionation procedures to investigate the use of chemical defenses by a marine polychaete worm
- Assisted in a giant barrel sponge monitoring project off of Key Largo, FL to assess bleaching events
- Assisted in a project on the use of chemical defenses by marine sponges off of Key Largo, FL

Biology Field Assistant – Dr. L. Sayigh; January 2002 – May 2002

University of North Carolina at Wilmington, Wilmington, NC

- Conducted field surveys of bottlenose dolphins in the Intracoastal Waterway and the Cape Fear River by tracking incidence of individual animals and characterizing group behavior
- Assisted in research and development of an Atlantic coast catalogue of the bottlenose dolphin

Published abstracts

Annual Meeting of the Society for Integrative and Comparative Biology; January 2020; Austin, TX.

Clark, A., Meredith, T.L., and Porter, M.E. 2020. Comparing Olfactory Rosette Morphology Among Elasmobranchs. *Integrative and Comparative Biology*. 60: E297.

Annual Meeting of the Society for Integrative and Comparative Biology; January 2019; Tampa, FL.

Cerra, K., Hammond, L., Porter, M.E., Curet, O., Meredith, T.L. 2019. Analysis of Morphological Diversity and Flow Patterns of Elasmobranch Olfactory Organs. *Integrative and Comparative Biology*. *In press*.

TRICIA L MEREDITH

CURRICULUM VITAE

- Annual Meeting of the Society for Integrative and Comparative Biology; January 2018; San Francisco, CA*
Demircan, A., Meredith, T.L. and Porter, M.E. 2018. Elasmobranch Olfactory Organ Morphology Inspires Physical Models. *Integrative and Comparative Biology*. 58: E305.
- Annual Meeting of the Society for Integrative and Comparative Biology; January 2017; New Orleans, LA*
Kajiura, S.M., Berquist, R.M., Meredith, T.L., Frank, L.R. 2017. Diffusion Tensor Magnetic Resonance Microscopy Reveals Novel Olfactory System Neural Organization in the Atlantic Stingray, *Dasyatis sabina*. *Integrative and Comparative Biology*. 57: E309.
- Association for Chemoreception Sciences Annual Meeting; April 2011; St. Petersburg, FL*
Meredith, T.L. and Kajiura S.M. 2011. Electrophysiological Evidence for Multiple Amino Acid Olfactory Receptor Sites in Elasmobranchs. *Chemical Senses*. 36(9): A72.
- Annual Meeting of the Society for Integrative and Comparative Biology; January 2011; Salt Lake City, UT*
Meredith, T.L. and Hansen, A. 2011. Olfactory hemi-bulb organization in the elasmobranch brain. *Integrative and Comparative Biology*. 51: E226.
- Association for Chemoreception Sciences Annual Meeting; April 2010; St. Petersburg, FL*
Meredith, T.L. and Hansen, A. 2010. Hemi-bulb Organization in the Elasmobranch Brain. *Chemical Senses*. 35(7): A85.
- Association for Chemoreception Sciences Annual Meeting; April 2009; Sarasota, FL*
Meredith T.L. and Kajiura, S.M. 2009. Olfactory Thresholds of Elasmobranchs. *Chemical Senses*. 34(7): A51.

Conferences and professional presentations

National meetings

- Joint Meeting of Ichthyologists and Herpetologists; July 2021; Held virtually due to COVID-19*
Oral Presentation Co-author: Characterizing Elasmobranch Rosette Morphology Using Two-Dimensional and Three-Dimensional Methods
- Joint Meeting of Ichthyologists and Herpetologists; July 2019; Snowbird, UT*
Oral Presentation Co-author: Stop to smell the rosettes: reflecting on the diversity of the elasmobranch olfactory system
- Joint Meeting of Ichthyologists and Herpetologists; July 2016; New Orleans, LA*
Oral Presentation Co-author: Diffusion Tensor Magnetic Resonance Microscopy (DTM) Reveals Novel Olfactory System Neural Organization in the Atlantic Stingray, *Dasyatis sabina*
- Joint Meeting of Ichthyologists and Herpetologists; July 2011; Minneapolis, MN*
Oral Presentation: Electrophysiological Evidence for Multiple Amino Acid Olfactory Receptor Sites in Elasmobranchs
- Joint Meeting of Ichthyologists and Herpetologists; July 2010; Providence, RI*
Poster: Olfactory hemi-bulb organization in the elasmobranch brain
- Joint Meeting of Ichthyologists and Herpetologists; July 2009; Portland, OR*
Poster: Olfactory thresholds of elasmobranchs
- Joint Meeting of Ichthyologists and Herpetologists; July 2008; Montreal, PQ*
Oral Presentation: Olfactory morphology and physiology of batoids
- Joint Meeting of Ichthyologists and Herpetologists; July 2007; St. Louis, MO*
Poster: How well do yellow elasmobranchs smell?
- Benthic Ecology Meeting; March 2004; Mobile, AL*
Poster: Palatability of the polychaete, *Cirriformia punctata*, to three generalist predators

State/Regional meetings

TRICIA L MEREDITH

CURRICULUM VITAE

Florida Statewide Symposium: Best Practices in Undergraduate Research; October 2020; Embry-Riddle Aeronautical University (held virtually due to COVID-19)

Oral Presentation: Supporting Faculty During a Pandemic: Creating Collaborations to Support Undergraduate Research

Florida Statewide Symposium: Best Practices in Undergraduate Research; October 2018; Florida Atlantic University

Oral Presentation: Undergraduate research with dual enrollment students

Florida Developmental Research School "Best Practices" Drive-in Conference: Inspire; August 2017; Florida Atlantic University

Oral Presentation: Using a butterfly garden as an interactive classroom for pre-k to college students for inquiry-based learning

FISH Conference; May 2017; Florida Atlantic University, Boca Raton, FL

Southeast Scientific Teaching Network Conference; July 2016; Athens, GA

Poster Presentation Co-author: Change within the Classroom

Southeast Scientific Teaching Network Conference; July 2016; Athens, GA

Poster Presentation Co-author: Institutional Changes

Drive-in Conference: Innovate, Instruction for the 21st Century; August 2016; Florida Atlantic University

Oral Presentation: Guiding high school students into research

Florida Statewide Symposium: Engagement in Undergraduate Research; October 2014; University of Central Florida

FISH Conference; November 2011; Florida Atlantic University, Boca Raton, FL

FISH Conference; November 2010; University of South Florida, Tampa, FL

Oral Presentation: Olfactory hemi-bulb organization in the elasmobranch brain

FISH Conference; November 2008; Florida Atlantic University, Boca Raton, FL

Oral Presentation: Olfactory Physiology of Elasmobranchs

FISH Conference; November 2007; University of Tampa, FL

Oral Presentation: Olfactory capabilities of three batoid species

FISH Conference; November 2006; Florida Atlantic University, Boca Raton, FL

Oral Presentation: Olfaction in Elasmobranchs

Regional Sigma Xi Meeting; May 2004; University of North Carolina at Wilmington, Wilmington, NC

Poster: Palatability of the polychaete, *Cirriformia punctata* to three generalist predators

University meetings

UM Neuroscience Research Day, November 2012; Miami, FL

Poster: Sweet taste and childhood obesity

UM Postdoctoral Fellows Research Day, September 2012; Miami, FL

Poster: Sweet taste and childhood obesity

FAU Graduate Student Research Day, April 2010; Boca Raton, FL

Poster: Olfactory thresholds of elasmobranchs

FAU College of Science Graduate Research Day, March 2010; Boca Raton, FL

Poster: Olfactory thresholds of elasmobranchs

Other

State of Florida, House of Representatives Subcommittee on Choice and Innovation, Oct 2015; Tallahassee, FL

TRICIA L MEREDITH

CURRICULUM VITAE

Oral Presentation: Sharing the Benefits of a Successful Developmental Research School and University Partnership

Graduate student research mentoring

- Graduate faculty member in FAU College of Education
 - Serving one 1 dissertation committee – Agnes Timar
- Graduate faculty status in FAU Department of Biological Sciences - serve on and chair Master's student committees in the Department of Biological Sciences
 - Served on 3 Master's Thesis Committee – Eloise Cave, Caitlin Shea-Vantine, Andrea Hernandez
 - Co-chaired 1 Master's Thesis Committee – Aubrey Clark
 - Co-chairing 1 Doctoral Dissertation Committee – Aubrey Clark

Research workshops

2020	Operating an Imaging Core Facility During a Pandemic, delivered virtually by Nikon
2018	Faculty Workshop on Undergraduate Research Mentoring, Center for the Improvement of Mentored Experiences in Research
2016	Navigating the IRB Process, Florida Atlantic University
2013	Responsible Conduct in Research Workshop, University of Miami
2013	Grant Writing Workshop, University of Miami
2012	Research Ethics, University of Miami
2012	Survival Skill for Scientists: Professional Skills and Ethics Workshop, University of Miami
2012	Grant Writing Workshop, University of Miami

Professional membership

Association for Women in Science (AWIS); 2014-present
Council on Undergraduate Research (CUR); 2014-present
American Elasmobranch Society (AES); 2005-2012
American Society of Ichthyologists and Herpetologists (ASIH); 2005-2012
Association for Chemoreception Sciences (AChemS); 2007-2012
Society for Integrative and Comparative Biology (SICB); 2005-2012, 2018-2019
Sigma Xi; 2003-2005

TEACHING

FAU courses developed

EDF 2910	Multidisciplinary Introduction to Research
EDF 3912	RI: Multidisciplinary Research Methods 2
EDF 2911	Multidisciplinary Research Methods 1
EDF 3913	RI: Multidisciplinary Research Methods 3
EDF 4930	Field Research in the Galapagos

Teaching experience

Florida Atlantic University; January 2005 – Present

PSB 4931	Honors Special Topics in Neuroscience (Advanced Life Science Technologies, in partnership with Max Planck Florida Institute for Neuroscience)
EDF 2910	Multidisciplinary Introduction to Research
EDF 2911	Multidisciplinary Research Methods 1
EDF 3912	RI: Multidisciplinary Research Methods 2
EDF 3913	RI: Multidisciplinary Research Methods 3
EDF 4930	Field Research in the Galapagos
BSC 4905	Neuroscience Seminar 1
BSC 4905	Neuroscience Seminar 2
EDG 4930	Exploring Research
EDF 4930	Introduction to Research
FAU High School	Introduction to Research
EDF 4905	Research Methods I
FAU High School	Research Methods I

TRICIA L MEREDITH

CURRICULUM VITAE

EDF 4930	Research Methods II
EDF 4930	Research Methods III
BSC 2085	Anatomy & Physiology I (~400 students)
BSC 2086	Anatomy & Physiology II (~400 students)
BSC4918	NSF Undergraduate Research & Mentoring (URM)/Honors Biology Programs TA
BSC 2085L	Anatomy & Physiology I Lab TA
BSC 2086L	Anatomy & Physiology II Lab TA
BSCL1010	Bioprinciples Lab TA
OCB 4043L	Marine Biology Lab TA
BCH 3103L	Biochemistry Lab TA

Invited Guest Lecturer; January 2007 – Present

2021	FAU, Core Technologies Conversations, Boca Raton, FL
2020	Ocean First Institute, Webinar speaker, https://www.youtube.com/watch?v=M25gOCsyW1A
2020	LPGA Women's Leadership Summit, Boca Raton, FL, link to highlights
2019	Texas A&M University, Invited faculty lecture, Galveston, TX
2018	FAU, Marine Science Seminar, Boca Raton, FL
2016	FAU, Marine Science Seminar, Boca Raton, FL
2015	FAU High School, FEMSTEM Club, Boca Raton, FL
2013	FAU, Anatomy & Physiology I: The Muscular System, Boca Raton, FL
2013	UM Graduate Program in Biomedical Sciences, Postdoc Q&A session, Miami, FL
2013	UM Graduate Program in Biomedical Sciences, Survival Skills Workshop, Miami, FL
2012	Gumbo Limbo Environmental Complex, Eco-Watch Lecture Series, Boca Raton, FL
2012	FAU, Integrative Biology Program Annual Retreat Invited Speaker, Boca Raton, FL
2011	UM Miller School of Medicine, Chemical Senses Group, Miami, FL
2010	FAU, Evolution lecture, Boca Raton, FL
2010	South Florida Science Museum, Shark Weekend, West Palm Beach, FL
2009	Florida Oceanographic Society, Marine Biology Lecture Series, Stuart, FL
2009	FAU NSF Undergraduate Researching and Mentoring Program, Boca Raton, FL
2009	Palm Beach Hammerhead Dive Club, Marine Biology Lecture Series, Boynton Beach, FL
2007	Marine Lab, Marine Biology Educational Lecture Series, Key Largo, FL

Volunteer Educator; April 2008 – Present

2012, 2013	Miami Science Museum, Brain Fair: Vision Exhibit, Miami, FL
2008-2011	Gumbo Limbo Environmental Complex, Sea Turtle Day, Boca Raton, FL
2009	Western Pines Community Middle School, After School Program, West Palm Beach, FL

Teaching publications

Contributing author. 2010. Anatomy & Physiology I Practical Assessment and Review Software. Bluedoor Publishing.

Contributing author. 2010. Anatomy & Physiology II Practical Assessment and Review Software. Bluedoor Publishing.

Teaching workshops

2020	Teaching CUREs in the time of COVID19, delivered virtually by American Society for Cell Biology
2016	Edtech Teacher Workshop: Unleashing Creativity, Florida Atlantic University
2015	National Academies Southeast Summer Institute, University of Georgia *Named a 2015-2016 "National Academies Education Fellow in the Life Sciences"
2012	Enhancing Student Motivation and Learning, University of Miami
2012	Teaching & Mentoring Methods, University of Miami

SERVICE

University

2021-present	FAU, Wilkes Honors College Morton Fellowship Think Tank
2020-present	Graduate College Fellowship Selection Committee
2015-2019	Chair, OPK12 Research Committee
2018-2019	OURI Faculty Liaison Subcommittee on Faculty Professional Development

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CURRICULUM VITAE

2017-2019	Co-chair, Division of Research, STEAM Steering Committee
2016-2018	Member, The Charles E. Schmidt College of Medicine and Florida Atlantic University High School MD Pipeline Advisory Committee
2015-present	Faculty advisor, FAUHS Fem-STEM student club
2015-present	Member, FAU Association for Women in Science
2016-2017	Member, FAU Distinction through Discovery Grant Steering Committee
2014-present	Grant reviewer, FAU Undergraduate Research Grant
2014-2016	Co-chair, FAU Distinction through Discovery Co-curricular Committee
2012-2013	Co-founder, officer, and "Postdoc Talk" Coordinator, UM Postdoctoral Association
2009-2011	Student Representative, FAU Integrative Biology Program
2010	Member, FAU Integrative Biology Program Retreat Committee

Professional Societies

2010-2011	Chair, AES Nominating Committee
2010-2011	Corporate Donations Coordinator, AES Student Affairs Committee
2009-2011	Judge, AES Nelson Behavior Research Award
2008-2010	Chair, AES Student Affairs Committee
2011	Judge, AES Carrier Poster Award Judging Committee
2006-2008	Student Workshop Coordinator, AES Student Affairs Committee

Peer Review

2020	NSF ad hoc proposal review for IOS core program
2020	Scientific Reports
2019	Frontiers in Physiology
2018	Polar Biology, FAU Undergraduate Research Journal
2017	FAU Undergraduate Research Journal
2016	British Journal of Pharmacology, Zoology
2014	Journal of Morphology, FAU Undergraduate Research Journal
2013	Plos One, Tissue and Cell
2012	Plos One, Journal of Morphology, Journal of Great Lakes Research

Media

Raised awareness of elasmobranch biology and undergraduate research by providing interviews, technical support, and on-camera/air appearances for documentaries, science programs, and the news.

2021	When Sharks Attack , "North Florida Frenzy", S7 E6, National Geographic
2020	Can Sharks Really Smell a Drop of Blood a Mile Away? Ocean First Institute, public webinar
2020	Inside the "Owls imaging lab", ABC news
2020	FAU HIGH SCHOOL OPENS ONE-OF-A-KIND 'OWLS IMAGING LAB', FAU News Desk
2020	When Sharks Attack , "Four Strike Summer", S6 E1, National Geographic
2020	Laboratory Studies Examine How Oil Spills Affect Physical and Behavioral Aspects of Gulf Fish, Gulf of Mexico Research Initiative
2019	FAU Brain Institute, Ascend Program Podcast
2019	Sharks!!! (podcast featuring research), Science Versus Podcast
2016	Can Sharks Smell Period Blood and Will They Eat You Because of It? www.broadly.vice.com
2015	Leptin and taste buds (podcast featuring research), NeuroEndoNow podcast
2013	5 Animals With An Extraordinary Sense Of Smell, Popular Science Magazine
2012	The Dangers Facing Sharks, Sunday Morning Along the Coast, 97.3FM The Coast
2012	It's Alive: Mythbusting a shark's nose, Science News Prime (Science News' iPad app.)
2011	The Shark Packet, Sisbro Studios, LLC
2010	Shark Smell Myth Found Fishy, Inside Science News Services
2010	Inside Nature's Giants: The Leatherback Turtle
2010	The Shark Riddle, Sisbro Studios, LLC
2008	Evolve - Shape and form, History Channel
2007	Ocean of Fear: The story of the USS Indianapolis, The Discovery Channel
2007	The Riddle in a Bottle, Sisbro Studios, LLC
2006	Explorer - Ultimate Shark, National Geographic
2006	LOOKS TV (Germany)

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CURRICULUM VITAE

INDEPENDENT CONTRACT WORK

Curriculum Developer and Content Expert; December 2013 – January 2015

Ocean Classrooms, LLC, Boulder, CO

- Developed and wrote content and assessment for online Ocean Literacy course
- Developed framework and content areas for online Shark Biology course
- Edited content and developed goals and assessment for 6 short courses and the semester-long, online Marine Science 101 course

TRICIA L MEREDITH
CURRICULUM VITAE

REFERENCES

1. **Dr. Joel Herbst (current supervisor)**
Assistant Dean for PK-12 Schools and Educational
Programs
College of Education
Florida Atlantic University
Boca Raton, FL
[REDACTED]
2. **Dr. Donna Chamely-Wiik (former supervisor)**
Director, Office of Undergraduate Research and Inquiry
Associate Scientist, Chemistry and Biochemistry
Florida Atlantic University
Boca Raton, FL
[REDACTED]
3. **Dr. Stephen Roper (Postdoc. advisor)**
Professor, Dept. of Physiology and Biophysics
University of Miami, Miller School of Medicine
Miami, FL
[REDACTED]
4. **Dr. Stephen Kajiura (PhD advisor)**
Associate professor, Dept. of Biological Sciences
Florida Atlantic University
Boca Raton, FL
[REDACTED]
5. **Dr. John Caprio (PhD Committee Member and Coauthor)**
George C. Kent Professor
Dept. of Biological Sciences
Louisiana State University
Baton Rouge, LA
[REDACTED]

Curriculum Vitae
AGNES ANDREA TIMAR

EDUCATION:

FLORIDA ATLANTIC UNIVERSITY, BOCA RATON, FL

Doctoral Candidate, Curriculum and Instruction, (Fall 2016 -)

FLORIDA ATLANTIC UNIVERSITY, BOCA RATON, FL

Master of Science in Mathematics (12/2020)

FLORIDA ATLANTIC UNIVERSITY, BOCA RATON, FL

Education Specialist's Degree in Curriculum and Instruction

Specialization Area: Mathematics (12/2015)

FLORIDA ATLANTIC UNIVERSITY, BOCA RATON, FL

Master's Degree in Educational Psychology (5/2013)

BUDAPEST UNIVERSITY OF ECONOMIC SCIENCES,

(presently Corvinus) BUDAPEST, HUNGARY (6/1992)

Bachelor's and Master's of Science Degree in Business Administration

EMPLOYMENT HISTORY:

University School Assistant Professor, Florida Atlantic University Schools, Boca Raton, FL

Data Specialist

August 2018 - PRESENT

- ❖ Analyzes K-20 data sources to transform the data and information into actionable knowledge for continuous improvement.
- ❖ Collaborates with the Javits grant implementation and evaluation teams to provide relevant data and written analysis reports from single and multiple data systems for federal grant program documentation
- ❖ Ensures integrity and security of data and confidential information.
- ❖ Collaborates with school and district staff in providing relevant data for research initiatives.

University School Assistant Professor, Florida Atlantic University Schools, Boca Raton, FL

High School Mathematics

2007 – August 2018

- ❖ Taught Algebra 2 Honors and Geometry Honors (2007 – 2018), Pre-Calculus (2011-2018).
- ❖ Taught General Math 2, Integrated Math 1, and Remediation Math, 6th and 7th grade (2007 – 2008), Algebra 1 Honors, (2009 – 2011)
- ❖ Personally developed, designed, and implemented Mathematics Curriculums for Algebra 1 Honors, Algebra 2 Honors, Geometry Honors, and Pre-Calculus Honors courses based upon state standards and students' needs

- ❖ Exceptional EOC scores in all tested courses taught
- ❖ Prepare 9th-grade students for the ALEKS Math Placement Test for dual enrollment at FAU.

PROFESSIONAL AFFILIATIONS:

- ❖ Member of National Association of Laboratory Schools 2007-present
- ❖ Member of FCTM, 2008 – Present
- ❖ Member of American Educational Research Association, 2010 - Present
- ❖ Member of NCTM, 2009 – Present

PROFESSIONAL DEVELOPMENT and EDUCATIONAL ACTIVITIES

- ❖ High School Team Leader, 2014-15, 2017-18 school year
- ❖ Served as Clinical Educator, mentoring student teachers in the classroom, 2011-2019
Hosted FIAT students, Good Fit, SMART subs, a 90-hour student, and a student-teacher
- ❖ Mathematics Committee Leader, 2013-14, 2016-17, 2020-2021
- ❖ Guiding Accelerated Teacher Effectiveness (GATE) Mentor 2013-2014
- ❖ High School Math, Social Studies and Language Arts Academic Games Sponsor 2013-2017
- ❖ Geometry Credit Acceleration Program, 2012-2013
Designed, developed, implemented, and oversaw curriculum
- ❖ Created ‘Math Ambassadors’ –a math tutoring program where students teach students after school in person and online 2011-2018
- ❖ 8th-grade sponsor 2011 and 2012, 9th-grade Sponsor 2012-2018
- ❖ Served as Student Government Association Leader, 2011-2012
- ❖ Prepared students for various math competitions: FAU Math Day, AMC 8/10/12, 2008-present
- ❖ Chess club sponsor, 2017-2019, 2021-2022
- ❖ Mathematics Instructional Materials Reviewer, 2021-2022

HONORS OF RECOGNITION IN TEACHING

- ❖ University School Associate Profession Rank - 2019
- ❖ University School Assistant Professor Rank – 2015
- ❖ Florida Department of Education/Macy’s District Teacher of the Year 2015
- ❖ Certificate of Appreciation from Learning Science- Marzano Center for Outstanding Contribution to the Field of Education - 2013
- ❖ Permanent Status at the A.D. Henderson University School of the College of Education at Florida Atlantic University – 2011
- ❖ Selected to Assessment Standard Setting Committee - 2011

CONTINUING EDUCATION AND CERTIFICATIONS:

- ❖ Social & Behavioral Research Investigators and Institutional Review Board (IRB) Reference Resource certificate
- ❖ ESOL – Methods of Teaching – 60 credit hours
- ❖ Florida Professional Educator’s Certificate in Mathematics
Grades 6-12

PUBLICATIONS:

- ❖ Co-Authored Conference Paper “*Mathematically Meaningful Mistakes*” for Society for Information Technology and Teacher Education, 2014
- ❖ Shankar, R., Gundel, J., Nemeth, A., Ploger, D., and Hecht, S.A., Robotic Art for STEM, FCRAR2012, Boca Raton, FL, May 2012.
- ❖ Ploger, D., Shankar, R., Nemeth, A., and Hecht, S. A., Exploring Engineering Technology Practice to Enhance Pre-College Mathematics Learning, 2012 ASEE Gulf Southwest Annual Conference, University of Texas at El Paso, TX, April 2012

PRESENTATIONS:

- ❖ Co-Authored Conference Presentation “*Research communities of practice: Examining K-12 educators’ perceptions of action research after receiving targeted professional development*” at FERA (2021)
- ❖ 2020 “*Teaching Geometry with Geogebra*” – National GeoGebra Conference at Florida Atlantic University (FAU)
- ❖ 2019 “*In Search of a Perfect Admission Algorithm*” -SAC Conference, FAU
- ❖ 2018 “*Positioning teachers as researchers: Lessons in empowerment, change, and growth*” - Florida Educational Research Association Annual Meeting
- ❖ 2018 *New Opportunities in Expanding Inquiry-Based Teaching with Geogebra*- Department of Mathematical Sciences at Florida Atlantic University
- ❖ 2017 Mastery-Based Learning in Mathematics – International Association of Laboratory Schools Conference – Boca Raton, FL
- ❖ 2016 “Data Mining at the Classroom Level: How to Analyze Educational Data from Different Perspectives to Gain Useful Information to Ensure Students’ Growth – IALS conference, Boca Raton, FL
- ❖ 2015 “*Fostering Growth Mindset across Ability Levels and Subject Areas*” at the University of Florida in collaboration with Vivian Wilson from FAMU. Gainesville, FL
- ❖ 2012 “*Are You Ready? - Differentiated Instruction Individualized Instruction and Assessment in the Classroom to Ensure Student’s Success*” at the National Association of Laboratory Schools conference - Baton Rouge, LA
- ❖ 2012 “*Using Lesson Study to Improve Classroom Instruction*” at the FCTM Conference in Orlando

RESEARCH:

- ❖ *Mathematical Modeling Across Sciences, 2017 - 2020* – IRB approved Research Necibe Tuncer PI, Tricia Meredith, PI, Agnes Timar, PI
- ❖ *Teaching Geometric Transformations using the Concrete-Representations-Abstract Model-* NCTM Proposal for 2015-16 School Year with Ana Escuder/ Florida Atlantic University – Not funded

Michelle Vaughan, Ed.D.

Department of Curriculum and Instruction

College of Education

Florida Atlantic University

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

EDUCATIONAL EXPERIENCE

Doctor of Education, Florida Atlantic University, 2009

Major: Curriculum and Instruction

Area of Specialization: Literacy

Dissertation title: *The relationship between professional development and the changing reading practices of teachers in low-performing elementary schools.*

Master of Education, University of Florida, 2004

Major: Elementary Education

Area of Specialization: Children's Literature

Bachelor of Education, University of Florida, 2003

Major Elementary Education

PROFESSIONAL EXPERIENCE

Associate Professor, Department of Curriculum, Culture, and Educational Inquiry, Florida Atlantic University, Boca Raton, Florida (2020-)

Assessment Coordinator (2020-)

eLearning Coordinator (2020-)

Assistant Professor, Department of Curriculum, Culture, and Educational Inquiry, Florida Atlantic University, Boca Raton, Florida (2014-2020)

Assessment Coordinator (2014-2020)

eLearning Coordinator (2014-2020)

Visiting Professor, Department of Curriculum, Culture, and Educational Inquiry, Florida Atlantic University, Boca Raton, Florida (2013-2014; 2010-2011)

Curriculum Manager, Florida Virtual School, Orlando, Florida (2011-2013)

Classroom Teacher, Manatee Elementary School, Lake Worth, Florida (2004-2010)

SCHOLARSHIP/RESEARCH/CREATIVE ACTIVITY

Refereed Journal Articles

Alford, N., **Vaughan, M.**, & Saltzman, K. (In Press). Online Course Lead-in: Reimagining the First Weeks of School. *Journal of Educators Online**

Vaughan, M. & Mertler, C. (2020). Re-Orienting Our Thinking Away from “Professional Development for Educators” and Toward the “Development of Professional Educators.” *Journal of School Leadership*, 1-16. doi.org/10.1177/1052684620969926

Vaughan, M. & Delong, J. (2019). Cultures of Inquiry: A transformative method of creating Living-theories. *Educational Journal of Living Theories*, 12(2), 65-88.

Vaughan, M. (2019). Learning who I am: The exploration of my guiding values through a living theory methodology. *Educational Journal of Living Theories*, 12(1), 62-80.

Seamster, C. & **Vaughan, M.** (2019). Capturing the work: Creating a framework for virtual teaching pedagogy through the examination of K-8 virtual educator practice. *Florida Association of Teacher Educational Journal*, 4(1), 23-45.*

Vaughan, M., Cavallaro, C., Baker, J., Celesti, C., Clevenger, C., Darling, H., Kasten, R., Laing, M., Marbach, R., Timar, A., & Wilder, K. (2019). Positioning teachers as researchers: Lessons in empowerment, change, and growth. *Florida Educational Research Association Journal*, 57(2), 133-139.*

Vaughan, M., Boerum, C., & Whitehead, L. (2019). Action research in doctoral coursework: Perceptions of independent research experiences. *International Journal for the Scholarship of Teaching and Learning*, 13(1), 1-8.*

Uribe, S. & **Vaughan, M.** (2017). Facilitating student learning in distance education: A case study on the implementation of a multi-faceted feedback system. *Distance Education*, 38(3), 288-301. doi: [10.1080/01587919.2017.1369005](https://doi.org/10.1080/01587919.2017.1369005)

Vaughan, M. & Uribe, S. (2017). Giving them what they want: Online feedback that works. *College Teaching*, 66(1). doi:[10.1080/87567555.2017.1336611](https://doi.org/10.1080/87567555.2017.1336611).

Dassa, L. & **Vaughan, M.** (2017). #classagain? How education faculty engage the disengaged

college student. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 91(1), 42-45. [doi:10.1080/00098655.2017.1342434](https://doi.org/10.1080/00098655.2017.1342434)

Vaughan, M., Baxley, T., & Kervin, C. (2017). Connecting the dots: A scaffolded model for undergraduate research. *National Forum of Teacher Education Journal*, 26(3), 1-12.*

Vaughan, M. & Henderson, A. (2016). Exceptional educators: A collaborative training partnership for the inclusion of students with Down Syndrome. *Support for Learning*, 31(1), 46-58. [doi: 10.1111/1467-9604.12113](https://doi.org/10.1111/1467-9604.12113)*

Vaughan, M. & Beers, C. (2016). Using an exploratory professional development initiative to introduce iPads in the early childhood education classroom. *Early Childhood Education Journal*, 45(3), 321-331. [doi: 10.1007/s10643-016-0772-3](https://doi.org/10.1007/s10643-016-0772-3) *

Vaughan, M. & Burnaford, G. (2015). Action research in graduate teacher education: A review of the literature 2000-2015. *Educational Action Research*, 24(2), 280-299. [doi:10.1080/09650792.2015.1062408](https://doi.org/10.1080/09650792.2015.1062408)

Vaughan, M., Beers, C. & Burnaford, G. (2015). The Impact of iPads on teacher educator practice: A collaborative professional development initiative. *International Journal of Technology in Teaching and Learning*, 11(1), 21-34.*

Vaughan, M. (2014). Flipping the learning: An investigation into the use of the flipped classroom model in an introductory teaching course. *Education Research and Perspectives*, 41(1), 25-41.

Editorial Reviewed (1)

1. **Vaughan, M.** & McLaughlin, J. (2011). What Can Motivate Teachers to Learn? Ask Them. *Journal of Staff Development*, 32(5), 50-54.

Book Chapters/Contributions (3)

1. **Vaughan, M.** (2019). The body of literature on action research in education. In C. Mertler (Ed), *Wiley Handbook of Action Research in Education*. Boston, MA: Wiley.

2. **Vaughan, M.** & Bogotch, I. (2017). Imaginative action research (IAR): The missing element in leadership development. In C. Rogers, K. Lomotey, & A. Hilton, *Innovative Approaches to Educational Leadership: Selected Cases*. New York, NY: Peter Lang.

3. **Vaughan, M.** (2016). Voices from the field: Understanding by Design. In *Equity Pedagogy: Teaching diverse population*. New York: Kendall Hunt.

Works currently under review (1)

Pavek, C & **Vaughan, M.** (Revise and resubmit). Virtual check-ins: Supporting the independent reading of online students. Submitted to *The Reading Teacher**

*Publication with graduate student

Refereed Presentations and Proceedings

International

Vaughan, M. (April, 2022). *Cultivating Equitable Education Systems for the 21st Century in global contexts through Living Educational Theory Cultures of Educational Inquiry*. Submitted to American Educational Research Association annual conference (AERA). San Francisco, CA. (Refereed).

Vaughan, M. (October, 2021). *Capturing “real-time” data: Insights from teacher action research projects on virtual teaching*. Paper presented at Society for Information Technology and Teacher Education Interactive conference (SITE). Virtual (Refereed).

Vaughan, M. (2021, April). *Accepting Educational Responsibility: Building Living Theory Cultures Of Educational Inquiry In USA/Global Contexts*. Paper presented at American Educational Research Association annual conference (AERA). Virtual (Refereed).

Vaughan, M. & DeLong, J. (2019, June). *Creating living theories through love and life-affirming energy: Examining the role of a living culture of inquiry to move from action research to activism*. Paper presented at Action Research Network of the Americas (ARNA) annual conference. Montreal, Canada. (Refereed)*

Vaughan, M. (2019, March). *Am I still good online? Examining the differences in pedagogy and personality between mediums*. Paper presented at annual meeting of Society for Information Technology and Teacher Education (SITE). Las Vegas, NV. (Refereed)*

Vaughan, M. (2018, June). *The transformative potential of action research:” Examining the perception shifts of doctoral students through action research coursework*. Paper presented at the Action Learning, Action Research Association (ALARA) World Congress. Norwich University, Vermont. (Refereed)*

Uribe, S. & **Vaughan, M.** (2018, April). *Are you with it? Redefining Teacher Withitness for the Online Medium*. Paper presented at annual meeting of Society for Information Technology and Teacher Education (SITE). Washington, D.C. (Refereed)

Vaughan, M. & Uribe, S. (2017, March). *Feeding it forward: Examining the Potential Pitfalls of Online Feedback*. Paper presented at annual meeting of Society for Information Technology and Teacher Education (SITE). Austin, TX (Refereed)*

Vaughan, M. & Uribe, S. (2016, November). *Potential pitfalls in online feedback: A model for successfully completing the feedback cycle*. Paper presented at E-learn 2016-World Conference on eLearning, Washington, DC. (Refereed)*

Vaughan, M. & Minor, I. (2016, March). *Designing and teaching for student experience: Working through and towards continuous improvement in an online degree program*. Presented at annual meeting of Society for Information Technology and Teacher Education (SITE), Savannah, Georgia. (Refereed)**

Vaughan, M. (2015, May). *The state of action research in graduate teacher education programs*. Poster presented at Lilly Spring International Conference, Washington, D.C. (Refereed) *

Vaughan, M. (2015, March). *The Flipped classroom: Benefits for preservice teachers*. Paper presented at the annual meeting of Society for Information Technology and Teacher Education (SITE), Las Vegas, Nevada. (Refereed) *

National

Vaughan, M. & Baxley, T. (2016, April). *Connecting the dots: Building inquiry and research in teacher education*. Presented at annual meeting of National Council on Undergraduate Research, Asheville, North Carolina. (Refereed)*

Regional/Local Presentations

Vaughan, M., Timar, A., Mariani, M., Calabrese, E., & Meredith, T. (2021, November). *Research communities of practice: Examining K-12 educators' perceptions of action research after receiving targeted professional development*. Presented at the annual conference of the Florida Educational Research Association (FERA). Tampa, FL. (Refereed)

Vaughan, M. & Feldman, A. (2020, November). *Teacher Research in a Time of COVID: Reflecting on Lessons Learned*, Florida Educational Research Association virtual forum, served as organizer and facilitator of a state-wide teacher researcher panel.

Vaughan, M., Bees, S., & Rick, C. (2019, November). *Building bridges: Impacting school culture through a school-university partnership focused on teacher research*. Presented at the annual meeting of the Florida Educational Research Association (FERA). St. Petersburg, FL. (Refereed)**

Vaughan, M. (2018, November). *Creating "real"ationships with students: The struggle for authentic connection in an online medium*. Presented at the annual meeting of the Florida Educational Research Association (FERA). St. Petersburg, FL. (Refereed)*

Vaughan, M., Cavallaro, C., Baker, J., Celesti, C., Clevenger, C., Darling, H., Kasten, R., Laing, M., Marbach, R., Nemeth, A., & Wilder, K. (2018, November). *Positioning teachers as researchers: Lessons in empowerment, change, and growth*. Presented at the annual meeting of the Florida Educational Research Association (FERA). St. Petersburg, FL. (Refereed)* **

Seamster, C. & **Vaughan, M.** (2017, October). *Capturing the work of an online teacher: How can we adjust teacher education to prepare teachers for multiple mediums?* Presented at the annual meeting of the Florida Association of Teacher Educators (FATE). Boca Raton, FL. (Refereed).**

*Presentation resulted in publication

**Presentation with graduate student

Non-Refereed Publications, Presentations and Proceedings (23)

Regional/Local Presentations (Not Paid)

1. Vaughan, M. (2019, February). *Creating Excitement and Promoting Critical Thinking Through Active Learning*. Presented at the Dorothy F. Schmidt College of Arts and Letters Lunch and Learn series at Florida Atlantic University.

2. Boyd, M. J., Cameron, M., Cerveny, J., & Vaughan, M. (2019, January). *Lunch with FAU Excellence in eLearning Winners*. Keynote speaker panel at the annual meeting of the Florida Distance Learning Association (FDLA).

3. Rochester, R. R. & Vaughan, M. (2019, January). *Envisioning OER: Exploring the Affordability Curriculum Today (ACT) Initiative at FAU*. Presentation at the annual meeting of the Florida Distance Learning Association (FDLA).

4. Ross, D., Stephan, S. H., Wyatt, S., Vaughan, M., Marull, C., & Holder, C. (2019, January). *Expanding the Possibilities of Distance Learning Through Faculty Engagement*. Higher education panel at the annual meeting of the Florida Distance Learning Association (FDLA).

5. Vaughan, M. & Somers, J. (2019, January). *Expanding the Possibilities: Reflecting on the Move to a Fully Online Degree Program Five Years Later*. Presentation at the annual meeting of the Florida Distance Learning Association (FDLA).

6. DeLuca, C., Smith, J., Walpole, D., Brown, V., & Vaughan, M. (2018, November). Open

Educational Resources. *Florida Board of Governors, Innovation and Online Committee*. Boca Raton, FL.

7. **Vaughan, M.** (2018, October). *Exceptional Educators: Curriculum Modification for Students with Severe Cognitive Disabilities*. Workshop presented annually for inclusion teachers in Palm Beach County School District through partnership with Gold Coast Down Syndrome Organization.
8. **Vaughan, M.** (2018, October). *Feedback 2.0: A Model for the Online Medium*. Presentation to the Department of Business Communications at Florida Atlantic University.
9. **Vaughan, M. & Waldon, K.** (2018, April). *Tips and Strategies: How to Ensure Online Engagement Is Not "Hit or Miss."* Presentation at the Teaching with Technology Showcase hosted by Florida Atlantic University.
10. **Vaughan, M. & Uribe, S.** (2018, April). *Feedback 2.0: A Model for the Online Medium*. Presentation at the Teaching with Technology Showcase hosted by Florida Atlantic University.
11. **Vaughan, M., Waldon, K., & Sorge, K.** (2018, January). *Lunch with FAU Excellence in eLearning Winners*. Keynote speaker panel at the annual meeting of the Florida Distance Learning Association (FDLA).
12. **Vaughan, M.** (2017, November). *Exceptional Educators: Curriculum Modification for Students with Severe Cognitive Disabilities*. Two workshops presented annually for inclusion teachers in Palm Beach County School District through partnership with Gold Coast Down Syndrome Organization.
13. **Vaughan, M. & Uribe, S.** (2016, November). *Introduction to Teaching: Top 10 Lessons from the Field*. Workshop presented at Florida Atlantic University to visiting high school members of the Future Educator Association.
14. **Vaughan, M.** (2016, September). *Exceptional Educators: Curriculum Modification for Students with Severe Cognitive Disabilities*. Two workshops presented annually for inclusion teachers in Palm Beach County School District through partnership with Gold Coast Down Syndrome Organization.
15. **Vaughan, M.** (2015, September). *Exceptional Educators: Curriculum Modification for Students with Severe Cognitive Disabilities*. Two workshops presented annually for inclusion teachers in Palm Beach County School District through partnership with Gold Coast Down Syndrome Organization.
16. **Vaughan, M. & Beers, C.** (2014, October). *Using iPads to Engage Early Childhood Educators*. Workshop presented at Broward Early Childhood Educators Conference.

17. **Vaughan, M.** (2014, September). *Exceptional Educators: Curriculum Modification for Students with Severe Cognitive Disabilities*. Two workshops presented annually for inclusion teachers in Palm Beach County School District through partnership with Gold Coast Down Syndrome Organization.
18. **Vaughan, M.** (2014, April). *Flipped Classrooms for Preservice Teachers*. Presentation at the Teaching with Technology Showcase hosted by Florida Atlantic University.
19. **Vaughan, M.** (2013, September). *Exceptional Educators: Curriculum Modification for Students with Severe Cognitive Disabilities*. Two workshops presented annually for inclusion teachers in Palm Beach County School District through partnership with Gold Coast Down Syndrome Organization.

Regional/Local Presentations (Paid)

20. **Vaughan, M.** (2015, July). *Understanding by Design, Level I*. Plantation Elementary: Training provided for teachers at Broward County elementary schools in curriculum design using the backwards design model. Training included as part of Magnet Schools Assistance Program (MSAP) grant.
21. **Vaughan, M.** (2015, July). *Understanding by Design, Level II*. Broward Estates Elementary: Training provided for teachers at Broward County elementary schools in curriculum design using the backwards design model. Training included as part of Magnet Schools Assistance Program (MSAP) grant.
22. **Vaughan, M.** (2015, Dec). *Understanding by Design, Level I*. Broward Estates Elementary: Training provided for teachers at Broward County elementary schools in curriculum design using the backwards design model. Training included as part of Magnet Schools Assistance Program (MSAP) grant.
23. **Vaughan, M.** (2014, June). *Understanding by Design, Level I*. Atlantic West Elementary: Training provided for teachers at Broward County elementary schools in curriculum design using the backwards design model. Training included as part of Magnet Schools Assistance Program (MSAP) grant.

GRANTS

External-Funded

1. **Vaughan, M.** (2012-2013). *Exceptional Educators*. Global Down Syndrome Education Grant, funded for \$15,000

Responsibilities included working collaboratively with the Gold Coast Down Syndrome Organization (GCDSO) to create and deliver training for Palm Beach County School District

teachers who work with students with Down Syndrome, collect and analyze data, and assist in reporting findings.

External -Submitted/Unfunded

Vaughan, M. & Powers, J. (2021-under review). Building the Artificial Intelligence Summer Training Institute (ASTI): Developing knowledge, attitudes, and self-efficacy of classroom teachers. Proposal submitted to Institute of Education Sciences.

The purpose of this project is multifaceted. First, the interdisciplinary research team of curriculum technology integration and AI experts will design, build, and launch the AI summer training institute (ASTI) through a research-based process. Next, the team will refine ASTI and assess the effectiveness of the model as an intervention through a multi-year mixed methods research study. \$1.9 million dollars requested.

Vaughan, M. & Meredith, T. (2020-unfunded). Comprehensive Research Initiative for Educators:

Examining the effectiveness of a targeted approach to build research capacity throughout a school district. Pre-proposal submitted to Spencer Foundation Grant.

This project intends to assess the implementation of a comprehensive research initiative aimed at building research capacity in educators within a diverse school district located in South Florida. Through the development, execution, and analysis of independent research projects, educators learn to analyze their practice and make data-based decisions within the classroom and school district. 50,000 dollars requested.

Vaughan, M. & Diaz, G. (2019-unfunded). *Supporting teacher growth through Action Research Communities*. Pre-proposal submitted to James S McDonnell Foundation.

Proposal outlines a multi-year project at the laboratory schools at Florida Atlantic University to build sustainable Action Research Communities (ARCs) that support teacher research and grow as professionals, 1.7 million dollars requested.

Internal-Funded

1.Vaughan, M. & Wolfe, K. (2018). *EDF 6918: Action Research in Schools and Communities*. Affordable Curriculum Today Adaptation Grant, funded for \$1,500.

Responsibilities include the development of open educational resources (OER) and media for use in EDF 6918 and published for open access.

2.Vaughan, M. & Baxley, T. (2015-2017). *Pre-service teachers: Developing an identity as an educational inquirer in curriculum and culture*. Distinction through Discovery Curriculum Grant

for Undergraduate Research, funded for \$5,000.*

Responsibilities included the development of three new research-based assignments within two undergraduate courses, collection of assessment data through LiveText, write up of annual report on findings and recommendations.

*Undergraduate research

COURSES TAUGHT AT FAU

Undergraduate Courses Taught

EDF 2005	Introduction to the Teaching Profession
LAE 4353	Language Arts & Literature: Birth-Grade 8

Graduate Courses Taught

EDF 6918	Action Research in Schools and Communities* **
EDG 6223	Curriculum Leadership*
EDG 6224	U.S. Curricular Trends and Issues*
EDG 7251	Curriculum for School Improvement*
EDG 6253	Design Components of Curriculum
EDG 6931	Teacher as Researcher*
EDG 5931	Best Practices in Curriculum and Instruction
EDF 7758	Trends in Analyzing Instructional Practices

*Developed online version of course

**Achieved Quality Matters certification

ADVISING

Master's in Curriculum and Instruction Academic Advisor (2014-present)
Currently: 75

Doctor of Philosophy in Curriculum and Instruction (2015-present)
Currently: 6

Doctoral Dissertation Committee member (2014-present) (17)

Kristin Shealy, *Impact of collaborative work analysis professional development on teacher practice and student writing*. Committee member. Graduated in Fall, 2015.

Michael Francis. *Investigating approaches to media literacy, An analysis of media literacy organizations*. Committee member. Graduated in Spring, 2016.

Eva Frank, *Simulation for a continuing professional education course: Examining the learning*

gains and perceptions of athletic trainers. Committee member. Graduated in Summer, 2016.

Courtney Beers, *Early childhood preservice teachers' knowledge of children's cognitive development and developmentally appropriate pedagogical practices: Understanding the role of clinical experiences.* Committee member. Graduated in Summer, 2016.

Deb Ferris, *Missed opportunities and connections in teacher learning.* Committee member. Graduated in Summer, 2016.

Christine Rodriguez, *Teacher expertise in motion: The synergistic gears that shape and sustain teacher expertise.* Committee member. Graduated in Summer, 2016.

Christina Seamster, *Approaching authentic assessment: Using virtual school teachers' expertise to develop an understanding of full time K-8 virtual school teacher practices,* Committee member, Graduated in Fall, 2016

Gisselle Gutierrez, *The Struggle to engage: Perceptions of online math homework from high school students enrolled in face-to-face math classes at private schools,* Committee member, Graduated Fall, 2017

Eleanora Yankelevich, *Teacher perceptions of technology integration professional development in a 1:1 mobile device environment,* Committee member, Graduated Fall, 2017

Jillian Wojcik, *The relationship between sense of belonging and instructor self-efficacy among online adjunct faculty in higher education,* Committee member, Graduated Fall, 2017

Leigh Scruggs, *Influence of required professional development in Florida SB 1108 on teacher self-efficacy in serving students with disabilities,* Committee member, Graduated Spring, 2018

Kristin Perez, *Influences of STEM, Title 1, and grade level of instruction on teachers' preferences of effective professional development design components,* Committee member, Graduated Spring, 2018

Linda Gordon, *Developing Empathetic Responses in Third Grade Students through Multicultural Literature,* Committee member, Graduated Spring, 2019

Jeff Dockswell, *Perceptions on enhancing history curriculum in postsecondary general education: A case study with students and professors,* Committee member, Graduated Fall 2021

Allyson Hall, *Teaching to 21st Century Learners: An Analysis of Faculty Concept of Ability and*

Instructional Technology Use in Higher Education, Committee member, Graduated Spring 2021

Kevin Leichtman, *Burnout: Causes, Factors, and Devastating Impacts on New Teachers*, Committee member, Graduated Fall 2019, Graduated Spring 2021

Rebecca Lewis, *Middle and High School teachers' perceptions of transgender students and the impact of teacher (in)action*, Committee member, Graduated Fall 2019

Kaitlin Salzman, Committee member

Shellie Hennings-Donow, Committee member

Lucas Williams, Committee member

Areeya Ali, Committee member

Christopher Boerum, Committee member

Doctoral Dissertation Chair (2016-present) (6)

Tammy Hoffman. *Investigating the factors which contribute to healthy professional relationships and a positive perception of school climate between Christian school secondary teachers and administrators in South Florida*, Co-chair, Graduated Summer, 2018

Brett Scaglione, *Transitions into Instructorship as Seen Through the Eyes of Experienced Accelerated Freefall Training Skydiving Instructors*, Co-chair, Graduated Spring, 2019

Sherrie Sacharow, *Informational Literacy, A Pathway Toward Success for Florida State College English Language Learners*, Co-chair, Graduated Fall, 2019

Amanda Chiplock, *Operationalizing accreditation standards for self-directed for learning: Exploring the impact of contextual factors and capacity on undergraduate medical education*, Chair, Graduated Fall 2021

Linda Whitehead, *No substitution for substitute teaching experiences: A case study exploring perspectives of new substitute teachers*, Chair, Graduated Spring 2022

Agnes Timar, *Predicting first-year university academic success using middle school data in an early college entrance program*, Chair

Melissa Antonelli, *Teaching Queer: LGBTQ educators' experiences with LGBTQ inclusive curriculum in K12 public schools*, Chair

Nicole Alford, Chair

Dianna Fedderman, Chair

SERVICE AND PROFESSIONAL DEVELOPMENT

Service to the Institution

Department/School service

Masters Program Coordinator (2019-present)

Search Committee for Assistant Professor of Curriculum and Instruction (Fall 2017-Spring 2018), Co-chair.

Search Committee for Associate Professor of Curriculum and Instruction (Fall 2016-Spring 2017), Co-Chair.

Search Committee for Associate/Full Professor of Curriculum and Instruction (Fall 2015-Spring 2016), Member.

elearning Coordinator (Spring 2015-2021)

Assessment Coordinator (Spring 2015-2021)

Graduate Programs Committee (Fall 2014-Spring 2017)

Doctoral Admissions Committee (Fall 2014; Spring 2015; Spring 2016; Spring 2017)

College service

Collaboration with EDLRM on Professional Development with BalancEd, Cairo Egypt. Represented CCEI on the curriculum development team to develop 2 week Professional Development seminar with 16 teachers in Cairo, Egypt. (Fall 2015-Spring 2016)

College of Education Assessment Committee (Spring 2015-present)

University service

OPK12 Research committee (Fall 2018-present)

First Day Solutions Committee (Spring 2018-present)

Center for eLearning Excellence in eLearning Award review committee (Spring 2018)

Affordable Curriculum Today (ACT) committee (Spring 2018-present)

Curriculum Grant Pre-Proposal Reviewer (Fall 2017; Fall 2016)

Curriculum Grant Program Curriculum Committee (CGPCC). Responsible for reviewing annual reports for current grant recipients (Spring 2016)

3-minute thesis panel judge (Fall 2018; Fall 2017)

Service to the Discipline/Profession

Scholarly Review Activity

Contemporary Issues in Technology and Teacher Education, Editorial Board (2017-present)

Contemporary Issues in Technology and Teacher Education, Reviewer (2015-2017)

Early Childhood Education Journal, Reviewer (2016-present)

Journal of Online Learning Research, Reviewer (2016-present)

The Teacher Educator, Reviewer (2016-present)

Service to the Community/Public

Gold Coast Down Syndrome Organization – Board of Directors (2012-2018)

Wiston Family Early Childhood Learning Center – Preschool Advisory Council Chair (2014-2018)

School Advisory Council – Coral Reef Elementary School – (2016-2019)

HONORS AND AWARDS

Florida Journal of Educational Research (FJER) Reviewer of the Year (2019)

Excellence in eLearning Distinguished Achievement Award (2019), awarded by the Center for eLearning at Florida Atlantic University.

Innovation in Higher Education Award (2017), awarded by Florida Distance Learning Association

Excellence in eLearning Faculty Award (2016), awarded by the Center for eLearning at Florida Atlantic University.



MN Associates, Inc.

www.mnassociatesinc.com

MNA's SCOPE OF WORK: EVALUATION ADVISOR

STRIDE: FAU's STRIDE JAVITS PROGRAM

- Proximate Background: MNA's experience with the current Javits grant (2017-2022) and track history working with the school officials and project team dates back to 2002.
- MNA has extensive experience working with systemic, institutional capacity building K-16 projects (e.g., The National Geographic Society, National Education Association, CCSSO, Johns Hopkins University, Frostburg State University, Coppin State University, Mesa College, Hinds Community College-Utica Campus, and Dillard University).
- Based on the project narrative and MNA's assigned role as an evaluation advisor, they will conduct the role of an *oversite and monitoring advisor* on the following aspects of FAU's STRIDE program across all grant years:
 - integration of data and data collection systems (including tools used) to existing framework from the current Javits grant (which will expire in 2022)
 - integration of training, activities, and initiatives to the existing system and current strategic plan of the PreK-12 system and FAU across multiple campuses
 - capacity-building assistance as needed of personnel to carry the implementation forward, and
 - sustainability efforts of successful policies, practices, procedures, activities, designs, frameworks and/or systems beyond the grant
- MNA will support the process of lesson-learning and accountability, provide feedback on insights gained from technical cooperation activities into strategic decision-making process.
- MNA will deliver advisory, consulting, and other specific professional services pertaining to the accomplishment of STRIDE's data collection efforts, analyses, and outputs according to the project's design and the proposed logic model.

More specific areas include

- Assist in reviewing data collection instruments

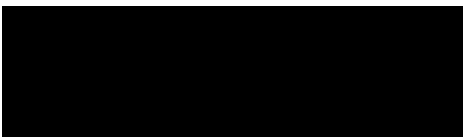
- Review data analyses conducted by the STRIDE team
- Reflect on current literature associated with STRIDE's goals and objectives to inform on how the project can contribute to the larger body of knowledge associated with identifying and educating traditionally underserved student communities who are also gifted and talented, including English learners, and students with disabilities, and
- Advise on publicizing the grant and its broader impacts on successfully increasing the number of historically underserved students, including English learners and students with disabilities, matriculating in gifted and talented programs with the opportunity to access college and career pathways at minimum cost.

To accomplish the following tasks, MNA will:

- Attend team meetings (monthly and as needed)
- Review documents: planning and implementation notes, survey tools and instruments (ongoing)
- Review data analyses and reports (quarterly; annually)
- Attend advisory meetings (as needed).

MNA is being provided \$15,000 (all inclusive) annually to accomplish the above tasks. This amount will cover the salary and fringe benefits of one staff member for a total of 12.5 days per year.

Thank you for the opportunity,



Kavita Mittapalli, Ph.D.
 CEO, MN Associates, Inc.
 5231 Gunpowder Road, Fairfax, VA 22030



Appendix G: Job Descriptions

Transition Coach

Job Description Summary: The Transition Coach for FAU High School will be responsible for providing academic and coaching support services to students as they matriculate through high school and college. The Transition Coach will work specifically with cohorts of underserved students to assist them in managing and navigating through the early college model experience from ninth grade through college graduation. This entails working with the school, university staff, students, and their parents to facilitate the dual enrollment process, monitor progress, explain degree options, complete college admissions, present academic enrichment and support programs, identify scholarship resources, and assess non-academic needs. Working hours may include evenings or weekends depending on special events and specific college admission and registration deadlines.

Preferred experience in higher education, student support services or related fields. Demonstrated skills in effective program development and execution.

Minimum Qualifications:

- Master's degree from an accredited institution in an appropriate area of specialization
- Experience in higher education student support services or related fields.
- Knowledge of functions and processes associated with college admission and challenges of retention of underserved students
- Proficiency in working with computer programs specifically, Microsoft Word, Access, Outlook, and Excel.
- Strong verbal, written, and presentation communication skills, bilingual skills preferred

Preferred Qualifications

Bilingual

Proficiency in working with Canvas learning management system

Job Description:

- Collaborate with college advisors, high school and college counselors and school leadership in working with students to build a network of organizational support on both the high school and college campuses for underserved students.
- Advocate for students, as appropriate, in developing strategies and supports for successful transitions from high to college and graduation.
- Connect students with essential support services on the high school and university campuses related to academic, mental health and wellness, and student engagement.
- Maintain accurate records by accessing appropriate reports for ongoing student academic progress monitoring.
- Provide proactive outreach and support to ensure high school, college degree and graduation requirements are met including but not limited to assessments, community service requirements, and other academic-related tasks needed for graduation.
- Engage with school counselors, FAU High staff and administration, and University Advising Services on an ongoing basis for alignment of processes and services for defined cohorts of students.
- Provide individual and group coaching support to underserved early college high school students as they matriculate from high school through college graduation.

Appendix G: Job Descriptions

- Assist with administering surveys relating to supporting academic preparation, and social and emotional wellness of students.
- Collaborate, facilitate, schedule, and conduct parent and student workshops, presentations, and campus tours.
- Monitor outcomes of strategies and activities and plan for improvements based on data.
- Collaborate with FAU High School team, University Advising/Faculty and College to assist, facilitate and problem solve the on-boarding and course registration processes to include, but not limited to, registration and hold resolution, course overrides and withdrawals and core curriculum completion checks, and credits earned.
- Support students who are undecided in choosing a college major, students in academic difficulty or probation, and students transitioning into their major of choice.
- Support students after high school graduation as they continue their university coursework at FAU.
- Attend staff meetings, College meetings and FAU High meetings/monthly grade level meetings, to share updates, when needed.
- Complete all professional learning requirements to maintain current knowledge on high school and college graduation requirements and best practices in coaching early college underserved students..
- Collaborate with the Recruitment Specialist in underserved student recruitment efforts to FAU High School.
- Work collaboratively with counselors, academic and school advisors, FAU HS staff, and university staff to coordinate the bi-annual FAUHS student application, enrollment, selection and admission processes.
- Assist in providing data as needed for continuous improvement of processes and procedures, for evaluation of services, and for alignment to various approved grant initiatives and written reports.
- Other duties as assigned.

Recruitment Specialist

Job Description Summary: The Recruitment Specialist is responsible for specialized planning and recruitment activities to increase the number of gifted and talented underserved students who apply and are accepted into FAUs early college high school. Collaborates with FAU high school leadership, school counselors, and community partners to identify gifted and talented underserved middle school students through targeted marketing activities, strategies, and supports.

Minimum Qualifications

- Bachelor's degree from an accredited university with at least one year of direct experience working with college recruitment and working knowledge of the K-12 school environment.
- Experience supporting historically underserved students. Competent in cultural communication issues regarding inclusion and diversity.
- Demonstrated organizational skills in prioritizing multiple and complex assignments/projects, handling a variety of details, and maintaining accurate records.

Preferred Qualifications

Bilingual

Proficiency in working with Canvas learning management system

Job Description

- Provides outreach information and assistance to prospective underserved gifted and talented students and their families about the early college high school on FAU university campuses in Boca and Jupiter.
- Serves as a liaison to develop positive relationships with middle school counselors in surrounding service area to identify talented and motivated students for the early college high school.
- Works closely with the Transition Coach to ensure prospective students and their families are aware of resources and supports for who need assistance in strengthening academic skills.
- Provides guidance and resources to potential students on writing and interviewing skills, Accuplacer testing strategies and processes, application requirements and assistance in the completion of application materials to FAUHS.
- Visits middle schools and meets with counselors and prospective students at these schools to promote outreach activities.
- Coordinates community outreach activities relating to increasing awareness of the early college high school targeting underserved students and their families.
- Creates database of outreach activities, numbers of students interested in applying to the high school, and communication relating to recruitment activities.
- Coordinates summer camp for talented underserved students.
- Receives and processes application documents for students identified as underserved to provide personalized assistance.
- Participates with school leadership and various teams and committees in the development of student recruitment and retention plans, strategies, and written and online promotional materials.

- Develops strategies to attract gifted and talented underserved students in alignment with enrollment goals.
- Schedule and conducts campus tours for prospective students and their families
- Collaborates with admissions team to develop, prepare and deliver student recruitment seminars and presentations.
- Assists high school staff in designing and delivering new student orientation sessions.
- Monitors appropriate outcomes pertaining to recruiting underserved students for the early college high school and assists in development of action plans for improvement based on data.
- Involves travel within service area to attend related outreach events.
- Serves on committees as appropriate.
- Performs other duties as assigned.



STILES
NICHOLSON
FOUNDATION

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Jupiter, FL 33458
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March 9, 2022

**2022 Javits Gifted and Talented Students Education Grant Committee
ED-GRANTS-021622-001
Office of Elementary and Secondary Education (OESE)
U.S.A. Department of Education
Grants.Gov**

Re: 2022 Javits Gifted and Talented Students Education Grant

To Whom it May Concern,

The Stiles-Nicholson Foundation is pleased to submit this letter of support to Florida Atlantic University Lab Schools (FAUS) for the 2022 Javits Gifted and Talented Grant.

The Foundation believes in building the bench of motivated and talented students for an early college high school and promoting non-traditional ways to identify high-ability students from diverse backgrounds. We commend the leadership at FAUS for taking a critical look at identifying talent better and expanding their talent pool for this highly successful early-college high school. FAU High School is a nationally recognized public high school that provides its students with a pre-collegiate program. This high school dismantles barriers facing underserved students while providing equal opportunity for each student to simultaneously work toward a cost-free bachelor's degree and a high school diploma. This school drives student success.

We look forward to working collaboratively with FAUS in their efforts to offer professional learning opportunities and experiences for educators through the Stiles-Nicholson STEM Teacher Academy. The Academy is aligned with its effort and committed to providing the means by which educators will identify talented underserved students (especially in the STEM fields), inspire innovation and creativity, and craft a lasting educational benefit for students.

Sincerely,

David J. S. Nicholson
Chairman & Founder
Stiles-Nicholson Foundation



March 11, 2022

M. Jeanette Horner-Smith, Ph.D., Team Lead
Javits Gifted and Talented Students Education Program
U.S. Department of Education, OESE
400 Maryland Ave, S.W. LBJ
Washington, DC 20202

Dear Dr. Horner-Smith,

The Cane Institute proudly submits this letter of support for Florida Atlantic University Lab Schools (FAUS) proposal for the 2022 Javits Gifted and Talented Grant.

The Cane Institute supports Project STRIDE (Supporting Talent through Recruitment, Inclusion, Diversity, and Equity) activities to engage motivated, talented middle school students, especially those identified as underserved, in summer camp through TCI. The Cane Institute, founded by Dan Cane, serves as the epicenter for STEM education and technology transfer for A.D. Henderson and FAU High School. Identifying and engaging the best and brightest students to attend summer camp experiences in project-based engineering design challenges fosters STEM literacy and exposes these students to greater opportunities. One such opportunity is applying to FAUS's early college public high school.

FAU High School, on both the Boca and Jupiter campuses, prepares all students to fully transition to the university beginning in tenth grade, whereby these students complete the remainder of their high school coursework and begin their undergraduate studies. FAU High School (FAUHS) has a proven track record of cultivating successful students; graduates of FAUHS typically earn three years of college credits towards a bachelor's degree, and some even graduate from high school and college simultaneously.

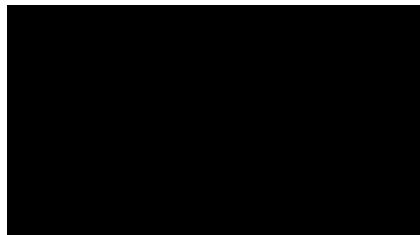
We applaud the leadership at FAUS for expanding ways to identify and support talented students through thoughtful and meaningful experiences which provide a pathway for them to successfully apply to this nationally recognized, highly successful early-college high school.

We look forward to continuing our work with FAUS in bringing together diverse talented students and educators and removing obstacles for those who are underserved. The goal of The Cane Institute is directly aligned to that of the STRIDE project activities, which we fully endorse.

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Boca Raton, FL 33431

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 modmed.com





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March 17, 2022

U.S. Department of Education
Washington, D.C. 20202

To Proposal Reviewers:

On behalf of Florida Atlantic University's (FAU) College of Education, it is my pleasure to write a letter of support for Florida Atlantic University Schools' (FAUS) U.S. Department of Education's Jacob K. Javits Gifted and Talented Students Education application. FAU's College of Education and FAUS have a strong enduring relationship of collaboration and commitment.

The College of Education has guaranteed resources and time to ensuring support for FAUS's outstanding programs and initiatives in their K-8 school, and their nationally recognized successfully early-college high school. We are supportive of Project STRIDE (*Supporting Talent through Recruitment, Inclusion, Diversity, and Equity*) activities to engage motivated talented students, especially those identified as underserved and provide meaningful experiences for them beginning in middle school, and in preparing a pathway for them to apply to FAU High School.

Activities for students in this proposal provide FAUS the opportunity to serve as a national model for education in advancing diversity and inclusion in early college high schools.

The College of Education looks forward to continuing our support for FAUS especially in removing obstacles for those who are underserved to succeed in college.

Sincerely,

A solid black rectangular box used to redact the signature of Stephen Silverman.

Stephen Silverman, Ed.D.
Dean and Professor

SS/je

Appendix I: References

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COLLEGES AND UNIVERSITIES RATE AGREEMENT

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: INDIRECT COST RATES

RATE TYPES: FIXED FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2020	06/30/2021			Organized Research
PRED.	07/01/2021	06/30/2022			Organized Research
PRED.	07/01/2022	06/30/2024			Organized Research
PRED.	07/01/2020	06/30/2021			Other Sponsored Activities
PRED.	07/01/2021	06/30/2023			Other Sponsored Activities
PRED.	07/01/2023	06/30/2024			Other Sponsored Activities
PRED.	07/01/2020	06/30/2021			Instruction
PRED.	07/01/2021	06/30/2024			Instruction
PRED.	07/01/2020	06/30/2024			Organized Research, Other Sponsored Activities and Instruction

ORGANIZATION: Florida Atlantic University

AGREEMENT DATE: 7/8/2021

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u> <u>LOCATION</u>	<u>APPLICABLE TO</u>
PROV.	07/01/2024	Until Amended		Use same rates and conditions as those cited for fiscal year ending June 30, 2024.


*BASE

Modified total direct costs, consisting of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel and up to the first [REDACTED] of each subaward (regardless of the period of performance of the subawards under the award). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of [REDACTED]. Other items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs.

ORGANIZATION: Florida Atlantic University

AGREEMENT DATE: 7/8/2021

SECTION I: FRINGE BENEFIT RATES**

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FIXED	7/1/2021	6/30/2022			Faculty & Post Docs
FIXED	7/1/2021	6/30/2022			AMP - Professional Exempt
FIXED	7/1/2021	6/30/2022			SP - Non-Professional - Non-Exempt - Support Personnel
FIXED	7/1/2021	6/30/2022			OPS-Non FICA Alternative
FIXED	7/1/2021	6/30/2022			OPS Temporary/Hourly -FICA Alternative
PROV.	7/1/2022	Until amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2022.

** DESCRIPTION OF FRINGE BENEFITS RATE BASE:

Salaries and wages.

ORGANIZATION: Florida Atlantic University

AGREEMENT DATE: 7/8/2021

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are charged using the rate(s) listed in the Fringe Benefits Section of this Agreement. The fringe benefits included in the rate(s) are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project {s) the off-campus rate will apply. If more than 50% of the project is performed at the facility rent is paid to, the off -campus rate will apply to the entire project. If 50% or less of the project is performed at the facility rent is paid to, the on-campus rate will apply to the entire project. Grants or contracts will not be subject to more than one F&A cost rate.

Fringe benefits include: FICA, retirement, worker's compensation, unemployment compensation, health insurance, life insurance, short-term disability, and terminal leave.

This rate agreement also applies to FAU Research Corporation, Inc.

Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or [REDACTED].

Next fringe benefit rate proposal based on the fiscal year ending June 30, 2021 is due in our office by December 31, 2021. Next F&A rate proposal based on the fiscal year ending June 30, 2023 is due in our office by December 31, 2023.

ORGANIZATION: Florida Atlantic University

AGREEMENT DATE: 7/8/2021

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted: such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

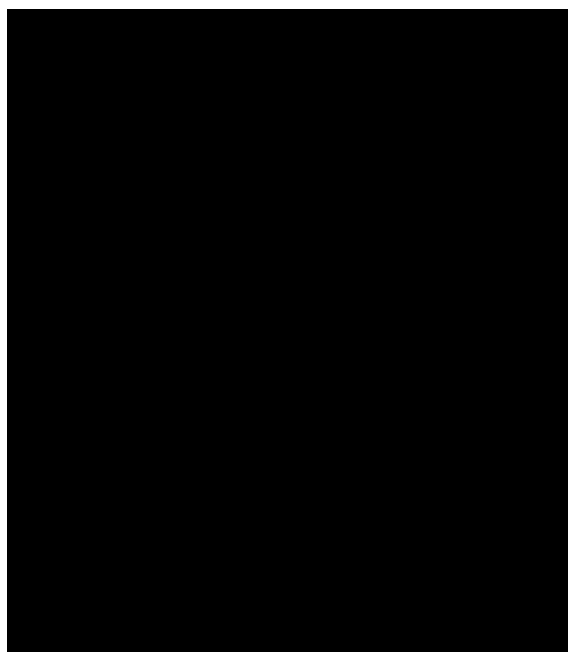
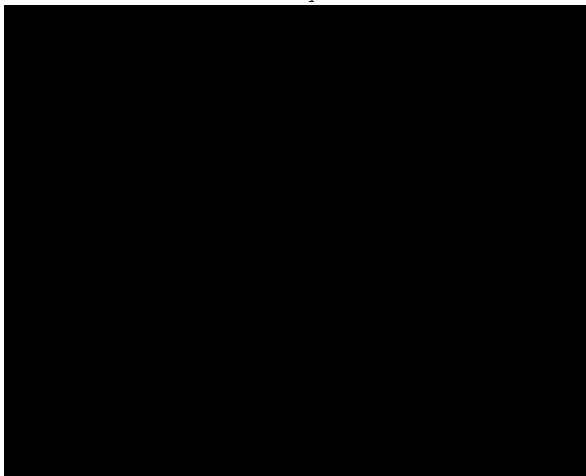
E. OTHER:

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

ON BEHALF OF THE FEDERAL GOVERNMENT:

Florida Atlantic University



Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

STRIDE Budget Narrative

Supporting Talent through Recruitment, Inclusion, Diversity, and Equity (STRIDE) is being implemented by Florida Atlantic University Schools (FAUS) and its partner, FAU College of Education, to make FAUS's successful tuition-free early college model more equitable for students from underserved groups. Through STRIDE, FAUS will increase the number of students from underserved groups, including students with disabilities, who apply for and are accepted to FAUS early college high school; increase the number of students from underserved groups who maintain an overall 3.0 GPA and report feeling a high level of support; and validate the impact of the model. The project supports identification, recruitment, and development of underserved middle school students for FAUHS, staffing and training of an admissions/selection team, optimization of the high school program for DEIA, development of the teacher workforce through professional learning with outreach to feeder middle schools, recruitment and retention of faculty and staff from underrepresented groups, and collection and analysis of data to validate the impact of the project.

The total budget request for STRIDE is [REDACTED] in support from the U.S. Department of Education (Department) through the Jacob K. Javits Gifted and Talented Students Education Program (Javits) grant. A grant from the Department would provide the essential funding necessary to enact our plan, as described in the enclosed proposal.

The narrative that follows is organized by budget category and explains the use of requested funds for the 5-year grant period.

REQUESTED FEDERAL FUNDS

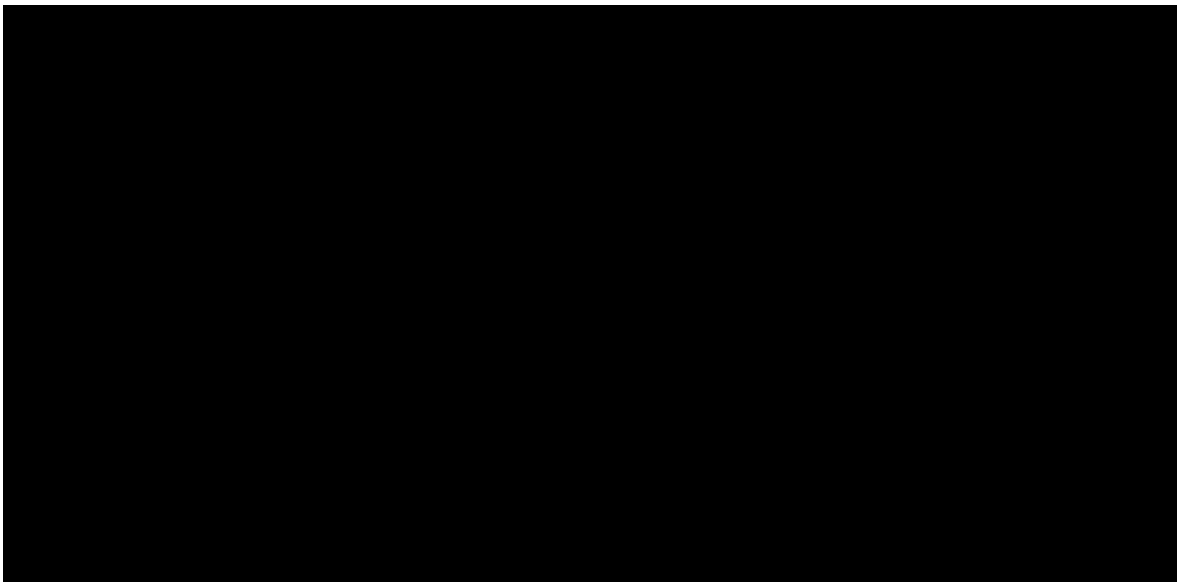
Personnel

Funds for personnel are requested in the amount of [REDACTED]. This includes funds for Faculty salaries, Administrative, Managerial and Professional (AMP) salaries, and Other Personnel Services (OPS). The requested funds include a projected 2% annual increase for all salaried positions. Personnel costs reflect the costs of FAUS employees focused on coordination and implementation of STRIDE project activities including project implementation, budget management, evaluation, and other day-to-day activities.

A description of each line item is detailed below.

Description	Salary	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Grant Principal Investigator (Faculty) .05 FTE in Y1, .10 FTE in Y2-5	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Grant Director (OPS), .75 FTE in Y1, 1.0 FTE in Y2-5	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Director, ESE and Student Support Services (Faculty), .05 FTE
Transition Coach (Faculty), 1.0 FTE
Data Specialist (Faculty), 1.0 FTE in Y2-5
Recruitment Specialist (AMP) 1.0 FTE
Director of Admissions (AMP), .20 FTE
Communications Director Stipend (OPS)
Clerical Support Stipend (OPS)
Professor Stipend for NIC (OPS)
Professional Learning Stipend (OPS)
Total Personnel



Grant Principal Investigator – Gracie Diaz, Deputy Superintendent of FAUS, will serve as the principal investigator representing the interests of FAUS. Diaz will provide oversight of the grant and its activities, serve as a liaison to the University and oversee hiring/staffing and teacher retention activities for the project. Her base salary in Year 1 is [REDACTED] and her salary is requested for .05 FTE in Year 1 and .10 FTE in Years 2-5. The principal investigator falls under Faculty for calculation of fringe costs detailed below.

Grant Director – As detailed in the project narrative, the grant director is Dr. Elisa Calabrese. Dr. Calabrese has extensive experience in education and has managed over [REDACTED] in grant funding for schools, including grants whose funds serve to innovate and improve development of high performing teachers and whose programs have shown evidence of improved graduation rates and increased social and emotional performance of participating students, making her an exceptional choice for the position of project director for STRIDE. As project director, she will oversee the execution of the management plan, detailed in the project narrative. In addition to overall management of project execution, Calabrese will convene the advisory board and strategic planning meetings and focus her efforts on tasks pertaining to professional learning, middle school outreach, SEL, and management of the project evaluation. Calabrese will serve on the STRIDE leadership team as well as the project's advisory board. Her base salary in Year 1 is [REDACTED] and her salary is requested for [REDACTED]. The project director role falls under OPS for calculation of fringe costs detailed below.

Director, ESE and Student Support Services – The position of Director of Exceptional Student Education (ESE) and Student Support

Services is in the process of being filled. This individual is responsible for the district's ESE reporting and activities and the coordination of all school-based ESE activities, including gifted activities, 504 plans, and EL support. This individual facilitates the implementation of a Multi-Tiered System of Supports and will be partially supported at [REDACTED]. The Director of ESE and Student Support Services falls under Faculty for the calculation of fringe costs detailed below.

Transition Coach – A To Be Hired Transition Coach will work specifically with underserved students during the application process and during their high school years as they navigate FAU and make their course selections at the university. In addition, this individual will serve as a bridge to different groups on campus, such as the Black Student Union, Lambda United (LGBTQIA student organization), Women's Empowerment Club, Latin American Student Association, First & Proud (student organization for first-generation students), and Owls Without Limits Club (student organization for students with disabilities). The base salary in Year 1 is [REDACTED] and salary is requested for [REDACTED]. The Transition Coach falls under Faculty for the calculation of fringe costs detailed below.

Data Specialist – Funds are requested for the data specialist in Years 2-5. Agnes Timar, data specialist, will collect and analyze data collected throughout the five-year project timeline, analyze data for written reports, and ensure integrity and security of data and confidential information. Her base salary is [REDACTED], and her salary is requested for 1.0 FTE in Years 2-5. The Data Specialist falls under Faculty for the calculation of fringe costs detailed below.

Recruitment Specialist – A To Be Hired Recruitment Specialist will spearhead efforts to recruit underserved gifted and talented students for FAUHS. The Recruitment Specialist will work with middle school students, their families, and middle school guidance counselors at surrounding schools and coordinate community outreach and Summer STRIDE. This individual's base salary is [REDACTED]. Funding is requested for 1.0 FTE in Years 1-5. The Recruitment Specialist falls under AMP for the calculation of fringe costs detailed below.

Director of Admissions – Dr. Molly Adam will serve as Director of Admissions. In this role, she directs all admission, orientation, and onboarding processes for both FAUS high school campuses. She will staff a diverse recruitment team, oversee the revision of the admissions process, and oversee training of selection and interview personnel for DEIA. Funding is requested for [REDACTED] in Years 1-5. The Director of Admissions falls under AMP for the calculation of fringe costs detailed below.

Communications Director Stipend – A stipend of [REDACTED] per year is requested for the Communications Director to develop marketing materials to attract diverse applicants for vacant teaching and other staff positions. The stipend falls under OPS for calculation of fringe costs detailed below.

Clerical Support Stipend – A stipend of [REDACTED] per year is requested for clerical support for grant implementation. The stipend falls

under OPS for calculation of fringe costs detailed below.

Professor Stipend for NIC – Dr. Michelle Vaughan will co-lead FAUS’s Comprehensive Research Program and facilitate the DEIA Networked Improvement Community. A stipend of [REDACTED] per year is requested for this work. The stipend falls under OPS for calculation of fringe costs detailed below.

Professional Learning Stipend – Faculty from the FAU College of Education, FAUHS, and A.D. Henderson are provided with stipends for their time spent delivering or participating in professional learning experiences. Through STRIDE, these professional learning experiences include training for middle school teachers in talent spotting, Teacher as Researcher coursework, participation in the Networked Improvement Community, coursework for the Florida Gifted Endorsement, and DEIA training. In addition, stipends will be paid to faculty presenting during middle school outreach and transition meetings for students. The hourly stipend rate is \$30 for participants. The grant will support 2,050 hours of professional learning annually. The professional learning stipend falls under OPS for fringe cost calculations described below.

Fringe Benefits

FAUS’s total request to the Department for fringe benefits amounts to [REDACTED]

Description	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Other Personnel Services (OPS) Fringe	[REDACTED]					
Faculty Fringe						
Administrative, Managerial and Professional (AMP) Fringe						
Total Full Time Fringe						

FAU Fringe Benefit Rates are calculated as follows:

Other Personnel Services (OPS) fringe benefits are calculated at 5.7%. OPS includes funding for the grant director and stipends for the communications director, clerical support, professor overseeing the Networked Improvement Community, and professional learning.

Faculty fringe benefits are calculated at 30%. Faculty includes the Grant Principal Investigator, Director of ESE and Student Support Services, Transition Coach, and Data Specialist.

Administrative, Managerial and Professional (AMP) fringe benefits are calculated at 38%. AMP positions include the Recruitment Specialist and Director of Admissions.

Travel

FAUS's total request to the Department for travel amounts to [REDACTED]. The requested funds cover mileage for grant staff to conduct grant activities at participating schools and funds to cover travel expenses for conferences, including any grant-related meetings. Each line item is described below.

Description	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Conference Travel	[REDACTED]					
Mileage						
Total Travel						

Conference Travel – Funds will support grant personnel to travel to attend an annual Department Javits meeting, and support attendance annually at conferences for continued learning as well as for dissemination. The total estimated cost is [REDACTED]/person annually. This includes airfare [REDACTED], hotel [REDACTED]/night), per diem (meals and incidentals) [REDACTED]/day), conference registration fees [REDACTED], and airport parking \$75.

Mileage – Mileage will be paid for grant personnel to travel between participating schools at the State of Florida rate of [REDACTED] per mile.

Equipment

No funding is requested for equipment costs.

Supplies

FAUS requests a total of [REDACTED] of Javits funding for supplies. General supplies are required to support grant activities and communication between all personnel and stakeholders through print media. Supplies include office supplies, supplies to conduct professional learning and recruitment activities, printing costs, postage, and software necessary for grant management/communication.

Description	Year 1	Year 2	Year 3	Year 4	Year 5	Total
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Supplies	
Total Supplies	

Contractual

FAUS' overall request in the Contractual category over the grant period is [REDACTED]. Each line item is described below.

Description	Year 1	Year 2	Year 3	Year 4	Year 5	Total
MN Associates, Inc.						
Core Education, LLC						
Total Other						

MN Associates, Inc. – MN Associates, Inc. (MNA), an education research and evaluation firm led by Dr. Kavita Mittapalli, will act in an advisory role, providing advice and guidance on the program evaluation. The proposed evaluation will include an implementation evaluation to track fidelity of implementation as well as an outcome evaluation focused on the performance measures outlined in the narrative.

Core Education, LLC – Core Education, LLC will conduct analysis of program activities and their viability after the original grant award is expended under varied funding scenarios, examine data obtained from the project and identify results that could be employed to make a case for public and private funding, make recommendations for sustainability, including adaptations to program components, identify personnel and other needs for continuation, and develop a comprehensive plan for sustainability. Funding is requested in the amount of [REDACTED]

Construction

No funding is requested for construction.

Other

FAUS' overall request in the Other category over the grant period is [REDACTED]. Each line item is described below.

Description	Year 1	Year 2	Year 3	Year 4	Year 5	Total
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Marketing/Advertising Fees	
NIC Research Implementation	
Total Other	

Marketing/Advertising Fees – To increase the opportunity for faculty and staff diversity as new hires are made, STRIDE will pay marketing/advertising fees for the design and development of advertisements that appeal to candidates of color and for placement in targeted markets. Marketing/advertising costs will be utilized for both print and non-print media. Funds are requested in the amount of [REDACTED] per year in Years 1-3 and [REDACTED] per year in Years 4-5.

NIC Research Implementation – Through the STRIDE Networked Improvement Community (NIC) focused on diversity, equity, inclusion, and accessibility (DEIA), FAUS and FAU faculty will partner on research projects that are focused on maximizing DEIA in all aspects of the program. Each year of the grant, five research projects will be funded in the amount of [REDACTED] each, for a total of [REDACTED] per year.

Indirect Costs

The current FAU on-campus rate for Indirect Costs for Other Sponsored Activities is 30% of Modified Total Direct Costs (MTDC) as specified by our negotiated Indirect Cost (F&A) Rate agreement with the Dept. of Health and Human Services. However, the FAU Division of Research has agreed to limit our IDC request to 15% of MTDC for this FAU School District proposal. For this proposal, there are no costs exempt from the IDC calculation.

Indirect Costs are requested in the amount of [REDACTED]

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Total Indirect Cost	[REDACTED]					

Training Stipends

No funds are requested for training stipends.



U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information
See Instructions.

OMB Number: 1894-0017
Expiration Date: 07/31/2023

Applicant Information

Legal Name:

Florida Atlantic University

1. Project Objective:

Increase the number of students from underserved groups, including students with disabilities, who apply for and are accepted to FAUS early college high schools.

1.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
500 Students are newly identified as gifted and talented under the program	PROGRAM	500		/	
1.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
500 underserved students are newly identified as gifted and talented under the program	PROGRAM	500		/	
1.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Year 1. 125 underserved students apply to FAUS early college high schools	PROJECT	125		/	
1.d. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Year 2. 130 underserved students apply to FAUS early college high schools	PROJECT	130		/	
1.e. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Year 3. 135 underserved students apply to FAUS early college high schools	PROJECT	135		/	

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U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information

1.f. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Year 4. 140 underserved students apply to FAUS early college high schools	PROJECT	140		/	

1.g. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Year 5. 145 underserved students apply to FAUS early college high schools.	PROJECT	145		/	

1.h. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Year 1. 95 underserved students are admitted to FAUS early college high schools	PROJECT	95		/	

1.i. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Year 2. 97 underserved students are admitted to FAUS early college high schools	PROJECT	97		/	

1.j. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Year 3. 100 underserved students are admitted to FAUS early college high schools	PROJECT	100		/	

1.k. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Year 4. 105 underserved students are admitted to FAUS early college high schools	PROJECT	105		/	

1.l. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Year 5. 110 underserved students are admitted to FAUS early college high schools	PROJECT	110		/	

U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information

1.m. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
75% of students newly identified as gifted and talented under the program are served by the program	PROGRAM		507 /	675	75.11

1.n. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
75% of underserved students newly identified as gifted and talented under the program are served by the program	PROGRAM		507 /	675	75.11

2. Project Objective:

Increase the number of students from underserved groups, including students with disabilities, who maintain an overall GPA of 3.0 and report a high level of support.

2.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Year 1. 75% of underserved students report feeling a high level of support.	PROJECT		313 /	417	75.06

2.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Year 2. 79% of underserved students report feeling a high level of support.	PROJECT		327 /	414	78.99

2.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Year 3. 83% of underserved students report feeling a high level of support.	PROJECT		331 /	399	82.96

2.d. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Year 4. 87% of underserved students report feeling a high level of support.	PROJECT		345 /	397	86.90

U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information

2.e. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Year 5. 90% of underserved students report feeling a high level of support.	PROJECT		371 /	412	90.05

2.f. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Year 1. 75% of underserved students maintain a 3.0 GPA.	PROJECT		313 /	417	75.06

2.g. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Year 2. 80% of underserved students maintain a 3.0 GPA.	PROJECT		331 /	414	79.95

2.h. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Year 3. 85% of underserved students maintain a 3.0 GPA.	PROJECT		339 /	399	84.96

2.i. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Year 4. 90% of underserved students maintain a 3.0 GPA.	PROJECT		357 /	397	89.92

2.j. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Year 5. 95% of underserved students maintain a 3.0 GPA.	PROJECT		391 /	412	94.90

2.k. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
120 educators receive services that enable them to better identify and improve instruction for gifted and talented students.	PROGRAM	120		/	

3. Project Objective:

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U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information

Validate the impact of the model.

3.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Year 1. 2 of 3 elements amber/green or above as measured by the EDI Assessment Framework.	PROJECT	2	/		

3.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Year 2. 3 of 3 elements amber/green or above as measured by the EDI Assessment Framework.	PROJECT	3	/		

3.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Year 3. 1 element at green as measured by the EDI Assessment Framework.	PROJECT	1	/		

3.d. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Year 4. 2 elements at green as measured by the EDI Assessment Framework.	PROJECT	2	/		

3.e. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Year 5. 3 elements at green as measured by the EDI Assessment Framework.	PROJECT	3	/		

INSTRUCTIONS GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION

PURPOSE

Applicants must submit a **GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION** via Grants.gov or in G5 when instructed to submit applications in G5. This form collects project objectives and quantitative and/or qualitative performance measures at the time of application submission for the purpose of automatically prepopulating this information into the U.S. Department of Education's (ED) automated Grant Performance Report form (ED 524B), which is completed by ED grantees prior to the awarding of continuation grants. Additionally, this information will prepopulate into ED's automated ED 524B that may be required by program offices of grant recipients that are awarded front loaded grants for their entire multi-year project up-front in a single grant award, and will also be prepopulated into ED's automated ED 524B for those grant recipients that are required to use the ED 524B to submit their final performance reports.

GENERAL INSTRUCTIONS

Applicant Information

- **Legal Name:** The legal name of the applicant that will undertake the assistance activity will prepopulate from the Application Form for Federal Assistance (SF 424 Form). This is the organization that has registered with the System for Award Management (SAM). Information on registering with SAM may be obtained by visiting www.Grants.gov.

Project Objectives Information and Related Performance Measures Data

Your grant application establishes project objectives stating what you hope to achieve with your funded grant project. Generally, one or more performance measures are also established for each project objective that will serve to demonstrate whether you have met or are making progress towards meeting each project objective.

- **Project Objective:** Enter each project objective that is included in your grant application. When completing this form in Grants.gov, a maximum of 26 project objectives may be entered. Only one project objective should be entered per row. Project objectives should be numbered sequentially, i.e., 1., 2., 3., etc. If applicable, project objectives may be entered for each project year; however, the year to which the project objective applies must be clearly identified as is presented in the following examples:
 1. **Year 1.** Provide two hour training to teachers in the Boston school district that focuses on improving test scores.
 2. **Year 2.** Provide two hour training to teachers in the Washington D.C. school district that focuses on improving test scores.
- **Performance Measure:** For each project objective, enter each associated quantitative and/or qualitative performance measure. When completing this form in Grants.gov, a maximum of 26 quantitative and/or qualitative performance measures may be entered. There may be multiple quantitative and/or qualitative performance measures associated with each project objective. Enter only one quantitative or qualitative performance measure per row. Each quantitative or qualitative performance measure that is associated with a particular project objective should be labeled using an alpha indicator. Example: The first quantitative or qualitative performance measure associated with project objective "1" should be labeled "1.a.," the second quantitative or qualitative performance measure for project objective "1" should be labeled "1.b.," etc. If applicable, quantitative and/or qualitative performance measures may be entered for each project year; however, the year to which the quantitative and/or qualitative performance measures apply must be clearly identified as is presented in the following examples:

- 1.a. **Year 1.** By the end of year one, 125 teachers in the Boston school district will receive a two hour training program that focuses on improving test scores.
- 2.a. **Year 2.** By the end of year two, 125 teachers in the Washington D.C. school district will receive a two hour training program that focuses on improving test scores.

- **Measure Type:** For each performance measure, select the appropriate type of performance measure from the drop down menu. There are two types of measures that **ED** may have established for the grant program:

1. **GPRA:** Measures established for reporting to Congress under the Government Performance and Results Act; and

2. **PROGRAM:** Measures established by the program office for the particular grant competition.

In addition, you will be required to report on any project-specific performance measures (**PROJECT**) that you established in your grant application to meet your project objectives.

In the **Measure Type** field, select one (1) of the following measure types: **GPRA; PROGRAM; or PROJECT.**

- **Quantitative Target Data:** For quantitative performance measures with established quantitative targets, provide the target you established for meeting each performance measure. Only quantitative (numeric) data should be entered in the Target boxes. If the collection of quantitative data is not appropriate for a particular performance measure (i.e., for **qualitative** performance measures), please leave the target data boxes blank.

The Target Data boxes are divided into three columns: **Raw Number; Ratio, and Percentage (%)**.

For performance measures that are stated in terms of a single number (e.g., the number of workshops that will be conducted or the number of students that will be served), the target data should be entered as a single number in the **Raw Number column** (e.g., **10** workshops or **80** students). Please leave the **Ratio and Percentage (%) columns** blank.

For performance measures that are stated in terms of a percentage (e.g., percentage of students that attain proficiency), complete the **Ratio column**, and leave the **Raw Number and Percentage (%) columns** blank. The **Percentage (%)** will automatically calculate based on the entered ratio. In the **Ratio column** (e.g., **80/100**), the numerator represents the numerical target (e.g., the number of students that are expected to attain proficiency), and the denominator represents the universe (e.g., all students served).



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008
Expiration Date: 09/30/2023

Name of Institution/Organization

Florida Atlantic University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs*								
11. Training Stipends								
12. Total Costs (lines 9-11)								

***Indirect Cost Information (To Be Completed by Your Business Office):** If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2020 To: 06/30/2024 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): The Department of Health and Human Services (DHHS)

The Indirect Cost Rate is

☒ do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

(6) For Training Rate Programs (check one) -- Are you using a rate that:

☐ Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or, ☐ Is based on your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

PR/Award # S206A220000

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Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
Florida Atlantic University	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs								
11. Training Stipends								
12. Total Costs (lines 9-11)								

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

Name of Institution/Organization <div style="border: 1px solid black; padding: 2px;">Florida Atlantic University</div>	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
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IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES

- (1) List administrative cost cap (x%):
- (2) What does your administrative cost cap apply to? ☐ (a) indirect and direct costs or, ☐ (b) only direct costs

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel Administrative								
2. Fringe Benefits Administrative								
3. Travel Administrative								
4. Contractual Administrative								
5. Construction Administrative								
6. Other Administrative								
7. Total Direct Administrative Costs (lines 1-6)								
8. Indirect Costs								
9. Total Administrative Costs								
10. Total Percentage of Administrative Costs								

ED 524



U.S. Department of Education
Evidence Form

OMB Number: 1894-0001
Expiration Date: 05/31/2022

1. Level of Evidence

Select the level of evidence of effectiveness for which you are applying. See the Notice Inviting Applications for the relevant definitions and requirements.

☐ Demonstrates a Rationale ☐ Promising Evidence ☐ Moderate Evidence ☒ Strong Evidence

2. Citation and Relevance

Fill in the chart below with the appropriate information about the studies that support your application.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
U.S. Department of Education. (2017). What works clearinghouse intervention report: A summary of findings from a systematic review of evidence: Dual enrollment programs. https://ies.ed.gov/ncee/wwc/InterventionReport/671	<input type="checkbox"/> Tier 1 Strong Evidence for outcomes of: Access and Enrollment, Degree Attainment (College), Completing School, Credit Accumulation, General Academic Achievement (High School) <input type="checkbox"/> Tier 3 Promising Evidence for outcomes of: Attendance (High School), College Readiness, Staying in School <input type="checkbox"/> TABLE 1, p. 2 (summary of findings; provides the overall findings of the intervention report) <input type="checkbox"/> APPENDIX C.2, p. 31 (findings included in the rating for the WWC college access and enrollment domain, showing a statistically significant positive effect for higher college enrollment rates among EC students)	Early college high schools and dual enrollment programs in rural and urban areas, small towns, and mid-sized cities across the United States, including Texas and North Carolina. Two out of the five studies used a randomized controlled trial, and three out of the five studies used quasi-experimental designs, with a total of 77,249 students, with the following demographics: 3% Black, 29% White, 67% Race Not Specified; 8% Hispanic, 92% Not Hispanic; 44% male, 56% female; 51% free & reduced price-lunch. Samples overlap in population (especially with regard to male/female split) and setting.
Song, M. & Zeiser, K. (2019). Early college, continued success: Longer-term impact of early college high schools. American Institutes for Research. https://ies.ed.gov/ncee/wwc/Study/89372	<input type="checkbox"/> Tier 1 Strong Evidence for outcomes of college enrollment within one year of high school graduation, postsecondary degree attainment <input type="checkbox"/> EXHIBIT 2, p. 8 (students' expected educational progression during the periods covered by the original impact study and the follow-up study, by cohort [visual of timespan of study observation conducted by original and follow-up study]) <input type="checkbox"/> EXHIBIT 3, p. 9 (background characteristics of EC students and control students in the impact study sample) <input type="checkbox"/> EXHIBIT 12, p. 25 (percentage of students who completed a college degree within 6 years after expected high school graduation, by type of	Follow-up study to assess longer-term effects of early colleges (ECs) to a previous randomized multisite natural experiment on effects of ECs across 10 ECs (Berger et al., 2013, as cited in Song & Zeiser, 2019). Ten EC schools located in North Carolina, Ohio, South Carolina, Texas, and Utah; five of the ten schools are in urban areas, two schools in mid-sized cities, and three in small towns. Participants include 2,458 students with

	degree completed and study group)	the following demographics: female 52%, male 48%; in grades 9-12, half non-white, half free or reduced-price lunch. Less than a quarter first-generation college students. Samples overlap in population (male/female, first-generation) and setting (mid-sized city and small town).
U.S. Department of Education. (2016b). What works clearinghouse intervention report: A summary of findings from a systematic review of evidence: Summer bridge programs. https://ies.ed.gov/ncee/wwc/InterventionReport/661	<input type="checkbox"/> Tier 3 Promising Evidence for outcome of college degree attainment. <input type="checkbox"/> TABLE 1, p. 1 (summary of findings) <input type="checkbox"/> TABLE A, p. 16 (summary of findings; outcome domain for degree attainment [college] with sample size, average improvement index [+4] and positively statistically significant) <input type="checkbox"/> APPENDIX C, p. 18 (findings included in the rating for the degree attainment [college] domain)	This quasi-experimental study took place at Georgia Tech, a selective technical university in the southeastern United States. A total of 2,222 students were involved in this study with 770 students in the intervention group (those who enrolled in the summer bridge program) and 1,452 students in the comparison group (those who did not enroll in the summer bridge program). Participants included the following demographics: 64% Black; 67% male, 33% female (Murphy, 2010, as cited in U.S. Department of Education, 2016). Sample overlaps in setting (southeastern U.S. summer bridge program).
U.S. Department of Education. (2016a). What works clearinghouse intervention report: A summary of findings from a systematic review of evidence: First year experience courses. https://ies.ed.gov/ncee/wwc/InterventionReport/662	<input type="checkbox"/> Tier 2 Moderate Evidence for Academic Achievement, Credit Accumulation and Persistence <input type="checkbox"/> Tier 3 Promising Evidence for Degree Attainment (College) <input type="checkbox"/> TABLE 1, p. 2 (summary of findings) <input type="checkbox"/> TABLE 3, p. 6 (rating of effectiveness and extent of evidence for the credit accumulation domain; rating of effectiveness being potentially positive effects, extent of evidence being medium to large)	Quasi-experimental design for the four studies used in this WWC intervention report. A total of 12,091 freshman college student participants in first-year experience courses from four different colleges and universities across the United States; a large public university in the western US and using archived student data from 1995-2005 for full-time incoming fall semester freshmen (Clouse, 2012, as cited in U.S. Department of Education, 2016); a medium-sized public university in the midwestern U.S. and observing students taking first year experience courses during fall semester of 2006 (Jamelske, 2009, as cited in U.S. Department of Education, 2016); the University of California, Irvine campus, and observing freshman orientation courses for

		all freshman that academic year (Shoemaker, 1995, as cited in U.S. Department of Education, 2016); University of Texas at San Antonio, a metropolitan, comprehensive public university with 75% of the student sample being financial aid recipients and first generation students (Wilkerson, 2008, as cited in U.S. Department of Education, 2016). Combined participant demographics: 26% Asian, 7% Black, 51% White, 16% Not Specified; 46% Hispanic, 54% Not Hispanic; 55% Male, 45% Female; 8% EL. Samples overlap in population (racial demographics) and setting (first-year experience courses, large public university).
Feygin, A., Nolan, L., Hickling, A., & Friedman, L. (2020). Evidence for networked improvement communities. American Institutes for Research. https://www.air.org/sites/default/files/2021-06/NIC-Systematic-Review-Report-123019-Jan-2020.pdf	TABLE 1, p. 6 (seven studies meeting the criteria for inclusion). This table contains the seven studies used for this systematic research review covering the evidence on the implementation and outcomes of NICs. pp. 7-9 Findings of these individual studies indicate that NICs are useful in solving problems within a school and improving the overall outcomes for student success among all racial and ethnic groups.	Systematic review of the literature on evidence for network improvement communities (NICs). Four-phase research review process. Seven studies located with matching criteria. Six schools in a large urban district (Hannan, Russell, Takahashi, & Park, 2015), three high schools in Broward County, FL Public Schools, three high schools in Fort Worth, TX, Independent School District (Tichnor-Wagnet et al., 2017), three middle schools in a California Bay Area school district (Rohanna, 2017), 19 colleges across five states (Yamada & Byrk, 2016), 21 colleges across seven states (Huang & Yamada, 2017), 14 colleges across eight states (Yamada et al., 2018), and seven schools in a rural community in New Zealand (Ell & Meissel, 2011). No information on participant demographics. Sample overlaps regarding setting (high school in Broward County, FL).
Fox, L. (2016). Seeing potential: The effects of student-teacher demographic congruence on teacher expectations and recommendations. AERA Open. https://journals.sagepub.com/doi/10.1177/2332858415623758	TABLE 4, p. 11 (teacher expectations and recommendations by subgroup) There is a large and significant effect of having a same-race teacher on expectations to complete more than high school for Black students. Black students with a Black teacher are 14.3 percentage points more likely to be expected to complete more than high school than if they have a White teacher. The next panel shows that for expectations to graduate college or more, the same-race effects are positive with 13.5 and 11.3 percentage points for Black and Hispanic students, respectively.	National sample of 10th grade students in 2002; 580 public schools and 172 private schools in the U.S., with a total of 752 schools used to participate in the Educational Longitudinal Study of 2002 (ELS:02) conducted by the National Center for Education Statistics (Fox, 2016). Samples overlap in population (10th grade students) and setting (GT program).
Al-Mamari, S. S., Al-Zoubi, S. M., Bakkar, B. S., & Al-Mamari, K. H. (2020). Effects of a training module on Omani teachers' awareness of gifted students with learning disabilities.	TABLE-1, p. 303 (results of t-test in the SAS [Self-Awareness Scale] pre-test) TABLE-2, p. 306 (results of t-test in the SAS post-test). The results indicate that	Experimental and control groups of teachers (60 total teachers participated in the study), two-week in-service teacher training, via online modules, to help teachers better identify and

Journal of Education and e-Learning Research. 7 (3), 300-305. https://doi.org/10.20448/journal.509.2020.73.300.305	<p>there were significant differences in the post-test of the SAS in favor of teachers in the experimental group.</p> <p>Findings indicate that the 2-week training module improved knowledge awareness, skill awareness, and personal awareness among teachers with regard to gifted students with learning disabilities.</p>	<p>help gifted students with learning disabilities (Al-Mamari et al., 2020). Sultanate of Oman, general and higher education institutions. Samples overlap in setting (in-service teacher training).</p>
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Instructions for Evidence Form

- 1. Level of Evidence.** Check the box next to the level of evidence for which you are applying. See the Notice Inviting Applications for the evidence definitions.
- 2. Citation and Relevance.** Fill in the chart for each of the studies you are submitting to meet the evidence standards. If allowable under the program you are applying for, you may add additional rows to include more than four citations. (See below for an example citation.)
 - a. Research/Citation.** For Demonstrates a Rationale, provide the citation or link for the research or evaluation findings. For Promising, Moderate, and Strong Evidence, provide the full citation for each study or WWC publication you are using as evidence. If the study has been reviewed by the WWC, please include the rating it received, the WWC review standards version, and the URL link to the description of that finding in the WWC reviewed studies database. Include a copy of the study or a URL link to the study, if available. Note that, to provide promising, moderate, or strong evidence, you must cite either a specific recommendation from a WWC practice guide, a WWC intervention report, or a publicly available, original study of the effectiveness of a component of your proposed project on a student outcome or other relevant outcome.
 - b. Relevant Outcome(s)/Relevant Finding(s).** For Demonstrates a Rationale, describe how the research or evaluation findings suggest that the project component included in the logic model is likely to improve relevant outcomes. For Promising, Moderate and Strong Evidence, describe: 1) the project component included in the study (or WWC practice guide or intervention report) that is also a component of your proposed project, 2) the student outcome(s) or other relevant outcome(s) that are included in both the study (or WWC practice guide or intervention report) and in the logic model (theory of action) for your proposed project, and 3) the study (or WWC intervention report) finding(s) or WWC practice guide recommendations supporting a favorable relationship between a project component and a relevant outcome. Cite page and table numbers from the study (or WWC practice guide or intervention report), where applicable.
 - c. Project Component(s)/Overlap of Population and/or Settings.** For Demonstrates a Rationale, explain how the project component(s) is informed by the research or evaluation findings. For Promising, Moderate, and Strong Evidence, explain how the population and/or setting in your proposed project are similar to the populations and settings included in the relevant finding(s). Cite page numbers from the study or WWC publication, where applicable.

EXAMPLES: For Demonstration Purposes Only (the three examples are not assumed to be cited by the same applicant)

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C. B., & Smither Wulsin, C. (2016). <i>Teaching secondary students to write effectively</i> (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: https://ies.ed.gov/ncee/wwc/PracticeGuide/22 . This report was prepared under Version 3.0 of the WWC Handbook (p. 72).	<p>(Table 1, p. 4) Recommendation 1 ("Explicitly teach appropriate strategies using a Model – Practice – Reflect instructional cycle") is characterized as backed by "strong evidence."</p> <p>(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 reported statistically significant and positive impacts of this practice on genre elements, organization, writing output, and overall writing quality.</p>	(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 were conducted on students in grades 6 through 12 in urban and suburban school districts in California and in the Mid-Atlantic region of the U.S. These study samples overlap with both the populations and settings proposed for the project.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2017, February). Transition to College intervention report: Dual Enrollment Programs. Retrieved from https://ies.ed.gov/ncee/wwc/Intervention/1043. This report was prepared under Version 3.0 of the WWC Handbook (p. 1).</p>	<p>(Table 1, p. 2) Dual enrollment programs were found to have positive effects on students' high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college, and these findings were characterized by a "medium to large" extent of evidence.</p>	<p>(pp. 1, 19, 22) Studies contributing to the effectiveness rating of dual enrollment programs in the high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college domains were conducted in high schools with minority students representing between 32 and 54 percent of the student population and first generation college students representing between 31 and 41 percent of the student population. These study samples overlap with both the populations and settings proposed for the project.</p>
<p>Bettinger, E.P., & Baker, R. (2011). <i>The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring</i>. Stanford, CA: Stanford University School of Education. Available at https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf</p> <p>Meets WWC Group Design Standards without Reservations under review standards 2.1 (http://ies.ed.gov/ncee/wwc/Study/72030).</p>	<p>The intervention in the study is a form of college mentoring called student coaching. Coaches helped with a number of issues, including prioritizing student activities and identifying barriers and ways to overcome them. Coaches were encouraged to contact their assignees by either phone, email, text messaging, or social networking sites (pp. 8-10). The proposed project for Alpha Beta Community College students will train professional staff and faculty coaches on the most effective way(s) to communicate with their mentees, suggest topics for mentors to talk to their mentees, and be aware of signals to prevent withdrawal or academic failure.</p> <p>The relevant outcomes in the study are student persistence and degree completion (Table 3, p. 27), which are also included in the logic model for the proposed project.</p> <p>This study found that students assigned to receive coaching and mentoring were significantly more likely than students in the comparison group to remain enrolled at their institutions (pp. 15-16, and Table 3, p. 27).</p>	<p>The full study sample consisted of "13,555 students across eight different higher education institutions, including two- and four-year schools and public, private not-for-profit, and proprietary colleges." (p. 10) The number of students examined for purposes of retention varied by outcome (Table 3, p. 27). The study sample overlaps with Alpha Beta Community College in terms of both postsecondary students and postsecondary settings.</p>

Paperwork Burden Statement: According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0001. The time required to complete this information collection is estimated to vary from 1 to 4 hours per response, with an average of 1.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to the Office of Innovation and Improvement, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202

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