

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 # S206A220014

Grants.gov Tracking#: GRANT13592517

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

Closing Date: Apr 11, 2022

PR/Award # S206A220014

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

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="04/08/2022"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="REDACTED"/>	* c. UEI: <input type="text" value="REDACTED"/>
--	--

d. Address:

* Street1:	<input type="text" value="2000 West University Avenue"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Muncie"/>
County/Parish:	<input type="text" value="Delaware"/>
* State:	<input type="text" value="IN: Indiana"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="47306-0155"/>

e. Organizational Unit:

Department Name: <input type="text" value="Sponsored Projects Admin"/>	Division Name: <input type="text" value="Academic Affairs"/>
---	---

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

Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Jacqueline"/>
Middle Name: <input type="text" value="Suzanne"/>	
* Last Name: <input type="text" value="Davis"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

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

* Email:

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.206

CFDA Title:

Javits Gifted and Talented Students Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-021622-001

* Title:

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

13. Competition Identification Number:

84-206A2022-2

Title:

FY 2022 Javits Competition

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

Add Attachment

Delete Attachment

View Attachment

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

Project Brilliance: Designing Identification Methods and Programs for Gifted Students with Disabilities

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

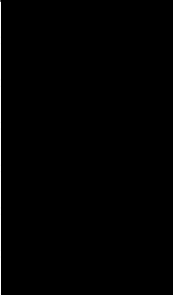
Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text"/>	
* b. Applicant	<input type="text"/>	
* c. State	<input type="text"/>	
* d. Local	<input type="text"/>	
* e. Other	<input type="text"/>	
* f. Program Income	<input type="text"/>	
* g. TOTAL	<input type="text"/>	

*** 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

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:

Project Congressional Districts:

Indiana Congressional Districts: IN-005, IN-007

Florida Congressional District: FL-003

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.

GEPA_Statement1008638647.pdf

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General Education Provisions Act Statement

Specific Project Brilliance Provisions

GEPA 427 describes six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Given our project activities will occur in high poverty areas, an additional barrier may be socioeconomic resources. Project Brilliance is specifically designed to provide solutions to these potential barriers. Collectively, we have identified four overarching, potential barriers, as described below:

- **Gender.** All students will be invited and screened for all grant activities. However, inequities persist in under-identification of learning disabilities in female students and over-identification of learning disabilities in male students. Our project is designed to address this issue using multiple identification methods, including curriculum-based assessments, process-based interviews, and observational checklists given to reading interventionists, strength-based program instructors, and existing school personnel. We will describe how those behaviors may manifest differently within different students.
- **Race, national origin, and color.** Again, all students will be invited and screened for all grant activities. Often, students from diverse backgrounds are under-identified for gifted services; thus, the multiple identification methods will also address part of this potential barrier to equitable access. However, an additional need is to adjust the curriculum to better represent everyone's experiences. We will carefully select all texts and scripts to purposefully depict students from diverse backgrounds. We have a dedicated consultant line item to pay for necessary translations to participants' native language. We also have a strong recruitment plan to hire project instructors from diverse backgrounds, such that participants will see themselves represented in the on-site program leadership.

- **Disability.** Project Brilliance will be occurring in school and/or community buildings that are accessible to all students. Further, we have access through our universities to adaptive technology that can support participants and all those working on the project. In general, this project will be implemented using Universal Design for Learning principles. We will survey the participants, both students and school personnel, to determine what accommodations are needed. For example, for those participants who are deaf, deafened, or hard of hearing, Ball State has robust sign language programming, so these advanced students and professors will be hired to interpret our sessions. We will also use closed captions for these sessions.
- **Low socioeconomic status.** All students will be invited and screened for all grant activities. Students from low SES backgrounds are also under-identified for gifted programming, so again, the unique approach to identification using multiple approaches will address this potential barrier. Additionally, these students have traditionally not had access to performing arts curriculum and gifted education opportunities; thus, this project is designed to provide those services for this population.

General Provisions from Primary Institutions

This project is collecting data and providing services in two locations: Indiana and Florida. To support these efforts, faculty, undergraduate and graduate students will be employed. Both Ball State University (BSU) and University of Florida (UF) are committed to providing equal access to project participants as evidenced 1) by their long history and strong record in providing inclusive access to its programs and services; 2) by their support of adaptive technologies for teaching and learning; 3) through their policies affirming equal opportunity to all its students and employees and 4) through ongoing efforts to meet the ever-changing needs of

diverse populations. Both BSU and UF have implemented policies providing for Equal Opportunity and Affirmative Action for all students, applicants for admission, employees, and applicants for employment to which all employees are bound. The policy is reviewed annually and is viewed as an opportunity to advance the cause of affirmative action and equal opportunity for all, without regard to race, religion, color, sex, sexual orientation, physical or mental disability, national origin, ancestry, or age. Further, both institutions have developed coordinated models for inclusion, diversity, equity, and access (IDEA) for all students, employees, partners, and visitors in research, teaching, and learning.

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 Ball State University	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Ms.	* First Name: Jacqueline Middle Name: Suzanne
* Last Name: Davis	Suffix:
* Title: Director for PreAward Strategy & Outreach	
* SIGNATURE: Jacqueline Suzanne Davis	* DATE: 04/08/2022

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

1. Project Director:

Prefix: Dr.	* First Name: Lisa	Middle Name: Marie	* Last Name: Rubenstein	Suffix:
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Project Director Level of Effort (percentage of time devoted to grant): 38

Address:

* Street1: 2000 West University Avenue
Street2:
* City: Muncie
County: Delaware
* State: IN: Indiana
* Zip Code: 47306-0122
Country: USA: UNITED STATES

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

00000797

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.

Nonexempt_Research_Narrative1008638658.pdf

Add Attachment

Delete Attachment

View Attachment

Nonexempt Research Narrative

Human Subjects Involvement and Characteristics

All grant activities will be completed in districts with large proportions of students from traditionally under-identified, underserved, and/or marginalized backgrounds. This sample shows our commitment to promoting equity in student access. We plan to partner with two large districts: Indianapolis Public Schools (IN) and Alachua County Public Schools (FL), which both serve over 50% minority students, 14-18% students with disabilities, and 65% students from economically disadvantaged backgrounds. All third-grade students in the partnering districts and/or schools will be invited to participate. Participants will only be excluded if they are not in the third grade in a treatment or control school.

Project Year	Subject Information	Location	Rationale for Special Class
2	60 third-grade students (7-9 years old) 75 Corresponding Students’ Teachers and Parents*	Central Indiana	The project is exploring how to best meet students’ learning needs. Thus, the sample must include students.
3	400 third-grade students (7-9 years old) 450 Corresponding Students’ Teachers and Parents*	Central Indiana	We selected third graders because they are in an important developmental

4	240 third-grade students (7-9 years old) 290 Corresponding Students’ Teachers and Parents*	Northcentral Florida	stage that predicts future success.
5	100 School Personnel *	Across the United States	

*Age: greater than or equal to 18 years old.

Sources of Materials

We will collect data directly from participants explicitly for research purposes (e.g., process-based assessment data, interviews, reading measures, and projects) as well as using existing sources of data collected by the school district (e.g., standardized assessment data, gifted identification status).

Recruitment and Informed Consent

We will submit our full IRB packet before beginning this work; we are not asking for a modification or waiver. We plan on recruiting participants within our partner districts using letters home to guardians, emails, in-school announcements, and direct phone calls to parents. We will provide several options for guardians to provide their consent, including an online consent form and a paper consent form. Guardians will be able to complete the consent form in an environment of their choosing. The guardians will be provided with all program information and research data collection methods in their native language. In Years 2 and 3, the consent form will describe the *Brilliant Storytellers* Program: The program is afterschool for 10 weeks, twice a week for 2 hours. During the program, students will be engaged in learning activities, performing

arts experiences, and socializing. Throughout program participation, students will be asked to complete small surveys regarding their experiences and assessments measuring their creativity and leadership skills. Participating students will also need to give their assent before participating in study activities.

In Year 4, we will conduct two rounds of informed consent and assent. In the first round, we will obtain consent for participation in the Tier 3 reading interventions. The consent form will describe that students will be randomly assigned to participate in their school's Tier 3 intervention or the project intervention. It will describe that students who participate in the project Tier 3 intervention will receive intervention for 20 minutes per day, four days per week, and that the intervention will be targeted to their specific reading needs. In the second round of informed consent, we will obtain consent for students to participate in the *Brilliant Storytellers* Program following the same procedures outlined above for Years 2 and 3. We will also recruit the teachers and guardians of the participating students to complete several surveys about the students throughout the time-period, using the same recruitment and informed consent procedures.

Potential Risks

The largest risk would be for students' personal data to be exposed. This would be a psychological risk of having test scores, disability status, and other personal information released. However, the research team will implement several strategies (described below) to protect against these risks. Other than that, there are no potential risks beyond traditional risks associated with daily life.

Protection against Risks

Given the largest study risk is a breach in data, we are taking significant precautions to protect against compromises in data security. We plan on working with BSU' Information Technology (IT) experts to develop a data protection strategy that is aligned with industry standards.

We currently have developed a plan, which we will organize through IT, such that all data will be maintained as confidential and no identifying information such as names will appear in any publication or presentation of the data. Data for this study will be stored on a password protected computer in an encrypted file. Data collected on paper will be stored in a locked filing cabinet. Data will be stored using ID numbers, so that students' names will not be stored with their data. We will use a separate key that links student names with ID numbers that will be stored in a password protected and encrypted file.

Importance of the Knowledge

Project Brilliance will identify and provide services for gifted children with disabilities. Accurate identification of this population is challenging given the masking effect, which occurs when students' giftedness or disabilities prevent the other (or worse, both) from being identified (Foley-Nicpon & Kim, 2018). Relying on schools' existing identification methods may exclude students who would benefit from identification and service provision. Therefore, Project Brilliance adopts the philosophy that (a) any given student could be gifted and require services and (b) any given student could have academic difficulties or disabilities and require services. Thus, *all* students, regardless of previous identification status, will be invited to participate in our gifted programming, facilitating equitable access to enrichment activities and enabling the

implementation of a novel identification system. **Data generated during program implementation will be used to make recommendations to school districts on (a) which students may benefit from district gifted services and (b) which services may be most effective.**

Our program is designed to identify and support students with gifts in language arts, performing arts, creativity, and leadership, *regardless* of school-based disability or gifted status. This 40-hour, afterschool program, called *Brilliant Storytellers*, uses performing arts as an authentic mechanism to develop students' gifts. The curriculum will be designed using best practices from reading, multicultural, and gifted education.

Throughout this process, we will collect data using a range of potential gifted identification methods. These data will *not* be used to decide who participates in *Brilliant Storytellers*, but rather, to determine which gifted identification methods predict student growth and success in *Brilliant Storytellers*, and further, how these gifted identification methods may uniquely identify gifted students who are also identified for special education services (i.e., students previously found to have learning disabilities). **This project is designed to provide recommendations for improving gifted identification systems for all students.**

Collaborating Sites

We plan to partner with two large districts: Indianapolis Public Schools (IN) and Alachua County Public Schools (FL). We are also seeking additional partner districts for a Year 2 pilot study.

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:

Abstract

Appropriate identification of both giftedness and disabilities is imperative to ensure students receive appropriate support services in school. However, traditional identification systems have not resulted in equitable identification or service provision for gifted students with disabilities. Assessments and interventions have typically relied on deficit mindsets, targeting areas of difficulty while overlooking areas of strength, despite research showing that targeting strengths can enhance academic achievement (e.g., Rabkin & Hedberg, 2011). This project, Project Brilliance, is designed to address these systemic issues through shifting the mindset to one of searching for brilliance, through four overarching goals: (a) develop a process-based assessment to identify and monitor gifted development in students with disabilities, (b) design and implement a strengths-based, after school program, *Brilliant Storytellers*, that provides opportunities for identifying and developing student creativity, leadership, and learning abilities in a performing arts setting, (c) deliver an intensive reading intervention in partnership with the strength-based program to support gifted students with reading difficulties and disabilities, and (d) build capacity among school personnel to identify and serve gifted students with disabilities through Brilliant Challenges. These services will be implemented in districts with significant populations of students from traditionally marginalized backgrounds. Collectively, we will increase understanding of identification of gifted students with disabilities through non-traditional assessment/identification methods and appropriate service provisions matched to students' strengths and academic needs. Further, Project Brilliance will promote equity in gifted programming through our unique identification and service provision model. We will train school personnel in gifted identification and strengths-based service provision to meet the needs of educators, school psychologists, counselors, and most importantly, our brilliant students.

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](#)

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Project Brilliance:

An Inclusive Approach to Identifying and Supporting Gifted Students with Disabilities

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Project Introduction

Project Brilliance will identify and provide services for gifted children with disabilities. Accurate identification of this population is challenging given the masking effect, which occurs when students' giftedness or disabilities prevent the other (or worse, both) from being identified (Foley-Nicpon & Kim, 2018). Relying on schools' existing identification methods may exclude students who would benefit from identification and service provision. Therefore, Project Brilliance adopts the philosophy that (a) any given student could be gifted and require services and (b) any given student could have academic difficulties or disabilities and require services. Thus, *all* students, regardless of previous identification status, will be invited to participate in our gifted programming, facilitating equitable access to enrichment activities and enabling the implementation of a novel identification system. Data generated during program implementation

will be used to make recommendations to school districts on (a) which students may benefit from district gifted services and (b) which services may be most effective.

Our program is designed to identify and support students with gifts in language arts, performing arts, creativity, and leadership, *regardless* of school-based disability or gifted status. This 40-hour, afterschool program, called *Brilliant Storytellers*, uses performing arts as an authentic mechanism to develop students' gifts. The curriculum will be designed using best practices from reading, multicultural, and gifted education.

Participation in arts education is correlated with positive academic outcomes (Gara & Winsler, 2020; Winsler et al., 2020); however, these opportunities are often eliminated from traditional school days, and these cuts disproportionately affect minority students (e.g., in 1982, 60% of white students and 51% of Black students had access to arts programming, but in 2008, 58% of white students and only 26% of Black students had access to arts programming (Rabkin & Hedberg, 2011). Further, classroom teachers struggle to include creativity in the curriculum due to pressure to demonstrate student success on standardized assessments (Rubenstein et al., 2018). The *Brilliant Storytellers* program will provide an opportunity to establish efficacy of using performing arts to promote reading comprehension for all students, including gifted students with disabilities, regardless of school-based identification status.

Given these potential benefits, *Brilliant Storytellers* serves as the cornerstone of this project. In Year 1, we will develop the curriculum. In Year 2, we will pilot the curriculum to (a) determine student response and (b) collect instructor feedback to inform additional edits. In Years 3 and 4, we will conduct randomized control trials (RCTs). Further, in Year 3, we will compare our gifted identification methods with existing district data to determine how many new students we identify with gifts in language arts, creativity, and leadership. Further, we will

determine if these newly identified students were also previously identified with disabilities. We will use these data to make program improvements before implementation in Year 4.

In Year 4, we will combine the *Brilliant Storytellers* afterschool programming with an in-school, intense reading intervention, allowing us to determine the extent to which this strengths-based program adds value to a needs-based intervention for gifted students with disabilities. We are waiting to implement the reading intervention until Year 4 to optimize the efficacy of *Brilliant Storytellers* through multiple iterations, before introducing a resource-intensive reading intervention. The reading intervention will be implemented under tightly controlled conditions to ensure that (a) current best practices are used to identify reading difficulties or disabilities and (b) those students with disabilities are participating in *Brilliant Storytellers*. Previously, we have relied on districts' existing methods of disability identification. However, traditional identification methods (used in Indiana) result in less accurate identification (Kranzler et al., 2019; Maki & Adams, 2020b) than a multi-tiered systems of support approach (MTSS; required in Florida), which is implemented in this project. Thus, we employ MTSS to identify learning (reading) disabilities in Florida to ensure appropriate identification. Finally, in Year 5, we will implement a professional learning system for school personnel (e.g., administrators, school psychologists, teachers), which includes monthly seminars, discussion groups, and expert feedback on best practices for identification of and services for gifted students with disabilities.

Throughout this process, we will collect data using a range of potential gifted identification methods. These data will *not* be used to decide who participates in *Brilliant Storytellers*, but rather, to determine which gifted identification methods predict student growth and success in *Brilliant Storytellers*, and further, how these gifted identification methods may uniquely identify gifted students who are also identified for special education services (i.e.,

students previously found to have learning disabilities). This project is designed to provide recommendations for improving gifted identification systems for all students.

The gifted identification methods include piloting novel, process-based assessments (PBAs) that measure the creative, leadership, and learning processes employed by students as they approach specific tasks. PBAs will be implemented as pre- and post-assessments for *Brilliant Storytellers*, serving as a dynamic assessment. Students who may not have had opportunities to develop these processes before participating in this programming (e.g., students with masked giftedness and/or disability status and students from historically marginalized backgrounds) will have direct instruction and support through *Brilliant Storytellers*. Their growth scores may be the key to identifying students with overlooked giftedness.

Need for the Project

In our partner districts, only 30-50% of students made adequate growth in English/Language Arts (Indiana and Florida Departments of Education, 2019). During the pandemic, these difficulties intensified, with more students performing below grade-level benchmarks compared to previous years (Pier et al., 2021). When students experience academic difficulties, the response is typically to prioritize addressing that difficulty. The Individuals with Disabilities Education Improvement Act (IDEA) legally requires both difficulties and strengths be *delineated*; however, only students' difficulties must be *addressed* in the educational goals, services, and monitoring systems (IDEA, 2004). Although important, solely focusing on areas of difficulty may create a deficit mindset and prevent seeing the brilliance in the whole child.

This deficit mindset applies not only to students with disabilities but also to students from traditionally marginalized populations (which includes students with disabilities from economically disadvantaged backgrounds and students of color), all of whom are consistently

underrepresented in gifted programs (Grissom et al., 2019; Wright et al., 2017). In these cases, education personnel may identify student difficulties rather than (a) consider the systemic barriers preventing student growth or (b) identify and serve individual students' strengths. Although focusing on difficulties continues to be the dominant approach, it has not proven effective, given the number of students demonstrating significant academic needs (National Center for Education Statistics, 2020). To disrupt this deficit focus, math education researchers proposed the Axiom of Brilliance to anchor their study of Black students' mathematical talents (Gholson et al., 2012). In mathematics, a conjecture is *believed* to be true, but requires proving, whereas an axiom is *accepted* as truth. Our project, Project Brilliance, adopts the Axiom of Brilliance; we assert all students have strengths, yet environmental factors may prevent those strengths from manifesting. **Although not all strengths require specialized gifted programming, a wide range of strengths have not been identified or developed.**

Several areas of strengths identified in the federal definition of giftedness (e.g., creativity, leadership skills) are not often identified or developed in traditional classrooms, despite evidence suggesting integrating these areas into instruction enhances academic achievement (e.g., Rabkin & Hedberg, 2011; Schacter et al., 2006); therefore, students with these strengths may not have opportunities to develop their area of talent, to leverage their strengths to address their needs or disabilities, or even to recognize their own potential.

Given these complexities, identifying and providing services for gifted children with disabilities requires rethinking how schools traditionally separate identification procedures from programming. To reconceptualize this process, Project Brilliance will adopt a multi-tiered systems of support (MTSS) framework and philosophy. MTSS improve student outcomes, especially in reading (Burns et al., 2016; Hall & Burns, 2018; Kauffman et al., 2012). Further,

the MTSS framework may also support gifted learners (Adams et al., 2012). Conceptually, the Schoolwide Enrichment Model (SEM) provides a gifted-specific form of MTSS (Renzulli & Reis, 2010). SEM delineates three types of learning experiences in increasing levels of depth and complexity based on student need. (In this proposal, “*Types*” refers to levels of gifted support, reflecting SEM terminology, and “*Tiers*” refers to levels of needs-based support, reflecting Response to Intervention terminology.) Rather than identifying students using static measures of achievement and/or ability, MTSS use ongoing, dynamic measures of student response to intervention. Thus, all students are provided services as part of the identification process (Horn, 2015), and student response to these services determines identification. Further, continual monitoring of student response facilitates the calibration of services and support levels. Our project uses MTSS to address student needs, disabilities, strengths, and gifts.

Project Design

To examine how MTSS can be used to identify and support gifted students with disabilities, we have designed our project to holistically identify both strengths and needs in third-grade students. We focus on third-grade students for two reasons: (1) many schools identify students as gifted in second grade (IDOE, 2021), which strategically positions this project to identify gifted students who have been initially overlooked by their schools, and (2) students’ end-of-third-grade reading skills are highly predictive of future educational outcomes (Reschly et al., 2009), highlighting the importance of intervening when students’ reading needs and disabilities often become more significant. In addition to **identifying** strengths and needs, this project will also **provide services** to support the whole child, including a strengths-based, after-school program for all students, *Brilliant Storytellers*, and a Tier 3 Intensive Reading Intervention, addressing Javits Competitive Priority #2 (**CP#2**).

Sample. All grant activities will be completed in districts with large proportions of students from traditionally under-identified, underserved, and/or marginalized backgrounds. This sample shows **our commitment to meeting the target populations’ needs by promoting equity in student access (CP#3)**. We plan to partner with two large districts: Indianapolis Public Schools (IN) and Alachua County Public Schools (FL), which both serve over 50% minority students, 14-18% students with disabilities, and 65% students from economically disadvantaged backgrounds. With this sample, we can explore how *Project Brilliance* functions when states use different definitions and identification methods for both learning disabilities and giftedness.

Goal 1. Identify and monitor giftedness/talent development within multiple areas (i.e., creativity, leadership, and learning abilities) within all students, especially students with disabilities and those from marginalized backgrounds.

Objective 1.1: Develop valid, reliable, and culturally sensitive task-based, process-based assessments (PBAs) that identify and longitudinally assess multiple areas of giftedness in students from marginalized backgrounds (*Javits Absolute Priority; AP, CP#2, CP#3*).

Objective 1.2: Compare the PBA developed for this project with existing measures to determine the extent to which different measurement options identify students’ strengths.

Objective 1.3: Establish and disseminate best practices for developing a multi-faceted system for gifted identification (*CP#1*).

Rationale and Promising Evidence. Current assessment methods may not identify gifted students from diverse backgrounds or those who have disabilities (e.g., Ford, 2010; Grissom & Redding, 2016; Hodges et al., 2018; Peters et al., 2019; Mims et al., 2022). Despite best efforts, using mechanisms such as universal screening, nonverbal tests, student portfolios, and/or affective checklists, districts continue to under-identify students in these groups (Hodges

et al., 2018). Traditional and alternative gifted identification systems may include multiple measures of a student’s potential and capabilities, like standardized assessments and/or performance assessments. Although these assessments provide important information, they do not illuminate students’ strengths in the *processes* of creativity, leadership, and learning abilities, contributing to the under-identification of diverse gifted learners. For example, students who consider multiple perspectives while creative problem-solving are more likely to develop creative ideas; being able to measure this process may facilitate identification of creative students before they develop a masterpiece (Rubenstein et al., 2019). Students who have not had the opportunity to develop these skills can be taught, and then, process-based assessments can measure students’ growth in these processes, functioning as a dynamic assessment.

Design Implementation. *Process-Based Assessment (PBA)*. To identify process strengths, students must be observed demonstrating those processes. Task-specific assessments allow for those processes to be observed, and they are more strongly correlated with performance than questionnaires or rating forms (Young & Worrell, 2018). Thus, we will design, pilot, and validate PBAs of student creativity, leadership, and learning, contextualized in a reading task, to develop a *nontraditional method for assessing gifted and talented students (AP, CP#1)*. **As this is an experimental approach, we will not replace districts’ identification system, but will use this metric to support school personnel in recognizing student brilliance.** PBAs will be developed using microanalysis, a task-specific assessment (Ridgley et al., 2020) to measure processes occurring before, during, and after a task with standardized prompts and timing. This project team has successfully developed and used similar assessments to measure students’ creative processes (e.g., Rubenstein et al., 2019; Rubenstein et al., 2020b), but this project expands this technique to capture learning and leadership. For Project Brilliance, in Year 1, we

will develop the assessment to measure creativity, leadership, and cognitive learning processes. We will develop the measure following best instrument design practices, including an initial review by experts in education, psychology, and research methodology.

PBAs will undergo piloting and **continuous revision** throughout Years 2-4. Student responses will be rigorously coded using a hybrid coding approach (Fereday & Muir-Cochrane, 2006; Rubenstein et al., 2020a) anchored on existing effective *processes* for creativity (e.g., perspective taking; Rubenstein et al., 2019), leadership (e.g., providing effective feedback; Weston, 2021), and learning (e.g., conceptual connections; Brown et al., 2014). Interrater agreement will be assessed using Cohen's kappa. After the initial pilot, PBAs will be administered as dynamic assessments measuring growth in creativity, leadership, and learning processes. Specifically, in Years 2-4, PBAs will be given as pre- and post-assessments to students participating in *Brilliant Storytellers*. This approach will identify giftedness in creativity, leadership, and learning skills when students demonstrate (a) high pre- or post-performance scores or (b) high growth, leading to middle to high performance scores. **Thus, the *Brilliant Storytellers* program functions as part of the dynamic assessment system.**

Multi-faceted Identification System. Special education teachers are often hesitant to refer students with disabilities to gifted programs, citing the need for IQ data to support the referral (Bianco & Leech, 2010), despite multiple measures being best practice for gifted identification. Thus, in addition to the PBAs, we will collect strength-based data using established measures, including the HOPE Teacher Rating Scale (Peters & Gentry, 2013), Scales for Rating the Behavioral Characteristics of Superior Students (SCRBSS; Renzulli et al., 2021), performance assessment rubrics (e.g., Shively et al., 2018), and district-adopted, norm-referenced standardized assessments (e.g., iReady). Project personnel will reflect on students' strengths

using these metrics according to a talent scout approach (*CP#1*; Horn et al., 2021; Swanson et al., 2021). We will share these results to provide (a) strengths-based report for participating students and their teachers/families to support the recognition of students' brilliance and (b) provide the school with a report of students who demonstrate giftedness in specific areas that were previously overlooked. Further, we will analyze the relations among all the measurement approaches to determine the extent to which different measures demonstrate convergent validity and the extent to which they predict program success for students with disabilities. Through this process, we will establish guidelines delineating when and for whom the different identification approaches would be helpful. Then, we will disseminate this information, as described in Goal 4.

Goal 2. Develop and implement a strengths-based, after-school program, *Brilliant Storytellers*, to increase identification and development of students' creativity, leadership, and learning abilities.

Objective 2.1: Design *Brilliant Storytellers* using current research findings to promote reading comprehension, gifted identification, and talent development through the performing arts.

Objective 2.2: Implement *Brilliant Storytellers* to **identify** gifted students with disabilities and other gifted students who were not identified using traditional methods (*AP, CP#2*).

Objective 2.3: Implement *Brilliant Storytellers* to **provide services** that promote equitable access to high quality and challenging curriculum (*CP#2, CP#3*).

Rationale and Promising Evidence. The second goal of Project Brilliance is to design, pilot, and implement the *Brilliant Storytellers* curriculum and program. *Brilliant Storytellers* uses performing arts as an authentic mechanism to develop learning, creativity, and leadership skills. *Brilliant Storytellers* is a 10-week afterschool program, with two-hour sessions, twice a week, implemented by a team of graduate and undergraduate students and local school personnel (details below). Afterschool programs do not require school districts to sacrifice classroom

instruction time, nor do they require teachers to learn and implement new curriculum, which would be difficult given the current climate of teacher exhaustion (Steiner & Woo, 2021). This project also provides time for curriculum development and refinement. If the curriculum is found to be efficacious, it could be adapted for classroom settings.

The curriculum design is anchored on **promising evidence** and current research findings across three different fields of inquiry: afterschool programs (Beckett et al., 2009), reading comprehension (Shanahan et al., 2010), and talent development (Callahan et al., 2015; Reis et al., 2011). With respect to reading comprehension in early elementary students, *Brilliant Storytellers* will integrate the findings from the Institute for Educational Sciences' (IES) practice guide (Shanahan et al., 2010). This guide presents (a) promising evidence for teaching students to use reading comprehension strategies and (b) promising evidence for establishing an engaging and motivating context for teaching reading comprehension. Integrating reading comprehension strategies into the motivating context of theatre provides authentic context and purpose for learning reading strategies. For example, IES's synthesis identified six effective reading comprehension strategies (e.g., questioning, visualizing, and drawing inferences), that are the same strategies authentic actors, directors, and designers use to create and tell their stories (e.g., actors **question** their characters' motivations, designers **visualize** costumes and sets from scripts, and directors must **draw inferences** from the text to give instructions).

Brilliant Storytellers will be anchored on the best curricular and pedagogical practices to promote talent development in gifted students. Two recent, key studies used randomized control trials to study the effects of reading curricula (i.e., CLEAR curriculum and Schoolwide Enrichment Model-Reading; SEM-R). Both were designed to promote talent development and to provide challenging reading/language learning opportunities for gifted learners and demonstrated

increases in higher-order thinking (Callahan et al., 2015) and reading comprehension and fluency (Reis et al., 2011). These studies provide promising evidence to support the use of differentiation (Tomlinson, 2001) and increased depth and complexity in learning experiences (Kaplan, 2005).

Brilliant Storytellers integrates these curricular practices with SEM'S triad model. This model includes three types of experiences. First, Type 1 experiences provide opportunities for exploration. During the first 4 weeks of *Brilliant Storytellers*, all students will receive introductions to directing, screenplay writing, acting, and stage/costume design. During the next 4 weeks, students will be grouped based on their observed strengths and passions (e.g., gifted leaders may work on their director skills, or gifted creatives may develop their set design skills). These Type 2 experiences provide more directed process-based instruction ("how-to" skills; Renzulli & Reis, 2010). Finally, for the Type 3 experiences, students will develop their final, authentic productions (e.g., a monologue, a scene, or an original screenplay), which will be shared with an authentic audience (Renzulli & Reis, 2010). These experiences will be differentiated to meet a variety of needs and interests, and they provide opportunities for students to showcase their strengths that may be overlooked in traditional classroom settings. The outcomes of the program will be shared with participants' teachers and parents, along with suggestions on how to continue to integrate students' identified talents into choice-based assignments, class lessons, and home activities.

Design Implementation. In Year 1, the *Brilliant Storytellers* curriculum will be authored through a collaboration of theatre, gifted, reading, and multicultural education scholars. Additional scholars and teachers will be asked to review the final draft before implementation. In Year 2, *Brilliant Storytellers* will be piloted within a local partner district with at least 60 third-grade students. All sessions throughout the project will be delivered by the *Brilliant Storytellers*

Team, including undergraduate theatre education majors, doctoral graduate assistants, and two school personnel per site. The Team will be trained by the PI and key personnel. The PI and CoPIs will attend afterschool sessions and debrief with the Team. During this pilot, our main goal is to refine the program based on student and instructors’ experiences. These will be collected through frequent observations, surveys, and student work analyses.

In Year 3, we will implement *Brilliant Storytellers* in four Indianapolis schools (with four matched control schools, matched using propensity scores), using a randomized-clustered, control design. Within the treatment schools, **all** third-grade students, regardless of existing identification status are invited to participate. We will collect data on the effects of the curriculum using assessments described in Goal 1. We will analyze treatment fidelity and instructor feedback and make curriculum edits. In Year 4, we will again implement *Brilliant Storytellers* using a randomized control trial, while adding rigorous MTSS to identify and address reading disabilities (described in Goal 3). Table 1 depicts how Project Brilliance services (i.e., *Brilliant Storytellers* and MTSS Tier 3 Reading Interventions) will be provided both in isolation and in concert. Finally, Year 4 data will inform a final round of revisions, demonstrating our strong commitment to continuous improvement. The curriculum will be disseminated (as described in Goal 4), to build long-term capacity.

Table 1. Project Conditions for Randomized Control Trials

Goal 2 ↓	Goal 3 →	MTSS & Tier 3 Reading Interventions	ESS*-Reading
<i>Brilliant Storytellers</i> **		Year 4 (Florida; n = 80***)	Year 3 (Indiana; n = 200)
ESS-Gifted Education		Year 4 (Florida; n = 80)	Year 3 (Indiana; n = 200) Year 4 (Florida; n = 80)

*ESS: Existing School Services; ** Brilliant Storytellers + ESS for gifted education

***Power analyses were conducted using G*Power (Faul et al., 2009) for each goal to determine the sample size required to find a **moderate** effect size with two-tailed alpha of .05 with power of .80 based on prior evidence (e.g., Hall & Burns, 2018; PRESS Research Group, 2014). Results served as the minimum sample, but we increased our goal sample size to account for attrition.

Goal 3. Implement intensive targeted reading interventions to identify and support students with reading needs and disabilities who may be gifted.

Objective 3.1: Identify students in need of reading intervention using CBMs (*CP#2*).

Objective 3.2: Use project data-based, decision-making framework to determine needs and implement appropriate targeted interventions to address those reading needs in Year 4 (*CP#2*).

Objective 3.3: Use ongoing progress monitoring data to make instructional decisions (*CP#2*).

Rationale and Promising Evidence. Within our Project Brilliance MTSS framework, we target students with *reading* disabilities because: (1) reading needs and disabilities are the largest area of difficulty and disability in schools across varying levels of student abilities (Maki & Adams, 2020a) and (2) reading interventions and assessments have the largest evidence-base within MTSS (Burns et al., 2016; Hall & Burns, 2018; Silberglitt et al., 2016). Further, because reading is necessary to demonstrate strengths on most standardized assessments, students with reading disabilities may be less likely to be identified as gifted in traditional systems and may have difficulty expressing strengths and gifts without appropriate services due to interference of noncognitive factors (e.g., motivation, self-esteem; Beckmann, & Minnaert, 2018).

Promising evidence suggests using MTSS frameworks to identify students with learning disabilities results in better identification decision making and more effective supports for students (Maki & Adams, 2020b). Additional promising evidence demonstrated MTSS frameworks reduces disproportionality in special education identification (O'Connor et al., 2013;

VanDerHeyden et al., 2007), while simultaneously supporting students' academic needs, thus **promoting equity in access (CP#3)** to educational support services.

Despite such promising evidence for MTSS effectiveness, one reason many students continue to demonstrate significant reading needs is because schools have not had a framework to guide intervention selection and implementation, nor have they used appropriate data to select, implement, or modify interventions (Balu et al., 2015; Cordray et al., 2012), which may be especially problematic for gifted students whose academic needs may be overlooked if they can easily acquire an isolated skill or use compensation strategies (McKenzie, 2010). Therefore, they may not be identified to receive more intensive reading interventions. Moreover, interventions have not been implemented within a context that appropriately addresses all student needs, such as **targeting both reading needs while capitalizing on student strengths**. Project Brilliance fills both of those gaps to identify and support gifted students with reading disabilities.

Like gifted identification, identification of reading difficulties/disabilities is challenging, resulting in many students not receiving appropriate services. However, of the identification methods, MTSS has been shown to most effectively identify and intervene with reading disabilities, and the state of Florida requires its use to identify reading disabilities in schools (Maki et al., 2015). Thus, in Year 4, to truly determine the effects of *Brilliant Storytellers* on **gifted students with disabilities**, we implement intensive targeted reading interventions within an MTSS framework while also encouraging students identified for reading interventions to participate in *Brilliant Storytellers* (Goal 2). Thus, through **combined participation** in *Brilliant Storytellers* and intensive Tier 3 reading interventions, we identify and serve gifted students with reading disabilities. Through this approach, we examine the differential effects of combined strengths- and needs-based services compared to those receiving needs-based services only.

Design Implementation. In Year 4, within our MTSS framework, we use curriculum-based measures in reading (CBM-R) to screen all third-grade students in participating Florida schools to identify students in need of additional supports. Then, as noted above, because schools do not always use appropriate assessment data, we use additional project-based diagnostic assessment data to target students' specific skill-based needs based on the five core reading skills (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension) identified by the National Reading Panel (NRP, 2000). Students scoring below the grade-level benchmark will be identified as needing a reading intervention. Third grade students with reading difficulties and disabilities (approximately 240 participants, across multiple schools) will be randomly assigned to one of **three conditions**: (a) receive the project's Tier 3 reading intervention targeted to their specific area of need (80 participants), (b) participate in their school's traditional reading intervention (80 participants), or (c) receiving both Tier 3 interventions and participate in *Brilliant Storytellers* (80 participants).

All Project Brilliance Tier 3 reading interventions will be delivered by project research assistants (undergraduate and graduate students) during the school day. Interventions will occur in small groups (3-4 students) four times per week for approximately 20 minutes per day. Students in the Project Brilliance Tier 3 targeted intervention condition will receive Tier 3 intervention targeted to their specific area of need based on the NRP's core reading skills (i.e., phonemic awareness, phonics, or fluency) and in line with the Florida Third Grade Reading Standards and the participating schools' literacy curriculum.

Interventions. *Read Naturally* will be implemented to address fluency needs, which uses modeling, repeated reading, and regular assessment feedback (Hasbrouk et al., 1999), has resulted in improved reading fluency skills (Erickson et al., 2015). *Sound Partners* (Vadasy et

al., 2005) is implemented to target phonics needs, which provides explicit and systematic instruction in letter-sound correspondence and decoding, and has improved phonics skills, fluency, and comprehension (What Works Clearinghouse, 2010). Students demonstrating phonemic awareness needs will receive interventions from the Florida Center for Reading Research. We will observe for fidelity of intervention implementation for at least 25% of all intervention sessions to ensure interventions implemented following standardized procedures.

Assessment. We will use formative assessment to monitor the progress of all students receiving Tier 3 intervention (fluency, phonics, and phonemic awareness) on a weekly basis, using CBM-R to support **continuous improvement of intervention implementation**. Students receiving phonics and phonemic awareness intervention will also be progress monitored on a weekly basis on subskill assessments matched to their area of reading intervention (e.g., consonant-vowel-consonant words, digraphs). These data will be used to make instructional decisions and modify intervention implementation to ensure that interventions best support student needs. We will also use school assessment measures that are administered three times per year (iReady; Curriculum Associates, n.d.) to examine student outcomes in response to the interventions over the course of Year 4. In line with Florida MTSS and learning disabilities identification practices, students who do not make adequate reading growth in response to the reading interventions may be identified as having a reading disability, if not already identified.

Goal 4. Build capacity among school personnel to identify/serve gifted students with disabilities.

Objective 4.1 Design and host monthly professional learning seminars for all school personnel to disseminate the project’s findings, curriculum, and identification tools (**CP#I**).

Objective 4.2 Provide feedback on school personnel’s responses to Brilliant Challenges, a monthly task encouraging school personnel to experiment with recommended practices (**CP#I**).

Objective 4.3 Develop the Project Brilliance website as a mechanism for disseminating mini-training modules, grant findings, and additional resources (e.g., assessments; *CP#I*).

Rationale and Promising Evidence. Many school personnel feel unprepared to support gifted students with disabilities, leading to inadequate identification and services (Foley-Nicpon et al., 2013; Rowan & Townend, 2016; Wormald, 2011). Parents of students with disabilities consistently resort to multiple advocacy methods (e.g., giving teachers books, sending them to conferences), and as a last resort, parents sometimes decide to switch schools for a better educational fit for their students (Rubenstein et al., 2015; Speirs Neumeister et al., 2013). Thus, there is a significant need for effective professional learning opportunities for all school personnel, including administrators, school psychologists, and all teachers.

Through Project Brilliance, we are developing assessments and a curriculum to identify and serve gifted students with disabilities. Yet, one of the largest potential impacts of this work is sharing the results with and training school personnel to build long-term capacity for recognizing strengths and identifying and serving gifted students with disabilities. Myriad studies have found one-time professional *development* sessions do not affect teachers' practices (Yoon et al., 2007), prompting a shift to professional *learning*, which centers participants as agentic learners involved in interactive and sustained communities of practice. Our professional learning plan incorporates evidence-based best practices, including providing opportunities for collaboration, active learning, and sustained/continuous interactions (e.g., Darling-Hammond et al., 2017).

Design Implementation. Project Brilliance includes a multi-faceted professional learning plan. We will design a seminar series that provides nine, 2-hour online seminars, delivered once per month, starting in August of the grant's fifth year. We will advertise through educational organizations (e.g., Council for Exceptional Children, National Association of

School Psychologists) and teacher education programs. We will invite all personnel from our partnering districts and other schools in those counties (e.g., private schools). In the seminars, a speaker or panel will present ideas on identifying and serving gifted students with disabilities (30-50 min., which will be recorded and shared on the website). Participants will then join breakout rooms based on their questions or needs. The Project Brilliance team will provide specific discussion questions for each room (30-50 min.). Finally, all participants will reunite for a short debriefing and the revealing of the upcoming month's Brilliant Challenge (15 min.).

Although the seminar series will provide more than the recommended 14 hours of instruction for effective professional learning (Yoon et al., 2007), the Brilliant Challenges introduced at the end of each session are the true catalyst for long-term, sustained engagement with gifted identification and service provision. Brilliant Challenges present the attendees with a challenge based on their roles. For example, the challenge may be to plan a lesson (or activity) to allow creatively brilliant students to shine. After completing the monthly Brilliant Challenge, participants will post their experiences and plans on the Project Brilliance website, and other participants can interact with the response. These responses will be monitored by trained project graduate students, who will also provide feedback, ask questions, and give encouragement. The graduate students will evaluate the contributions using a rubric to determine the extent to which responses reflect best practice and research, and then, they will designate deserving submissions as meritorious. After each month, the authors of the top five recommended meritorious responses will be awarded with a \$100 gift card, and their ideas will be highlighted at the next seminar. All professional learning experiences will be facilitated through the Project Brilliance website. The website will also host short videos of project activities and trainings, resources for implementing our performance-based assessments, and other project outcomes.

Table 2. Project Evaluation Design for Overarching Outcomes, Spanning Goals and Objectives

Major Project Outcomes	Samples* & Data **	Primary Analyses
Significantly increase the number of gifted students <i>identified</i> in the areas of creativity, leadership, and learning abilities, especially students from traditionally underserved backgrounds, by at least 10%. (Goals 1,2,3)	Years 3 & 4: SDD, DII, PBA-S, SCRBSS, HOPE Teacher Scales	χ^2 analysis of the differences between proportions of students identified in traditional district ID and strengths-based ID processes
Significantly increase the number of gifted students <i>served</i> in the areas of creativity, leadership, and learning abilities, especially those from underserved backgrounds, by at least 50%. (Goals 1,2,3)	Years 2, 3, & 4: SDD, DII, <i>Brilliant Storytellers</i> Attendance	χ^2 analysis of the differences between proportions of students served in existing district gifted programs and <i>Brilliant Storytellers</i>
Significantly increase academic achievement in <i>reading</i> for students served in grant treatment over matched control groups (using propensity scores). (Goals 2,3)	Years 3 & 4: SDD, CBM, NWEA-MAP or iReady	Multilevel curvilinear growth curve models accounting for repeated measurement of reading skills
Significantly increase creativity and leadership skills for students served in grant treatment over matched control groups (using propensity scores). (Goals 1,2,3)	Years 3 & 4: SDD, PBA-S	Multiple regression models predicting post-test scores from pre-test scores

Determine the extent to which participating in <i>Brilliant Storytellers</i> adds value to Tier 3 reading interventions. (Goal 3)	Year 4: SDD, iReady, CBM	RM ANOVA on posttest reading scores between reading intervention only and reading intervention + <i>Brilliant Storytellers</i>
Significantly increase school personnel’s knowledge of identification and serving gifted students with disabilities. (Goal 4)	Years 4 & 5: Surveys, Website Engagement, BC Evaluations	General participation data; Qualitative analyses; Multiple regression models predicting post-seminar survey scores from pre-seminar survey scores

***Anticipated Selection of Samples:** Year 2 = 2 partnering schools, all students participate, estimated 60 students served; Year 3 = 8 Indianapolis (IN) schools, randomly assigned by school, estimated 200 students served. Year 4 = approx. 8 Alachua County (FL) schools, students are randomly assigned to three conditions: (a) Tier 3 Intervention ($n = 80$), (b) Existing School Services ($n = 80$), and (c) Tier 3 Intervention + *Brilliant Storytellers* ($n = 80$); Year 5 = Broad recruitment efforts for in-service and pre-service school personnel, estimated 70-200 participants. **Estimated Total Students Served: 420**

****Data Collection Abbreviations:** SDD: Student Demographic Data; DII: District Identification Information (i.e., disabilities and giftedness); PBA-S: Process-Based Assessment Subscales (i.e., creative, leadership, and learning processes); CBM: Curriculum Based Measures; BC: Brilliant Challenges.

Project Services

Project Brilliance will be implemented in schools with high percentages of students from traditionally underrepresented populations in gifted programs. All students from the third-grade classes at participating schools will be eligible to participate in services. Access and participation, however, are not enough. Students from traditionally marginalized backgrounds cannot simply be given access to programs; the programs themselves must change to recognize and support these brilliant students within the environmental context (Ford, 2010). We will purposefully design the services such that these students (a) see themselves in what they are reading, (b) express and develop their identities as they complete the project's tasks and assessments (Mims et al., 2022), and (c) interact with instructors and support staff that share their backgrounds. To ensure this interaction, we plan to not only provide equal access to employment opportunities for project instructors, graduate students, and undergraduate students, but we plan to recruit these leaders from a variety of backgrounds. For example, we plan to recruit traditionally underrepresented scholars and teachers by visiting specific student associations and programs, such as Ball State's PhD Pathway Program, which provides mentoring for traditionally marginalized students. Collectively, these practices promote access and equity.

With those guidelines in place, **four key program services** anchor our proposal (i.e., Goal 1: assessment suite, Goal 2: afterschool program, Goal 3: in-school reading interventions, and Goal 4: professional learning opportunities). Each service is discussed in the Program Design section with corresponding promising evidence. Based on such promising evidence, we expect these services to have a meaningful impact on the participants, as discussed below.

To fulfill Goal 1, we are developing an assessment suite, which includes task-based assessments and checklists for reading interventionists, classroom teachers, and instructors of the

gifted students. These procedures will support school personnel in identifying traditionally underrepresented students, which will impact not only the students participating in the program, but also future students through teacher capacity building in talent identification. Further, the task-based assessment will determine the extent to which the strengths-based curriculum is successful at building creativity, leadership, and cognitive abilities.

In Goal 2, we are developing and providing an afterschool service, *Brilliant Storytellers*. This service is designed to identify giftedness, promote reading comprehension, develop strengths, and support students' identity development. In Goal 3, we will provide reading intervention services. Students who participate in these services will not only develop fundamental reading skills, like phonemic awareness, phonics, and reading fluency, but they will also participate in the *Brilliant Storytellers* afterschool program. This pairing will provide an opportunity to identify and provide services for both students' giftedness and disabilities.

Finally, in Goal 4, we are providing services to school personnel. These services include a seminar series, Brilliant Challenges, and curated website of resources. These services will impact school personnel who often express uncertainty on how to meet the needs of gifted students with disabilities. In turn, these school personnel will be challenged and supported to implement these best practices to meet the needs of all their gifted students.

Management Plan: Goals, Tasks, and Responsible Personnel

The Project Brilliance team brings together researchers and educators with a range of expertise, including gifted curriculum design, special education, and research methodology. To support ongoing management of the project, all Project Brilliance staff will meet virtually on a weekly basis. Further, the PI/Co-PIs will meet once over each summer to organize for the upcoming year and meet at one national conference per year.

Table 3. Management Plan

<p>PIs/Co-PIs: Lisa Rubenstein (LRu), Kathrin Maki (KM), Lisa Ridgley (LRi)</p> <p>Key Personnel: Andy Waldron (AW), Krista Stith (KS), additional experts as needed (Consultants)</p> <p>Support Team: Ball State graduate assistants (BSU_GA), JI post-doctoral student (JIPD), University of Florida graduate assistant (UF_GA), hourly undergraduate workers (HUG), Local School Personnel (LSP), Ball State post-doctoral student (BSU_PD)</p> <p>Timing: Fall (F), Spring (S), and Summer (U)</p> <p>***A task for <i>all</i> goals is the dissemination of findings through conferences, publications in practitioner-friendly journals, research journals, and on the Project Brilliance website across the entire granting period.</p>					
<p>Goal 1: Identify and monitor talent development within multiple areas (i.e., creativity, leadership, and learning abilities) within students with disabilities. [Goal Leader: Lisa Ridgley (LRi)]</p>	Year				
	1	2	3	4	5
1.1. Complete systematic literature review on assessments for identifying giftedness in underserved populations. (LRi, BSU_GA, JI_PD)	F/S				
1.2 Pilot assessment stories/tasks, formats, and questions. Use cognitive interviewing techniques to evaluate student experiences and instrument validity. (LRi, BSU_GA, JI_PD)	S/U	F			
1.3 Complete cognitive interviews with teachers and experts in the gifted field to establish instrument clarity and face validity. (LRi, BSU_GA, JI_PD)	U	F			

1.4 Collect pilot data to establish scoring protocol. Train independent coders to use protocol and establish interrater reliability. (LRi, BSU_GA, JI_PD, HUGS)		S			
1.5 Use instrument as a pre- and post-assessment for students participating Year 3 and 4 grant programs as well as a control sample. (LRi, BSU_GA, JI_PD, HUGS)			F/S	F/S	
1.6 Use instrument to identify gifted students in creativity, leadership, and learning abilities that may be overlooked using traditional methods in Year 3 and Year 4 samples. (LRi, JI_PD)			S	S	
1.7 Refine instrument after each administration. (LRi, JI_PD)		U	U	U	
Goal 2: Design and implement <i>Brilliant Storytellers</i> [Goal Leader: Lisa Rubenstein (LRu)]	1	2	3	4	5
2.1 Design <i>Brilliant Storytellers</i> curriculum (with student performance and treatment fidelity rubrics) with an interdisciplinary team of theatre, gifted, multicultural, and special education experts. (LRu, AW, KM, BSU_PD, Consultants)	F/S /U				
2.2 Complete cognitive interviews with teachers, students, and experts in the gifted and special education fields to establish program clarity and validity. Edit based on feedback. (LRu, LRi)	U				
2.3 Hire, train hourly undergraduate workers (HUGs) and graduate research assistants (GA) to use the curriculum before each year's implementation. (AW, LRu)		F	F	F	
2.4 Pilot program in partnering local school district. (LRu, AW, BSU_PD, HUGs, BSU_GAs, LSP)	U	F			

2.5 Provide strengths-based reports on participants to teachers and collect school data on participants for all cohorts. (BSU_PD, 2GAs)		S	F/S	F/S	
2.6 Implementation of <i>Brilliant Storytellers</i> in Year 3 (e.g., Indianapolis Public Schools) and Year 4 (Alachua Country Schools). (LRu, AW, HUGs, BSU_GAs, BSU_PD, UF_GA, 2 LSP per school)			F/S	F/S	
2.7 Collect and analyze student-level data to determine program efficacy for promoting reading comprehension, creativity, and leadership. (BSU_PD, GAs)			F/S	F/S	
2.8 Compare school identification methods with program identification methods. (LRu, LRI, GAs)			F/S	F/S	
2.9 Collect and analyze fidelity data on the program for continuous improvement. (AW, LRu, GAs)		S	F/S	F/S	
Goal 3: Design and Implement Tier 3 Reading Intervention [Goal Leader: Kathrin Maki (KM)]	1	2	3	4	5
3.1 Hire/train undergraduate and graduate research assistants. (HUGs, UF_GA, KM)			U	F	
3.2 Coordinate with participating school district to implement assessment measures and intervention procedures. (KM, HUGs, UF_GA)			S/U		
3.3 Administer CBM-R to third grade students in participating schools. (HUGs, UF_GA)				F	
3.4 Identify students for intervention, disseminate consent forms. (KM, HUGs, UF_GA)				F	
3.5 Randomly assign students to receive project interventions or school intervention. (KM)				F	
3.6 Implement interventions and fidelity checks with participating students. (HUGs, UF_GA)				F/S	

3.7 Monitor student progress and adjust intervention implementation based on student progress. (KM, HUGs, UF_GA)				F/ S	
3.8 Conduct post-testing with all third-grade students using CBM-R. (HUGs, UF_GA)				S	
Goal 4: Build professional learning communities [Goal Leader: Lisa Rubenstein (LRu)]	1	2	3	4	5
4.1 Develop professional learning materials (assessments, presentations, activities). Integrate findings from <u>each</u> year of the grant within these professional learning materials. (Full Team)		U	U	U	F/S
4.2 Establish validity of professional learning options through interviews with field experts and make improvements based on feedback. (BSU_PD, BSU_GAs, Consultants)				F/S	
4.3 Advertise and recruit participants for the monthly seminars and Brilliant Challenges. (Full Team)				F/S	
4.4 Implement monthly professional learning seminars. (Full Team)				U	F/S
4.5 Revise professional learning materials based on feedback from participants. (BSU_PD)				U	F/S
4.6 Build and update Project Brilliance website. (Tech Consultant)	F/S	F/S	F/S	F/S	F/S
4.6 Release Brilliant Challenges each month. Provide feedback and facilitate conversations on the Project Brilliance website. (LRu, BSU_PD, BSU_GA)					F/S

Project Personnel

Lisa DaVia Rubenstein, PhD. (Principal Investigator and Project Director) is an Associate Professor of Educational Psychology at Ball State University (BSU) with experience as classroom teacher, gifted program coordinator, research assistant at the University of Connecticut's National Research Center for the Gifted and Talented, and PI for a 3-year, \$300,000 Academic Excellence Grant. To fulfill that grant, she led a team of graduate students and faculty members to design assessments, curriculum, and professional learning opportunities for k-12 teachers. This project resulted in 13 publications across research and practitioner-friendly journals. She has previous experience working on two Javits projects through the development of award-winning curriculum, provision of professional learning sessions, and evaluation of the work. Collectively, she has published over 40 peer-reviewed publications, given more than 60 international and national conference presentations, and won the NAGC Early Career Scholar Award. Dr. Rubenstein will ensure all team members have clear and specific tasks, all the tasks are completed according to the project timeline, and the outcomes are disseminated to multiple audiences. **Kathrin E. Maki, Ph.D. (Co-Principal Investigator)** is an Assistant Professor of School Psychology at the University of Florida (UF). Dr. Maki has established a strong line of research examining (1) the use of assessment data to drive reading and math intervention implementation for students with learning disabilities and other academic difficulties and (2) identification of learning disabilities in schools. Currently, she is the PI on two grant-funded projects examining assessment and intervention practices related to mathematics anxiety and performance. Dr. Maki also has extensive experience working in public school systems as a special education teacher and school psychologist; both will inform implementation of and data-driven decision making regarding the reading interventions. Dr.

Maki will work closely with the project team to ensure integrity of the study design, implementation, and deliverables. **Lisa M. Ridgley, Ph.D. (Co-Principal Investigator)** is a Research Associate at the Jacobs Institute for Innovation in Education at the University of San Diego and has a doctorate in educational psychology with dual emphasis in Gifted Studies and Research Methods and Statistics from BSU. Dr. Ridgley has served as a Postdoctoral Research Associate at Duke University's Talent Identification Program (Duke TIP). Dr. Ridgley's research focuses on using process-based assessments to identify the processes that gifted learners use in response to challenging tasks in mathematics and creativity. Her advanced research methods and statistical skills will ensure this project is able to make rigorous conclusions about the effectiveness of our strengths-based programming model. Her experience creating and administering task-based measures will ensure that a reliable and valid measure of creative, leadership, and general learning abilities is designed and implemented. She is currently the PI on several federally and locally funded grant initiatives, providing equitable access to innovative educational programs. **Krista Marie Stith, Ph.D. (Key Personnel)** is the Director of the Center for Gifted Studies and Talent Development at BSU. She holds a degree in Curriculum and Instruction from the Integrative STEM Education Department of Virginia Tech. In her role at the Gifted Center, she provides support to pre-service and in-service educators and directs a series of afterschool programs. Her role in the current project will be overseeing the afterschool programming in Indiana, providing instructor support, collecting treatment fidelity data, and interfacing directly with the school districts. **Andy Waldron, Ph.D. (Key Personnel)** is an Assistant Professor of Theatre Education at BSU. He received his PhD in Theatre for Youth from Arizona State University and has previous experience as a high school theatre teacher. He is uniquely positioned to guide the development of the *Brilliant Storytellers* curriculum and to

support the training of the implementation team given his experience developing arts-based literacy programming and training teaching staff for the Literacy Through the Arts program at the Mesa Arts Center and with Childsplay Theatre. **Advisory Board: Jerrell C. Cassady, Ph.D.** is a Professor of Psychology at BSU and the co-director of the Research Design Studio. He has completed numerous program evaluations for both local and national organizations (e.g., Smithsonian Institution). **Donna Ford, Ph.D.** is a Distinguished Professor at The Ohio State University. She has expertise in multicultural gifted education and has written over 300 articles and book chapters. **E. Jean Gubbins, Ph.D.** is a Professor in the Department of Educational Psychology at the University of Connecticut and the Associate Director for the National Center for Research on Gifted Education (NCRGE). She has served as the PI on numerous Javits Projects. **Rena D. Mayes, Ph.D.** is an Associate Professor in the Department of Disability and Psychoeducational Studies at University of Arizona. She is a licensed school counselor and researches gifted Black students with dis/abilities. **Kristie Speirs Neumeister, Ph.D.** is an award-winning Professor of Educational Psychology at BSU, where she researches twice exceptional learners, perfectionism, and gifted education.

Adequacy of Resources

Ball State University will provide resources to successfully complete the project, including (a) technological assistance (e.g., computers/software), (b) physical spaces for personnel and students, (c) administrative support through the sponsored projects office, and (d) research support through the Research Design Studio, and (e) extensive library resources and trainings. BSU provides faculty members one course release (per semester) for research which will be used for this project. Graduate/undergraduate students have opportunities for travel and internal research grants that could be used to support this project.

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- Rubenstein, L. D., Callan, G. L., Speirs Neumeister, K. L., Ridgley, L. M., & Hernández Finch, M. E. (2020b). How problem identification strategies influence creative outcomes. *Contemporary Educational Psychology*, 60. <https://doi.org/10.1016/j.cedpsych.2020.101840>
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- Vandasy, P. F., & Sanders, E. A. (2013). Two-year follow-up of a code-oriented intervention for lower-skilled first-graders: The influence of language status and word reading skills on third-grade literacy outcomes. *Reading and Writing Quarterly*, 26, 821-843.
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ethnically diverse youth. *Psychology of Aesthetics, Creativity & the Arts*, 14(4), 415–432.

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<https://doi.org/10.1177/0016986218755915>

LISA DAVIA RUBENSTEIN
Ball State University

ACADEMIC PREPARATION

Ph.D. in Educational Psychology & Certificate in Program Evaluation

University of Connecticut, Storrs, CT

Concentrations: Gifted Education & Talent Development, Program Evaluation, and Qualitative Research Methods

M.A. in Education

University of Connecticut, Storrs, CT

Concentration: Gifted Education & Talent Development

B.S. in Elementary Education

Grove City College, Grove City, PA

Concentration: Science and Math Education

RELEVANT FOR 2022 JAVITS PROPOSAL: PROFESSIONAL EXPERIENCE

UNIVERSITY POSITIONS

2011-present Assistant and Associate Professor

Department of Educational Psychology, Teachers College, Ball State University, Muncie, IN

2008-2011 Research Assistant, What Works in Gifted Education Study: Algebra, Geometry & Measurement, and Graphing & Data Analysis (Grade 3)

The National Research Center for the Gifted and Talented, University of Connecticut, Storrs, CT

RELEVANT HIGHER EDUCATION TEACHING

Ball State University

EDPS 211 Development of Creative Thinking

EDPS 420/520 Introduction to the Gifted and Talented Student

EDPS 421 Identification, Assessment, and Evaluation of Gifted Students

EDPS 425/625 Models and Strategies for Gifted Education

EDPS 496 Practicum in Gifted Education

EDPS 623 Social and Emotional Development of Gifted Students

University of Connecticut

EPSY 5199 Critical Issues in Gifted Education

PROGRAM EVALUATION

2017 Ball State Teacher Preparation Program (CAEP Standard 4), Ball State University, Muncie, IN

2014 High Ability Program, Union School District, Modoc, IN

2010-2011 Museum on the Move, Wadsworth Atheneum Museum of Art, Hartford, CT

2010 Advanced Learning Program, Greenwich Public Schools, Greenwich, CT

K-12 TEACHING

2004-2008 Gifted Program Coordinator and Teacher (K-6th Grade)
Butler Area School District, Butler, PA

2004-2006 Literacy Coach (1st Grade)
Butler Area School District, Butler, PA

2004 Science and Math Educator (6th Grade)
Northside Urban Pathways Charter School, Pittsburgh, PA

SELECT RELEVANT PUBLICATIONS

ARTICLES IN REFEREED JOURNALS (42 TOTAL; 29 LISTED)

- Rubenstein, L. D.**, Thomas, J., Finch, W. H., & Ridgley, L. M. (Online First). Exploring creativity's complex relationship with learning in early elementary students. *Thinking Skills and Creativity*.
- Mims, L. C., **Rubenstein, L. D.**, & Thomas, J. (2022). Black students' brilliance and creative problem solving in fugitive spaces: Advancing the BlackCreate Framework through a systematic review. *Review of Research in Education*, 46.
- Tuite, J., **Rubenstein, L. D.**, & Salloum, S. J. (2021). The coming out experiences of gifted, LGBTQ students: When, to whom, and why not? *Journal for the Education of the Gifted*. 44, 366-397.
- Ridgley, L. M., **Rubenstein, L. D.**, & Callan, G. L. (2021). Are gifted students adapting their self-regulated learning processes when experiencing challenging tasks? *Gifted Child Quarterly*. 66.
- Callan, G. L., **Rubenstein, L. D.**, Ridgley, L. M., Speirs Neumeister, K. L., & Hernández Finch, M. E. (2021) Self-regulated learning as a cyclical process and predictor of creative problem solving. *Educational Psychology*. 41(9).
- Spoon, R., **Rubenstein, L. D.**, & Terwilligar, S. R. (2021). Team effectiveness in creative problem solving: Examining the role of students' motivational beliefs and task analyses in team performance. *Thinking Skills and Creativity*, 40.
- Callan, G. L., **Rubenstein, L. D.**, Ridgley, L. M., Speirs Neumeister, K. L., Hernández Finch, M. E., & Longhurst, D. (2021). Measuring and predicting divergent thinking with a self-report questionnaire, teacher rating scale, and self-regulated learning microanalysis. *Journal of Psychoeducational Assessment*, 39(5).
- Shively, K., Stith, K., & **Rubenstein, L. D.** (2021). Ideation to implementation: A 4-year exploration of innovating education through maker instruction. *Journal of Educational Research*. 114(2).
- Spoon, R., **Rubenstein, L. D.**, Shively, K., Stith, K., Ascolani, M., & Potts, M. L. (2020). Reconceptualizing professional learning within the gifted field: Piloting the Instruct to Innovate Model. *Journal for the Education of the Gifted*, 43, 193-226.
- Ridgley, L. M., **Rubenstein, L. D.**, & Callan, G. L. (2020). Gifted underachievement within a self-regulated learning framework: Using a task-dependent model to guide early identification and intervention. *Psychology in the Schools*, 57, 1365-1384.
- Rubenstein, L. D.**, Callan, G. L., Speirs Neumeister, K. L., & Ridgley, L. M. (2020). Finding the problem: How students approach problem identification. *Thinking Skills and Creativity*, 35. doi.org/10.1016/j.tsc.2020.100635
- Ridgley, L. M., **Rubenstein, L. D.**, & Finch, W. H. (2020). Issues and opportunities when using rating scales to identify creatively gifted students: Applying an IRT approach. *Gifted and Talented International*, 34, 6-18.
- Rubenstein, L. D.**, Callan, G. L., Speirs Neumeister, K. L., Ridgley, L. M., & Hernández Finch, M. E. (2020). How problem identification strategies influence creative outcomes. *Contemporary Educational Psychology*, 60.
- Siegle, D., **Rubenstein, L. D.**, & McCoach, D. B. (2020). Do you know what I'm thinking? A comparison of teacher and parent perspectives of underachieving gifted students' attitudes. *Psychology in the Schools*. doi.org/10.1002/pits.22345
- McCoach, D. B., Siegle, D., & **Rubenstein, L. D.** (2020). Pay attention to inattention: Exploring ADHD symptoms in a sample of underachieving gifted students. *Gifted Child Quarterly*, 64, 100-116.
- Stith, K., Potts, M. L.*, **Rubenstein, L. D.**, Shively, K., & Spoon, R. (2020). Perceptions of K-12 teachers on the cognitive, affective, and conative functionalities of gifted students engaged in design thinking. *Journal of STEM Teacher Education*. 5(1).
- Rubenstein, L. D.**, Callan, G. L., Ridgley, L. M., & Henderson, A. (2019). Students' strategic planning and strategy use during creative problem solving: The importance of perspective-taking. *Thinking Skills and Creativity*, 34.
- Callan, G. L., **Rubenstein, L. D.**, Ridgley, L. M., & McCall, J. (2019). Measuring self-regulated learning during creative problem-solving with SRL microanalysis. *Psychology of Aesthetics, Creativity, and the Arts*. 15(1), 136–148.
- Rubenstein, L. D.**, Callan, G. L., & Ridgley, L. M. (2018). Anchoring the creative process within a self-regulated learning framework: Inspiring assessment methods and future research. *Educational Psychology Review*, 30, 921-945.
- Shively, K., Stith, K., & **Rubenstein, L. D.** (2018). Measuring what matters: Assessing creativity, critical thinking, and design thinking. *Gifted Child Today*, 41, 149-158.
- Rubenstein, L. D.**, Ridgley, L. M.*, Callan, G. L., Karami, S.*, & Ehlinger, J.* (2018). How teachers perceive factors that influence creativity development: Applying a Social Cognitive Theory perspective. *Teaching and Teacher Education*, 70, 100-110.

Updated March 2022

- Rubenstein, L. D.**, Schelling, N., Wilczynski, S. M., & Hooks, E. (2015). Lived experiences of parents of gifted students with Autism Spectrum Disorder: The struggle to find appropriate educational experiences. *Gifted Child Quarterly*, 59, 283-298.
- Rubenstein, L. D.**, Gilson, C. M., Bruce-Davis, M. N., & Gubbins, E. J. (2015). Teachers' reactions to enriched and pre-differentiated math curricula. *Journal for the Education of the Gifted*, 38, 141-168.
- McCoach, D. B., Gubbins, E. J., Foreman, J. L., & **Rubenstein, L. D.** (2014). Evaluating the efficacy of using pre-differentiated and enriched mathematics curricula for grade 3 students: A multi-site cluster-randomized trial. *Gifted Child Quarterly*, 58, 272-286.
- Bruce-Davis, M. N., Gubbins, E. J., Gilson, C. M., Villanueva, M., Foreman, J. L., & **Rubenstein, L. D.** (2014). STEM high school administrators, teachers, and students' perceptions of curricular and instructional strategies and practices. *Journal of Advanced Academics*, 25, 272-306.
- Siegle, D., **Rubenstein, L. D.**, & Mitchell, M. S. (2014). Honors students' perceptions of their high school experiences: The influence of teachers on student motivation. *Gifted Child Quarterly*, 58, 35-50.
- Rubenstein, L. D.**, McCoach, D. B., & Siegle, D. (2013). Teaching for Creativity Scales: An instrument to examine teachers' perceptions of factors that allow for the teaching of creativity. *Creativity Research Journal*, 25, 324-334.
- Rubenstein, L. D.**, Siegle, D., Reis, S. M., McCoach, D. B., & Burton, M. G. (2012). A complex quest: The development and research of underachievement interventions for gifted students. *Psychology in the Schools*, 49, 678-694.
- Siegle, D., **Rubenstein, L. D.**, Pollard, E., & Romey, E. (2010). Exploring the relationships of college freshman honors students' effort and ability attribution, interest, and implicit theory of intelligence with perceived ability. *Gifted Child Quarterly*, 54, 92-101.

NON-PEER REVIEWED ARTICLES

- Rubenstein, L. D.**, Sandifer, C. B.*, & Spoon, R.* (2022, March). Reimagining IDEA with the Axiom of Brilliance. *Phi Delta Kappan*.
- Rubenstein, L. D.** (2019, October). Deliberate innovation: Can students learn creativity? *Ball State Research Magazine*. <https://blogs.bsu.edu/research/2020/06/25/deliberate-innovation-can-students-learn-creativity/>

EVALUATION REPORTS

- Rubenstein, L. D.**, Spanke, J., Shively, K., & List, A. (2017). *Ball State University's CAEP Standard 4 case study: Examining teacher and administrator interviews, classroom observations, and student survey data to understand completer effectiveness and preparation satisfaction*. Muncie, IN: Ball State University.
- Paul, K. A., **Rubenstein, L. D.**, & D'Angelo, J. D. (2010). *Evaluation of the Advanced Honors/Honors Program at Wooster Middle School*. Stratford, CT: Stratford Public School District.

NATIONAL MONOGRAPHS

- Gubbins, E. J., McCoach, D. B., Foreman, J. L., Gilson, C. M., Bruce-Davis, M. N., **Rubenstein, L. D.**, Savino, J., Rambo, K., & Waterman, C. (2013). *What works in gifted education mathematics study: Impact of pre-differentiated and enriched curricula on general education teachers and their students*. National Research Center for the Gifted and Talented. University of Connecticut, Storrs, CT. RM13242

CURRICULAR UNITS

- Cole, S., **Rubenstein, L. D.**, Massicotte, C., Bruce-Davis, M., Villanueva, M., Gubbins, E. J., & McAnallen, R. (2013). *If aliens taught algebra multiplication and division would be out of this world!* Storrs, CT: The National Research Center on the Gifted and Talented, University of Connecticut.
- Rubenstein, L. D.**, Cole, S., Heilbronner, N., Gubbins, E. J., Savino, J., & McAnallen, R. (2010). *Greening up with graphing: Recycle, reduce, & reuse* (3rd ed.). Storrs, CT: The National Research Center on the Gifted and Talented, University of Connecticut.
- Cole, S., **Rubenstein, L. D.**, Heilbronner, N., Gubbins, E. J., Savino, J., McAnallen, R., Corbishley, J., O'Brien, A., Casa, T., & McMillen, K. S. (2009). *Greening up with graphing: Recycle, reduce, & reuse* (2nd ed.). The National Research Center on the Gifted and Talented, Storrs, CT.

Updated March 2022

SELECTED, RELEVANT PRESENTATIONS

INTERNATIONAL AND NATIONAL

- Thomas, J., & **Rubenstein, L. D.** (2021, August). Examining the relationships between academic rigor, beliefs, and achievement among gifted learners. Paper presented at the American Psychological Association (APA), Virtual Conference.
- Tuite J., **Rubenstein, L. D.**, & Salloum, S. J. (2021, April). The coming out experiences of gifted, LGBTQ students: When, to whom, and why not? Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Virtual Conference.
- Ridgley, L. M., & **Rubenstein, L. D.** (2020, November). *Comparing metacognition assessments for easy and difficult tasks*. Poster presented at the National Association for Gifted Children (NAGC) National Conference, Orlando, FL. Virtual Conference.
- Thomas, J. M., & **Rubenstein, L. D.** (2020, May). *What contributes to students' perceptions of academic challenge?* Poster presented at the Association of Psychological Science (APS) Conference, Chicago, IL. Virtual Conference.
- Spoon, R., & **Rubenstein, L. D.** (2020, April). *Team effectiveness in creative problem-solving: The role of self-regulation in predicting team performance*. Paper accepted for the Annual Meeting of the American Educational Research Association (AERA), San Francisco, CA. (Conference Cancelled)
- Stith, K., **Rubenstein, L. D.**, & Shively, K. (2019, November). *The cognitive, affective, and motivational responses of gifted youth from design thinking*. Paper presented at the National Association for Gifted Children (NAGC) National Conference, Albuquerque, NM.
- Thomas, J. M., **Rubenstein, L. D.**, Finch, W. H., Speirs Neumeister, K. L., & Hernández Finch, M. E. (2019, May). *Creativity positively correlates with academic achievement but not academic growth*. Paper presented at the Association of Psychological Science (APS) Conference, Washington, D.C.
- Callan, G. L., **Rubenstein, L. D.**, & Ridgley, L. M. (2019, April). *The relations among calibration, SRL, and creative outcomes*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Toronto, Canada.
- Ridgley, L. M., **Rubenstein, L. D.**, & Finch, W. H. (2019, April). *Better than apples to oranges: Using SIGS to directly compare student and teacher creativity perceptions*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Toronto, Canada.
- Rubenstein, L. D.**, Callan, G. L., Speirs Neumeister, K. L., & Ridgley, L. M. (2019, April). *Finding the problem: Students' approaches to problem identification within a creative problem-solving context*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Toronto, Canada.
- Potts, M. L., Stith, K., Shively, K., Spoon, R., & **Rubenstein, L. D.** (2018, November). *Inspiring student innovation using the Design Thinking Model*. Paper presented at the National Association for Gifted Children (NAGC) National Conference, Minneapolis, MN.
- Ridgley, L. M., **Rubenstein, L. D.**, & Callan, G. L. (2018, November). *Comparing gifted and non-gifted students' strategy use while creative problem solving*. Paper presented at the National Association for Gifted Children (NAGC) National Conference, Minneapolis, MN.
- Stith, K., **Rubenstein, L. D.**, Shively, K., & Callan, G. L. (2018, November). *Measuring what matters: Assessing creative and critical thinking*. Paper presented at the National Association for Gifted Children (NAGC) National Conference, Minneapolis, MN.
- Rubenstein, L. D.**, Callan, G. L. & Ridgley, L. M. (2018, August). *Deliberate assessment of the creative process*. Paper presented at the Creativity Conference at Southern Oregon University, Ashland, OR.
- Rubenstein, L. D.**, Callan, G. L., Ridgley, L. M., Henderson, A., & Terwillegar, M. W. (2018, April). *Exploring students' strategy use while engaging in a creative problem-solving task*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), New York City, NY.

REGIONAL & STATE

- Tuite, J., **Rubenstein, L. D.**, & Salloum, S. (2022, February). Understanding the coming out process for gifted, LGBTQ+ students. Invited workshop for the School Counselor Conference. Indiana Academy Virtual Workshop.

Updated March 2022

- Rubenstein, L. D. & Stith, K.** (2018, December). *New possibilities for assessing creative and critical thinking*. Presented at the Indiana Association for the Gifted State Conference, Indianapolis, IN.
- Rubenstein, L. D.** (2018, September). *Quest for questions*. Invited keynote for the Academic Recognition Program for the Center for Talent Development, Muncie, IN.
- Rubenstein, L. D.** (2016, March). *Three ways schools fail gifted learners and what you can do about it*. Invited presentation at Heidelberg University, Tiffin, OH.

LOCAL

- Rubenstein, L. D.** (2020, December). *Transforming assessments to develop and inspire creative thinking*. Educational Psychology Research Festival, Muncie, IN.
- Rubenstein, L. D.** (2020, August). *Growth @the Academy: An asynchronous series promoting gifted students' psychological well-being*. Indiana Academy, Muncie, IN.
- Rubenstein, L. D.** (2019, February). *Teaching creativity is impossible: But you are a wizard*. So the Story Goes: English Education Club Conference, Muncie, IN.
- Rubenstein, L. D.** (2018, July). *Social and emotional characteristics of gifted students*. Indiana Academy, Muncie, IN.
- Rubenstein, L. D.** (2014, August). *Gifted and talented definitions and recommendations for psychologists*. St. Vincent Indianapolis Hospital, Indianapolis, IN.
- Rubenstein, L. D.** (2014, June). *Differentiation to ensure growth for high ability students*. Southern Indiana Education Center, Jasper, IN.

SELECTED, RELEVANT GRANTS, CONTRACTS, & HONORS

GRANTS/CONTRACTS

- | | |
|--------|--|
| Funded | “Thinking like Mathematicians” Full Award: \$2,500,000 (2017-2022)
Contracted Award: \$32,500
Grantor: Jacob K. Javits Gifted and Talented Students Education Grant, U.S. Department of Education,
Role: Contractor to design and evaluate professional development opportunities |
| Funded | “Deliberate Innovation: Entrepreneurial Learning Across Developmental Levels”
Award: \$300,000 (2015-2018)
Grantor: Ball State University Academic Excellence Grant, Muncie, IN
Role: Principal Investigator |
| Funded | “Reimagining the Rural Gifted Program” Award: \$1,000 (2014-2015)
Grantor: Teachers College Immersive Learning Grant, Ball State University, Muncie, IN
Role: Principal Investigator |
| Funded | “An Exploratory Study of Parents with Students with Autism and Giftedness”
Award: \$1,500 (2011-2012)
Grantor: ASPIRE Faculty Grants, Ball State University, Muncie, IN
Role: Principal Investigator |

HONORS

- | | |
|------|--|
| 2020 | Outstanding Research Award, Teachers College, Ball State University, Muncie, IN |
| 2018 | National Association for Gifted Children (NAGC) Early Scholar Award, National Association for Gifted Children, Minneapolis, MN |
| 2017 | National Association for Gifted Children Curriculum Award (Award for <i>Greening Up with Graphing</i> ; Third Grade Math Curriculum), National Association for Gifted Children, Charlotte, NC. |
| 2015 | Outstanding Junior Faculty Member Award, Ball State University, Muncie, IN |
| 2015 | Outstanding Research Award, Department of Educational Psychology, Teachers College, Ball State University, Muncie, IN |
| 2014 | Excellence in Teaching Award, Ball State University, Muncie, IN |
| 2013 | Second Most Downloaded Paper of the Year from <i>Teacher Educator</i> |
| 2011 | National Association for Gifted Children (NAGC) Doctoral Student Award, National Association for Gifted Children, New Orleans, LA |

Updated March 2022



Krista Stith

Director of the Center for Gifted Studies & Talent Development
Ball State University



Education

DOCTORAL DEGREE
Curriculum & Instruction
Integrative STEM Education
Virginia Tech
2013-2017

MASTER'S DEGREE
Agricultural Extension &
Education
Virginia Tech
2006-2008

BACHELOR OF SCIENCE
Animal & Poultry Sciences
Virginia Tech
2002-2006

CERTIFICATION
Public Administration
Ball State University
Pending Spring 2022

Expertise

Microsoft Office Suite
Google Products
Select Adobe Products
SPSS
Video-editing
Social Media Management
Website Management

Professional Profile

Experienced program director, K-16 educator, curriculum developer, grant writer/manager, speaker, and events coordinator with AZA-experience. Extensive involvement in multiple large-scales projects at the state- and university-levels to prepare and adapt programs to evolving demographics and stakeholder needs. Ten years of teaching experience in the STEM content and STEM pedagogy fields. Successful record of grant-writing, contributing to scholarly literature, and developing partnerships with national and international community institutions. Co-founder of Educational Consulting Group and volunteer Director of Operations at an Indianapolis-based nonprofit.

Experience

DIRECTOR OF THE CENTER FOR GIFTED STUDIES AND TALENT DEVELOPMENT
Ball State University 2017-Present

Design, implement, manage, and evaluate educational programs

- Coordinates high-profile events with university leadership and international and national visitors (e.g., Teacher's College-Chinese Education Summit, STEM Curriculum Institute, Teacher's College-Project Lead The Way Reception)
- Develops and monitors multiple budgets based on income generated through grants, research activities, and community projects.
- Leads university partnership initiative with Project Lead The Way (PLTW) which provides PLTW Launch Pre-service Faculty Training and PLTW Launch Teacher Training. Based on successful pilot, program will become required of all elementary education majors by Fall 2022.
- Consultant to the Indiana Department of Education on the design and implementation of the state-wide 2019 STEM Framework
- Travels nationally and internationally to present at conferences
- Serves as primary investigator (PI) and manager of a \$364,000 High Ability grant and has raised over \$163,500 in additional funding. Served as collaborator in the writing and implementation of an awarded \$500,000 grant.
- Designs and teaches courses for undergraduate and graduate students in Educational Psychology and Elementary Education departments at Ball State.
- Provides professional development services to teachers and educational leaders in the academic needs, social/emotional needs, and STEM literacy needs of high ability students.
- Co-director of the Burriss STEAM Club- serving kindergarten through fifth grade and undergraduate pre-service teachers.
- Participate in national and international professional organizations



Krista Stith

Director of the Center for Gifted Studies & Talent Development
Ball State University

Experience *continued*

LIFE SCIENCES INSTRUCTOR

Southwest Virginia Governor's School

2012-2017

- Primary duties involved the instruction of high ability secondary school students in the disciplines of Anatomy & Physiology, Environmental Sciences, and Biotechnology Concepts. Prepared curriculum designs to promote appropriate learning environments and assessment measures in accordance with individual student academic needs and affective development.
- Served as liaison between the Southwest VA Governor's School and Northwestern University's Gifted LearningLinks Program.
- Recommended future hires, trouble-shoot technical issues, and communicated with stakeholders for end-of-year evaluation.
- Served as school APA Coordinator
- Raised over \$7,500 in grants and donations
- Mentored over 100 students in independent research projects. Multiple students won substantial awards and scholarships while participating in competitions at the local, regional, and state-level. Three students were invited to compete in the Intel International Science and Engineering Fairs with one student placing third in her category internationally.
- Served on outreach excursions to increase school enrollment interest among area high schools

Organization Membership

- National Association for Gifted Children (NAGC)
- Supporting the Emotional Needs of the Gifted (SENG)
- Indiana Association for the Gifted (IAG)
- International Technology and Engineering Educators Association (ITEEA)
- Society for Science and the Public (SPS)
- Council for Exceptional Children (CEC)

Teaching and Course Creation at Ball State

- EDPS 623: Emotional/Social Needs of Gifted Students (Spring 2022)
- TEDU 600: Integrative STEM Principles & Pedagogy (Fall 2018)
- EDEL 299x STEM Content and Pedagogy (Fall 2020, Spring 2020)
- PLTW Introduction to Engineering Design (Fall 2018-Spring 2021)
- EDEL 299x STEM Content and Pedagogy (Fall 2020, Spring 2020)

PR/Award # S206A220014

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Research Interests

STEM Education
 Program Evaluation
 Gifted Education
 Design Thinking
 Project-based learning
 Transdisciplinary Education

National Awards and Keynotes

Exemplary Practitioner of the Year, National Rural Educator Association
 2015

Stith, K.M. (2019, October). *Supporting the Journey of Indiana's High Ability*. 2019 Academic Recognition Program. Center for Talent Development
 Northwestern University



Krista Stith

Director of the Center for Gifted Studies & Talent Development
Ball State University

Service and Contributions



- Volunteer Educator: Burriss Laboratory School (2019-2020)
 - Daily instruction of secondary school students in engineering Lead The Way Introduction to Engineering Design Curricula.
 - Served on outreach excursions to increase school enrollment interest among area high schools
- Volunteer Educator: Muncie Central High School (2018-2019)
 - Daily instruction of secondary school students in engineering Lead The Way Introduction to Engineering Design Curricula.
 - Served on outreach excursions to increase program enrollment interest among area middle school students
 - Participated in yearly community campus experience campaigns and dedicated hours toward supporting local communities through volunteer environmental clean-up, assisting parents of K- 12 students with online registrations, and helping K-5 teachers prep for the school year

Committees

- Serving five doctoral committees
- Muncie Community Schools High Ability Committee Member
- Yorktown Community Schools STEM Advisory Committee Member
- Executive Board Member of Sarah’s Niche
- Project Lead The Way Curriculum Advisory Committee Member

Journal Guest Editor/Reviewer

- Journal of Research in STEM Education
- Journal of STEM Education: Innovations and Research
- Gifted Child Quarterly

Director of Operations: Infinite Capacity Makers, In 501(c)(3)

- Volunteer for program initiatives
- Write and manage grants
- Lead board meetings

References

Dr. Roy Weaver
Dean (Retired)
Ball State University



Dr. Ginger Teague
Senior Director of Instruction
Project Lead The Way



Dr. Rachel Geesa
Executive Director
Infinite Capacity Makers



Dr. Kate Shively
Assistant Professor
Ball State University



Funded Grants and Contracts

- \$2,000 Indiana Manufacturing Competitiveness Center Grant (2021)
- \$364,000- Indiana Department of Education High Ability Grant (2020)
- \$2,000- Ball State University Gifted Center-Burriss Laboratory School IN-MaC Grant (2019)
- \$4,800- Project Lead The Way Institution of Higher Education Grant (2019)
- \$2,500- Ball Brothers Foundation Rapid Grant- Ball (2019)
- \$2,499- SIA Foundation (2019)
- \$92,000- Indiana Department of Education High Ability Tuition Reimbursement Contract (2018)
- \$10,000- Teacher’s College Research Development Grant (2017)
- \$1,000- American Institute of Professional Geologists Award (2017)
- \$5,000 How Planet Cool Athletes Award (2017)
- \$500 Agriculture in the Classroom (2016)

Publications

Geesa, R. L., Rose, M. A., & Stith, K. M. (2021). *Leadership in Integrative STEM Education: Collaborative Strategies for Facilitating an Experiential and Student-Centered Culture*. Rowman & Littlefield Publishers.

Shively, K., Stith, K., & DaVia Rubenstein, L. (2021). Ideation to implementation: A 4-year exploration of innovating education through maker pedagogy. *The Journal of Educational Research*, 114(2), 155-170.

Spoon, R., Rubenstein, L. D., Shively, K., Stith, K., Ascolani, M., & Potts, M. L. (2020). Reconceptualizing professional learning within the gifted field: Exploring the instruct to innovate model. *Journal for the Education of the Gifted*, 43(3), 193-226.

Geesa, R. L., Stith, K. M., & Teague, G. M. (2020). Integrative STEM education and leadership for student success. *The Palgrave Handbook of Educational Leadership and Management Discourse*, 1-20.

Geesa, R.L., Stith, K.M., & Rose, M.A. (2020). Preparing School and District Leaders for Success in Developing and Facilitating Integrative STEM in Higher Education. *Journal of Research on Leadership Education*, 1942775120962148.

Stith, K. M., Potts, M. L., DaVia Rubenstein, L., Shively, K. L., & Spoon, R. (2020). Perceptions of K-12 Teachers on the Cognitive, Affective, and Conative Functionalities of Gifted Students Engaged in Design Thinking. *Journal of STEM Teacher Education*, 55(1), 5.

Stith, K. M., & Geesa, R. L. (2020). Artistic Biotechnology: A Design Thinking Platform for STEAM Praxis. In *Challenges and Opportunities for Transforming From STEM to STEAM Education* (pp.51-74). IGI Global.

Rose, M. A., Geesa, R. L., & Stith, K. (2019). STEM Leader Excellence: A Modified Delphi Study of Critical Skills, Competencies, and Qualities. *Journal of Technology Education*, 31(1).

Stith, K. M. (2019). Developing Global Awareness in Gifted Children through Martial Arts. *Parenting for High Potential*, 8(2), 10-13.

Stith, K.M., (2019). *How to Keep an Owl Dry in the Rain*. Muncie, IN: Classy Lunchpail LLC.

Geesa, R.L., Rose, A., & Stith, K.M. (2018, November 8th). *STEM education for all students: Leading to promote integrative STEM curricula in schools* [Electronic Mailing] Retrieved from <http://www.iasp.org/ingram/august2018.pdf>

Denson, C.D., Pruitt-Mentle D., Stith, K.M., Shanta, S., Mentzer, N., *ITEEA- Advanced Technological Applications*. [CD-ROM]. Reston, VA: International Technology and Engineering Educators Association; 2018 March. 275 pages.

Stith, K.M. (2017) *A Mixed Methods Study on Evaluations of Virginia's STEM-focused Governor's Schools* (Doctoral Dissertation, Virginia Tech).

Conference Presentations

- Geesa, R.L. & Stith, K.M. (2021, November). Exploring Leadership in Integrative STEM Education. Indiana Association for School Principals: Indianapolis, IN
- Stith, K.M. & Geesa, R.L. (2021, February). Integrative STEM Leadership. University Council for Educational Administration. University Council for Educational Administration. Columbus, OH
- Stith, K.M. & Seymour, R. (2020, February). *Paradigms and Praxis: The Experiences of Pre-service Teachers Implementing Newly-Released LAUNCH modules in Community Classrooms*. Project Lead The Way Summit: Indianapolis, IN.
- Stith, K.M., Rose, A.R., Geesa, R.L. (2020, January). Pathways for Supporting Integrative STEM Experiences in Educational Leaders. Indiana STEM Education Conference: West Lafayette, IN.
- Stith, K.M. (2019, November). A Design Thinking Model for Gifted Students with Autism Spectrum Disorders. National Association for Gifted Children: Minneapolis, MN.
- Stith, K.M. (2019, November). The Cognitive, Affective, and Motivational Responses of Gifted Youth from Design Thinking. National Association for Gifted Children: Minneapolis, MN.
- Stith, K.M. (2019, November). Stith, K.M. (2019, November). Global Awareness Through Martial Arts: Parent Perceptions of Gifted Youth Participation. National Association for Gifted Children: Albuquerque, NM.
- Stith, K.M., Rose, A.R., & Geesa, R.L. (2019, September). *Leadership in Integrative STEM education to support student success*. Teacher's College- Chinese Education Summit: Muncie, IN.
- Stith, K.M. (2019, April). *Integrative STEM Education: An approach for educational leaders to create inter-, multi-, and trans-disciplinary learning environments for schools*. European Teachers Education Network: University of Vic, Catalonia.
- Rose, A.M., Stith, K.M., Geesa, R.L. (2019, March). *Advancing School Leadership for STEM Education*. International Technology Engineering Educators Association: Kansas City, KS.
- Stith, K.M., Rose, A.M., Geesa, R.L. (2019, March). *Need, Knowledge, and Praxis of ISTEM Leaders*. International Technology Engineering Educators Association: Kansas City, KS.
- Stith, K.M., (2019, Dec). *New Possibilities for Assessing Creative and Critical Thinking*. Indiana Association of the Gifted: Indianapolis, IN.
- Stith, K.M., (2019, Dec). *Using the Design Thinking Model to Inspire Student Innovation*. Indiana Association of the Gifted: Indianapolis, IN.
- Stith, K.M., (2018, December). *New Possibilities for Assessing Creative and Critical Thinking*. Indiana Association of the Gifted: Indianapolis, IN.
- Stith, K.M., (2018, December). *Using the Design Thinking Model to Inspire Student Innovation*. Indiana Association of the Gifted: Indianapolis, IN.
- Geesa, R.L. & Stith, K.M. (2018, November). *Promoting creative thinking for all students" Leading for creativity in schools through integrative STEM*. Paper presented at the Council for Creative Education Annual International Symposium and Conference on Creativity, Imagination, and Digital Technology. Tampere, Finland.
- Stith, K.M., Shively, K.L., Rubenstein, L.D., (2018, November). *Measuring What Matters: Assessing Creative and Critical Thinking*. National Association for Gifted Children: Minneapolis, MN.

Conference Presentations *Cont.*

- Stith, K.M., Shively, K.L., Rubenstein, L.D., (2018, November). *Using the Design Thinking Model to Inspire Student Innovation*. National Association for Gifted Children: Minneapolis, MN.
- Stith, K.M. (2018, July). *Structured Opportunities Through Design Thinking for Students to Develop a Healthy Relationship with Failure*. Supporting the Emotional Needs of the Gifted Conference: San Diego, CA
- Stith, K.M., Juday, B., & Gray, F. (2017, November). *Inspire Student Failure: Providing Structured Opportunities to Develop a Growth Mindset*. Indiana Association of the Gifted Conference-Indianapolis, IN.
- Stith, K.M. (2016, November). *Technology Education in Adventure Learning*. Southeastern Technology Education Conference: Norfolk, VA.
- Stith, K.M. (2016, November). *Integrated Science and Technological Strategies in Adventure Learning*. Virginia Association of Science Teachers Conference: Williamsburg, VA.
- Stith, K.M. (2015, October). *Evaluation Procedures of Gifted STEM Programs*. Southeastern Technology Education Conference: Nashville, TN.
- Stith, K.M. (2015, May). *A Formative Evaluation Proposal for a Gifted Summer Research Institute*. Connections 2015 Assessment Conference: Blacksburg, VA.
- Stith, K.M. (2015, July). *Performance and Alternative Assessments in Gifted Programs; Design-based Learning Strategies in VA Governor's School Programs*. Virginia Academic Year Governor's School Summer Conference: Charlottesville, VA.
- Stith, K.M. (2014, October). *Biotechnology Bridges the Content between Science and Technology*. Southeastern Technology Education Conference: Boone, NC.
- Stith, K.M. (2014, July). *Proposal for Research Opportunities at the Southwest Virginia Governor's School*. Advancing the Mentorship of AYGs Student Research Summer Institute: Fairfax, VA.

BALL STATE UNIVERSITY
COLLEGE OF FINE ARTS
VITA FORM

1. Personal Information

Dr. Andrew Waldron
Assistant Professor
Department of Theatre and Dance

2. Education

- 2.1 Degree(s), date(s), school(s), major(s), minor(s)
 - 2.1.1 PhD, 05/18, Arizona State University, Theatre for Youth
 - 2.1.2 M.A., 05/10, Hamline University, Education
 - 2.1.3 B.S., 05/05, Winona State University, Communication Arts & Literature Education
 - 2.1.4 B.A., 05/04, Winona State University, Theatre, minor in English

3. Curriculum Vitae

- 3.1. University/College
 - 3.1.1 Assistant Professor, Department of Theatre and Dance, Ball State University (IN), 8/20 – Present
 - 3.1.2 Assistant Professor, Department of Theatre and Dance, California State University-Fresno (CA), 8/18 – 5/20
 - 3.1.3 Visiting Assistant Professor, Department of Theatre Arts, Utah State University (UT), 01/18 – 5/18
- 3.2. Community / Educational Theatre Organizations
 - 3.2.1 Teaching Artist, Red Mountain Theatre Company (AL), 07/21
 - 3.2.2 Teaching Artist, Lawrence Arts Center (KS), 07/17
 - 3.2.3 Teaching Artist, Steppingstone Theatre (MN), 07/16 & 07/15
 - 3.2.4 Program Coordinator, Literacy Through the Arts, Mesa Arts Center (AZ), 08/14 --12/16
 - 3.2.5 Teaching Artist, Literacy Through the Arts, Mesa Arts Center (AZ), 01/13 -- 12/16
- 3.3. K-12
 - 3.3.1 Secondary Theatre Teacher, Burriss Laboratory School (IN), 8/21 – 12/21
 - 3.3.2 Secondary Theatre Teacher, Theatre Department, Arizona School for the Arts (AZ), 8/17 – 12/18
 - 3.3.3 Secondary English, Speech, and Theatre Teacher, Language Arts Department, Forest Lake High School, ISD #831 (MN), 08/05 – 06/12

4. Teaching, Curriculum Development, Administrative History

- 4.1 Credit Classes – Ball State University (Sections)

- 4.1.1 THEA 250: Directing 1 (1)
- 4.1.2 THEA 318: LGBTQ+ Theatre (1) [Special Topics Class]
- 4.1.3 THEA 350: Directing 2 (1)
- 4.1.4 THEA 354: Directing for Young Audiences (3)
- 4.1.5 THEA 396: Teaching Methods and Administration of School Theatre Programs (2)
- 4.1.6 EDSE 460/465: Student Teaching Secondary [Supervisor]

- 4.2 Credit Classes –California State University-Fresno (Sections)
 - 4.2.1 Drama 137: Creative Drama (3)
 - 4.2.2 Drama 138A: Children’s Theatre Directing (3)
 - 4.2.3 Drama 138B: Children’s Theatre Tour (1)
 - 4.2.4 IAS 108: Interdisciplinary Arts Studies online (7)

- 4.3 Credit Classes – Utah State University (Sections)
 - 4.3.1 THEA 1310: Theatre Education Seminar (1)
 - 4.3.2 THEA 3380: Drama Across the Curriculum, Grades K-12 (1)
 - 4.3.3 THEA 3710: Theatre History and Literature I (1)
 - 4.3.4 THEA 5630: Student Teaching in Secondary Schools (1)

- 4.4 Credit Classes – Arizona State University, Instructor of Record (Sections)
 - 4.4.1 THE 100: Introduction to Theatre Online (3)
 - 4.4.2 THF 101: Acting Introduction (1)
 - 4.4.3 THP 311: Creative Drama with Youth (3)
 - 4.4.4 THP 482: Theatre for Social Change (2)

- 4.5 Program, Curriculum, Course Development
 - 4.5.1 Theatre Education Option development, California State University-Fresno, Fall 2018 – Spring 2020

- 4.6 Administration
 - 4.6.1 Theatre Education Option Advisor, California State University-Fresno, Fall 2018 -- Spring 2020
 - 4.6.2 Interim Theatre Education Program Director, Utah State University, Spring 2018

5. Scholarship

- 5.1 Publications
 - 5.1.1 Elvin, Jaydene, and Andrew Waldron. “Act Like a Teacher: Shaping Future Educators through Theatre-based Pedagogy”. *Cultivating Democratic Literacy through the Arts: Guiding Preservice Teachers Towards Innovative Learning Spaces in ELA Classrooms*. Co-Editors: Dr. Pamela Hartman and Dr. Jeff Spanke. (Accepted Chapter and Undergoing Revisions)
 - 5.1.2 Waldron, Andrew. “Book Review: Teaching Critical Performance Theory in Today’s Theatre Classroom, Studio, and Communities” *Youth Theatre Journal*, vol. 34, no. 2. Jan. 2021 (Invited)

- 5.2 Papers read, lecture
- 5.2.1 “Children Adapting, Experiencing, and Performing Theatre During a Pandemic”, International Congress of Qualitative Inquiry (ICQI) with Dr. Troy Dobosiewicz, Spring 2021
- 5.2.2 Dissertation Award Research Presentation on “Identity Spectrums, Analytic Adolescents, and ‘Gays in Space!’; A Qualitative Investigation of Youth Queer Narrative Reception”, American Alliance for Theatre and Education (AATE) Research Awards Symposium, Summer 2021
- 5.2.3 “Social Justice and LGBTQ Equity in Education”, with Dr. Jonathan Pryor, California State University Symposium; Fresno, California, March 2019
- 5.2.4 “Collective Trauma on the Locker Door: Victim Narratives and Spray Painted Tropes in *Dawson’s Creek* and *Glee*.” Traumatic Structures Working Group: Trans-forming Trauma. American Society for Theatre Research, Summer 2016.
- 5.2.5 “Turning the Red Tide: Creative Arts Team and AIDS Education in NYC, 1986-1992”, International Theatre for Youth Audiences Research Network, ASSITEJ World Conference; Warsaw, Poland, Spring 2014
- 5.2.6 “Educating New York City’s Youth at the Turn of the Red Tide: Creative Arts Team’s Development of AIDS Education program from the late 1980s to early 1990s”, First Year Symposium, School of Film, Dance, & Theatre, Arizona State University, Spring 2013
- 5.2.7 “STIs on a Stick? Puppetry and International HIV/AIDS Prevention Techniques in the Classroom” American Alliance for Theatre Education; International Debut Panel, Summer 2013
- 5.2.8 “Post-Season: Forum Techniques and Educational Programing for *The Wrestling Season*” Research Dramaturgy Conference, School of Film, Dance, & Theatre, Arizona State University, Fall 2012
- 5.3 Conference Workshops
- 5.3.1 “The Pandemic, Youth Wellness, and the Arts: Examining the Adaptations and Coping Mechanisms ‘Onstage’ and in the ‘Classroom’ when Neither of those Spaces are Safe” with Dr. Nicola Olsen and Briana Rae Bowers. Association for Theatre in Higher Education (ATHE), Fall 2021. Session Chair and Participant
- 5.3.2 “Navigation by Landmark: Youth Engagement During Monumental Change” with Dr. Kristen Rogers, Briana Rae Bowers, and Dr. Nicola Olsen. American Alliance for Theatre and Education (AATE), Fall 2021. Session Chair and Participant
- 5.3.3 “Youth Sites as Sources of Social Change” with Dr. Erica Acevedo-Ontiveros and Dr. Erika Hughes. Children, Youth and Performance Conference, Summer 2021. Session Chair and Participant
- 5.3.4 “Engaging Youth through Queer Theatre for Young Audiences”, Southeastern Theatre Conference (SETC), Spring 2019
- 5.3.5 “Creating Queer Content at the Intersection of Theory and Practice”, with Ric Averill, American Alliance for Theatre and Education (AATE), Fall 2018
- 5.3.6 “Representation, Identification, and Transformation in LGBTQ Theatre for Youth”, Association for Theatre in Higher Education (ATHE), Fall 2016. Session Chair and Participant

- 5.3.7 “Using Drama to Explore LGBTQ Issues in the Elementary Classroom” American Alliance for Theatre Education (AATE), Fall 2016
 - 5.3.8 “Finding Magic in Chaos: The Making of Kerfuffle, Theatre for the Very Young”, American Alliance for Theatre Education (AATE), Fall 2016
 - 5.3.9 “Engaging the Community in a High School Theatre Experience” with Tim Newcomb, American Alliance for Theatre Education (AATE), Fall 2015
 - 5.3.10 “Cultivating the Socially-Engaged Mind” with Dr. Tiffany Trent, American Alliance for Theatre Education (AATE), Fall 2015
 - 5.3.11 “Joining Hands and Joining Minds: Universities and Arts Organizations Unite”, American Alliance for Theatre Education (AATE), Fall 2015
 - 5.3.12 “Discovering a Path to Climbing that Rocky Research Mountain” with Drs. Tiffany Trent and Joseph Schoenfelder, American Alliance for Theatre Education (AATE), Fall 2014
 - 5.3.13 “Puppet-Teaching for Everyone”, American Alliance for Theatre Education (AATE), Fall 2014
 - 5.3.14 “My Favorite Things: Child Drama Collection On-Site and Global Access”, American Alliance for Theatre Education (AATE), Fall 2014
 - 5.3.15 “At Home in the Desert—Geocaching Stories: Locative Digital Storytelling” American Alliance for Theatre Education (AATE), Fall 2013
- 5.4 Professional Development & Pre-service Teacher Workshops Led
- 5.4.1 Act Like a Teacher Workshop, “Read Like a Teacher”, California State University, Monterey Bay, Fall 2021
 - 5.4.2 “Bringing LGBTQ+ Issues into the Classroom and Onstage”, Fuse Theatre, San Francisco, California. Summer 2021
 - 5.4.3 Act Like a Teacher Workshop, “Read Like a Teacher”, California State University, Monterey Bay, Fall 2020
 - 5.4.4 Puppetry Engagement with Pre-School Students, Huggins Center, California State University, Fresno, Fall 2019
 - 5.4.5 Act Like a Teacher Workshop, California State University-Stanislaus State, Fall 2019
 - 5.4.6 Act Like a Teacher Workshop, California State University-Monterey Bay, Fall 2019
 - 5.4.7 “Mondrian: Digital Assessment for Student Success”, with Kim Morin, Cesar Chavez Educational Conference; Fresno, California, Fall 2018
- 6.1 Professional Memberships
- 6.1.1 American Alliance for Theatre and Education (AATE), August 2012 – Present
 - 6.1.2 Pride Youth Theatre Alliance (PYTA), July 2019 – Present
 - 6.1.3 Association for Theatre in Higher Education (ATHE), August 2020 – Present
 - 6.1.4 Mid-American Theatre Conference (MATC), February 2022 - Present

KATHRIN E. MAKI, Ph.D., NCSP

Special Education, School Psychology, and Early Childhood Studies, University of Florida

EDUCATION

2016	Ph.D., Educational Psychology – School Psychology , University of Minnesota
2010	M.Ed., Special Education – Mild/Moderate Disabilities , Vanderbilt University
2006	B.A., Psychology and History , University of Michigan

CURRENT PROFESSIONAL POSITION

8/2019-Present	Assistant Professor of School Psychology, University of Florida, Gainesville, FL School Psychology Program (Ed.S., Ph.D.; NASP Approved, APA Accredited), College of Education
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SELECT HONORS AND AWARDS

2/2019	Article of the year in 2018 in <i>Assessment for Effective Intervention</i>
2/2019	Early Career Scholar, School Psychology Research Collaboration Conference sponsored by the Society for the Study of School Psychology

SELECT PEER-REVIEWED PUBLICATIONS (29 TOTAL) *Student author

-
- Maki, K. E.** & Hammerschmidt-Snidarich, S. (in press). Reading fluency intervention dosage: A novel research synthesis. *Journal of School Psychology*.
- Maki, K. E.**, Kranzler, J. H., & Moody, M. E.* (2022). Dual Discrepancy/Consistency pattern of strengths and weaknesses method for the identification of specific learning disability: Does clinical judgment improve classification accuracy? *Journal of School Psychology*. Advance online version.
- Barrett, C. A., Burns, M. K., **Maki, K. E.**, Clinkscales, A., Hajovsky, D. B., & Spear, S. E. (2022). Language used in school psychological evaluation reports as predictors of SLD identification within a response to intervention model. *School Psychology, 37*(2):107-118. <https://doi.org/10.1037/spq0000485>.
- Adams, S. R.* & **Maki, K. E.** (2021). Examining the differential effectiveness and efficiency of alternative multiplication drill interventions with third-grade students. *Journal of Applied School Psychology, 37*, 352-376. <https://doi.org/10.1080/15377903.2020.1848956>
- Maki, K. E.**, McGill, R. J., Conoyer, S. J., Fefer, S. A., & Ward, T. (2021). Assessing the impact of cumulative data presentation on specific learning disabilities identification decisions. *Journal of Psychoeducational Assessment, 3*, 372-380.
- Maki, K. E.**, Ittner, A., Pulles, S., Burns, M. K., Helman, H., & McComas, J. J. (2021). Examining the effectiveness of a class-wide reading intervention for third graders. *Contemporary School Psychology*. Advance online version.
- Maki, K. E.**, Zaslofsky, A. F., Knight, S., & Ebbesmeyer, A., & Boatman, A. (2021). Intervening with multiplication fact difficulties: Examining the utility of the Instructional Hierarchy to target interventions. *Journal of Behavioral Education, 30*, 534-558. <https://doi.org/10.1007/s10864-020-09388-0>.
- Maki, K. E.**, Barrett, C. A., Hajovsky, D. B., & Burns, M. K. (2020). An examination of the relationships between SLD identification and growth rate, achievement, cognitive ability, and student demographics. *School Psychology, 35*(5), 343–352 <https://doi.org/10.1037/spq0000400>

- Burns, M. K., **Maki, K. E.**, Brann, K., McComas, J. J., & Helman, L. A. (2020). Comparison of reading growth among students with severe reading deficits who received reading intervention to students with disabilities and typically achieving children. *Journal of Learning Disabilities, 53*, 444-453. <https://doi.org/10.1177/2F0022219420918840>
- Benson, N. F., **Maki, K. E.**, Floyd, R. G., Eckert, T. L., Kranzler, J. H., & Fefer, S. A. (2020). A national survey of school psychologists' practices in identifying specific learning disabilities. *School Psychology, 35*(2), 146-157. <https://doi.org/10.1037/spq0000344>
- Maki, K. E.** & Adams, S. R.* (2020). Specific Learning Disabilities identification: Do the identification methods and data matter?. *Learning Disability Quarterly, 43*, 63-74. <https://doi.org/10.1177/0731948719826296>
- Hammerschmidt-Snidarich, S., **Maki, K. E.**, & Adams, S. R.* (2019). Evaluating the effects of repeated reading and continuous reading using a standardized dosage of words read. *Psychology in the Schools, 56*, 635-651. <https://doi.org/0.1002/pits.22241>
- Maki, K.E.** & Adams, S. R. (2019). A current landscape of specific learning disability identification: Training, practices, and implications. *Psychology in the Schools, 56*, 18-31.
- Maki, K. E.**, Burns, M. K., & Sullivan, A. (2018). School psychologists' confidence in LD identification decisions. *Learning Disability Quarterly, 41*, 243-256. <https://doi.org/10.1177/073194871876925>.
- Maki, K. E.** (2018). Response to intervention for specific learning disabilities identification: The impact of training and experience on identification consistency. *School Psychology Forum, 12*, 6-16
- Van Norman, E. R., **Maki, K. E.**, Burns, M. K., Helman, L., & McComas, J. J. (2018). Comparison of progress monitoring data from general outcome measures and specific subskill mastery measures for reading. *Journal of School Psychology, 67*, 179-189.
- Burns, M. K., Davidson, K. Zaslowsky, A., Parker, D., & **Maki, K. E.** (2018). Relationship between acquisition rate for words and working memory, short-term memory, and reading skills: Aptitude-by-treatment or skill-by-treatment interaction? *Assessment for Effective Intervention, 43*, 182-192. <https://doi.org/10.1177/1534508417730822>.
- Maki, K. E.**, Burns, M. K., & Sullivan, A. (2017). Learning disability identification consistency: The impact of methodology and student evaluation data. *School Psychology Quarterly, 32*, 254-267.
- Burns, M. K., Zaslowsky, A. F., **Maki, K. E.**, & Kwong, E. (2016). Effect of modifying instructional set size with acquisition rate data while practicing single-digit multiplication facts. *Assessment for Effective Intervention, 41*, 131-140. <https://doi.org/10.1177/1534508415593529>
- Burns, M. K., Pulles, S. M., **Maki, K. E.**, Kanive, R., Hodgson, J., Helman, L. A., & McComas, J. J. (2015). Accuracy of student performance while reading leveled books rated at their instructional level by a reading inventory. *Journal of School Psychology, 53*, 437-445. <https://doi.org/10.1016/j.jsp.2015.09.003>
- Maki, K. E.**, Floyd, R. G., & Roberson, T. (2015). State learning disability eligibility criteria: A comprehensive review. *School Psychology Quarterly, 30*, 457-469. <https://doi.org/10.1037/spq0000109>
- Karich, A. C., Burns, M. K., & **Maki, K. E.** (2014). Updated meta-analysis of learner control within educational technology. *Review of Educational Research, 84*, 392-410.

BOOK CHAPTERS

- Sullivan, A. L., Ardoin, S. P., **Maki, K. E.**, Harper, E. A., & Kulkarni, T. (2021). Obtaining your first academic job. In R. G. Floyd & T. L. Eckert (Eds.), *Handbook of University and Professional Careers in School Psychology* (pp. 39-54). Routledge.
- Burns, M. K., **Maki, K. E.**, & Aguilar, L. (2021). Being a mentor in research. In R. G. Floyd & T. L. Eckert (Eds.), *Handbook of University and Professional Careers in School Psychology* (pp. 401-

418). Routledge.

Burns, M. K., **Maki, K. E.**, Warm-bold-Brann, K., & Preast, J. L. (2018). Using response to intervention to identify SLD: Requirements, recommendations, and future research. In V. C. Alfonso & D. P. Flanagan (Eds.), *Essentials of Specific Learning Disability Identification, 2nd Edition* (pp. 257-285). Hoboken, NJ: Wiley.

Burns, M. K., **Maki, K. E.**, Karich, A. C., Hall, M., McComas, J., & Helman, L. (2015). Problem analysis at tier 2: Using data to find the category of the problem. In S. R. Jimerson, M. K. Burns, & A. VanDerHeyden (Eds.), *Handbook of Response to Intervention: The Science and Practice of Multi-Tiered Systems of Support, 2nd Ed.* New York, New York: Springer.

SELECT INVITED PROFESSIONAL PRESENTATIONS

Maki, K. E. (2022, January). *Issues, Problems, and Meaningful Practices in Specific Learning Disabilities Identification*. Presented at the Minnesota School Psychologists Mid-Winter Conference.

Maki, K. E. (2019, November). *Specific Learning Disabilities Identification: Implementing Meaningful Practices for a Problematic Construct*. Presented to the University of Wisconsin-River Falls, River Falls, WI.

Maki, K. E. (2019, June). *Effective intervention practices within multi-tiered systems of support*. Presented to the Berrien County Regional Education Services Agency, Berrien Springs, MI.

SELECT PEER-REVIEWED NATIONAL PROFESSIONAL PRESENTATIONS (45 TOTAL)

Maki, K. E., Kranzler, J. H., & Moody, M. E. (2022, February). *Clinical Judgment and Specific Learning Disability Identification Classification Accuracy*. Presented at the National Association of School Psychologists Annual Convention in Boston, MA.

Harris, B., Fallon, L. M., Van Norman, E. R., & **Maki, K. E.** (2022, February), *Navigating Job Searches for Academic Positions*. Presented at the National Association of School Psychologists Annual Convention in Boston, MA.

Puig, L.* **Maki, K. E.**, Choi, D.,* & Moody, M. E.* (2022, February). *A novel synthesis of single-case design reading intervention effects*. Presented at the National Association of School Psychologists Annual Convention in Boston, MA.

Moody, M. E.*, Cullins, S.*, Griffin, T. L.*, & **Maki, K. E.** (2022, February). *Examining the effects of a virtual modified multiplication fact intervention*. Presented at the National Association of School Psychologists Annual Convention in Boston, MA

Maki, K. E., McGill, R., Conoyer, S., & Fefer, S. (2021, February). *The impact of data presentation on SLD identification decision making*. Presented at the National Association of School Psychologists Annual Convention in Salt Lake City, UT.

Hammerschmidt-Snidarich, S., **Maki, K. E.**, McEvet, N. Defouw, E., & Coddling, R. (2020, February). *How much matters: Dosage issues in reading, math, and writing*. Presented at the National Association of School Psychologists Annual Convention in Baltimore, MD.

Maki, K. E., Barrett, C. A., Hajovsky, D. B., Burns, M. K., & Romero, M. (2020, February). *Specific learning disabilities: Factors related to identification and recommendations*. Presented at the National Association of School Psychologists Annual Convention in Baltimore, MD.

Maki, K. E., Zaslofsky, A. F., Van Norman, E. R., & Ysseldyke, J. E., (2020, February). *Specific learning disabilities identification. Optimizing the problematic construct with RtI*. Presented at the National Association of School Psychologists Annual Convention in Baltimore, MD.

Zaslofsky, A. F., **Maki, K. E.**, Burns, M. K., & Coddling, R. S. (2020). *Game set match: Better academic outcomes using the learning hierarchy*. Symposium presented at the annual meeting of the National Association of School Psychologists, Baltimore, MD.

Fallon, L. **Maki, K. E.**, Dever, B., Hier, B., & Jimerson, S. (2020, February). *Effectively mentoring*

- student research: Leading a productive lab.* Presented at the National Association of School Psychologists Annual Convention in Baltimore, MD.
- Maki, K. E.** & Zaslofsky, A. F. (2019, April). *Examining the instructional hierarchy for determining appropriate mathematics intervention.* Presented at the Badar-Kauffman Conference in Kent, OH.
- Maki, K. E.** Burns, M. K., McGill R., & Beaujean, A. (2019, February). *SLD Identification: The Problems and What We Can Do Better.* Presented at the National Association of School Psychologists Annual Convention in Atlanta, GA.
- Hammerschmidt-Snidarich, S. & **Maki, K. E.** (2019, January). *Does Reading Beget Reading? Examining Cognitive Mechanisms of Repeated versus Continuous Reading.* Presented at the Council for Exception Children Annual Convention in Indianapolis, IN.
- Maki, K. E.** (2018, February). *Variables Impacting School Psychologists' Specific Learning Disabilities Identification Decisions.* Presented at the National Association of School Psychologists Annual Convention in Chicago, IL.
- Hammerschmidt-Snidarich, S., **Maki, K. E.**, Zaslofsky, A. F., & Varma, S. (2018, February). *Interdisciplinary Collaboration: Designing interventions for increased effectiveness, efficiency, and engagement.* Presented at the Pacific Coast Research Conference in San Diego, CA.
- Burns, M. K., **Maki, K. E.**, Stevenson, N., & Miciak, J. (2017, February). *Identifying Specific Learning Disabilities: Where Do We Go From Here?* Presented at the Pacific Coast Research Conference in San Diego, CA.
- Maki, K. E.** (2017, February). *Specific Learning Disabilities Identification: Considerations for Practicing School Psychologists.* Presented at the National Association of School Psychologists Annual Convention in San Antonio, TX.
- Van Norman, E. R., **Maki, K. E.**, & Burns, M. K., (2017, February). *Progress Monitoring in Reading: The Relationship between Generalities and Specificities.* Presented at the National Association of School Psychologists Annual Convention in San Antonio, TX.
- Maki, K. E.** (2016, February). *School Psychologists' Confidence in Learning Disability Identification Decisions.* Presented at the national Association of School Psychologists Annual Convention in New Orleans, LA.
- Maki, K. E.** (2016, February). *School Psychologists' Learning Disability Identification Consistency.* Presented at the national Association of School Psychologists Annual Convention in New Orleans, LA.
- Maki, K. E.** & Snidarich, S. (2015, February). *Alleviating the Summer Slide: Effects of a Summer Fluency Intervention.* Presented at the national Association of School Psychologists Annual Convention in Orlando, FL.
- Maki, K. E.** & Snidarich, S. (2015, February). *Predicting Student Reading: The Utility of Real and Nonsense Words.* Presented at the national Association of School Psychologists Annual Convention in Orlando, FL.
- Maki, K. E.** (2014, February). *Comparing State Specific Learning Disability Eligibility Criteria and Prevalence Rates.* Presented at the National Association of School Psychologists Annual Convention, Washington, D.C.
- Maki, K. E.**, Karich, A.C. Burns, M.K., & Coolong-Chaffin, M. (2013, February). *Using Performance Feedback to Increase Reading Comprehension Strategy Use.* Presented at the National Association of School Psychologists Annual Convention, Seattle, WA.
- Olson, J., Moran, S., & **Maki, K. E.** (2012, February). *Comparison of Classification Accuracy of Oral Reading Fluency and Reading Inventory Levels for Reading Failure Risk among Second and Third Grade Students.* Presented at the National Association of School Psychologists Annual Convention, Philadelphia, PA.

SELECT GRANTS

Maki, K. E., Antonenko, P., Valle, D., McNamara, J. P., & Guastello, A., (2021-2023). Understanding Math Anxiety: Examining Emotional Arousal, Visual Attention, and Cognition in Math Assessment. Source: University of Florida Research Opportunity Seed Fund, Total amount: \$85,000. Principal Investigator.

Maki, K. E. & Zaslofsky, A. F. (2021-2022). Math Anxiety in Elementary Students: Examining the Role of Timing, Task Complexity, Task Difficulty, and Strategy Use. Source: Society for the Study of School Psychology. Total amount: \$10,201. Principal Investigator.

Kranzler, J. H., & **Maki, K. E.** (2019-2020). Cognitive profiles of children and youth identified with Specific Learning Disabilities in a response-to-intervention model. Source: Woodcock Institute. Total amount: \$13,921.26. Co-Principal Investigator.

Maki, K. E. (2016). Student response to reading intervention: Examining potential causal variables. Funded by the Ball State University Aspire Internal Grant Program, \$2500. Principal Investigator.

Under Review:

Burns, M. K., & **Maki, K. E.,** Targeting Reading Interventions to Accelerate Growth (TRIAG) After a Pandemic. Submitted to the Institute of Education Sciences, \$2,107,143, Co-Principal Investigator.

Maki, K. E., & Hammerschmidt-Snidarich, S. Leveraging Positive Matthew Effects: Examining Effects of Reading Intervention Dosage to Eliminate Intervention Inequity. Submitted to the Spencer Foundation, \$49,844, Principal Investigator.

SELECT TEACHING AND SUPERVISORY EXPERIENCE

Fall 2019-present	Assistant Professor, University of Florida SPS 6410 Direct Interventions I: Foundations of Intervention SPS 6052 Issues and Problems in School Psychology SPS 6193 Academic Assessment and Intervention for Students with Diverse Learning Needs EEX 4905 Psychology in the Schools
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ADVISING AND MENTORSHIP

Current Advising	Breanne Woods, Taylor Griffin, Elizabeth Nudelman, Marie Dougé, Audrey Milam
Current Co-Advising	Mary Elizabeth Moody, Leighann Puig
Graduated Students	Sarah R. Adams, Advisor, Ball State University Dissertation: <i>Comparing the Effects of Drill-Based Interventions on Multiplication Fact Acquisition</i>

SELECT SERVICE ACTIVITIES

9/2018-present	Society for the Study of School Psychology (SSSP) Early Career Forum
10/1/2021-present	Florida Association of School Psychologists Executive Board <i>University of Florida, College of Education:</i>
8/2021-present	Merit Committee, School of Special Education, School Psychology, and Early Childhood Studies, University of Florida
8/2019-2021	Faculty Policy Council, University of Florida Lectures, Seminars, and Awards Committee

SELECT JOURNAL EDITORIAL BOARDS AND REVIEWS

2/2020-present	Associate Editor, <i>Assessment for Effective Intervention</i>
6/2020-present	Editorial Board, <i>School Psychology Review</i>

LISA M. RIDGLEY



ACADEMIC PREPARATION

Ph.D., Educational Psychology (July 2019)

Ball State University

Cognates: Research Methods and Statistics, Gifted Studies

M.A., Educational Psychology (December 2015)

Ball State University

B.A., Psychology (May 2014)

Youngstown State University

Minor: Criminal Behavior

PROFESSIONAL EXPERIENCE

University Positions

University of San Diego

2021- Research Associate, Jacobs Institute for Innovation in Education

Duke University

2019-2021 Postdoctoral Research Associate, Duke University, Talent Identification Program (Duke TIP)

Ball State University

2015-2019 Graduate Assistant, Department of Educational Psychology, Creativity and Learning Lab, Dr. Lisa Rubenstein

2014-2015 Graduate Assistant, Center for Gifted Studies and Talent Development

GRANTS

Grants/Projects

Mensa Foundation, Role: Principal Investigator; Early Career Researcher Mini-Grant,

Addressing Inequity in Gifted Education: A Large-Scale Collaborative Study of Teacher Nominations

Relationship to Current Application: This project is designed to show how teacher bias influences teachers' nomination behavior and perpetuates inequity in education, including referrals for advanced programming, behavioral intervention, and/or grade retention.

Education Innovation and Research, Role: Principal Investigator; *Coding our Future*

Relationship to Current Application: Coding our Future is a Department of Education funded grant. The Evaluation Team at JI has worked to design and develop assessments of computer science knowledge and computational thinking for elementary students from diverse backgrounds, including English Language Learners, Hispanic, and Black students. Our efforts will help San Diego Unified School District create more accessible computer science career pathways.

PUBLICATIONS

- Ridgley, L. M.,** Rubenstein, L. D., & Callan, G. C. (2021). Are gifted students adapting their self-regulated learning processes when experiencing challenging tasks? *Gifted Child Quarterly*. Advanced online publication. <https://doi.org/10.1177/00169862211025452>
- Callan, G. L., Rubenstein, L. D., & **Ridgley, L. M.** (2021). Self-regulated learning as a cyclical process and predictor of creative problem-solving. *Educational Psychology*. Advanced online publication. <https://doi.org/10.1080/01443410.2021.1913575>
- Callan, G. L., Rubenstein, L. D., **Ridgley, L. M.**, Speirs Neumeister, K., Hernandez Finch, M. E., & Longhurst, D. (2021). Measuring and predicting divergent thinking with a self-report questionnaire, teacher rating scale, and self-regulated learning microanalysis. *Journal of Psychoeducational Assessment*.
- Callan, G. L., Rubenstein, L. D., **Ridgley, L. M.**, Speirs Neumeister, K. L., & Hernández Finch, M. E. (2021) Self-regulated learning as a cyclical process and predictor of creative problem solving. *Educational Psychology*. <https://doi.org/10.1080/01443410.2021.1913575>
- Ridgley, L. M.,** Rubenstein, L. D., & Callan, G. C. (2020). Gifted underachievement within a self-regulated learning framework: Using a task-dependent model to guide early identification and intervention. *Psychology in the Schools*, 57(9), 1365-1384. <https://doi.org/10.1002/pits.22408>
- Ridgley, L. M.,** Rubenstein, L. D., & Finch, W. H. (2020). Issues and opportunities when using rating scales to identify creatively gifted students: Applying an IRT approach. *Gifted and Talented International*, 34(1-2), 6-18. <https://doi.org/10.1080/15332276.2020.1722041>
- Rubenstein, L. D., Callan, G. C., Speirs Neumeister, K., **Ridgley, L. M.** (2020). Finding the problem: How students approach problem identification. *Thinking Skills & Creativity*, 35, 100635. <https://doi.org/10.1016/j.tsc.2020.100635>
- Rubenstein, L. D., Callan, G. C., Speirs Neumeister, K., **Ridgley, L. M.**, & Hernandez Finch, M. (2020). How problem identification strategies influence creativity outcomes. *Contemporary Educational Psychology*, Advanced online publication. <https://doi.org/10.1016/j.cedpsych.2020.101840>
- Rubenstein, L. D., Callan, G. L., **Ridgley, L. M.**, & Henderson, A. (2019). Students' strategic planning and strategy use during creative problem solving: The importance of perspective taking. *Thinking Skills and Creativity*, 34, 100556. <https://doi.org/10.1016/j.tsc.2019.02.004>
- Callan, G. L., Rubenstein, L. D., **Ridgley, L. M.** & McCall, J. (2019). Measuring the creative process: Examining a SRL microanalysis protocol for creative problem solving. *Psychology of Aesthetics, Creativity, and the Arts*. Advance online publication. <http://dx.doi.org/10.1037/aca0000238>
- Rubenstein, L. D., **Ridgley, L. M.**, Callan, G. L., Karami, S., & Ehlinger, J. (2018). How teachers perceive factors that influence creativity development: Applying a social cognitive

theory perspective. *Teaching and Teacher Education*, 70, 100-110.
<https://doi.org/10.1016/j.tate.2017.11.012>

Rubenstein, L. D., Callan, G. L., & **Ridgley, L. M.** (2017). Anchoring the creative process within a self-regulated learning framework: Inspiring assessment methods and future research. *Educational Psychology Review*, 30(3), 921-945. <https://doi.org/10.1007/s10648-017-9431-5>

Rubenstein, L. D. & **Ridgley, L. M.** (2017). Unified Program Design: An organizational framework for gifted programming. *Gifted Child Today*, 40(3), 163-174.
<https://doi.org/10.1177/1076217517707234>

ARTICLES IN REVIEW

Rubenstein, L. D., Thomas, J., Finch, W. H., & **Ridgley, L. M.** (In review). Exploring creativity's complex relationship with learning: Differences between academic achievement and growth within early elementary students.

AWARDS

2021	<i>Gifted Child Quarterly</i> , Reviewer of the Year
2020	National Association for Gifted Children Doctoral Student Award
2020	Mensa Early Career Researcher Grant: Award Amount \$2500 Project title: <i>Addressing Inequity in Gifted Education: A Large-Scale Collaborative Study of Teacher Nominations</i>
2020	National Association for Gifted Children Research & Evaluation Dissertation Award, 1 st place
2020	Graduate Student Research Award, AERA Studying and Self-Regulated Learning SIG
2018	National Association for Gifted Children Research Gala Award, 3 rd place, Doctoral-level In-progress research

PRESENTATIONS

Adelson, J. L., Robinson, A., **Ridgley, L. M.**, & Mugabo, K. M. (2021, April). *Evidence of effectiveness and excellence gaps: Initial and two replication studies of a STEM intervention*. Paper presented at the 2021 American Educational Research Association Annual Meeting and Exhibition, Virtual.

Ridgley, L. M., & Rubenstein, L. D. (2020, November). *Comparing metacognition assessments for easy and difficult tasks*. Poster session accepted for the Annual Convention of the National Association for Gifted Children, Virtual Presentation.

Adelson, J. L., Robinson, A., Makel, M., **Ridgley, L. M.**, Olszewski-Kubilius, P., Steenbergen-Hu, S., & Little, C. A. (2020, November). *Programs to identify and serve high-achieving students with economic need*. Paper accepted for the Annual Convention of the National Association for Gifted Children, Virtual Presentation.

Ridgley, L. M., Rubenstein, L. D., & Callan, G. C. (2020, April). *Task difficulty and self-regulated learning (SRL): The importance of student perceptions of difficulty*. Paper

- accepted for the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Ridgley, L. M.** & Rubenstein, L. D. (2019, November). *The challenge of determining challenge: The importance of students' perceptions of difficulty*. Paper presented at the National Association for Gifted Children National Conference in Albuquerque, NM.
- Ridgley, L. M.**, Rubenstein, L. D., & Finch, W. H. (2019, April). *Better than apples to oranges: Using SIGS to directly compare student and teacher creativity perceptions*. Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, Canada.
- Callan, G. L., Rubenstein, L. D., & **Ridgley, L. M.** (2019, April). *The relations among calibration, SRL, and creative outcomes*. Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, Canada.
- Rubenstein, L. D., Callan, G. L., Speirs Neumeister, K. L., & **Ridgley, L. M.** (2019, April). *Finding the problem: Students' approaches to problem identification within a creative problem solving context*. Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, Canada.
- Ridgley, L. M.**, Rubenstein, L. D., & Callan, G. L. (2018, November). *Comparing gifted and non-gifted students' strategy use during creative problem solving*. Presentation presented at the National Association for Gifted Children National Conference, Minneapolis, MN.
- Rubenstein, L. D., Callan, G. L. & **Ridgley, L. M.** (2018, August). *Deliberate assessment of the creative process*. Presented at the Creativity Conference at Southern Oregon University, Ashland, OR.
- Rubenstein, L. D., Callan, G. L., **Ridgley, L. M.**, Henderson, A., & Terwillegar, M. W. (2018, May). *Exploring students' strategy use while engaging in a creative problem solving task*. Paper presented at the Annual Meeting of the American Educational Research Association, New York City, NY.
- Callan, G. L., Rubenstein, L. D., McCall, J., & **Ridgley, L. M.** (2018, May). *Measuring the creative process: Examining a SRL microanalysis protocol for creative problem solving*. Paper presented at the Annual Meeting of the American Educational Research Association, New York City, NY.
- Henderson, A., Terwillegar, M. W., **Ridgley, L. M.**, Callan, G. L., & Rubenstein, L. D. (2018, February). *Predicting creativity with real-time measurements of creative self-efficacy*. Presented at the annual convention of the National Association of School Psychologists, Chicago, IL.
- Callan, G. L., Rubenstein, L. D., **Ridgley, L. M.**, McCall, J., Henderson, A., Ashcraft, S., & Johnston, C. (2017, August). *Do students' use of creative problem solving strategies predict fluency of ideas?* Paper presented at the American Psychological Association Conference, Washington D.C.
- Ridgley, L. M.** & Rubenstein, L. D. (2016, November). *Unified Program Design: Organizing and understanding oodles of models*. Paper presented at the National Association for Gifted Children National Conference, Orlando, FL.
- Rubenstein, L. D. & **Ridgley, L. M.** (2016, May). *Can creativity be taught? Teachers' complex conceptions*. Poster presented at the national conference for the Association for Psychological Science, Chicago, IL.

SERVICE

2020-	Volunteer Reviewer, AERA
2020-	Editorial Review Board Member, <i>Gifted Child Quarterly</i>
2020-2021	Duke TIP Diversity, Equity, and Inclusion Council Member
2020-2021	Assistant Program Chair, NAGC Research & Evaluation Network
2020-2022	Co-chair, AERA RoGCT SIG Mentoring Committee
2019-	Reviewer, <i>Journal of Advanced Academics</i>
2019-2020	Reviewer, <i>Gifted Child Quarterly</i>
2018-2019	Graduate Student Representative, Graduate Education Committee, Ball State University
2018-2019	Graduate Student Representative, Graduate Education Committee, Student Affairs Subcommittee, Ball State University
2018-2019	Teachers College Graduate Student Representative, University Grade Appeals Committee, Ball State University
2018-	Reviewer <i>Roeper Review</i>
2017-2018	Great Lakes Caring Volunteer (Mentor, OH)
2015-2019	National Association for Gifted Children Graduate Student Research Committee

CERTIFICATIONS AND TRAINING

2021	Committee on Publication Ethics, Module 1 Training
2021	SOLES Takes Anti-Racism Seriously, STARS Advocacy Training
2019	IES What Works Clearinghouse Group Design Standards Training
2019	Responsible Conduct of Research Training (Duke University)
2018	Trans Safe Zone training (Ball State University)
2018	Safe Zone training (Ball State University)
2016	Torrance Test of Creative Thinking (TTCT) Scoring
2014-21	Human Subjects Research Training (CITI- Social and Behavioral Research)

PROFESSIONAL AFFILIATIONS

2021	Women in Measurement
2020	Society for the Improvement of Psychological Science
2020	Professional Affiliate Member, American Psychological Association, Division 15: Educational Psychology
2020	Professional Affiliate Member, American Psychological Association, Division 5: Quantitative and Qualitative Methods
2014-present	American Educational Research Association; member of Research on Giftedness, Creativity, and Talent SIG; member of Studying and Self-Regulated Learning SIG
2015-2016	Indiana Association for the Gifted
2015-present	National Association for Gifted Children
2014-2020	Association for Psychological Science


STATEMENT OF INTENT TO ESTABLISH A CONSORTIUM AGREEMENT

Date: **3/22/2022**

UF Principal Investigator (PI): **Kathrin Maki**

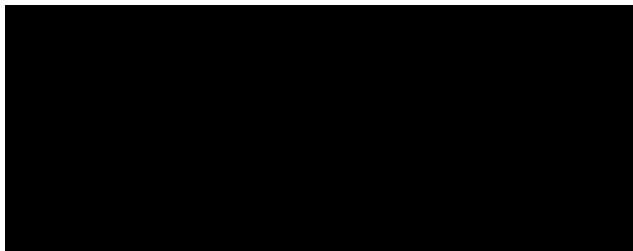
UF PI Application Title: **Project Brilliance: Designing Identification Methods and Programs for Gifted Students with Disabilities**

Period of Support: **8/1/2022 – 7/31/2027**

Support Requested: 

The appropriate programmatic and administrative personnel of each institution involved in this grant application will establish written inter-institutional agreements that will ensure compliance with all pertinent Federal regulations and policies in accordance with the “PHS Grant Policy Statement for Establishing and Operating Consortium Grants”.

The inter-institutional agreements will be consistent with the attached proposal which consists of a clear description of the work to be performed by the partner institution along with a corresponding budget and budget justification for each budget year and entire budget period, and will take in consideration any budget recommendations by the granting agency.





**OFFICE OF THE VICE PRESIDENT
AND PROVOST**

Hughes Administration Bldg., Room 214
5998 Alcalá Park
San Diego, CA 92110-2492
P: (619) 260-4553
F: (619) 260-2210

March 30, 2022

Lisa Rubenstein
Dept. of Educational Psychology
Ball State University
Muncie, IN 47306

To Whom It May Concern,

If the proposal submitted by Dr. Lisa Ridgley and Ball State University entitled “Project Brilliance: Designing Identification Methods and Programs for Gifted Students with Disabilities” is selected for funding by U.S. Department of Education, it is University of San Diego’s intent to collaborate and/or commit resources as detailed in the Project Description or the Scope of Work section of the proposal.

Sincerely,



Eileen K. Fry-Bowers, PhD, JD
Associate Provost for Research Administration
University of San Diego



DEPARTMENT OF HEALTH & HUMAN SERVICES

Program Support Center
Financial Management Portfolio
Cost Allocation Services

1301 Young Street, Room 732
Dallas, TX 75202
PHONE: (214) 767-3261
FAX: (214) 767-3264
EMAIL: CAS-Dallas@psc.hhs.gov

December 17, 2018

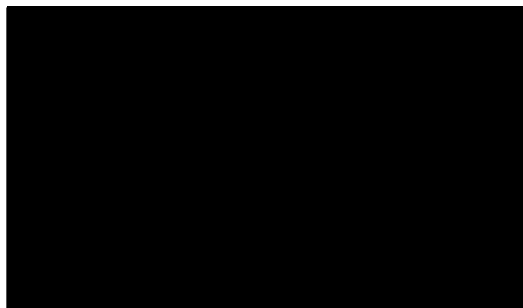
Justin Miller, EdD, MPA
Director, Sponsored Projects Administration
Ball State University
2000 University Avenue
Muncie, IN 47306

Dear Dr. Miller:

A copy of the indirect cost Rate Agreement is being sent to you for signature. This Agreement reflects an understanding reached between your organization and a member of my staff concerning the rate(s) that may be used to support your claim for indirect costs on grants and contracts with the Federal Government.

Please have the Agreement signed by an authorized representative of your organization, email to me, retaining a copy for your files. Our email address is [REDACTED] We will reproduce and distribute the Agreement to the appropriate awarding organizations of the Federal Government for their use.

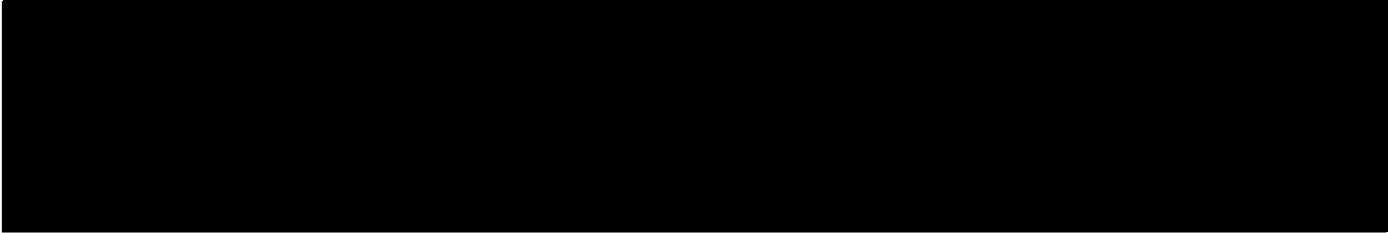
An indirect cost proposal, together with supporting information, is required to substantiate your claim for indirect costs under grants and contracts awarded by the Federal Government. Thus your next indirect cost proposal for fiscal year ending June 30, 2022 is due in our office by December 31, 2022.



Enclosures

PLEASE SIGN AND RETURN VIA EMAIL A COPY OF THE RATE AGREEMENT

COLLEGES AND UNIVERSITIES RATE AGREEMENT



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

SECTION I: Facilities And Administrative Cost Rates

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2015	06/30/2019			All Programs
PRED.	07/01/2015	06/30/2019			All Programs
PRED.	07/01/2019	06/30/2023			All Programs
PRED.	07/01/2019	06/30/2023			All Programs
PROV.	07/01/2023	Until Amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2023.

*BASE

ORGANIZATION: Ball State University

AGREEMENT DATE: 12/17/2018

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

ORGANIZATION: Ball State University

AGREEMENT DATE: 12/17/2018

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed below.

TREATMENT OF PAID ABSENCES

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

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s), the off-campus rate will apply. Actual costs will be apportioned between on-campus and off-campus components. Each portion will bear the appropriate rate.

FRINGE BENEFITS:

FICA

Retirement

Disability Insurance

Worker's Compensation

Life Insurance

Unemployment Insurance

Health Insurance

Tuition Remission

Dental Insurance

Per 2 CFR 200.414(g) - A rate extension has been granted.

Next Proposal Due -

A next proposal based on actual costs for the fiscal year ending 6/30/2022, will be due no later than 12/31/2022.

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

██████████

ORGANIZATION: Ball State University

AGREEMENT DATE: 12/17/2018

SECTION III: GENERAL

A. LIMITATIONS:

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

B. ACCOUNTING CHANGES:

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

C. FIXED RATES:

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

D. USE BY OTHER FEDERAL AGENCIES:

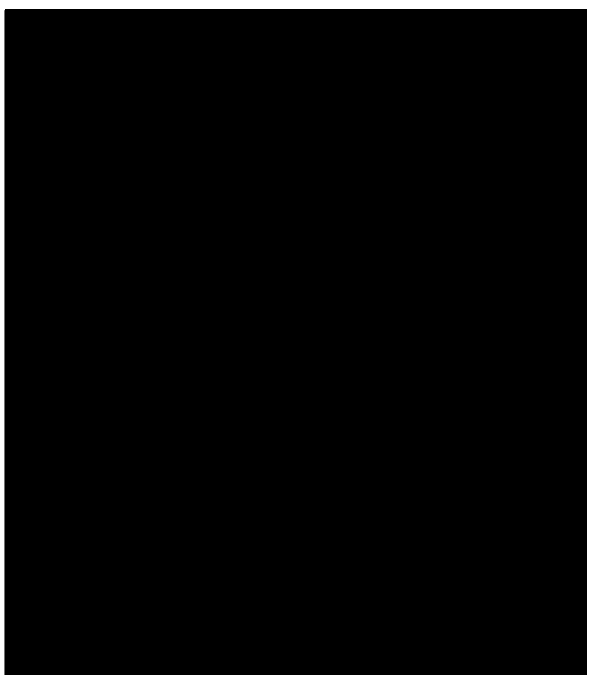
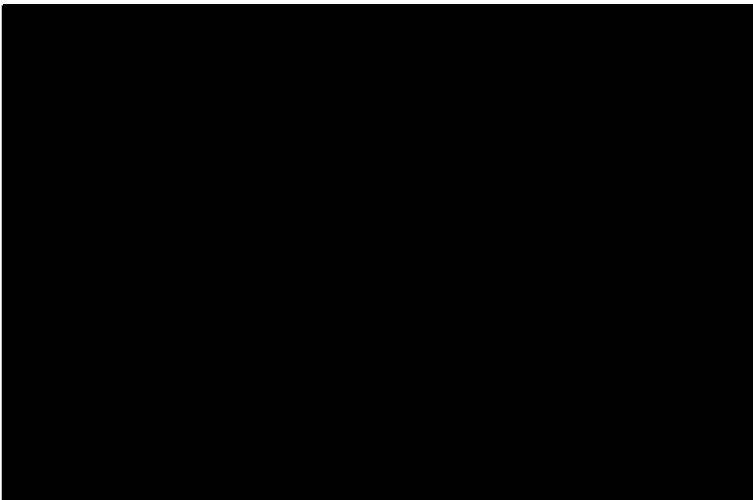
The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies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

E. OTHER:

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

BY THE INSTITUTION:

ON BEHALF OF THE FEDERAL GOVERNMENT:



Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

Ball State University Budget Justification

Ball State University (BSU) defines Person Months for Academic Year (AY) Faculty personnel as 9 PM in the Academic Year and 3 PM in the Summer. Faculty salaries include an estimated 2% annual increase.

Senior Personnel

Lisa Rubenstein, PI: Salary support is requested for [REDACTED] in year 1 of the project period and [REDACTED] for years 2-5. PI Rubenstein will be directly responsible for the supervision of the undergraduate students. She will manage all activities as outlined in the proposal management plan as well as overseeing all necessary IRB documentation, recruiting and maintaining relationships with participating districts, and recruiting and hiring graduate and undergraduate students at Ball State University. Additionally, she will be supporting or leading all project goals. For Goal 1, Rubenstein will support the development, administration, and scoring of the process-based assessment, including ensuring all graduate assistants receive the necessary training for administration and scoring. For Goal 2, she will (a) co-author the *Brilliant Storytellers* curriculum (e.g., learning experience design, assessments) providing the necessary expertise in gifted curriculum development, (b) establish treatment fidelity metrics, and (c) support the continuous edits and revisions based on implementation data. For Goal 3, Rubenstein will travel to Florida to support training the *Brilliant Storytellers* instructors and complete treatment fidelity checks. For Goal 4, Rubenstein will serve as the co-director of the Seminar Series, including selecting and recruiting panel members (including students, teachers, and scholars), developing discussion questions and Brilliant Challenges. She will oversee graduate assistants as they engage with the Project Brilliance website. She will oversee the purchasing of all the necessary supplies

for fulfilling all four project goals and hiring the necessary contracted individuals to build the website and experts to review the curriculum and assessments. Finally, she will lead or support all project dissemination efforts.

Budget Request: [REDACTED]

Krista Stith, Key Personnel: Salary support is requested for [REDACTED] in years 1, 2, 4, & 5 of the project period and [REDACTED] in year 3 of the project period. Stith will be the direct liaison with Indianapolis Public Schools. Thus, initially (Years 1 and 2) she will ensure they understand the project, complete the necessary forms, and ensure the IRB protocols are followed, including securing the necessary assent and consent forms for participants. In Year 3, she will visit the afterschool programs throughout the year, overseeing all project sites, be available for emergencies, and complete treatment fidelity reports. She will serve as the on-site expert. In Years 4 and 5, her role will include making` necessary amendments to IRB protocols and disseminating information about *Brilliant Storytellers*.

Budget Request: [REDACTED]

Andrew Waldron, Key Personnel: Salary support is requested for [REDACTED] in year 1 of the project period and [REDACTED] in years 2 and 5. of the project period. Waldron will provide key expertise as a co-author to the curriculum of *Brilliant Storytellers*. He contributes the theatre education expertise and will work closely with Rubenstein to develop an effective curriculum. Further, he will support the development of training materials for the instructors of the curriculum. He will film short instructional videos and provide live training for all curriculum

instructors. In Year 5, Waldron will contribute to at least two of the Seminars and participate in our dissemination efforts.

Budget Request: [REDACTED]

Post Doc, Key Personnel: Salary support is requested for a full time Post Doc position for the entirety of the project period. We will recruit a post-doctoral fellow with specific expertise in multicultural education. This fellow will provide significant feedback and resources for the *Brilliant Storytellers* curriculum to ensure the curriculum meets the needs of diverse learners. Further, the fellow will provide feedback and suggestions for the design of equitable assessments, including the process-based assessment and the checklists as well as the design of the seminar series and Brilliant Challenges. The fellow will provide data analysis support and participate in project dissemination tasks. The fellow will also provide mentoring support for the project's graduate assistants.

Budget Request: [REDACTED]

Key Personnel: Salary support is requested for summer support for Educational Psychology department position for the entirety of the project period. This individual will support instrument validation studies and instrument translations as well as provide an additional rater to establish inter-rater reliability and help collect, organize, and analyze school data.

Budget Request: [REDACTED]

Other Personnel

PhD Students: Two PhD students from the Educational Psychology department will serve as primary leaders and instructors of the *Brilliant Storytellers* curriculum. They will receive training in the curriculum, and then, implement the curriculum at the Indiana sites. This will be the bulk of their work for Years 2 and 3. They may also support the collection of assessment data in Indiana. Then, in Year 4, they will be coding any process-based assessment data from the Florida sites, and in Year 5, they will be overseeing the Project Brilliance website, providing feedback and stamps of approval to high quality submissions. In years 2-5 of the grant. PhD students will work 20 hours in the Academic Year and Summers at a stipend rate of [REDACTED]

Budget Request: [REDACTED]

Undergraduate Students: Multiple students will be hired to work as *Brilliant Storytellers* instructors and/or as data collectors in years 2-3 of the grant. They will work between 10 and 20 hours a week for up to 32 weeks throughout the Academic Year at a rate of [REDACTED] hour.

Budget Request: [REDACTED]

Fringe Benefits

Ball State University assesses fringe benefits at actual rates for known personnel. Fringe for summer and supplemental pay for faculty includes FICA (Social Security & Medicare) as well as pension and retirement. Academic Year Fringe for PI Rubenstein is assessed at 30.02%, Summer Fringe is assessed at 18.15%. Fiscal Year Fringe for KP Stith is assessed at 45.62%, for the Post Doc position at 33.0% and for the TBD faculty position at 19.92%. Summer Fringe for KP

Waldron is assessed at 12.65%. Fringe is not assessed for academic year undergraduate and graduate wages.

Budget Request: [REDACTED]

Travel

All travel is expected to be domestic. Support is requested for the PI and Post-Doctoral Fellow to travel to at least one national meeting and/or a PI/Co-PI Meeting per year for each of the 5 years. Further, in Year 5, extra funds are allotted to support graduate student workers to attend a conference to disseminate findings. In addition to leadership meetings and conferences, travel support is requested to travel to training sites. Specifically, to prepare for Year 4 data collection in FL, the Rubenstein and Waldron will travel to FL to support the training of *Brilliant Storytellers* instructors. In addition, in Years 2-4, graduate and undergraduate students will be supplied with mileage compensation as they travel to schools around the state of Indiana and/or Florida based on allowable costs per year.

Budget Request: [REDACTED]

Supplies

Materials and Supplies: Support is requested for project consumables and supplies Years 1 through 4. Each type of materials and supplies are discussed below.

Budget Request: [REDACTED]

Books. We will be purchasing multiple types of print materials. First, to design the *Brilliant Storytellers* curriculum, we will purchase at least 30-50 scripts at various reading levels

to examine and consider including in the curriculum. We will also purchase anthologies of plays, monologues, and duets to support the curriculum development. Before the end of Year 1, we will select the primary scripts, and purchase a set for our *Brilliant Storytellers* participants. After Years 2 and 3, we will assess which ones worked, which ones need replaced for subsequent sessions. We will also be purchasing additional reference books addressing research methodology, assessments, and textbooks in theatre education.

Budget Request: [REDACTED]

Afterschool Supplies. We are requesting funds to provide snacks for participants afterschool in addition to materials for students to build sets, costumes, and props for their productions. These materials may include construction paper, markers, paints, fabric, or potentially existing costumes from thrift stores.

Budget Request: [REDACTED]

Reading Intervention Materials. We are requesting funds to purchase specific, intensive intervention materials in Year 3. Specifically, we will purchase 10 manuals of Sound Partners (phonics intervention) which costs [REDACTED] per set, for a total of [REDACTED]. Read Naturally costs [REDACTED] per student. We anticipate approximately 50 students will need Read Naturally for a total of [REDACTED]. We are also requesting funds to purchase Aimsweb Plus through Pearson Inc., which costs approximately [REDACTED] per child multiplied by 80 participants in year 3, totaling [REDACTED]. Aimsweb Plus will be used for the curriculum-based measurement-reading (CBM-R) measures

used to identify students in need of reading interventions and to monitor students' progress in response to intervention.

Budget Request: [REDACTED]

Printing Costs. As a part of the *Brilliant Storytellers* curriculum, we are going to be developing both instructor manuals and student journals. These manuals and journals will need to be printed and bound. In Year 2, we need approximately 60 manuals/journals, and then in Years 3 and 4, we need approximately 5 manuals and 50 journals per site, for approximately 450 manuals/journals in both years 3 and 4.

Budget Request: [REDACTED]

Technology Needs. To complete our observations and interviews, we will need high quality, multiple video and audio recorders to be used across our implementation sites. We plan on purchasing 8 iPods because they are password-protected, user-friendly, and provide significant recording and storing spaces for video and audio recordings. We will also need data hard drives to back-up all our data in a safe and protected space.

Budget Request: [REDACTED]

Research Incentives: Support is requested in project Years 2-5 to provide research incentives for participating school personnel. Specifically, we are partnering with multiple schools, and we need specific student level data for *only* the consented students. This is a significant task for many schools, so we are asking for additional support to pay support staff or teachers for their efforts in gathering and providing student-level data. Further, in Year 5, we built in money to pay

the best responses to our monthly Brilliant Challenges. We plan on paying the top 5 responses each month [REDACTED] as well as having support material raffles at each of our monthly seminars

Budget Request: [REDACTED]

Publications: Support is requested for publication costs associated for **open-source** project dissemination in Years 2 and 5 of the project.

Budget Request: [REDACTED]

Contractual

Katherine Maki, Co-PI: Salary support is requested for her effort of [REDACTED] in years 1-2, [REDACTED] in year 4 due to implementation of the reading interventions and strengths-based protocols in Florida that year, and [REDACTED] in year 5. Across all years, she will direct the grant implementation in Florida, meet with school personnel, analyze data, develop manuscripts and presentations, and ensure that objectives are met on schedule. She will provide all training to undergraduate and graduate students implementing the reading interventions in multiple sites.

Budget Request: [REDACTED]

Graduate and Undergraduate Research Assistants: Salary support is requested for research assistants in Florida for Years 1-5 to support the preparation of reading intervention protocols, development of training. Graduate Assistants are needed to assist with project implementation and data collection, to support data entry and analysis, and support with project dissemination. Then, in Year 4, the project requires multiple undergraduate students to implement both the tier 3 reading intervention as well as the afterschool reading interventions. These interventions will

require significant time (i.e., 4 days per week), thus multiple personnel will be needed for implementation.

Budget Request: [REDACTED]

Fringe Benefits: Fringe benefit rates are set by University of Florida policy and are approved annually by the U.S. Department of Health and Human Services. The rate for **Kathrin Maki** is 31% of her annual salary. The **GRA** annual rate is 10.9% of the annual salary per project year. The **UGAs** salary of [REDACTED] is multiplied by the fringe range of 1.2% for [REDACTED] per UGA.

Budget Request: [REDACTED]

Travel: Support is requested for necessary for meetings among the PI, co-PI, and co-I, to disseminate research findings at conferences, and to travel to school sites. Florida school systems are organized into county school districts and collaboration and data collection will require travel to surrounding counties.

Budget Request: [REDACTED]

Other: Requesting funds for consumable supplies, two computers for data collections, teacher and student participation/engagement incentives and graduate student tuition remission.

Budget Request: [REDACTED]

Indirect Costs: Calculated at 52.5% of the Modified Total Direct Cost (Direct Cost minus Tuition Remission) per UF's Federally Approved Rate. Total Contract [REDACTED]

Lisa Ridgley, Co-PI: Salary support is requested for Lisa Ridgley, we request 30% FTE of her annual salary in Years 1, 3,4 and 5 and 45% FTE for project year 2. She is serving as the projects lead methodologist and statistician. She is overseeing the entire database across sites. She will

integrate all the data into a useable, understandable, and organized dataset. She will provide the leadership guiding the completion of Goal 1 (assessment development), and more broadly, she will support all statistical analyses and reporting throughout the project.

Budget Request: [REDACTED]

Other Personnel/Research Assistants: Salary requested to support a Post-Doc research assistant (10% FTE in year 1, 15% FTE in year 2, and 10% FTE in year 3-5) an hourly Graduate Assistant (years 2-4) and support staff (for 3% FTE for each year of the project period) to perform research tasks focused on scoring data and strengths-based assessments, assist with reviewing literature and daily administrative tasks.

Budget Request: [REDACTED]

Fringe Benefits: The fringe benefit rate for federally funded projects is 21.7%, charged to full time administrative salary. GRA hourly pay is excluded from fringe.

Budget Request: [REDACTED]

Travel: Support is requested for necessary for meetings among the PI, and co-PI to disseminate research findings at conferences, and to travel to school sites.

Budget Request: [REDACTED]

Other: Requesting funds for consumable supplies, one computer for data analysis, printing costs, student participation/engagement incentives.

Budget Request: [REDACTED]

Indirect Costs: Calculated at 40.0% of the Total Direct Cost per Federally Approved Rate. Total Contract [REDACTED]

Theatre Pedagogical Consultant: We are requesting funds to hire an outside expert in theatre education to review our *Brilliant Storytellers* curriculum before implementation and after the first pilot. This will provide insight on necessary edits and provide credibility and validity to our work.

Budget Request: [REDACTED]

Web Designer: We are requesting funds to support the development and ongoing maintenance of our Project Brilliance website. Our website is integral to our project as it will host all our findings, the professional learning modules, and the Brilliant Challenge conversations. Thus, we need the website to be aesthetically appealing and have multiple built-in features like posting on message boards and searching capabilities.

Budget Request: [REDACTED]

Content Experts: We are requesting funds to hire outside experts in several areas, including experts in multicultural education, creativity, leadership development, and assessment. These small stipends will allow us to gather multiple perspectives to ensure our deliverables are credible and valid. They will enhance all our deliverables; this feedback will enable us to make continuous improvement.

Budget Request: [REDACTED]

Advisory Board Members: Funds are requested to provide stipends for our advisory board members. Our board members bring a level of credibility to our project, and they again provide diverse perspectives on how the project can be improved. Every year, the board members will

gather for a review meeting, prior to the meeting they will review the progress report and provide feedback in the meeting.

Budget Request: [REDACTED]

Classroom Supervisors: We are requesting funds to pay two classroom teachers to stay after school at each project site to provide management support for the undergraduate and graduate students implementing the project curriculum. These supervisors will be invaluable supports as they already know the student participants, have established rapport, and understand the layout of the school space.

Budget Request: [REDACTED]

Other

Participant Support Costs: Activity support for the participating Indiana and Florida third-grade students is requested for Years 2-4 of the project period. This support will provide funds for all participating students to attend a theatre production at the local universities. An experience like this aligns with the afterschool program curriculum, as the students will also be developing and performing their own plays. Further, this exposure to a college campus and a high-quality production may inspire the students to consider college and/or career in the performing arts.

Budget Request: [REDACTED]

Graduate Assistantship Tuition: This tuition is requested to complete assistantships offered in years 2-5 of the project period to the Graduate Students working on the project.

Budget Request: [REDACTED]

Total Direct Costs:

[REDACTED]

Facilities and Administration/Indirect Costs:

Funds are requested at Ball State University's federally negotiated rate for off campus research at 27% of Modified Total Direct Costs (MTDC) base [REDACTED]).

[REDACTED]

Total Funding Requested:

[REDACTED]

Total funding requested for 5-Year Project Period: [REDACTED]



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:

Ball State University

1. Project Objective:

Significantly increase the number of gifted students identified in the areas of creativity, leadership, and learning abilities, especially students from traditionally underserved backgrounds, by at least 10 percent

1.a. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Year 1: Design and establish reliability and validity on a process based measure of creativity, leadership, and learning abilities. (Measurement: 2 equivalent forms of the Process Based Assessment)	PROJECT	2	/	

1.b. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Year 2 (pilot IN sample): Using the process based assessment, identify the top 10 percent of students in creativity. (Measurement: 10 percent of students using the PBA subscale creativity).	PROJECT		6 /	60 10.00

1.c. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Year 2 (pilot IN sample: Using the process based assessment, identify the top 10 percent of students in leadership. (Measurement: 10 percent of students using the PBA subscale leadership).	PROJECT		6 /	60 10.00

1.d. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Year 2: Using the process based assessment, identify the top 10 percent of students in learning abilities. (Measurement: 10 percent of students using the PBA subscale learning).	PROJECT		6 /	60 10.00

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Grant Application Form for Project Objectives and Performance Measures Information**

1.e. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Year 2: Compare identified students using the PBA with the traditional methods. Identify additional students the district overlooked. (Measurement: 10 percent students more than previously identified)	GPRA		6 /	60	10.00
1.f. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Year 2: Write reports for students identified strengths. (Measurement: 60 student reports distributed.)	PROJECT	60	/		
1.g. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Year 3: Using the process based assessment, identify the top 10 percent of students in creativity. (Measurement: 10 percent of students using the PBA subscale creativity).	PROJECT		20 /	200	10.00
1.h. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Year 3: Using the process based assessment, identify the top 10 percent of students in leadership. (Measurement: 10 percent of students using the PBA subscale leadership).	PROJECT		20 /	200	10.00
1.i. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Year 3: Using the process based assessment, identify the top 10 percent of students in learning. (Measurement: 10 percent of students using the PBA subscale learning).	PROJECT		20 /	200	10.00
1.j. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Year 3: Compare identified students using the PBA with the traditional methods. Identify additional students the district overlooked. (Measurement: 10 percent students more than previously identified)	GPRA		20 /	200	10.00

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

1.k. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Year 3: Write reports for students identified strengths. (Measurement: 200 student reports distributed.)	PROJECT	200	/	

1.l. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Year 4 (Florida district): Using the process based assessment, identify the top 10 percent of students in creativity. (Measurement: 10 percent of students using the PBA subscale creativity).	PROJECT		8 /	80 10.00

1.m. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Year 4 (Florida district): Using the process based assessment, identify the top 10 percent of students in leadership. (Measurement: 10 percent of students using the PBA subscale leadership).	PROJECT		8 /	80 10.00

1.n. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Year 4 (Florida district): Using the process based assessment, identify the top 10 percent of students in learning abilities. (Measurement: 10 percent of students using the PBA learning abilities.)	PROJECT		8 /	80 10.00

1.o. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Year 4 (Florida district): Compare identified students using the PBA with the traditional methods. Identify additional students the district overlooked. (Measurement: 10 percent students more than previously identified)	GPRA		8 /	80 10.00

1.p. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Year 4 (Florida district): Write reports for students identified strengths. (Measurement: 80 student reports distributed.)	PROJECT	80	/	

2. Project Objective:

Significantly increase the number of gifted students served in the area of leadership, and learning abilities, especially those from underserved backgrounds, by providing opportunities for 440 students across the five year grant period

PR Award # S206A220014

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

2.a. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Year 2: Provide Brilliant Storytellers afterschool program for 60 students in central Indiana.	GPRA	60	/	

2.b. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Year 3: Provide Brilliant Storytellers afterschool program for 200 students in Indianapolis. Year 4: Provide Brilliant Storytellers afterschool program for 80 students in Florida.	GPRA	200	/	

2.c. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Year 4: Provide Brilliant Storytellers afterschool program for 80 students in Florida.	GPRA	80	/	

3. Project Objective:

Significantly increase academic achievement in reading for students served in grant treatment over matched control groups (matched using propensity scores)

3.a. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Year 3: NWEA MAP Reading Growth Scores for those participating in the treatment will be 120 percent better than those in the control group. (Measurement explanation: 120 percent better than control)	GPRA	120	/	

3.b. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Year 4: iREADY Reading Growth Scores for those participating in the treatment will be 150 percent better than those in the control group. (Measurement explanation: 150 percent better than control)	GPRA	150	/	

4. Project Objective:

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

Significantly increase creativity and leadership skills for students served in grant treatment over matched control groups

4.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Year 2 Process Based Assessments Creativity Subscale (Measurement Goal: Students in the treatment will perform 20 percent better than students in the control.)	PROJECT	20	/	100	20.00

4.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Year 2: Process Based Assessments Leadership Subscale Measurement Goal: Students in the treatment will perform 20 percent better than students in the control.)	PROJECT	20	/	100	20.00

4.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Year 3: Process Based Assessments Creativity Subscale Measurement Goal: Students in the treatment will perform 20 percent better than students in the control.)	PROJECT	20	/	100	20.00

4.d. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Year 3: Process Based Assessments: Leadership Subscale Measurement Goal: Students in the treatment will perform 20 percent better than students in the control.)	PROJECT	20	/	100	20.00

4.e. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Year 4: Process Based Assessments: Creativity Subscale Measurement Goal: Students in the treatment will perform 20 percent better than students in the control.)	PROJECT	20	/	100	20.00

4.f. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Year 4: Process Based Assessments: Leadership Subscale Measurement Goal: Students in the treatment will perform 20 percent better than students in the control.)	PROJECT	20	/	100	20.00

5. Project Objective:

Determine the extent to which participating in Brilliant Storytellers adds value to Tier 3 reading interventions.
PR/Award # S206A220014

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

5.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
iReady Reading Scores: Compare 2 conditions. Students receiving both Brilliant Storytellers and Tier 3 intervention will do 20 percent better than those only receiving Tier 3 intervention on iReady.	GPRA		20 /	100	20.00

6. Project Objective:

Significantly increase school personnel knowledge of identification and serving gifted students with disabilities.

6.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Year 5: Provide 9 online professional learning seminars.	PROJECT	9	/		

6.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Year 5: Support 50 teachers as they complete Brilliant Challenges.	PROJECT	50	/		

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

Ball State University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs*								
11. Training Stipends								
12. Total Costs (lines 9-11)								

***Indirect Cost Information (To Be Completed by Your Business Office):** If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 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))?

Name of Institution/Organization Ball State University	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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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								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs								
11. Training Stipends								
12. Total Costs (lines 9-11)								

SECTION C - BUDGET NARRATIVE (see instructions)

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Name of Institution/Organization Ball State University	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
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IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES

(1) List administrative cost cap (x%):

(2) What does your administrative cost cap apply to? (a) indirect and direct costs or, (b) only direct costs

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel Administrative								
2. Fringe Benefits Administrative								
3. Travel Administrative								
4. Contractual Administrative								
5. Construction Administrative								
6. Other Administrative								
7. Total Direct Administrative Costs (lines 1-6)								
8. Indirect Costs								
9. Total Administrative Costs								
10. Total Percentage of Administrative Costs								0.00

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
<p>Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). Structuring Out-of-School Time to Improve Academic Achievement. IES Practice Guide. NCEE 2009-012. What Works Clearinghouse.</p>	<p>After identifying 15 relevant studies, this IES practice guide established "moderate evidence" support for Recommendation #3 (p. 24), which recommends adapting afterschool instruction to individual and small group needs. This was the most support available for any of their recommendations.</p>	<p>In alignment with Recommendation #3, the Brilliant Storytellers curriculum will be adapted to meet individual and small group needs. We will use the practice guide's checklist for implementing this recommendation, including using formal/informal assessments, one-on-one sessions, and ongoing support for all instructors.</p>
<p>Callahan, C. M., Moon, T. R., Oh, S., Azano, A. P., & Hailey, E. P. (2015). What works in gifted education: Documenting the effects of an integrated curricular/instructional model for gifted students. American Educational Research Journal, 52(1), 137-167.</p>	<p>Implementing a differentiated and enriched reading curriculum for third-grade gifted students led to increased gains on standards-referenced assessments in this cluster-randomized control trial. (pages 156-159, including Tables 5-9)</p>	<p>The third grade reading curriculum was designed using the CLEAR curriculum model, which combined components from the Schoolwide Enrichment Model, differentiation, and the depth and complexity model. Project Brilliance also plans to anchor our reading curriculum, Brilliant Storytellers, using the same models, providing a tiered, instructional approach. Further, this study used third-grade gifted students, which is a similar population to Project Brilliance.</p>
<p>Hall, M. S., & Burns, M. K. (2018). Meta-analysis of targeted small-group reading interventions. Journal of School Psychology, 66, 54-66.</p>	<p>Targeting reading interventions to specific areas of reading need was found to be more effective than comprehensive reading interventions (Table 3, p. 62).</p>	<p>Studies in this meta-analysis conducted with elementary students resulted in moderate effects whereas studies with secondary students results in small effects (p. 62), supporting the need to provide interventions early with elementary age students as with Project Brilliance. Project Brilliance also implements on targeted interventions for students with reading needs/disabilities.</p>
<p>Maki, K. E. & Adams, S. R. (2020b). Specific Learning Disabilities identification: Do the identification methods and data matter?. Learning Disability Quarterly, 43, 63-74. https://doi.org/10.1177/0731948719826296</p>	<p>This study found that school psychologists make more accurate decisions when using response to intervention (i.e., multitiered systems of support [MTSS]) to identify learning (reading) disabilities than other identification methods (Table 3, p. 69).</p>	<p>Project Brilliance employs MTSS to support students with reading needs/disabilities and students may be identified with reading disabilities within the model when they do not make adequate reading growth.</p>
<p>Reis, S. M., McCoach, D. B., Little, C. A., Muller, L. M., & Kaniskan, R. B. (2011). The effects of differentiated instruction and enrichment pedagogy on reading achievement in five elementary schools. American Educational</p>	<p>Implementing a differentiated and enriched reading curriculum was as effective or more effective than a traditional basal approach. Significant positive effects on reading fluency and reading comprehension were demonstrated in</p>	<p>This study employed the Schoolwide Enrichment Model to develop reading curriculum, including Types 1, 2, 3 learning experiences. Project Brilliance plans to anchor our reading curriculum, Brilliant Storytellers, using the</p>

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Research Journal, 48(2), 462-501.	several schools (Table 11, page 487) using a cluster-randomized control trial.	same model as a tiered, instructional approach. Further, this study used second through fifth graders, which is a similar population to Project Brilliance. Further, the school with the largest effect sizes ($d = .33$ for reading fluency and $d = .27$ for reading comprehension) was the urban school, which is our primary population as well.
Rubenstein, L. D., Callan, G. L., Ridgley, L. M., & Henderson, A. (2019). Students' strategic planning and strategy use during creative problem solving: The importance of perspective-taking. <i>Thinking Skills and Creativity</i> , 34.	This study provides a rationale for the use of a process-based, task assessment to measure creative thinking. The protocol was able to capture students' processes while creative problem solving, including perspective taking (Table 7).	The protocol was successful with elementary students and captured creative processes, which is a key variable in the current project. This work provides support for using this technique to establish an assessment for measuring processes, including creativity but also beyond, like leadership and learning processes.
Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving Reading Comprehension in Kindergarten through 3rd Grade: IES Practice Guide. NCEE 2010-4038. What Works Clearinghouse.	This IES practice guide synthesized 27 studies that met the WWC standards with or without reservations, and they found "strong evidence" for Recommendation #1: teaching students to use reading comprehension strategies (p. 49). They also found "moderate evidence" for Recommendation #5: teaching reading comprehension within engaging and motivating contexts (p. 61).	All 27 studies were conducted with early elementary students, similar to the Project Brilliance projected sample. The strategies for which they established strong evidence support will be integrated into the curriculum, including visualization, inference, and questioning.
Silberglitt, B., Parker, D., & Muyskens, P. (2016). Assessment: Periodic assessment to monitor progress. In <i>Handbook of response to intervention</i> (pp. 271-291). Springer, Boston, MA.	Monitoring student progress using curriculum-based measures was shown to be an effective form of formative assessment and means to improve instructional decision-making, particularly in the elementary grades.	Project Brilliance uses weekly progress monitoring of students receiving reading interventions to make instruction decisions and is conducted with third grade students.
Stuebing, K. K., Barth, A. E., Trahan, L. H., Reddy, R. R., Miciak, J., & Fletcher, J. M. (2015). Are child cognitive characteristics strong predictors of responses to intervention? A meta-analysis. <i>Review of Educational Research</i> , 85(3), 395-429.	This meta-analysis found that cognitive abilities were not strong predictors of reading response to intervention (table 3, p. 408), with reading interventions being effective across a range of cognitive abilities.	The meta-analysis included studies with students with varying cognitive abilities and reading skills in third grade and below, aligning with the participants in Project Brilliance.
Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers Report, REL 2007-No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from http://ies.ed.gov/ncee/edlabs	After identifying 9 studies meeting the WWC's evidence standards, this IES-sponsored, Regional Educational Laboratory Issues & Answers guide, established that effective professional learning consistently used (a) workshops or summer institutes with (b) sustained, consistent, follow-up learning opportunities. Studies with greater than 14 hours of contact led to significant, positive outcomes, whereas, interventions with less than 14 hours of contact led to no significant effects on student achievement (p. 12).	Given this work, we are designing the personnel training to have at least 14 hours of contact through a Summer Summit and ongoing professional learning community involvement.

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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