

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

FY 2022 Javits Application Package

CFDA # 84.206A

PR/Award # S206A220010

Grants.gov Tracking#: GRANT13591260

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

Closing Date: Apr 11, 2022

PR/Award # S206A220010

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Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="04/07/2022"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
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State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Milwaukee Board of School Directors"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="████████"/>	* c. UEI: <input type="text" value="████████"/>

d. Address:

* Street1:	<input type="text" value="5225 W. Vliet Street"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Milwaukee"/>
County/Parish:	<input type="text" value="Milwaukee"/>
* State:	<input type="text" value="WI: Wisconsin"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="53208-2627"/>

e. Organizational Unit:

Department Name: <input type="text" value="Curriculum & Instruction"/>	Division Name: <input type="text" value="Office of Academics"/>
---	--

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

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Angela"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Ford"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Manager of Advanced Academics"/>

Organizational Affiliation: <input type="text"/>

* Telephone Number: <input type="text" value="████████"/>	Fax Number: <input type="text" value="████████"/>
---	---

* Email: <input type="text" value="████████"/>
--

Application for Federal Assistance SF-424

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

G: Independent School District

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.):

Add Attachment

Delete Attachment

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*** 15. Descriptive Title of Applicant's Project:**

Milwaukee Public Schools: The 2E Milwaukee Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

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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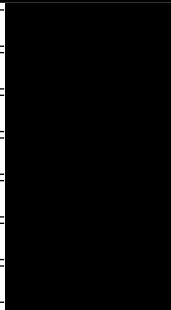
17. Proposed Project:

* 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

Add Attachment

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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-General Education Provisions Act.pdf

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General Education Provisions Act (GEPA)

To ensure equitable access to, and participation in, the *2E Milwaukee Project* for all students, teachers, and other program beneficiaries including members of groups that have traditionally been under represented based on gender, race, national origin, color disability, or age, the project will employ specific strategies. Based on Milwaukee Public Schools' local circumstances, there are minimal barriers that might prevent teachers or students from accessing or participating in this federally funded project. Those barriers could include access to project related professional development or gifted and talented enrichment programs.

The team will work closely with teachers, school leadership, parents and students to overcome these identified barriers by employing these specific strategies:

- Ensuring gifted and talented programs are geographically located in neighborhoods where underrepresented students and families reside;
- Holding professional development sessions in centrally located venues so that all participating teachers have easy access to trainings;
- Differentiating instruction to meet the special educational needs of all students; and
- Hosting a variety of gifted and talented events in schools that meet the needs of student participants and their guardians.

The success of the *2E Milwaukee Project* will be contingent upon the support and meaningful participation of teachers, school leadership, parents and students. There are no barriers that will impede equitable access or participation in the proposed project based on gender, race, national origin, color, disability, or age. Teachers, school leadership, parents and students will receive supports and encouragement to ensure access and participation in this federally funded project.

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 Milwaukee Board of School Directors	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: Keith Middle Name: P.
* Last Name: Posley	Suffix:
* Title: Superintendent of Schools	
* SIGNATURE: Keith P Posley	* DATE: 04/07/2022

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

1. Project Director:

Prefix: Ms.	* First Name: Susan	Middle Name:	* Last Name: O'Brien	Suffix:
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Project Director Level of Effort (percentage of time devoted to grant): 100

Address:

* Street1: 5225 W. Vliet Street
Street2:
* City: Milwaukee
County: Wisconsin
* State: WI: Wisconsin
* Zip Code: 53208-2627
Country: USA: UNITED STATES

* Phone Number (give area code) [Redacted] Fax Number (give area code) [Redacted]

* Email Address: [Redacted]

Alternate Email Address: [Redacted]

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.

Add Attachment

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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.

* Attachment:

Milwaukee Public Schools Abstract

Through the Jacob K. Javits Gifted and Talented Students (JAVITS) Education Program, Milwaukee Public Schools (MPS) will address the **absolute priority** and **competitive preference priorities 1, 2 and 3** through the *2E Milwaukee Project*. The four goals outlined for the *2E Milwaukee Project* include training personnel, identifying 2e students, providing appropriate services, and disseminating resources.

The *2E Milwaukee Project* seeks to increase the number of students identified as twice-exceptional (2e) for gifted and talented services at twenty current and previous Javits schools that have a systematic procedure in place to screen and identify gifted potential in underrepresented students, meaning those who are culturally, racially, linguistically diverse, and economically disadvantaged. The project will include students grade 1-5 in the twenty target schools. During this implementation, the Teacher's Observation of Potential in Students (TOPS) tool will be used by teachers to identify students for gifted and talented programs. These students will receive additional gifted and talented services, such as Saturday classes, summer programming, classroom differentiation, enrichment intervention blocks, and after school programs, to meet their special educational needs. The twenty schools will be geographically dispersed across the city of Milwaukee and will meet criteria focusing on underrepresented student groups.

The following *2E Milwaukee Project* strategies are designed to meet the needs of the target population and support the achievement of the project's goals and objectives. 1) Increase educator capacity to effectively recognize talent in 2e students by a) training educators in culturally responsive identification practices considering students with disabilities and the gifts and talents that may not be easy to recognize due to their disabilities; and b) training educators to use the TOPS tool to increase identification rates among children with disabilities. 2) Increase staff capacity to identify twice exceptional students through ongoing training and support. This

includes analyzing school data to identify and address underrepresentation of students with disabilities in gifted programs and enhancing existing TOPS expertise to include 2e students. 3) Increase educator capacity to effectively provide services to 2e students by a) increasing access to Saturday and summer enrichment camps and a youth leadership education program, b) increase access to other educational opportunities already established in existing Javits schools, such as the implementation of best strategies using the enrichment triad model and STEM-focused learning environments, inquiry-based learning, flexible grouping, and arts integration programs, c) students will have the opportunity to be grade and subject accelerated once eligibility has been determined by MPS's existing grade acceleration policy, and d) the 2e teacher interventionist will provide research-based interventions specifically designed for 2e students according to their area of giftedness in the regular classroom. Examples may include team teaching and a push-in model according to the least restrictive environment (LRE) based on the students' needs.

As a result of the *2E Milwaukee Project*, 80% of teachers in existing Javits classrooms will attend professional development (PD) to develop a deeper understanding of 2e students and be able to identify them for advanced programs and services. Once teachers have been trained, the outcome for students identified with special needs as 2e will be 6% ($n = 53$) of the 886 students. The areas of giftedness that will be identified include intellectual, creativity, leadership, and specific academic areas. The students will receive support in their area(s) of gifted identification and some 2e students will meet criteria for grade acceleration. As a culminating activity, an online handbook will be created to provide information on successful practices in 2e identification and services. MPS project partner will include the Wisconsin Center for Education Research.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Milwaukee Public Schools
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A. Resumes of Key Personnel

Project Narrative

A. Need for the Project

Milwaukee Public Schools (MPS) is a diverse district that welcomes all students, preparing them for success in higher education, post-educational opportunities, work and citizenship. It is the largest school district in Wisconsin and is the 43rd largest school district in the nation, with students from diverse racial, ethnic, and cultural backgrounds. The majority of the students identified with special education needs in 1-5 grades in this project's 20 prioritized schools are Hispanic (44.9%), followed by African-American (41.6%), White (6.3%), Asian (4.5%), and Multiple Race (2.6%). However, only 0.001% ($n = 1$) is currently identified as twice-exceptional (2e) students. The reason for this is two-fold: (1) the vast majority of school districts do not have a system and procedures in place for identifying 2e students and (2) inadequate identification leads to the lack of access to appropriate gifted education services. Additionally, 2e students, whose gifts and disabilities often mask one another, are difficult to identify. Without appropriate identification practices, 2e students and their talents go unrealized. This disproportionality demonstrates the urgency to increase identification followed by providing services.

The majority of the prioritized population have other health impairment disabilities such as ADHD ($n = 335$), followed by speech or language impairment ($n = 293$), autism ($n = 144$), specific learning disability ($n = 97$), and orthopedic impairment ($n = 17$). Like other gifted learners, 2e students are highly knowledgeable and talented in at least one particular domain. However, their giftedness is often overshadowed by their disabilities, or students may mask their learning deficits by using their talents to compensate. Children identified as 2e often find difficulty in the school environment, where organization, participation, and long-term planning play a role. They can be highly creative, verbal, imaginative, curious, with strong problem-

solving ability, and a wide range of interests or a single, all-consuming expertise. However, at school, they may have difficulty keeping up with course rigor, volume, and demands-resulting in inconsistent academic performance, frustration, difficulties with written expression, and are therefore labeled as lazy, unmotivated, and underachieving. Although 2e students possess gifts and disabilities simultaneously, exceptionalities are often addressed separately in educational settings (Assouline & Whiteman, 2011). All this may hinder their excitement for school and be detrimental to their self-efficacy, self-confidence, and motivation (NAGC, 2014). Understanding the strengths and challenges of 2e students is critical for equitable identification and services.

Absolute Priority

The *2E Milwaukee Project*, will use Jacob K. Javits Gifted and Talented Students Education Program (Javits) grant funds to increase the number of students identified as twice-exceptional (2e) for GT services at twenty current and previous Javits schools that have a systematic procedure in place to screen and identify gifted potential in underrepresented students, meaning those who are culturally, racially, linguistically diverse, and economically disadvantaged. However, MPS data has demonstrated students with special needs continue to be overlooked, under identified, and underserved due to lack of understanding and training. To address this need, the main goals of the *2E Milwaukee Project* will be to train regular education teachers on twice-exceptionalism, increase identification, provide services to 2e students, and disseminate information learned from this project.

Accurate identification of 2e students, particularly students from underrepresented communities who are overrepresented in special education, must be preceded by having a clear understanding of their exceptionalities. Yet, education professionals in the gifted and 2e communities have called for a clear definition of twice-exceptionality. They claim without a

clear definition, accurate identification, proper services, and assessments cannot be appropriately provided. Therefore, Reis, Baum, and Burke (2014), define 2e students as demonstrating, “the potential for high achievement or creative productivity in one or more domains such as math, science, technology, the social arts, the visual, spatial, or performing arts, or other areas of human productivity and who manifest one or more disabilities.” (p. 222). Furthermore, the National Association for Gifted Children (NAGC) claims that students who are gifted may also have a special need or disability, which may include specific learning disabilities, speech and language disorders, emotional/behavioral disorders, physical disabilities, autism spectrum, or other impairments such as attention deficit hyperactivity disorder (ADHD).

B. Quality of the Project Design

(1) Goals, objectives, and outcomes are clearly specified and measurable.

This project will support 20 schools in developing comprehensive systems that include culturally responsive, research-based practices that have been shown to a) increase the ability of educators to use culturally effective tools and assessments to identify and serve 2e students from underrepresented populations; b) increase gifted identification rates among students with special needs; c) increase access to Gifted and Talented (GT) services for 2e student through enrichment opportunities in and out of the regular school day. Four goals will be outlined for the *2E Milwaukee Project* including training personnel, identifying 2e students, providing appropriate services, and disseminating resources.

Goal 1: Increase the level and depth of teachers’ knowledge and understanding of 2e students

Objective: Increase classroom educator awareness of 2e students.

Outcome: 80% of teachers in existing Javits classrooms will attend professional development (PD) to develop a deeper understanding of 2e students.

Goal 2: Increase the identification of, and provision of services to 2e students.

Objective A: Increase educator professional expertise in culturally responsive identification practices and best practices in gifted education.

Outcome: Educators will have increased knowledge/skills in identifying 2e students through the STAR360, TOPS tool, and CogAT assessments. Educators will have increased ability to identify 2e students for advanced programming and services as measured by the Fidelity of Implementation.

Objective B: Increase the number of underrepresented 2e students identified for services.

Outcome: Identify 6% ($n = 53$) of the 886 students with special needs as 2e. Areas of giftedness that will be identified include intellectual, creativity, leadership, and specific academic areas. Following identification, students will be flagged as gifted and talented in Infinite Campus (the MPS student management system) for data collection by MPS and the external evaluators. The domains of talent for each student will be noted and used for services, talent development and instructional decision making.

Goal 3: Promote equity in student access to educational resources and opportunities and provide appropriate services to 2e students in the regular education classroom.

Objective A: Increase learning opportunities for 2e students to participate in equitable services outside of the school day.

Outcome: 25% of the identified 2e students will attend the weekend and summer camp opportunities. Parents will receive opportunities via the GT parent listserv.

Objective B: Increase access to GT opportunities that already exist at Javits schools.

Outcome: Increase the number of 2e students who receive support in their area(s) of gifted identification in the regular classroom.

Objective C: Increase of 2e students to participate in grade acceleration.

Outcome: 50% of students who qualify for grade level acceleration will take advantage of the opportunity.

Goal 4: Provide technical assistance and disseminating information, which may include how GT programs and methods may be adapted for use with underrepresented students.

Objective: Create an online handbook for 2E Milwaukee schools, and the public to reference successful practices and challenges in 2e identification and service.

Outcome: Online publication of a 2e identification and services handbook/implementation guide for the public will be shared at national and local conferences and with other school districts.

Logic Model. To articulate the inputs and activities necessary for project goals to be met and greatly improve program design and evaluation, MPS utilizes a visual logic model and expounds through a strong program theory of change. The project logic model below demonstrates how the design of the proposed project is appropriate to, and will successfully address, the needs of the target population.

Program Theory of Change: Expanded professional developmental at participating 2E Milwaukee Project schools, will increase the identification of 2E students in Milwaukee Public Schools (MPS) resulting in equity in services to gifted and talented students who are children with disabilities.

Process Theory: A 2E Milwaukee Project leadership team will expand the current SEE US! and SURGE Programs in Milwaukee Public Schools, focusing on enhancing identification and services to include 2e students.

Impact Theory: The implementation of the 2E Milwaukee Project will increase the number of students identified for GT programming and opportunities, enhance instructional practices and the dissemination of electronic resources to the public.

Inputs	Activities	Outputs	Short-term Outcomes	Intermediate Outcomes	Long-term Outcomes
<ul style="list-style-type: none"> ● Javits support for a 2e teacher interventionist ● Javits support for teacher training ● Javits support for school program implementation (i.e. training, materials, travel) ● Javits support for classroom and family resources ● Javits support for developmental evaluation 	<ul style="list-style-type: none"> ● Hire 2e teacher ● Identify local elementary schools for 2e project ● Complete training for school leadership, teachers and staff in identified schools ● Develop and implement parent/family events ● Develop system procedures for electronic documentation of identification and services 	<ul style="list-style-type: none"> ● 40 teachers participate in 2e professional development ● Participation in yearly 2e conference ● 6% of Children with Disabilities identified as 2e ● Increase in 2e students receiving services in the regular classroom ● Increase in 2e students attending camps outside of the school setting 	<p>(6 months - 2 years)</p> <ul style="list-style-type: none"> ● Increased level/depth of Understanding and knowledge of 2e students ● Increased identification of 2e students ● Increased access to opportunities for 2e students in the classroom. ● Increased access to GT services (Saturday, summer camps, and leadership/creativity enrichment). ● Increased awareness of parents/families about twice exceptionalism 	<p>(3-5 years)</p> <ul style="list-style-type: none"> ● Teachers will have a system in place to identify 2e students. ● Increased demographic diversity of students identified for GT services ● Increased number of 2e students receiving specific intervention by the 2e Teacher. ● Increased interest from diverse families and students in gifted and talented opportunities 	<ul style="list-style-type: none"> ● Schools have 2e identification procedures in place as part of school improvement plans. ● School data reflects inclusive identification practices ● Equitable access to Educational services, Resources, and Opportunities ● Empower families and students to advocate for equitable services.

(2) Project is appropriate and will successfully address the needs of the target population.

The following *2E Milwaukee Project* strategies are designed to meet the needs of the target population and support the achievement of the project's goals and objectives. 1) Increase educator capacity to effectively recognize talent in 2e students by training educators to use the TOPS tool to increase identification rates among children with disabilities. 2) Increase staff capacity to identify 2e students through ongoing training and support. This includes analyzing school data to identify and address underrepresentation of students with disabilities in gifted programs and enhancing existing TOPS expertise to include 2e students. 3) Increase educator capacity to effectively provide services to 2e students by a) increasing access to Saturday and summer enrichment camps and a youth leadership education program, b) increase access to other educational opportunities already established in existing Javits schools, such as the implementation of best strategies using the enrichment triad model and STEM-focused learning environments, inquiry-based learning, flexible grouping, and arts integration programs, c) providing the opportunity to be grade and subject accelerated once eligibility has been determined by MPS's existing grade acceleration policy, and d) the 2e teacher interventionist (TI) will provide research-based interventions specifically designed for 2e students according to their area of giftedness in the regular classroom. Examples may include team teaching and a push-in model according to the least restrictive environment based on the students' needs.

Another great need of the target population is having access to services including interventions to meet their gifted needs. When students do not have access to exploratory learning, debates and discussion, and a focus on higher-levels of thought, the classroom environment fails to promote the creativity and curiosity that are needed for students to achieve their potential. To provide high-quality interventions, the *2E Milwaukee Project* will invest in

learning materials that will engage, enrich, and nurture 2e students' intellectual, academic, creative, and leadership talent development needs.

(3) Project will build capacity and sustain beyond the period of Federal financial assistance.

The implementation process will involve expanding services to past and current Javits schools that currently have a systematic procedure in place to screen and identify gifted potential using the TOPS tool. A responsibilities chart, outlining all stakeholders' obligations, will be developed and shared with school leaders giving them the choice to opt into grant participation.

Building the capacity of staff servicing 2e students is vital to the success of the program. In the *2E Milwaukee Project*, we will build capacity in 40 regular education teachers that will attend two hours of PD and attend William & Mary 2e Conference at the Center for Gifted Education, which is held annually. This 3-day conference focuses on 2e children both at home and at school. The goal of the conference is to provide information, resources, support, and community building opportunities to educators, administrators, parents, practitioners, counselors, and district personnel. Furthermore, PD will be devoted to learning about several topics surrounding twice-exceptionalism such as: the disabilities of 2e students, traits and characteristics of giftedness in 2e students, using TOPS to identify creativity and leadership, social-emotional needs of 2e students, and underrepresentation of gifted students. The teachers attending the PD are already implementing the TOPS tool with fidelity and only need an extra layer of support in identifying 2e students. The teachers who are currently participating in the 2019 Javits award, SURGE, will receive training as part of their regular workshops and monthly meetings. It is the goal that these trainings will build capacity beyond the years of the *2E Milwaukee Project*.

In Year 5, *2E Milwaukee Project* schools will develop sustainability plans for educators to

continue to recognize 2e students when they do their yearly TOPS screening. Because these schools were participants in previous Javits grants (2017 and 2019 awards), they are positioned to continue the practice of identifying and serving 2e students.

(4) Project design reflects up-to-date knowledge from research and effective practice.

Currently, 2e students, particularly students from underrepresented communities are overrepresented in special education, which focuses on remediation rather than enrichment and talent development. Education professionals in the gifted and 2e communities have called for the identification and accessibility to services to develop 2e students' full potential. Scholars and 2e experts define 2e students as demonstrating, "the potential for high achievement or creative productivity in one or more domains such as math, science, technology, the social arts, the visual, spatial, or performing arts or other areas of human productivity and who manifest one or more disabilities as defined by federal or state eligibility criteria." (p. 222). Therefore, scholars suggest schools and educators work with this population to ensure services exist to meet the needs of these students in academic and non-academic areas where students' talents are manifested (Baum et al., 2014; NAGC, 2014). The *2E Milwaukee Project* uses current research as a framework for its design. Goals and objectives largely focus on empowering educators through PD to accurately identify and provide personalized support to 2e students from underrepresented groups. Research emphasizes the importance of individualized approaches to working with this population, including diagnosis, identification, referral and understanding the unique connections between giftedness and social factors (Assouline et al., 2009; Bianco, 2005; Foley Nicpon et al., 2011). By expanding and sharing evidence-based, culturally responsive strategies and tools with educators, this project will both increase gifted identification rates in students with special needs, and increase access to services for 2e students.

(5) The project is supported by promising evidence.

The *2E Milwaukee Project* will also use an ongoing investigation to identify implementation barriers and successes. Quantitative data has shown promising results, significant progress, and a revelation of existing gaps from past and current Javits-funded projects. These projects include the 2014 *Expanding Excellence* as led by the Wisconsin Department of Public Instruction, the 2017 *Scaling Up Expanding Excellence for Underrepresented Students (SEE US!)* grant, and the 2019 *Serving the Underrepresented by Grouping Equitably (SURGE)* grant. Promising findings from these grants, reveals that teachers are determined to find ways to reach their advanced learners who often are missed. Moreover, thanks to current Javits initiatives, teachers have looked at students through asset-based lenses and now recognize student's talents. Deficit thinking regarding student potential has greatly decreased in most classrooms, and teachers are using more engaging, hands-on learning with their students. Teachers have institutionalized the practice of giving students time to use their talents and creative thinking to inquire and engage in tasks at a higher cognitive demand. They also nurture student gifted potential, identified with the TOPS tool, in their practice. However, findings from the grants have also shown existing gaps in three areas that must be addressed to enhance equal access to learning opportunities: (1) continue to provide professional teacher development, specifically on the topic of twice-exceptionalism, (2) identify 2e students, and (3) provide services to 2e students.

The *2E Milwaukee Project* will build upon the most recent Javits grant work. Teachers in the 2019 Javits award identified more gifted potential in students with special needs than teachers in previous grants. As a result, by using the TOPS tool, in 2020-2021, 47 students with special needs were identified as having gifted potential and 31 students in 2021-2022. Therefore, the *2E Milwaukee Project* will guarantee formal identification and access to interventions for 2e

students to meet their academic, intellectual, creative, and leadership needs. Despite these positive outcomes, there continues to be a lack of understanding and limited identification of 2e in the majority of past and current Javits grant schools.

(6) Performance feedback and continuous improvement are integral to the program design.

2E Milwaukee Project program staff will use the findings and feedback provided by the external evaluator, Wisconsin Evaluation Collaborative (WEC), for continuous improvement throughout the life of the grant. Such feedback is integral to the project’s purpose of training educators to better identify and instruct gifted and talented students by gleaning areas of potential improvement from evaluation activities. Accounting for stakeholder perceptions or gaps in knowledge will be crucial for achieving the goals of improved collaboration, instruction, and capacity outlined herein; these goals cannot be accomplished without the buy-in of teachers, families, and students. Additionally, participants will be surveyed after each professional development. Results will be used to adjust practices and revisit concepts.

C. Quality of the Management Plan

(1) Management plan will achieve the objectives of the proposed project on-time and within budget, including responsibilities, timelines, and milestones for accomplishing tasks.

<p>Goal 1: Increase the level and depth of teachers’ knowledge and understanding of 2e students. Objective: Increase classroom educator awareness of 2e students.</p>		
Key Personnel/Responsibilities	Timeline	Milestones
<p>Javits Leadership team with Interventionist meet with school</p>	<p>December 2022</p>	<p>20 schools will commit to participate in the <i>2E Milwaukee Project</i></p>

administrators to confirm participation		
Javits Leadership team with Interventionist will provide TOPS training with a 2e focus for teachers	Yearly	80% of teachers in existing Javits classrooms will attend.
<p>Goal 2: Increase the identification of, and provision of services to 2e students.</p> <p>Objective A: Increase educator professional expertise in culturally responsive identification practices and best practices in gifted education.</p> <p>Objective B: Increase the number of underrepresented 2e students identified for services.</p>		
Key Personnel/Responsibilities	Timeline	Milestones
Classroom educators will administer the Universal screener for identification using TOPS with students with special needs	Fall every year beginning in 2022 and continuing yearly throughout the funding period	Increased number of 2e students identified for GT services (student information system data collection)
Classroom teachers, interventionist and leadership team will analyze and identify students fitting the criteria	January 2023 and continuing yearly throughout the funding period	Increased number of 2e students identified for GT services.

Goal 3: Promote equity in student access to educational resources and opportunities and provide appropriate services to 2e students in the regular education classroom.

Objective A: Increase learning opportunities for 2e students to participate in equitable services outside of the school day.

Objective B: Increase access to GT opportunities that already exist at Javits schools.

Objective C: Provide opportunity for 2e students to participate in grade acceleration.

Key Personnel/Responsibilities	Timeline	Milestones
<p>Leadership team organizes Saturday and summer camps for 2e students to develop giftedness in creativity and leadership outside of the school day.</p>	<p>Yearly beginning Summer 2023 and two camps in each project year.</p>	<p>25% of 2e identified students attend Saturday and summer camps</p>
<p>Classroom educators implement best strategies using the enrichment triad model (Renzulli, 1994), STEM learning environments, inquiry-based learning, flexible grouping, and arts integration programs.</p>	<p>Starting January 2023 and continuing each project year.</p>	<p>6% of children with disabilities will receive services in the day school</p>

Leadership team and program manager set up and implement GT Parent Listserv	Spring 2023 and yearly as students are identified	Increased number of participants receiving resources to support 2e students
Interventionist, program manager and leadership team host Parent/Family Workshops	Fall and Spring Semesters Yearly	Increased attendance and dissemination of information. (attendance, surveys)
<p>Goal 4: Dissemination of successful practices and challenges of the program.</p> <p>Objective: Create an online handbook for 2E Milwaukee schools, and the public to reference successful practices and challenges in 2e identification and service.</p>		
Key Personnel/Responsibilities	Timeline	Milestones
Interventionist, program manager and leadership team will develop an online handbook	October 2027	Online publication of 2e identification and services handbook/implementation guide

(2) Feedback and continuous improvement are in the operation of the proposed project.

2E Milwaukee Project staff will use the findings and feedback provided by the external evaluator (WEC) for continuous improvement throughout the life of the grant. Such feedback is integral to the project’s purpose of training educators to better identify and instruct gifted and

talented students by gleaning areas of potential improvement from evaluation activities.

Accounting for stakeholder perceptions or gaps in knowledge will be crucial for achieving the goals of improved collaboration, instruction, and capacity outlined herein; these goals cannot be accomplished without the buy-in of teachers, families, and students. Participants will be surveyed after each training session. Results will be used to adjust practices and revisit concepts.

The proposed program will be evaluated through a mixed-methods evaluation featuring both quantitative and qualitative analyses conducted by evaluators from the WEC in the Wisconsin Center for Education Research (WCER) at the University of Wisconsin–Madison. The evaluation will be led by Dr. Annalee Good who will provide both formative and summative feedback with the priority of improving the implementation and impact of the initiative.

The evaluation is organized around examining the fidelity of implementation and the outputs which include the number of students identified and served by the trained 2e TI and regular education teachers. Specifically, the following qualitative data will be collected and analyzed: a.) one focus group per project year (PY) with teachers in participating schools, b.) one focus group in PYs 2 and 4 with students and families, c.) personal interviews with district-level staff in PYs 1, 3, and 5, d.) site visits to 50% of participating schools in each of the project years.

Evaluators will collect and analyze the following quantitative data to assess and provide feedback of program implementation and continuous improvement: a.) participation (via attendance rates) of teachers in PD, b.) number of students identified as 2e each program year, c.) number of students receiving services through the program, d.) 2e identification self-assessment taken by teachers before the first *2E Milwaukee Project* intervention as a baseline, and taken each project year to examine patterns in professional growth, e.) representation index (RI).

To discern whether the population of identified students are representative of the school

population as a whole, we can utilize the RI (Kitano & DiJiosia, 2002), a straightforward calculation showing how closely the proportions of the GT students in a grade or school match the population makeup of the entire grade or school.

WEC will review whether the program's mechanisms of identifying 2e students, such as the TOPS tool and the CogAT, are being implemented and used as intended. WEC will also investigate whether such methods lead to the identification of more historically underrepresented students at the *2E Milwaukee Project* schools, thus providing them with the opportunities outlined in this requirement. One effective way to discern how well students are being served is by using the RI (Kitano & DiJiosia, 2002), as described above.

(3) Staff commitments are appropriate and adequate to meet the objectives of the project.

The program manager and the MPS personnel from the MPS Advanced Academics programs team, will meet to plan and deliver PD and training to the Javits funded 2e TI. The 2e TI will gain a deep understanding of the systematic practices already in place at the Javits schools for identification and services. The TI will also have ongoing support from the program manager and the Advanced Academic Program Manager through weekly one-on-one meetings to discuss progress, challenges, and overall implementation. The program manager, 2e TI, and the Advanced Academic Programs Manager, will meet with the external evaluators three times yearly for data collection and receive feedback through the continuous improvement cycle.

D. Quality of Project Services

One way the *2E Milwaukee Project* grant will ensure equal access and treatment for 2e students that have been underrepresented is through the schools selected to participate in the five-year grant. Every participating school has an economically disadvantaged rate greater than 60% and will be located in a geographic area of the city where traditionally underrepresented

families reside. Furthermore, schools participating have student populations who are not proportionately reflected in the current student demographics of the district's GT programs. High-quality specialty GT programs are not available in the geographic area in which the participating schools are geographically located specifically for 2e students. To ensure equal access at each *2E Milwaukee Project* schools, teachers will be intensely trained to recognize student talent using holistic identification approaches of multiple measures to identify 2e students and their exceptionalities.

PD enhancing their existing advanced knowledge of using the TOPS tool will focus on identifying 2e students with the TOPS tool in the areas of creativity and leadership. To identify creativity and leadership, teachers will utilize the TOPS tool for students with special needs as part of the whole class TOPS screening process. The tool consists of nine domains including: (1) learns easily, (2) shows advanced skills, (3) displays curiosity and creativity, (4) has strong interests, (5) shows advanced reasoning & problem solving, (6). displays spatial abilities, (7) shows motivation, (8) shows social perceptiveness, and (9) displays leadership. Of the nine domains, teachers will identify students for creativity and leadership, however recognizing student motivation and strong interests will aid in the identification process because these traits are strong indicators of giftedness.

Furthermore, deficit mindsets will be challenged as teachers are trained to look at students at potential and avoid focusing on non-teacher pleasing behaviors as those should not be barriers to talent development and gifted identification. Teachers will build upon their capacity to understand and recognize the characteristics of giftedness from their previous Javits grant professional learning. Progressive professional development for the 2e TI is an essential to ensure *2E Milwaukee Project* success. In order to positively impact student performance,

intensive training will occur and include: recognizing and nurturing “gifted” behaviors, understanding the social-emotional needs of gifted children, learning how to allow students to demonstrate mastery of concepts as to avoid under challenging students, understanding and applying practices of how to pace the learning of new materials, planning how to incorporate student passions, and interests into learning, facilitating research, and designing how to structure and provide flexible grouping opportunities for the entire class.

The *2E Milwaukee Project* includes a 2e TI who will support the identification process in the classrooms and provide services to 2e in the regular classroom and outside of the school day at our GT camps. The *2E Milwaukee Project* is one way to provide equitable instruction for all students.

(2) The impact of services will be provided to the intended recipients of the project

Services provided through the *2E Milwaukee Project* will positively impact the equity in services provided to identified students. The Milwaukee community will be positively impacted as students who have opportunities to develop their talents will contribute to the job force and the local economy. Through the use of gifted services in the regular education classroom and at our Saturday and Summer GT camps, students can grow their creativity, leadership, and academics to their fullest potential.

Without the *2E Milwaukee Project*, underrepresented 2e children will be missed and services may not be provided. To identify creativity and leadership, teachers will utilize the TOPS tool for students with special needs as part of the whole class TOPS screening process. The TOPS tool consists of nine domains including: (1) learns easily, (2) shows advanced skills, (3) displays curiosity and creativity, (4) has strong interests, (5) shows advanced reasoning & problem solving, (6). displays spatial abilities, (7) shows motivation, (8) shows social perceptiveness, and

(9) displays leadership. Of the nine domains, teachers will identify students for creativity and leadership, however recognizing student motivation and strong interests will aid in the identification process because these traits are strong indicators of giftedness.

In addition, MPS uses the STAR 360 standardized assessment in reading and mathematics during fall, winter, and spring. To identify giftedness in a specific academic area, students would have achieved an 85 percentile85-percentile rank or higher on the STAR 360 reading or mathematics assessment, which is considered above benchmark according to national norms.

Lastly, MPS utilizes the Cognitive Abilities Test (CogAT) as a universal screener to identify students using the following batteries: quantitative, nonverbal, and verbal. Students who achieved a stanine score of 8 or 9 in any of the batteries will be identified as 2e.

A total of 19.4% of MPS students in grades 1-5 have special needs. According to a report on twice-exceptionality published by NAGC (2014), it suggests 6% of students receiving special education services are 2e. Therefore, the project goal is to identify 6% of the participating school's special education children as 2e. The expected results include increases in student identification of traditionally underrepresented 2e children, increases in services and advanced learning opportunities, increases in access to advanced learning opportunities (STEM camps and academies), and modifications in differentiated instructional practices. The student impact of increased identification of traditionally underrepresented students will be life-changing. Identification will allow the students at the grant schools to receive interventions with the 2e TI. Teachers will also see students through an at-potential lens and use those recognized talents to enhance instruction.

Currently, one of the expected *2E Milwaukee Project* schools has one student who is identified as a student with disabilities and also identified as gifted. Our PD will help all teachers

grow personally and professionally by self-reflecting on their identification and instructional methods. The *2E Milwaukee Project* will be continually assessed through our projected milestones. Each year the number of traditionally underrepresented 2e students will be recorded. Student attendance on Saturday and summer camps will be recorded. Strategies will be developed to increase student attendance at camps if needed.

E. Quality of Project Personnel

1) The qualifications of the project director or principal investigator.

MPS realizes the imperative need for expanding gifted and talented identification and programs to address the socioeconomic and educational disparities in Milwaukee. The quality of the personnel is instrumental in the development and successful implementation of the *2E Milwaukee Project*. The project director and key personnel for this project are among, and have been advised by, some of the nation's leading experts on underrepresentation in gifted and talented education. The key personnel included in this project are a diverse grouping of people, all varying in race, age, gender, disability, and national origin.

Susan O'Brien serves as the program manager for the Scaling-Up Expanding Excellence (SEE US!) and Serving the Underrepresented by Grouping Equitably (SURGE) Javits grants for MPS. Susan manages full implementation of the SEE US! grant and SURGE Javits grants. She is accomplished in PD design and delivery and her disposition enhances her ability to build relationships with all Javits grant stakeholders. Susan holds her Director of Instruction administrative licensure from Alverno College and her Master's Degree from Cardinal Stritch University. Upon award, Susan will serve as program manager. **Dr. Annalee Good**, will serve as lead evaluator. As a researcher at WCER, co-director of the WEC, and director of the WCER Evaluation Clinic, her expertise will allow continuous improvement in implementation.

2) The qualifications, including relevant training and experience, of key project personnel.

MPS has a commitment to cross-departmental collaboration, such that members of several district offices will be involved in planning and support for this project.

Dr. Felicia Saffold, serves as the Senior Director of Curriculum and Instruction for MPS. Dr. Saffold has expertise in urban education, program and PD, instructional leadership and coaching. Upon award, Dr. Saffold will work with the Advanced Academic Programs manager and the grant implementation team to assure grant practices accelerate student learning and align with MPS best practices.

Dr. Angela Ford, serves as the Advanced Academic Programs Manager. Upon award, she will be part of the leadership team and will work to meld the project goals to district and student priorities. Dr. Ford will supervise the program manager and approve all grant activities as an MPS Administrator. She will be the conduit for communicating grant activities, including achievement data, to her supervisors and senior administration in MPS.

Dr. Martha Lopez serves as the *SURGE* Javits Grant Teacher Coach for Advanced Academic Programs in MPS. She trains and coaches *SURGE* Javits teachers on STEM focused learning opportunities, cluster grouping, and identification of GT students. She earned her doctorate degree in educational psychology at the University of Wisconsin–Milwaukee with an emphasis on Developmental and Cognitive Sciences of GT students.

Dr. German Diaz Cárdenas works as a Javits Teacher Coach with Advanced Academic Programs at MPS. His responsibilities include training teachers on best identification methods, the implementation of STEAM practices, and the implementation of talent development initiatives to nurture and develop students' talents. Dr. Diaz holds a GT Program Coordinator's Licensure, a bilingual teaching license, and a doctoral degree with an emphasis on gifted

education from the University of Wisconsin-Milwaukee.

Dr. Melanie Stewart, MPS Director of Research, Assessment, and Data, oversees research, assessment, student information services related to academics. Dr. Stewart will collaborate with the grant implementation team and Advanced Academic Programs in selecting appropriate GT identification tools that accurately reflect MPS student demographics. She earned both her Master of Science and Doctor of Philosophy in education at the University of Akron.

Nechama Sklar, is a school psychologist who works with Advanced Academic Programs to support the cognitive and social emotional needs of gifted students. Ms. Sklar collaborates around the identification of GT as well as helps develop equitable services. Upon award, her work will include training the 2e TI on characteristics of 2e students, identification tools, and best practices for serving students.

E. Adequacy of Resources

(1) The budget is adequate to support the proposed project.

The expenses outlined in the project budget and budget narrative are adequate to support the 2e students training of teachers, identification of students and servicing the 2e students. In order to increase the number of students identified as 2e for GT services at 20 current and previous Javits schools, PD and support for the teachers will be key. About 85% of the proposed budget is dedicated to personnel for teacher PD and an interventionist to support the project.

(2) Costs are reasonable in relation to the objectives, design, and potential significance of the proposed project

The budget is reasonable in relation to the objectives, design, and potential significance of the *2E Milwaukee Project*. The objectives are streamlined to ensure that once the teachers are trained, and processes in place, more students will be identified and receive appropriate services.

Funding is allocated to ensure fidelity of PD implementation and the comprehensive systems used for the project are culturally responsive. About 9% of the project budget is dedicated to research and evaluation to improve the implementation and impact of the project.

(3) Costs are reasonable in relation to the number of persons to be served

The costs are reasonable in relation to the number of persons to be served and the anticipated results and benefits. Approximately 40 teachers in the first year will attend two hours of PD to expand and enhance their expertise in using the TOPS tool to include 2e students. Each year after that, new teachers will be provided with PD. Once the training has been completed, teachers will have the support of the interventionist and district staff to use the TOPS tool. The interventionists will work with approximately 25% of the students identified by providing services, identifying materials teachers can use, and connecting families to services outside of the school such as the camps.

F. Competitive Preferences Priorities (CPP)

The *2E Milwaukee Project* meets and exceeds the competitive priorities of the Javits grant.

CPP #1: The *2E Milwaukee Project* will train regular education teachers, who already consistently and effectively use the Teacher Observation of Potential in Students (TOPS) tool in their Javits demonstration classrooms, in grades 1-5 to expand their expertise to recognize 2e students. This project will help redefine teachers' mindsets by understanding and believing 2e students represent a potential national resource.

Up to 40 teachers and the interventionist will engage in two hours of training to further develop their identification and understanding of 2e students. Topics for training will include characteristics of giftedness, twice-exceptionalism, student identification, and 2e services. The 2e TI will attend the 3-day William & Mary 2e Conference held annually, which focuses on twice-

exceptionalities, pedagogies and interventions for 2e students.

CPP #2: The *2E Milwaukee Project* focuses on identification methods, as well as the services, materials, and methods, of Gifted and Talented students who also have disabilities. The proposed project allows for teachers who currently, systematically, and effectively use the TOPS tool, CogAT scores, and STAR 360 identification tools to expand their expertise to look for and identify 2e students. This requirement is met through the use of a holistic identification approach of multiple measures to identify 2e students and their exceptionalities. Traditionally, gifted and talented identification methods employed by many school systems solely use teacher recommendation (referrals) for entrance into specialty programs and enrichment opportunities. This traditional method has received criticism for not assisting in the identification of 2e minority and low-income students (Morrison & Rizza, 2007; Ecker-Lyster & Niileksela, 2017.) Matthew T. McBee in his research, *A Descriptive Analysis of Referral Sources for Gifted Identification Screening by Race and Socioeconomic Status*, has found significant discrepancies in the number of teacher referrals for gifted programs between Asian and White students compared with Black and Hispanic students. This is more worrisome when narrowing down the criteria for 2e students who come from these ethnic groups (Foley-Nicpon, Assouline, & Fosenburg, 2015; Mayes & Moore, 2016; Reis et al., 2014).

The *2E Milwaukee Project* will focus on increasing identification and representation among Hispanic and African-American students who constitute 86.5% of all students with special needs at the 20 schools. According to MPS data, Hispanic and African-American students are overrepresented in the special education category when compared to the total district enrollment yet underrepresented as GT too, which will guarantee access to high-quality services.

CPP #3: The *2E Milwaukee Project* is promoting equity in student access to educational resources and opportunities in several ways. Following identification of 2e students, the 2e TI will support GT services to include talent development in the areas of intellectual, creativity, leadership, or specific academic areas. Support will include close communication with the 2e student's teachers to discuss intervention goals and progress. This cohesive approach considers the gifts, talents, interests, learning differences, social and emotional readiness, disabilities, and family contexts of 2e students to personalize interventions.

2e students will have access to existing talent development programs that already exist in the 20 target schools including STEM-focused learning environments, inquiry-based learning, flexible grouping opportunities, and arts integration programs. Outside of the school day, there will be additional opportunities for students to receive services and opportunities to develop their talents. The *2E Milwaukee Project* allows for two Saturday camps for advanced learners each school semester where students engage in STEM and STEAM activities, nurturing creativity, developing leadership skills, or supporting intellectual and cognitive demands. The camps will build upon practices learned in the Expanding Excellence, SEE US!, and SURGE grants. The project will also structure two weeks of summer camps in geographically diverse areas of the city of Milwaukee to increase accessibility and attendance of 2e children. Staff facilitating both the Saturday and summer camps will be trained in recognizing talent domains, talent development, nurturing qualities of giftedness in children and supporting 2e students. All these opportunities bring like-minded children together to develop talents in their "at-potential" and gifted domains.

Other Attachment File(s)

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APPENDIX A:

RESUMES OF KEY PERSONNEL

FELICIA SAFFOLD

SUMMARY

Enthusiastic Educational Leader with over twenty five years experience in urban education with proven ability to: create and maintain policies and practices that promote quality teaching and learning; ensure a culture of continuous improvement for teachers and students; create an environment that encourages open and effective communication with colleagues, students and the community; and mentor educators in the creation and implementation of class instruction, lesson planning, and student assessment in conjunction with state learning regulations.

SKILLS

Expertise in:

Urban Education; Program Development; Instructional Leadership and Coaching;
Curriculum Development; Training and Development; Leadership

EXPERIENCE

1/20 to current

Sr Director, Curriculum and Instruction

Milwaukee Public Schools - Milwaukee, WI

Develop a system-wide plan for curriculum study and improvement consistent with the district vision, goals, and policies. Coordinate development of new and revised curriculum for the district. Organize and review the results of curriculum committees, ensuring results are consistent with district objectives. Provide leadership and direction to the district for educational matters. Provide goals and objectives for educational Programs. Supervise and coordinate district curriculum and instruction programs. Plan, develop, implement, and evaluate the curricular and instructional program of the district.

01/2017 to 1/20

Director of Educational Services

Next Door – Milwaukee, WI

Direct, organize, plan, oversee and supervise the operations of Next Door's birth to five instructional programs, instructional resources and special projects and implementation of Head Start Performance Standards; coordinate and oversee Next Door's comprehensive assessment plan; provide leadership and assistance in the areas of curriculum development and implementation, professional development, assessment, evaluation, and the goals of the Educational Services department; be a collaborative member of the Leadership team.

08/2002 to 01/2017

Associate Professor, Chair of Middle Childhood

University of Wisconsin-Milwaukee – Milwaukee, WI

Planned, managed and directed the overall activities for the Middle

Childhood- Early Adolescent Program. Scope of position included: staff recruitment, development and evaluation of Program initiatives, shared decision- making, supervision of academic staff, ad hoc instructors, and students in clinical field experiences. Developed and delivered engaging, interactive lectures to undergraduate and graduate students. Evaluated and documented program data and used it for program decisions. Completed reports for Department of Public Instruction as part of our Continuous Review Process. Served on Charter School Advisory Committee.

03/2014 to 01/2017 Educational Consultant/ Instructional Coach

Milwaukee, WI

Assessed training needs through surveys, interviews with teachers, and consultation with school leaders. Utilized Danielson's Framework for Teaching as a foundation for mentoring, coaching and professional development.

Reviewed weekly lesson plans, observed teachers in the classroom, and provided teachers with reflective and actionable feedback. Collaborated with school leaders to provide quality professional development. Created and supported professional learning communities of teachers to improve the effectiveness of their teaching.

10/2001 to 08/2002 Title II Grant Project Manager

University of Wisconsin-Milwaukee – Milwaukee, WI

Provided day-to-day coordination and administration of the Title II Partnership Grant designed to better recruit and prepare K-8 teachers for urban schools.

06/1998 to 05/2001 Program Director

Marquette University – Milwaukee, WI

Directed, and supervised Marquette's alternative teacher certification program which brought 60 new teachers into Milwaukee Public Schools each year.

Facilitated partnerships and collaboration with Marquette University, Alverno College, Lakeland College, and Milwaukee Public Schools.

EDUCATION AND TRAINING

2013 Master of Science; E-Learning, **Northcentral University** – Prescott Valley, Arizona

2002 Ed.D: Leadership, Learning and Service, **Cardinal Stritch University** – Milwaukee, WI

1993 Master of Science: Curriculum and Instruction, **University of Wisconsin** – Milwaukee, WI

1989 Bachelor of Science: Elementary Education **University of Wisconsin** – Milwaukee, WI

LICENSES

- Director of Instruction- State of Wisconsin
- Principal- State of Wisconsin

Angela Ford



Education:

- Ph.D., Leadership for the Advancement of Learning and Service, May 2016
Cardinal Stritch University, Milwaukee, WI.
Research Topic: Perceptions of Middle School Students Engagement in Mathematics
- Master of Science in Educational Leadership, December 15, 2001
Cardinal Stritch University, Milwaukee, WI.
Certification for Principalship K–12
Director of Curriculum and Instruction K- 12
- Teaching Certification in Mathematics Grades 6-12, May 1994 to May 1995
University of Wisconsin- Milwaukee
- Bachelor of Arts in Mathematics, December 1989
Grambling State University, Grambling, LA

Work Experience:

08/14 – 05/21– Alverno College, Milwaukee, WI.

- **Adjunct Instructor Graduate Department** – Responsible for teaching Math Methods to K-8 teachers in the Milwaukee County area, including on-ground and blended, computer-enhanced and computer-based support, coaching and mentoring.

07/12 – 07/15 – Institute for Research and Reform Education, Toms River, NJ.

- **Educational Consultant** –Providing training and support for teachers in GM Schools of Excellence Project in Detroit, Michigan and Girard College in Philadelphia as part of a team focusing on engagement, alignment and rigor.

08/10 – 6/11 – Cardinal Stritch, Milwaukee, WI.

- **Adjunct Instructor Educational Department** – Responsible for teaching Math Methods to Special Education teachers in the Milwaukee County area, including on-ground and blended, computer-enhanced and computer-based support, coaching and mentoring.

8/95 – Present - Milwaukee Public Schools

- **Manager of Advanced Academics**-District Office-(10/2020 to present). Manage Advanced Placement, International Baccalaureate, Gifted and Talented and support the development and implementation of programs throughout the district.
- **Mathematics Curriculum Specialist**- District Office- (01/2017 to 10/2020). Directs and supports the development and implementation of Math and STEM and instructions system wide from grades K3-12.
- **School Implementer & School Support Teacher**-Hartford University School K-8 – (8/2013 to 12/2016). Support the implementation of district and school-level instructional initiatives: academic programs, instructional coaching, designing and implementing professional development, mentoring new teachers, implementation of Educator Effectiveness, and the use of data to inform instruction to improve student outcomes. Worked with Gifted and Talented students in grades 3-8 with Smartspaces and ALEKS and co-taught many classes to demonstrate effective teaching and learning.
- **Math Teacher** – Custer and Nova Middle and High School – (3/2011 to 6/2013). Teaching, mentoring, tutoring and providing a classroom to meet the motivational and academic needs of the students.

- **Small Learning Community- Project Director** – (07/2009 to 03/2011). Supervise and monitor academic progress of the small learning community initiative at five high schools in the Milwaukee Public School district that are implementing the First Thing First reform efforts. The reform efforts focus on instructional improvement, family and student advocacy system, small learning community with an emphasis on strengthening relationships with students.
- **School Improvement Facilitator** - Division of Administrative Accountability – Pulaski High School; Vincent High School – (02/2006 to 07/2009). Partnered with the principal to assist the school-site administration and staff in becoming practitioners in First Things First (FTF).
- **Mathematics Teaching Specialist** – Division of Teaching and Learning – (08/2004 to 02/2006). Supported and provided professional development in Mathematics for schools and their learning team. Worked with Milwaukee Area Technical College (MATC) and UW-Milwaukee to collaborate on Best Practices. Provided resources to schools to support high performing students as well as those that are struggling.
- **Acting Assistant Director**- Milwaukee Urban Systemic Initiative (MUSI) – (01/2003 to 08/2004). Assistant to the Director and provided support to middle and high schools in the area of mathematics and science.
- **Math Teacher** - North Division Virtual University High School – (8/96 to 01/2003). Teaching, mentoring, tutoring and providing a classroom to meet the motivational and academic needs of the students.
- **Administrative Intern**- South Division High School, Webster Middle School, Vieu Elementary, and Central Services (Spring 2001). Spent two weeks in training and shadowing different principals and school leaders.
- **Title One Math Teacher** – Shalom Alternative High School (8/95 – 8/96). Coordinated all math and computer classes for students who were behind in grade level in mathematics. Developed and implemented math curricula.
- **Computer Instructor** – North Division Recreation (Fall 97 to Spring 1999). Designed and implemented basic computer classes for ages 4 to 90 years old and maintain the computer labs on the weekends.
- **Girls Basketball Coach** – North Division (School year 1998 – 1999).
- **Equity 2000 Saturday Academy** - Math Teacher (Fall 98 and Fall 99). Worked with students in grades six through eight for six weeks to work on math and motivational skills necessary for success in high school.

01/00 – 11/06 – Community Learning Center – North Division/Milwaukee Village

- **Academic Coordinator** – Coordinated academic student support during non-school hours for students K-12, which is integrated with the school day academic program.

6/91 – 9/00– Milwaukee School of Engineering (Upward Bound)

- **Instructor** – Duties varied from year to year. Taught Computer Literacy, Computer Programming, and Mathematics to high school students. Supervised and monitored all Upward Bound activities during the summer months. Developed and implemented a reading program. Held math proficiency seminars for parents and students.

8/93 – 8/95 – Messmer High School – Math and Resource Teacher

- Taught freshmen level math classes. Cheerleading and Drill team Advisor. On the job student teaching.

8/92 – 8/94 – Milwaukee Spectrum High School

- **Math and Study Skills Teacher** – Single gender alternative high school for at-risk students. Arranged fieldtrips and guest speakers that supported the school's mission. Emceed graduation ceremonies.

8/91 to 8/93 – Milwaukee Area Technical College

- **Lead Instructor**- CBO (Community Based Organizations)
 - **Milwaukee Urban League (9/91 to 7/92)**
 - **Commandos Academy (7/92 to 8/93)**
Taught adults. Developed and implemented GED preparatory curricula. Counseled, tutored, monitored, developed, and wrote lesson plans in the area of Math, Science, English, Social Studies, and Reading.

01/90 – 8/91 – Godfrey Company – Waukesha, WI

- **Computer Operator** – Processed a variety of workload on impact printers. Interfaced with programmers. Inputting and outputting data. Worked in an IBM environment. ICCF, CICS, VS/VSAM, DOS/VM

Professional Experience

2011- 2022	Certified Level 1 & Level 2 Instructor American Taekwondo Association
2006 - 2022	Trainer for Measuring What Matters-Classroom Visit Protocol looking at Engagement, Alignment and Rigor
1998 - 2022	Instructional Coach-James Knight and Cognitive Coaching Certified
2000 - 2014	Wisconsin Mathematics Council Member Membership & Marketing Committee-Chair (3 years) and member (5 years) Annual Conference Program Committee (5 years)
2005 - 2007	Wisconsin Mathematics Council, Inc., Board of Directors
Summer 2005	Milwaukee Area Technical College, Summer Externship Program Teacher Externships in Business and Industry
Spring 2003	Member, Standards-Setting Committee, Wisconsin Knowledge and Concepts Examination Wisconsin Department of Public Instruction, Madison WI
2002 - 2004	Ad hoc Instructor, Cardinal Stritch University Instructional Leadership in Mathematics for Teachers Working With Special Needs Students
Spring 2001	Administrative Interns - Milwaukee Public Schools

Susan J. O'Brien



Highly motivated, creative and collaborative leader dedicated to supporting the needs of underrepresented students through equitable practices.

Wisconsin Teaching Licenses

5010-Director of Instruction
1317-Reading Specialist

1300-English Language Arts
1902-Library Media Specialist

Experience

Javits Grants Coordinator January 2018 to present

- Manage all aspects of two large federal Javits grants
- Direct the work of three grant implementation team support teachers
- Design and deliver high quality professional development to elementary teachers
- Budget for grant implementation
- Model lessons to recognizing high ability/high potential in students from traditionally underrepresented populations.
- Collaborate with curriculum specialists and department managers across Milwaukee Public Schools
- Coach teachers to successfully implement grant practices
- Work closely with school principals to support grant implementation

District Library Leader August 2014-2018

- Plan, facilitate, and evaluate monthly professional development institutes for 60+ MPS library staff members
- Provide customized training experiences to build instructional capacity in others
- Positively contribute to MPS library/media vision and District Technology Plan
- Mentor, coach, and support lead library staff in K-12 schools in fulfilling all aspects of the school-based library media programs
- Facilitate sessions and train educators in literacy, research resources, databases, and best instructional practices
- Support budgeting and purchasing at school sites
- Meet with vendors and evaluate products
- Support Achieve 3000 implementation by examining data, integrating Achieve articles into existing curriculums, and collaborating with teachers to use reading strategies to support student learning.
-

Literacy Leader September 2012-August 2014

- Planned and delivered trainings to principals, teachers, and instructional coaches focusing on best teaching practices, differentiation, RtI models, and instructional strategies
- Supported literacy coaches in high need schools across the district
- Assisted schools in recognizing and implementing best teaching practices in the area of literacy including inquiry, literature, and writing circles
- Identified and supported intervention programs in middle schools
- Designed and delivered professional learning experiences for coaches and teachers on best literacy practices, Common Core State Standards, intervention strategies, backwards design, and My Access!
- Demonstrated high level of collaboration within the literacy department as well as with other curricular departments
- Supported the selection of materials and implementation of the SpringBoard Curriculum

Instructional Coach-Literacy February 2012 to June 2012

- Provided professional development to teachers of grades 6-12 specifically focusing on learning intentions,

success criteria, differentiation and My Access!

- Oversaw Tier 2 reading program-identified and assessed students, modeled intervention strategies
- Trained teachers to use intervention materials, progress monitoring tools, and Exceed program
- Team taught reading and writing lessons, modeled best practices, provided appropriate feedback to colleagues

High School Reading Teacher August 2011 to February 2012

- Delivered instruction to Tier 3 high school students and Tier 1 and Tier 2 middle school students
- Designed customized lessons to motivate reluctant readers and increase achievement
- Used Universal Screeners to group students and plan differentiated lessons
- Trained in Dibels Next progress monitoring tool/Trained on Exceed (data collection program)

Literacy Coach 2002-2005, 2010 to June 2011

- Facilitated implementation of district-wide comprehensive literacy plan
- Collaborated with teachers, planned and implemented differentiated work stations
- Planned and presented staff development sessions
- Modeled researched based instructional strategies in middle level classrooms
- Proficient ability to analyze MAP data for instructional planning

Online Course Facilitator- Milwaukee Public Schools March 2011- 2012

- Adjunct professor for Cardinal Stritch University
- Using Moodle, taught "Gender Throughout US History" and "Founding Documents of United States History 2" courses to MPS staff

Library Media Specialist 2005-2010

- Taught information literacy skills, Internet safety, resource evaluation and research skills to middle and high school students
- Collaborated with classroom teachers from the areas of social studies, science, health and fine arts to plan and deliver lessons involving research, technology, reading, and writing
- Ordered materials aligned to middle school and high school curricula including bilingual students
- Coordinated Reading is Fundamental School-wide Program
- Taught students to use PowerPoint, Keynote and create Podcasts for multimedia presentations, taught word processing skills and keyboarding
- Created and maintained a high performing library where children loved to visit to check out books, read, use technology, get help with projects, and print assignments
- Organized and facilitated the school-wide book fairs

Virtual High School-Global Consortium Site Coordinator 2007-2011

- Recruited students for online classes, scheduled and facilitated parent education meetings
- Assisted students with online classes including facilitating the use of blogs, navigating online courses, creating homepages, and submitting assignments
- Scheduled students, monitored student progress, counseled students and communicated with parents
- Facilitated student orientation for online classes-instructed students in course navigation

School Coordinator-Teaching American History Grant 2007-2011

- Organized field trips to Junior Historian events
- Attended staff development sessions on various topics of United States History
- Completed courses on United States History topics focusing on the use of primary source documents

Reading/English Language Arts Classroom Teacher 1992-2002

- Taught research based strategies-consistently improving students literacy achievement
- Demonstrated high quality writing instruction through modeling, using writing exemplars, 6 Traits, My Access!, and effective and timely feedback

Education

- Alverno College 2014-2017
Director of Instruction licensure courses
- Aurora University April 2011
Online Courses: MPS sponsored class designed to meet the requirements of Wisconsin Department of Public Instruction's mandate for online instructors of students.
- EdTech Leaders Online
Completed six-week course in online facilitation March 2011
- Cardinal Stritch University
Master's Degree-Reading 1992-1996
Certification Program-Library Media Specialist 2001- 2005
- University of Wisconsin-Milwaukee 1986-1992
Bachelor's Degree in Secondary Education-English

Reference available upon request

KEY SKILLS

- Exceptional experience teaching advanced learners from diverse backgrounds
- Advanced skills as a trainer, presenter, mentor, researcher, and educational leadership
- Excellent problem solver, outstanding team player, and very resourceful

WORK EXPERIENCE

Javits Grant Teacher Coach • Milwaukee Public Schools Advanced Academics Dept. Curriculum & Instruction	2020 – present
Adjunct Faculty • University of Wisconsin-Milwaukee School of Education, <i>Multicultural Studies</i>	2016 – present
Adjunct faculty • Springfield College Milwaukee Campus, <i>Early Childhood Education</i>	2016 – present
Bilingual Teacher • Milwaukee Public Schools Allen-Field Elementary School	2009 – 2019
Director of Religious Education • Prince of Peace Parish	2005-2008
Multicultural Ministry Coordinator • Marquette University	2005-2005

KEY CERTIFICATIONS AND DISTINCTIONS

- NAGC 2021 emerging Hispanic/Latino scholar nomination in Gifted Education
- UWM 2019 Scholarship Recipient of the “The Chancellor's Award” 2019.
- Administrator license (2021) #A001
- Gifted & Talented - Instructional Program Coordinator License #5013
- Lifetime Licenses in Bilingual #1023 & Regular Education #1777
- 2019 National Society of Academic Excellence Award winner
- 2017 WATG Board of Directors
- 2017 WIABE Bilingual Teacher of the Year
- 2015-2018 Member of the State, District, and School Leadership Cadres for the Expanding Excellence Javits Grant with DPI and MPS





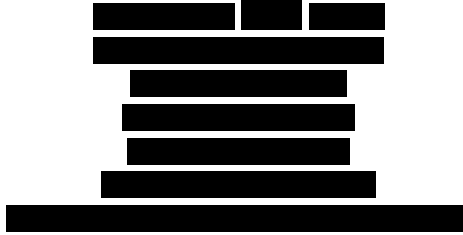
PROFESSIONAL ACTIVITIES

- **Summer – 2021** book reviewer: *Identifying and Serving Diverse Gifted Learners: Meeting the Needs of Special Populations in Gifted Education*, Routledge Taylor & Francis Group, March 2021
- **Fall 2021** – NAGC Co-presenter on *Voices from the Margins: Stories of Gifted Immigrant and International Educators*, Gaylord Rockies Convention Center, Denver, CO
- **Fall 2022** – WATG Presenter on *Developing Increasing Representation by Recognizing, Responding and Nurturing Urban Talent*
- **Fall 2020** – WATG Presenter on *Teachers’ Perceptions of Potentially Gifted Latino Students*, Wisconsin Dells, WI
- **Fall 2019** – NAGC conference presenter on *Engaging Minority Families: Five Strategies to Connect with Parents*, *Albuquerque, NM*
- **Fall 2019** – Participant in *Discovery World’s Program for Inquiry and Science Instruction (PISI)*
- **Summer 2019** – Co-facilitator in DPI’s *9 CESAs Gifted & Talented Workshop on utilizing TOPS as an identification tool for underrepresented students*, *Stevens Point, WI*
- **Fall 2018** – Co-facilitator in DPI’s *GT Symposium on utilizing TOPS as an identification tool for underrepresented students*, *Wisconsin Dells, WI*
- **Fall 2018** – NAGC conference presenter on *From Start to Finish: Dissecting the Student-Created Museum Project*, *Minneapolis, MN*
- **Summer 2018** – Reviewer in DPI’s *Literacy & Mathematics, ELA Instructional Practices Curriculum*, *Madison, WI*
- **Spring 2018** – Presenter at *Wisconsin Association for Bilingual Educators on Identifying and Nurturing Potentially Gifted Latino Students in the Regular Classroom*, *Wisconsin Dells, WI*
- **Spring 2018** Presenter at the *Minority Student Achievement Network on Nurturing and Sparking Creativity in Underrepresented Students*, *Madison, WI*
- **Spring 2018** Category judge for the *Wisconsin Science Education Foundation Annual Badger State Science and Engineering Fair*, *Milwaukee, WI*
- **2017 – 2019** – Making Sense of Science grant project
- **Spring 2017** – Presenter at *American Educational Research Association on Dissertation Proposal*, *San Antonio, TX*
- **Fall 2017** – WATG conference presenter on *Power of Culturally Responsive Teaching*,

EDUCATION

Doctor of Philosophy in Urban Education • UW-Milwaukee	2015 – 2020
Administrative License Leadership program • MPSU & Edgewood College	2019 – 2020
Master of Arts in Bilingual Education • Lakeland College	2009 - 2011
Certificate in Leadership & Non-Profit Management • UW-Milwaukee	2007 - 2008
Master of Theology & Pastoral Studies • Saint Francis Seminary	2000 - 2004
Bachelor of Arts in Education • St. Thomas Aquinas University, Bogotá, Colombia	1999 - 2000
Bachelor of Arts in Philosophy • Cristo Sacerdote University, Antioquia, Colombia	1996 - 1999

Melanie R. Stewart, Ph.D.



Education:

Kent State University, Bachelors Degree: Chemistry
Murray State University, Teaching Certificate Chemistry
Kent State University, Vocational Certificate Industrial Lab Assistant
University of Akron, Masters Secondary Science Education
University of Akron, Doctor of Philosophy (Curriculum and Instruction)
Dissertation: "Evaluation of Professional Development Training for Elementary Teachers in Urban and Native American Schools Using Design Technology and The Learning Cycles"
Cardinal Stritch University – Continuing Education for Licensing and Professional Growth

Licenses:

National Board Certification: Adolescent and Young Adult Science 1998 – 2008, Recertified 2008-2018, and 2019-2028
Wisconsin Licenses: Chemistry (Master Educator), Director of Instruction (10), Principalship (51)
Online Educator Certificate
Teachscape: The Framework for Teaching certified

Employment Experiences:

Milwaukee Public Schools, Milwaukee, WI

April 2013 to present: Director of Research, Assessment & Data

- Coordinate all district assessments
- Monitor accountability measures for the school district (e.g., State School Report Cards, district and school improvement, ESSA accountability)
- Provide professional learning for all assessment administration, data collection and analysis, school improvement planning, access and use of various assessment and data platforms, and other areas as needed.
- Monitor state reporting, student information systems, Data Warehouse, Infinite Campus (related to academics, special education, RtI/PBIS, reporting & programming)
- Supervise district research team
- Monitor district and school improvement process, including strategic planning

Concordia University Wisconsin, Mequon, WI

2009 to present Adjunct Professor (Philosophy of Curriculum, Tests & Measurements, & Professional Learning Communities, Assessment for Learning [online])

The School District of Elmbrook, Brookfield, WI

2000 to 2013: Director of Data, Assessment and Continuous Improvement

Current and past areas of responsibility –

- Coordinate all district assessments
- Monitor accountability measures for the school district

- Provide professional development for all assessment administration, data collection and analysis, school improvement planning, access and use of various assessment and data platforms, and other areas as needed.
- Responsible for ESEA Consolidated Grant for the district.
- Coordinate programming and staff for K-12 English Language Learners.
- Monitor the AdvancEd accreditation and other continuous improvement protocols. Serve as a member of the Baldrige Deployment Team – Category 3 & 4.
- Served as Director of Instruction in all curricular areas K-12 throughout career

Cardinal Stritch University, Milwaukee, WI (Wisconsin Education Innovations)

2001 to 2013 Adjunct Professor – Students Reaching their Highest Potential, Classroom Instruction that Works, Understanding By Design, Administrative Course Development and Instruction, MAP 101 and Using MAP Data for Continuous Improvement.

2005 to present Accredited as an Institution of Higher Education professional for PI-34 Initial Educator Professional Development Teams and Verification reviews.

Stow-Munroe Falls City Schools, Stow, OH

1998 to 2000: Curriculum Consultant, Grades 9-12, Science Pre K-12

1986 to 1998: Teacher of Chemistry and Polymer Science and Testing which included teaching strategies of Statistical Process Control and Quality Monitoring within an industrial setting.

University of Akron, Akron, OH

1991 to 2004: Instructor at the Akron Polymer Training Center, for example:

- Poly One Industrial Seminar - December 2003, Spring 2004
- Seminar for US Department of Commerce NPE Chicago June 2003

1995 to 2000: Instructor at the College of Education, Department of Curriculum and Instruction:

- Elementary and Middle Instructional Techniques in Science
- Polymers for Science and Math Teachers
- Secondary Instructional Techniques in Science
- Secondary Instructional Techniques & Student Teaching Seminar

American Chemistry Council (Formerly, American Plastics Council), Arlington, VA

1995 - present: Presenter, contributor and editor of the Hands on Plastics Kit (HOP, HOP2, and HOP, Jr.), Web site Consultant
(<http://plastics.americanchemistry.com/Education-Resources/Teaching-Plastics/>)

Hazardous Waste Removal Program, OH

1998 to 2000: Trainer for this statewide program to assist schools in removing hazardous waste from their buildings and developing methods for teaching staff and students' safety.

Professional Affiliations:

* Wisconsin local education agency (LEA) representative to the National Forum for Educational Statistics (Within the Institute of Education Sciences of the United States Department of Education) 2019-2022 * Member of State Superintendents Educational Data Advisory Council (SSEDAC) * DPI Accountability Advisory Group * DPI Accountability Trainer * Past WASCD Board Member * Baldrige Examiner 2007-08 * AdvancEd Team Chair for Quality Assurance Reviews * AdvancEd State Committee in Wisconsin * AdvancED Adequate Progress Review (APR) Team * Mentor for teachers seeking National Board

Certification * Served as NCA state committee president * NCA Team Chair for Quality Assurance reviews in Wisconsin * National Middle Level Science Teachers (Board of Directors) * Society of Plastics Engineers: Board of Directors (1991- 1996), Akron Section President 1995-96 * Intersocietal Polymer Education Council: Polymer Ambassador 1991 to present, establish and promote the teaching of science and polymer related activities in schools K-12.

Awards and Grants:

*AdvancED – Excellence in Education Award *Immigrant Grant (2011-12) – Welcoming New Families & Cultural Proficiency Training *STEM Grant recipient in 2010 – Engineering: The Helping Profession *Immigrant Grant (2009-10) – Engineering Possibilities *Kern Grant – 2009 * STEM Grant recipient in 2008 – Environmental Conservation Project * John Vaughn Award for Excellence in Education 2006 * ACS POLYED Division Award for Excellence in Polymer Education -1989 (Hon. Mention), 1990 (National) * Ashland Golden Teacher Award - 1991 * CW Swank Agricultural Award for Innovation -1991 * Polymer Ambassador for the Intersocietal Polymer Education Task Force - 1992, 1993, 1994 (currently emeritus status) * Gene Easter: Exemplary High School Chemistry Teacher Award - 1997 * Akron Section SPE, Hall of Honor - 1998 * National Board Certification in Adolescence and Young Adult Science – 1998, 2008 * Governor's Educational Leadership Award - 1998 * ACS and SPE Global Salute to Polymers as part of the International Chemistry Celebration- 1999

Published and Written Materials:

Working group member to The Forum Guide to Metadata 2021 and Education Indicators (not yet released) *Featured in National Inventors Hall of Fame video "A Patently Good Idea" with students and their fertilizer patent project. * Ohio Department of Natural Resources: "Investigating Solid Waste Issues", 1994. * "Hands on Plastics", 1995, a Joint effort of the National Middle Level Science Teachers and the American Plastics Council. * Ohio Academy of Science: Polymer Workbook * Partnership for the Advancement of Chemical Technology: Professionalism of the Chemical Technician Career * Polymer Technology lessons with the Partnership for the Advancement of Chemical Technology, Activities #1-8: (<http://www.terrificscience.org/freebies/lessonexchange/pact/>) * National Science Foundation Evaluation Reports for Technology and Invention in Elementary Schools 1997, 1998, & 1999 * "Teaching Safety in the Classroom" for the Hazardous Waste Removal Program in the State of Ohio 98-99 * Hands on Plastics Multimedia website launched April 2000 (<http://plastics.americanchemistry.com/Education-Resources/Teaching-Plastics/>), a second site was launched in April 2001 - Hands on Plastics, Jr. for grades K-4, updated version HOP 2 was launched April 2004 (Contributor and Editor), video links launched April 2006

Related Activities:

Resource Allocation Review Team for ESSA accountability * State Review Team for ACT alignment to standards * State Accountability Trainer Team * Smarter Balanced Assessment Bias/Accessibility review team Member of the State Superintendent's Education Data Advisory Committee * * Member of the Measurement Group for Teacher Effectiveness * Member of the Wisconsin Value-Added team, Participated in the STEM Equity Partnership * Participated in the WKCE-CRT Reading item selection committee for the 10th grade assessment with the Wisconsin Department of Public Instruction * Participant in the WKCE cut score committee for 10th grade English (DPI) * Development of polymer curriculum with other polymer ambassadors 6/92, 1/93, 1/94, 1/95, * Part of the Ohio Science Model Team 1992-94 * 12th Grade Ohio Science Proficiency Content team 1994 to present * The development of COSI's Plastic Rap Program 1994

Teacher Seminars Presented:

* Council Great City Schools – multiple topics *Presenter for Wisconsin Education Innovations (MAP 101, Using MAP to impact instruction) * Served as teacher trainer for the Diocese of Belize Anglican Schools 2010 & 2011 *Served as a teacher trainer for Haiti Project 2007 & 2008



EDUCATION

Ph.D. Educational Psychology
University of Wisconsin - Milwaukee
 2015-2020

**Gifted and Talented –
 Program Coordinator License**
University of Wisconsin - Whitewater
 2017-2018

**Regular and Bilingual Education –
 Lifetime Licensure**
CESA #1 Teacher Licensing Program
 2009-2010

M.S. Degree Educational Psychology
University of Wisconsin - Milwaukee
 2005-2008

**B.A. Degree Psychology &
 B.A. Degree Spanish Language &
 Cultures**
Alverno College
 2001-2004

ACHIEVEMENTS

- SRCD 2021 Dissertation of the Year
- WATG Board Member since 2017
- WATG Chairperson for Scholarship & Awards Committee
- MMABSE 2018 Teacher of the Year

PROFESSIONAL ACTIVITIES

- NOV 2021 Co-presenter at NAGC on "Voices from the Margins: Stories of Gifted Immigrant and International Educators."
- NOV 2019 Co-presenter at the NAGC on *Engaging Minority Families: Five Strategies to Connect with Parents*
- APRIL 2019 Presenter at WIABE on *Social-Emotional Learning & English Learners: Strategies that Ensure Success for Linguistically Diverse Populations*
- JULY 2019 Co-facilitator in CESA #1 Gifted & Talented Workshop on *Identification Using TOPS*
- MAY 2019 Reviewer for DPI's Forward Exam Standard Setting – Science
- JAN 2019 Co-presenter with WATG Board Members at State Education Convention on *State of the State in Gifted Education: Pairing Equity and Excellence*
- NOV 2018 Co-presenter GT Symposium on *Identification of Underrepresented Students Using TOPS*
- NOV 2018 Co-presenter at the NAGC on *From Start to Finish: Dissecting the Student-Created Museum Project*
- JUNE 2018 Co-facilitator for Expanding Excellence Javits Sustainability workshop
- MAY 2018 Category judge for the Wisconsin Science Education Foundation Annual Badger State Science and Engineering Fair
- APRIL 2018 Co-Presenter at the Minority Student Achievement Network (MSAN) on Nurturing and Sparking Creativity in Underrepresented Students
- OCT 2017 Co-Presenter at WATG on *Power of Culturally Responsive Teaching*
- AUG 2017 Presenter at the Wisconsin PBIS Leadership Conference on *Implicit Bias*
- MAY 2017 Presenter at the Biennial Meetings of the Society for Research in Child Development (SRCD), Austin, TX
- OCT 2016 Co-Presenter at WATG on *Nurturing Culturally, Linguistically Gifted Learners*
- 2015-2018 State, District, School leadership member for the Expanding Excellence Javits Project Grant for gifted students with Department of Public Instruction and MPS
- Spring 2015 Co-Presenter at WIABE on *Effective Teaching Strategies for English Language Learners.*

WORK EXPERIENCE

Milwaukee Public Schools/ Javits Grant Teacher Coach

2020-Present

- Work with the Javits Program Manager to receive directives for grant goal fulfillment.
- Provide coaching services to grant classroom teachers using the transformational coaching model.
- Support Javits grant, including classroom support, in multiple schools
- Participate in monthly grant meetings at school sites.
- Serve as a conduit for communication and collaboration among the project schools.
- Support lesson development utilizing district adopted/endorsed materials and standards.
- Co-teach and model in grant classrooms to support and promote fidelity and successful implementation.
- Ensure that students have opportunities to engage in inquiry-based and/or project-based learning at and/or above grade level.
- Analyze student data to ensure equitable instruction and continuous progress.
- Support the development of successful instructional practices and programs beyond grant funding.
- Work to create a model that can be replicated in other MPS schools beyond the grant funding period.
- Prepare and select
- Provide leadership to school staff, community partners, students and parents in the implementation and evaluation of programs, services, supplies, and materials to targeted school
- Provide resources and supportive services to ensure ongoing increases in the participation of parents and students at meetings, workshops, etc. materials for professional development for staff, parent workshops, and student enrichment.

Milwaukee Public Schools/ Gifted & Talented Program Support Teacher

2018-Present

- Online mid instructor for grades 6-8th grades in advanced ELA courses integrated within the science and social studies curriculums.
- Develop classroom enrichment programming for identified gifted students.
- Develop appropriate placement options for students in Tier 2 and Tier 3 within the Response to Intervention framework.
- Provide materials and information to help create an environment that provides options for the exceptional needs of gifted students.
- Develop and implement consistent gifted programming at the building level.
- Provide staff development opportunities.
- Model lessons on various subjects and skills for teachers and students.
- Assist classroom teachers in differentiating curriculum.
- Communicate with parents, teachers and students on a regular basis, including hosting informational meetings at the building level.
- Serve on district curriculum and assessment cadres.
- Communicate and coordinate with building principal and Continuous Improvement Committees.

University of Wisconsin - Milwaukee / Guest Lecturer

2016-present

- Facilitate diverse learning experience in group discussions, group project exploration, and participant demonstrations.
- Enhance learning with multimedia technologies and other interactive electronic devices in teaching.
- Lecture topics include: *Effective Teaching Strategies for Advanced Learners, Neuroscience and the Gifted Bilingual Brain, Parenting Styles: Majority vs Minority Parents, Child Development: Vygotsky vs Piaget, Educational Psychology: Learning & Development in Primary Grades, Psychology of Motivation, and Six Approaches to Cognitive Psychology*

Milwaukee Public Schools / Bilingual Teacher

2008-2018

- Implement researched-based teaching strategies that engage gifted students; acknowledging a range of abilities of students and cultural backgrounds.
- Create an environment conducive to learning and motivates gifted students through effective communication and evaluative feedback.
- Implement current district curriculum and subject matter that is grade level appropriate.
- Plan for and guide the learning process toward the mastery of curriculum goals, and establishes clear objectives for all lessons, units, and projects that are clearly communicated to all students.
- Assist in referring potentially gifted students for advanced services not provided in the school.
- Participate on curriculum, personnel, policy or professional development committees related to the educational program.

P U B L I C A T I O N S

O'Brien, S.; Coleman, M.R.; Schuller, D.L.; López, M.A.; Díaz, G. Milwaukee Makes a Difference: Recognizing Gifted Students from Culturally and Linguistically Diverse Families. *Educ. Sci.* 2021, 11, 578. <https://doi.org/10.3390/educsci11100578>

Nechama Sklar



EXPERIENCE

Milwaukee Public Schools Milwaukee, WI — School Psychologist

August 2009- Present

Conducted comprehensive psycho-educational assessments. Provided counseling to individuals and small groups. Worked at a facilitator for the building intervention team to provide behavioral and academic interventions and support. Worked on school wide teams to assist with data analysis and implementation of interventions. Provided classroom, whole staff, and parent professional development. Assist with school and district crises as needed.

Milwaukee Public School , Milwaukee, WI — RTI Specialists

August 2010 - August 2014

Assisted in working with district and schools teams to build an RTI model. Responsible for working with administration and school staff to understand the RTI framework. Provided district and school professional development around the framework, intervention styles, progress monitoring and data analysis. Worked with regional support to provide data driven strategic support.

Milwaukee Public School, Milwaukee, WI — Psychologist Liaison to Advanced Academic Program.

8/2021 -Present

Provide direct support to the rest of the department of Psychological Services as it pertains to Advanced Academics Identification and differentiated services. Expanding access to advanced programs in MPS with school psychologists being allies in schools to support the process. I assist the team and parents of students and school staff with resources and support for social, emotional, and mental health needs.

New York City Board of Education , NY, NY — School Psychologist

9/2004 -6/2009

Conducted comprehensive psych-educational evaluations. Case managed all students on all evaluations. Active participant in writing Individualized Educational Programs. Provided individual counseling. Worked with families to ensure best placement for their children.

Personal SKILLS

Strength based problem solving approach

Active listener

Effective communication

Organized

Personable

Life-long learner

Team player

Flexible

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](#)

Milwaukee Public Schools Budget Narrative

The budget included in this application is reasonable and cost-effective to achieve the objectives stated for the Milwaukee Public Schools project. The budget narrative of [REDACTED] for federal funds requested for the 5-year budget period is detailed below.

Total Project Budget

Budget Categories	Year 1 (2022-23)	Year 2 (2023-24)	Year 3 (2024-25)	Year 4 (2025-26)	Year 5 (2026-27)	Total
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 (4.18%)						
11. Total Costs						

Detailed Budget Narrative for October 1, 2022 – September 30, 2027

1. Personnel

Category	Year 1 (2022 -23)	Year 2 (2023 - 24)	Year 3 (2024 - 25)	Year 4 (2025 -26)	Year 5 (2026 - 27)	TOTAL
<p>2e Teacher Interventionist - The 1.0 FTE teacher interventionist will be identified and hired to provide professional development to teachers currently using the TOPS tool with fidelity to include the identification and recognition of 2e students; provide direct services (cognitive, leadership, creativity, etc.) to 2e students at existing Javits schools; be a liaison between families and advanced academic programs to connect students with gifted and talented opportunities outside the regular schools day. Budgeted is [REDACTED] in Year 1. Years 2 - 5 account for an estimated 4\$ increase in salary.</p>						
<p>Weekend/Summer Teacher Hours-The average weekend/summer hourly rate for teachers is [REDACTED] per hour. Funds will support up to 40 teachers to attend a 2-hour workshop to enhance their existing skills and expertise in using the TOPS tool for identification. Training will focus on using the TOPS tool to identify creativity and leadership in the 2e students.</p>						
<p style="text-align: right;">Total:</p>						

2. Fringe Benefits

<p>Fringe Benefit Rate (53.6%) - includes FICA, WC as well as Federal Unemployment, Health, Dental and Vision Insurance and Retirement. The fringe benefit rate is calculated in accordance with the agency's standard fringe benefit rate and is necessary to implement the services necessary to achieve all project objectives each budget period.</p>	
<p>Total Salary with Benefits:</p>	

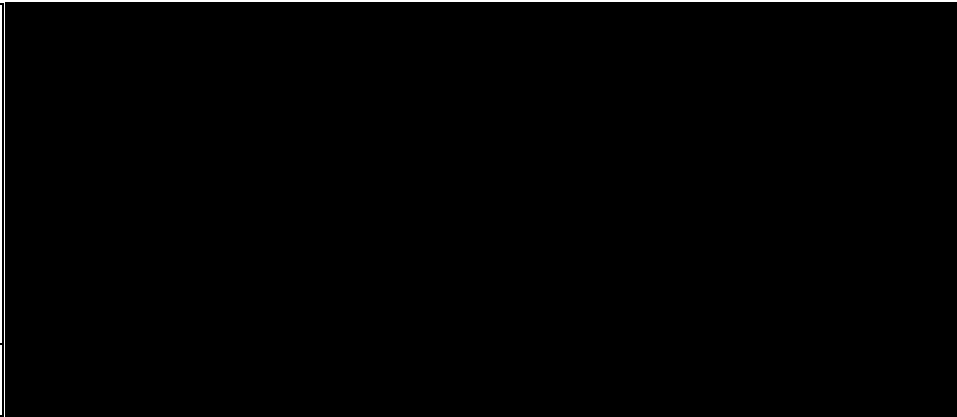
3. Travel

<p>2e Conference- Grant funds will support the 2e Teacher Interventionist to attend the William and Mary 2e conference each year. Additional conferences include attendance at the Wisconsin Association of Talented and Gifted. Costs include registration, lodging, per diem, and transportation.</p>	
<p>Total:</p>	

4. Equipment – N/A

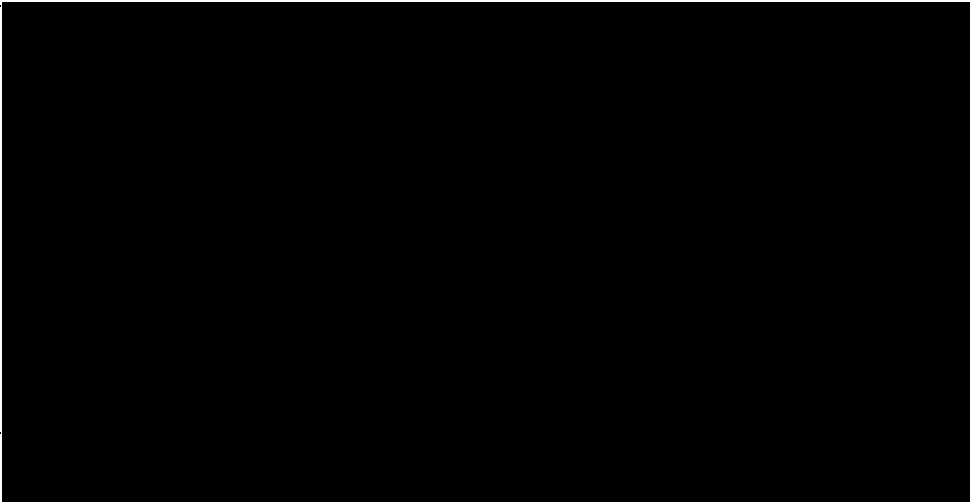
5. Supplies

<p>Instructional Resources - Instructional resources/supplies to use in the classroom when servicing the identified 2e students. Materials needed to serve students' areas of giftedness (intellectual, creativity, leadership, specific academic area) will be purchased and customized by student need. Materials such as STEM kits, advanced curriculum, and artistic materials will be purchased.</p>
Total:



6. Contractual

<p>Wisconsin Center for Education Research Project Evaluation - Wisconsin Center for Educational Research Project Evaluation-Dr. Annalee Good will direct and oversee the design of the evaluation, as well as data collection, analysis and reporting. A qualified analyst of WEC will assist in the design, do the majority of the qualitative data collection and analysis and assist in reporting. The project manager will assist Dr. Good with communicating with other partners, managing the IRB and district data agreements and grant management duties.</p>
Total:



7. Construction – N/A

8. Other – N/A

10. Indirect Costs

Indirect Costs - The MPS approved indirect cost rate is 4.18%. This is calculated on all direct costs with the exception of contractual line items.

Grand Total



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:

Milwaukee Board of School Directors

1. Project Objective:

Increase classroom educator awareness of 2e students.

1.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
In years 1-5, 80% of teachers in existing Javits classrooms will attend professional development (PD) to develop a deeper understanding of 2e students.	PROJECT		32 /	40	80.00

2. Project Objective:

Increase educator professional expertise in culturally responsive identification practices and best practices in gifted education.

2.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
In years 1-5, educators will have increased knowledge/skills in identifying 2e students through the STAR360, TOPS tool, and CogAT assessments.	PROJECT		32 /	40	80.00

3. Project Objective:

Increase the number of underrepresented 2e students identified for services

3.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Identify 6% (n = 53) of the 886 students with special needs as 2e.	PROJECT		53 /	886	5.98

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

4. Project Objective:

Increase learning opportunities for 2e students to participate in equitable services outside of the school day.

4.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
25% of the identified 2e students will attend the weekend and summer camp opportunities	PROJECT		13 /	53	24.53

5. Project Objective:

Increase access to GT opportunities that already exist at Javits schools.

5.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Increase the number of 2e students who receive support in their area(s) of gifted identification in the regular classroom.	PROJECT		14 /	56	25.00

6. Project Objective:

Increase of 2e students to participate in grade acceleration.

6.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
50% of students who qualify for grade level acceleration will take advantage of the opportunity.	PROJECT		25 /	50	50.00

7. Project Objective:

Create an online handbook for 2E Milwaukee schools, and the public to reference successful practices and challenges in 2e identification and service.

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

7.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Online publication of a 2e identification and services handbook/implementation guide for the public will be shared at national and local conferences and with other school districts.	PROJECT		1 /	1	100.00

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

Milwaukee Board of School Directors

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: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you 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 included in 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 # S206A20010

Name of Institution/Organization Milwaukee Board of School Directors	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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**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	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel		0.00	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

Name of Institution/Organization Milwaukee Board of School Directors	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	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Fringe Benefits Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Travel Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Contractual Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Construction Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. Other Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7. Total Direct Administrative Costs (lines 1-6)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8. Indirect Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9. Total Administrative Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10. Total Percentage of Administrative Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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
Assouline, S. G., Nicpon, M. Foley and Doobay, A. 2009. Profoundly gifted girls and autism spectrum disorder: A psychometric case study comparison. <i>Gifted Child Quarterly</i> , 53: 89-105. https://doi.org/10.1177%2F001698620833056527 , 380-402.	Comparison of the assessment results highlights the relevance of cognitive and achievement information as well as the need for specific measures to diagnose ASD. The girls demonstrated virtually identically superior cognitive and achievement performances. However, an in-depth analysis of additional measures, especially those specific to ASD, indicates that information about adaptive behavior and executive functioning can reveal important distinctions that are helpful in understanding the need for unique interventions specific to ASD.	The 2e Milwaukee Project focuses on empowering educators through PD to accurately identify and provide personalized support to students from underrepresented groups. Research findings emphasize the importance of individualized approaches to working with this population, including diagnosis, identification, referral, and understanding of the unique connections between giftedness and social factors. By expanding and sharing evidence-based, culturally responsive strategies and tools with educators, this project will both increase gifted identification rates in students with special needs and increase access to services for 2e students.
Assouline, Susan & Whiteman, Claire. (2011). Twice-Exceptionality: Implications for School Psychologists in the Post-IDEA 2004 Era. <i>Journal of Applied School Psychology</i> . 27. 380-402. https://doi.org/10.1080/15377903.2011.616576	Increased awareness of twice-exceptional students is important for all educators and psychologists; however, for school psychologists, improved understanding of twice-exceptionality will enhance their unique role in assessing twice-exceptional students and in recommending appropriate interventions in schools. In this article, the authors address giftedness and disability as separate topics and then connect them as they relate to twice-exceptionality.	The 2e Milwaukee Project focuses on empowering educators through PD to accurately identify and provide personalized support to students from underrepresented groups. Research findings emphasize the importance of individualized approaches to working with this population, including diagnosis, identification, referral and understanding the unique connections between giftedness and social factors. By expanding and sharing evidence-based, culturally responsive strategies and tools with educators, this project will both increase gifted identification rates in students with special needs, and increase access to services for 2e students.
Bianco, M. (2005). The effects of disability labels on special education and general education teachers' referrals for gifted programs. <i>Learning Disability Quarterly</i> , 28, 285-293. https://doi.org/10.2307%2F4126967	Results indicated that teachers were significantly influenced by the LD and EBD labels when making referrals to gifted programs. Both groups of teachers were much less willing to refer students with disability labels to gifted programs than identically described students with general education labels. Additionally, when compared to general education teachers,	The 2e Milwaukee Project focuses on empowering educators through PD to accurately identify and provide personalized support to students from underrepresented groups. Research findings emphasize the importance of individualized approaches to working with this population, including diagnosis, identification, referral and understanding the unique connections between

	special education teachers were less likely to refer a gifted student, with or without disabilities, to a gifted program.	giftedness and social factors. By expanding and sharing evidence-based, culturally responsive strategies and tools with educators, this project will both increase gifted identification rates in students with special needs, and increase access to services for 2e students.
Ecker-Lyster, M., & Niileksela, C. (2017). Enhancing Gifted Education for Underrepresented Students: Promising Recruitment and Programming Strategies. <i>Journal for the Education of the Gifted</i> , 40(1), 79-95. https://doi.org/10.1177/0162353216686216	For decades, our educational system has been criticized for the limited recruitment and retention of minority students in gifted education programs. Unfortunately, relatively little progress has been made to alleviate these concerns. An examination of the literature on gifted education for underrepresented students reveals a dearth of information regarding effective programming practices. This article seeks to fill this void by exploring promising best practices for recruitment and retention of underrepresented students in gifted education. Multicultural education, mentoring, and noncognitive skill development are three promising areas that gifted educators can use to enhance programming.	Traditionally, gifted and talented identification methods employed by many school systems solely use teacher recommendation (referrals) for entrance into specialty programs and enrichment opportunities. As indicated in these research findings, this traditional method has received criticism for not assisting in the identification of 2e minority and low-income students. The 2E Milwaukee Project will focus on increasing identification and representation among Hispanic and African-American students who constitute 86.5% of all students with special needs at the 20 schools. According to MPS data, Hispanic and African-American students are overrepresented in the special education category when compared to the total district enrollment yet underrepresented as GT too, which will guarantee access to high-quality services.
Foley Nicpon, M., Allmon, A., Sieck, R., Stinson, R. D. (2011). Empirical investigation of twice-exceptionality: Where have we been and where are we going? <i>Gifted Child Quarterly</i> , 55, 3-17. https://doi.org/10.1177%2F0016986210382575	In this article, a 20-year review of the empirical literature examining twice-exceptionality, specifically gifted students with learning disabilities, attention deficit hyperactivity disorder, or autism spectrum disorder, was conducted. Research strongly suggests that gifted students can have a coexisting disability and that comprehensive, individualized approaches toward diagnosis are necessary. Less is known about effective treatments and interventions that simultaneously highlight strengths and accommodate for areas of growth. Future research directions are offered that ideally will encourage scholars to discover more about effective diagnostic and intervention techniques for this very important group of gifted learners.	The 2e Milwaukee Project focuses on empowering educators through PD to accurately identify and provide personalized support to students from underrepresented groups. Research findings emphasize the importance of individualized approaches to working with this population, including diagnosis, identification, referral and understanding the unique connections between giftedness and social factors. By expanding and sharing evidence-based, culturally responsive strategies and tools with educators, this project will both increase gifted identification rates in students with special needs, and increase access to services for 2e students.
Kitano, Margie & DiJiosia, Marcia. (2002). Are Asian and Pacific Americans overrepresented in programs for the gifted? <i>Roeper Review</i> . 24. 76-80. https://doi.org/10.1080/02783190209554133	As a group, Asian and Pacific American (APA) students are commonly perceived as "overrepresented" in programs for the gifted despite their status as numerical and political minorities. The literature reveals little information concerning the accuracy of this perception or factors contributing to high rates of identification as gifted. This article examines the phenomenon of overrepresentation in light of the diversity of Asian subgroups using disaggregated data from one large urban school district with a high enrollment of APA students. These data suggest differences in identification rates among APA subgroups. Literature-based explanations are offered for over- and underrepresentation as well as implications for school practices. PR/Award # S206A220010 Page e75	To discern whether the population of identified students are representative of the school population as a whole, The 2e Milwaukee Project will utilize the RI from this research, a straightforward calculation showing how closely the proportions of the GT students in a grade or school match the population makeup of the entire grade or school.

<p>Mayes RD, Moore JL. The Intersection of Race, Disability, and Giftedness: Understanding the Education Needs of Twice-Exceptional, African American Students. <i>Gifted Child Today</i>. 2016;39(2):98-104. https://doi.org/10.1177/1076217516628570</p>	<p>Current literature on twice-exceptionality (gifted and special education) provides a general framework in understanding the experiences of gifted students with disabilities. More specifically, it highlights the challenges in identification as well as the personal and social challenges students often endure as they progress through school. However, few theoretical- and research-based publications have examined the intersection of race, disability, and giftedness. This article discusses this intersection, with specific attention on African American, twice-exceptional students, and it provides specific recommendations for preservice and in-service educators. In addition, implications for future research are discussed.</p>	<p>Traditionally, gifted and talented identification methods employed by many school systems solely use teacher recommendation (referrals) for entrance into specialty programs and enrichment opportunities. As indicated in these research findings, this traditional method has received criticism for not assisting in the identification of 2e minority and low-income students. The 2E Milwaukee Project will focus on increasing identification and representation among Hispanic and African-American students who constitute 86.5% of all students with special needs at the 20 schools. According to MPS data, Hispanic and African-American students are overrepresented in the special education category when compared to the total district enrollment yet underrepresented as GT too, which will guarantee access to high-quality services.</p>
<p>Reis, S. M., Baum, S. M., & Burke, E. (2014). An Operational Definition of Twice-Exceptional Learners: Implications and Applications. <i>Gifted Child Quarterly</i>, 58(3), 217-230. https://doi.org/10.1177/0016986214534976</p>	<p>In this article, a new definition of twice-exceptional children is proposed. In addition to introducing this new definition, the authors provide a research-based rationale for the definition, offer a clear profile of twice-exceptional youth, and summarize the development of new programs and practices to enable these students to develop their gifts while simultaneously compensating for their deficits.</p>	<p>The definition offered four key components, including guidelines for identification and programming. Each component was supported with a rationale, available research, and guidelines for implementation. The definition supports evolving research showing a fundamental shift of focus on these students' strengths rather than weaknesses and reinforces the need for educators of 2E students to focus less on the remediation of weaknesses and more on the enhancement of students' strengths and interests and the development of gifts and talents.</p>
<p>Renzulli, J. S. (1994). New Directions for the Schoolwide Enrichment Model. <i>Gifted Education International</i>, 10(1), 33-36. https://doi.org/10.1177/026142949401000108</p>	<p>This article considers how the Schoolwide Enrichment Model, originally developed for gifted and talented students, can be applied as part of a comprehensive plan for total school improvement. Modifications to existing curriculum content and skill development are suggested to help all students realize their full potential.</p>	<p>The 2E Milwaukee Project, will use Jacob K. Javits Gifted and Talented Students Education Program (Javits) grant funds to increase the number of students identified as twice-exceptional (2e) for GT services at twenty current and previous Javits schools that have a systematic procedure in place to screen and identify gifted potential in underrepresented students, meaning those who are culturally, racially, linguistically diverse, and economically disadvantaged. However, MPS data has demonstrated students with special needs continue to be overlooked, under identified, and underserved due to lack of understanding and training. To address this need, the main goals of the 2E Milwaukee Project will be to train regular education teachers on twice-exceptionalism, increase identification, provide services to 2e students, and disseminate information learned from this project.</p>
<p>Rizza, Mary & Morrison, William. (2007). Identifying Twice-Exceptional Students: A Toolkit for Success. TEACHING Exceptional Children / TEACHING Exceptional Children Plus.</p>	<p>Students identified as gifted who also display one or more areas of disability remain under-identified both in special and gifted education programs. All too often, school personnel do not have the resources necessary to make decisions about this unique group of students commonly called the twice-exceptional. The purpose of this article is to provide a general toolkit for</p>	<p>Traditionally, gifted and talented identification methods employed by many school systems solely use teacher recommendations (referrals) for entrance into specialty programs and enrichment opportunities. As indicated in these research findings, this traditional method has received criticism for not assisting in the identification of 2e minority and low-income</p>

	<p>use in identifying students who are twice-exceptional. The toolkit has been designed as an outline of the general issues and offers suggestions for implementation. There are four categories in the toolkit: pre-referral and screening, preliminary intervention, evaluation procedures, and educational planning. Each aspect of the toolkit has been designed to be broad and easily adapted for use in a variety of settings. Chief among the recommendations for successful implementation of this or any other plan is that school personnel in charge of making decisions about students who are twice-exceptional be informed about the nuances of the dual diagnosis. It is also important that personnel from special and gifted education work together to make informed decisions.</p>	<p>students. The 2E Milwaukee Project will focus on increasing identification and representation among Hispanic and African-American students who constitute 86.5% of all students with special needs at the 20 schools. According to MPS data, Hispanic and African-American students are overrepresented in the special education category when compared to the total district enrollment yet underrepresented as GT too, which will guarantee access to high-quality services.</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
<p>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>	<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>	<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.</p>

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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