

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 # S206A220031

Grants.gov Tracking#: GRANT13594118

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

Closing Date: Apr 11, 2022

PR/Award # S206A220031

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. ED GEPA427 Form	e6
<i>Attachment - 1 (EMU_Javits_Proposal_GEPA1007506505)</i>	e7
3. Grants.gov Lobbying Form	e10
4. Dept of Education Supplemental Information for SF-424	e11
5. ED Abstract Narrative Form	e13
<i>Attachment - 1 (EMU_Javits_Proposal_Abstract1007506504)</i>	e14
6. Project Narrative Form	e16
<i>Attachment - 1 (EMU_Javits_Narrative1007506512)</i>	e17
7. Budget Narrative Form	e70
<i>Attachment - 1 (EMU_Javits_budnarr1007506507)</i>	e71
8. Project Objectives and Performance Measures Information	e73
9. Form ED_524_Budget_1_4-V1.4.pdf	e81
10. Form ED_Evidence_2_0-V2.0.pdf	e84

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="04/11/2022"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
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State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name:

* 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="200 Boone Hall"/>
Street2:	<input type="text" value="Office of Research Development and Administration"/>
* City:	<input type="text" value="Ypsilanti"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="MI: Michigan"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="481972212"/>

e. Organizational Unit:

Department Name: <input type="text" value="School of Social Work"/>	Division Name: <input type="text" value="CHHS"/>
--	---

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="Angie"/>
Middle Name: <input type="text" value="M"/>	
* Last Name: <input type="text" value="Mann-Williams"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

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

* 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

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

Matter of Equity 2.0: Closing the Excellence Gap in Southeast Michigan

Attach supporting documents as specified in agency instructions.

Add Attachments

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Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

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

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

EMU_Javits_Proposal_GEPA1007506505.pdf

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Meeting the General Education Provisions Act (GEPA) Section 427 Requirements

Eastern Michigan University (EMU) addresses the need for and value of fostering an inclusive and diverse culture via a myriad of programs, some of which extend from a detailed campus-wide study to assess the campus racial climate. The Commission began by identifying existing efforts that have succeeded in strengthening the climate of inclusivity and making recommendations for improvements. Commencing its mission in January 2017, the President's Commission on Diversity and Inclusion assumed the charge of developing recommendations that set a template for institutional diversity, equity and inclusion at Eastern Michigan University. In pursuing its work, the Commission envisioned a University that:

- Ensures the well-being and empowers the voice of all members of the university community;
- Integrates diversity, equity and inclusion as a threaded strategic imperative of all dimensions of institutional excellence;
- Eliminates process, structural and systemic barriers to achieving institutional diversity, equity and inclusion;
- Implements a coordinated accountability driven, continuous improvement model of programming, staffing and operations; and
- Leverages its historical legacy, its geographic positioning in southeastern Michigan, and its institutional strengths to position itself for 21st Century leadership in transforming the region and the nation.

The Commission abides over specific requirements related to diversity and inclusion, including campus climate assessment biennially; holding a period Institutional Diversity Audit; development of an Accountability Driven Performance Evaluation System; and development of a

Diversity Impact Analysis, all of which continue to demand institutional accountability. Additionally, the Commission oversaw the creation of an Office of Diversity, Equity and Inclusion, which is now established and a Chief Diversity Officer has been named. These labors are complimentary to other institutional efforts such as guidance in hiring activities to meet affirmative action goals, monitoring of recruitment to ensure compliance with policies and procedures, federal and state laws and collective bargaining agreements, and conducting trainings and workshops on affirmative action, equal opportunity employment and diversity issues, discrimination, harassment, and fair employment practices.

Specific to this work, the proposed project (*Matter of Equity 2.0*) is highly researched and data-driven, with substantial research on the unequal access and underrepresentation of students from diverse racial, ethnic, gender and disability populations in gifted programs. The teachers and support services staff recruited to participate in the MoE 2.0 SI will be chosen based on their direct contact with concentrations of the underrepresented populations this project seeks to support. Given that greater than 80% of the Detroit population is comprised of Black and Hispanic persons and 86% of children receive free or reduced lunch, all educators and support services personnel in the area likely serve students from underrepresented populations.

The proposed project is entirely focused on access to equal and quality education for gifted and talented students, often underrepresented in the K-12 and postsecondary environment. A priority goal of the project is to train personnel in the identification and education of gifted and talented students with disabilities. The intensive professional development program will involve teacher professional development covering giftedness topics, pedagogical strategies, and tools. The program further prioritizes identification of appropriate provision of services for this defined population of students with disabilities. This education is specifically designed for support

services staff (including social workers, psychologists, and counselors) covering general giftedness topics and profession specific knowledge and skills.

To ensure equitable access to all professional development attendees, including teachers and support service staff, the following procedures will be followed:

1. Gather pre-professional development information from attendees to ensure that any necessary accommodations can be met during the professional development series. These include but are not limited to accessibility accommodations, ASL interpreters, ability to access food, ability to stand up and walk around during presentations, scribes, braille or large print, instructions in written form, note taker, ingredients listed on shared foods, meeting agenda ahead of time, additional time on timed activities, and visual timers.
2. All grant related intensive professional development program sessions will be held in facilities that meet the American with Disabilities Act (ADA) requirements for accessible and compliant facilities. Should attendees need further accommodations to ensure access, a plan will be developed by the grant team to meet the attendees needs.
3. EMU, along with all project partners, will aim to identify professional development attendees in a manner that maximizes diversity and equity. Additionally, our professional development attendees will mirror the community in which they serve in terms of diversity.
4. Attendees will receive a stipend for attending the professional development series to honor their time and to limit any financial barriers related to participating in the intensive professional development program.

EMU and all project partners will ensure equitable access and the intentional removal of barriers to participation for the entirety of the professional development series. These strategies are aimed at fully embracing diversity, equity, inclusion, and justice at all levels of the grant work.

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 Eastern Michigan University	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Ms	* First Name: Erica Middle Name: L
* Last Name: Goff	Suffix:
* Title: Dir Off of Resrch Devel (ORD)	
* SIGNATURE: Erica L Goff	* DATE: 04/11/2022

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

1. Project Director:

Prefix: Ms	* First Name: Angie	Middle Name: M	* Last Name: Mann-Williams	Suffix:
---------------	------------------------	-------------------	-------------------------------	---------

Project Director Level of Effort (percentage of time devoted to grant): 17

Address:

* Street1:	Social Work
Street2:	2060
* City:	Ypsilanti
County:	Washtenaw - MI
* State:	MI: Michigan
* Zip Code:	481970000
Country:	USA: UNITED STATES

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

* Email Address:
[REDACTED]

Alternate Email Address:
[REDACTED]

2. New Potential Grantee or Novice Applicant:

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

Yes No

3. Qualified Opportunity Zones:

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

4. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #(s), if available:

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

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Abstract

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

1. Abstract Requirements

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

For research applications, abstracts also include the following:

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

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

You may now Close the Form

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

* Attachment:

Title: *Matter of Equity 2.0: Closing the Excellence Gap in Southeast Michigan*

Project Objectives and Activities:

Matter of Equity 2.0 (MoE 2.0) is ready to be a catalyst for greater change for gifted and talented youth in Southeast Michigan, centering the students most often left out of the conversation - those that are racially/culturally marginalized, economically disadvantaged, English language learners (ELL) and students with disabilities (2e). The proposed project includes three overarching components: *PD for Teachers to Increase Identification and Education of 2e Students*; *PD, Coaching and Enhanced Capacity for Support Services Staff to Increase Identification of and Provision of Services to 2e Students*; and *PD to Promote Equity in Student Access to Educational Resources & Opportunities*. All PD for teachers through the MoE 2.0 will include a curriculum focused on strengths-based instructional strategies and interventions leading to increased identification and more effective education of 2e students. The Support Service Staff (including school counselors, social workers and psychologists) will have their own track during PDs focusing on knowledge of assessment tools, theoretical frameworks, and skills to address the unique social and emotional needs of gifted and 2e students to adequately prepare them to identify and serve 2e students.

Absolute Priority:

The MoE 2.0 will provide targeted and deeper support as DPSCD begins implementation of a newly approved Gifted & Talented Education (GATE) Program to ensure it remains equity centered through targeted professional development, coaching, and staffing support (Pathway A). Through this partnership, the MoE Staff will be pivotal in DPSCD succeeding in the more equitable identification of, and provision of services to, gifted and talented students, including economically disadvantaged, ELL, and 2e students, within the district. Secondly, MoE 2.0 will

extend their successful professional development model to other school districts in Southeast Michigan by utilizing existing professional development systems through the Intermediate School Districts (ISDs), beginning in Wayne County, in order to to further expand equitable identification and services of gifted and talented students (Pathway B).

Applicable Competitive Preference Priorities:

Matter of Equity 2.0 will meet Competitive Preference Priorities 1, 2, and 3.

PRIORITY 1: Training Personnel in the Identification and Education of Gifted and Talented Students Who are Children with Disabilities. PRIORITY 2: Identification of, and Provision of Services to, Gifted and Talented Students Who are Children with Disabilities. PRIORITY 3: Promoting Equity in Student Access to Educational Resources and Opportunities.

Proposed project outcomes: The primary outcomes are as follows:

- Increased participation of and robust services for the underrepresented/underserved groups (including economically disadvantaged, ELL, and 2e students), in gifted programming in DPSCD and other school districts in Wayne ISD
- Increased teacher and support services staff capacity to understand and serve gifted learners.

A mixed method design will be used to evaluate the impact of MoE 2.0 from multiple angles: an in-depth, contextualized approach derived from qualitative methodology and the predictive power of rigorous statistical research.

Proposed project partners:

Detroit Public School Community District (DPSCD) and Wayne RESA Intermediate School District

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

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Matter of Equity 2.0: Closing the Excellence Gap in Southeast Michigan

A MATTER OF EQUITY



A Collective Impact Approach to Promoting Equity in the Identification of and Provision of Services to Gifted and Talented Students in metropolitan Detroit

**Application for a new grant under the
Jacob K. Javits Gifted and Talented Students Education Program
of the U.S. Department of Education**

TABLE OF CONTENTS

INTRODUCTION & PROJECT CONCEPT1

(A) NEED FOR THE PROJECT.....5

(B) QUALITY OF PROJECT DESIGN7

 (1) Goals, objectives, & outcomes.....7

 (2) Needs of the target population or other identified needs.....10

 (3) Designed to build capacity and yield results that will extend.....12

 (4) Up-to-date knowledge and (5) Supported by promising evidence.....13

 (6) Performance feedback and continuous improvement.....20

(C) QUALITY OF THE MANAGEMENT PLAN22

 (1) The adequacy of the management plan.....22

 (2) The adequacy of procedures for ensuring feedback and continuous improvement....27

 (3) Time commitments are appropriate and adequate.....27

(D) QUALITY OF PROJECT SERVICES.....27

 (1) Quality and sufficiency of strategies for ensuring equal access and treatment.....27

 (2) Likely impact of the services to be provided by the proposed project.....28

(E) QUALITY OF PROJECT PERSONNEL29

 (1) Encourages applications for employment from groups underrepresented.....29

 (2) Relevant training and experience.....31

(F) ADEQUACY OF RESOURCES34

 (1) Budget is adequate to support the proposed project.....34

 (2) The extent to which the costs are reasonable in relation to the objectives.....34

 (3) Costs are reasonable in relation to the number of persons to be served.....34

INTRODUCTION

With a bold vision and collective determination, the original Matter of Equity (MoE) program (see Appendix A) succeeded in making real change for gifted and talented students in the Detroit Public School Community District (DPSCD). Building on the established, highly successful public-private partnership MoE model, Matter of Equity 2.0 (MoE 2.0) is ready to be a catalyst for greater change for gifted and talented youth in Southeast Michigan, centering the students most often left out of the conversation - those that are racially/culturally marginalized, economically disadvantaged, English language learners (ELL) and students with disabilities (2e). MoE 2.0 offers a robust, evidence-based vision and practical roadmap to expand the scope and scale of the foundational work and create sustainable systemic change, all in alignment with the Jacob K. Javits funding program priorities.

Eastern Michigan University, partnering with The Roeper Institute, Grand Valley State University and Wayne State University will lead the extension of the original project. The MoE 2.0 builds from the original MoE project in two ways. First, the MoE 2.0 will provide targeted and deeper support as DPSCD begins implementation of a newly approved Gifted & Talented Education (GATE) Program to ensure it remains equity centered through targeted professional development, coaching, and staffing support (Pathway A). Secondly, MoE 2.0 will expand to other school districts in Southeast Michigan by utilizing existing professional development systems through the Intermediate School Districts (ISDs), beginning in Wayne County (Pathway B). We know from our work with DPSCD that awareness and education is the first step to more meaningful change, and we are prepared to ensure this momentum builds and expands to impact even more students in Southeast Michigan.

PROJECT CONCEPT

The proposed project includes three overarching components: PD for Teachers to Increase Identification and Education of 2e Students; PD, Coaching and Enhanced Capacity for Support Services Staff to Increase Identification of and Provision of Services to 2e Students; and PD to Promote Equity in Student Access to Educational Resources & Opportunities.

1) PD for Teachers to Increase Identification and Education of 2e Students (Priority One):

MoE 2.0 will meet Priority 1 with implementation of the combined annual Summer Institute (SI) and academic-year professional development for teachers starting in Wayne RESA ISD (including DPSCD), expanding to other ISDs in subsequent years (Pathway B) as well as deeper work with targeted teachers in DPSCD (Pathway A). All PD through the MoE 2.0 will include a curriculum focused on strengths-based instructional strategies and interventions leading to increased identification and more effective education of 2e students. This curriculum will be developed and continually improved based on ongoing project evaluations and evidence-based best practices, discussed further in the *up-to-date knowledge and supported by promising evidence* section.

Pathway A: Project activities will begin in earnest at the beginning of the 22-23 school year to allow for intensive work with DPSCD staff as they launch their GATE program, including scheduled monthly support meetings and as circumstances allow, twice annual in person meetings. Year 2 will replicate the same arrangement with continued coaching and support to DPSCD staff to increase their capacity, responding to district priorities within their GATE program roll out. Year 3 will mark a pivotal point for this work with DPSCD. With two summers of DPSCD faculty trained in the SI, a more concentrated coaching effort will be provided for district-identified schools/classrooms to implement specific strategies that will

benefit underidentified/underserved gifted and talented students, especially 2e students. Years 4 & 5 will continue in this pattern, with one noteworthy addition. As DPSCD continues to align their practices with the district-wide GATE plan, training and assistance will be provided on utilizing cluster grouping to better serve identified gifted populations.

Pathway B: Year 1 begins with adequate planning time to ensure time to finalize curriculum and determination of maximum impact before recruitment and selection of attendees for the first Summer Institute. Bi-monthly meetings with the Advisory Board will begin for input on best practices and current research to incorporate into the curriculum. During the summer of Year 1, the first one-week SI will be offered for teachers in the Wayne RESA ISD, including DPSCD, 45 participants total. Members from the original MoE cohort of teachers will be incorporated as peer trainers. From the new cohort, an equitable process will be utilized to choose 5 teachers to become peer-to-peer trainers for the following year.

In addition to the Year 1 activities, in Year 2 the SI attendees will continue participation in the PLC, including three academic-year PD opportunities to deepen their learning and to respond to successes and challenges implementing what they learned during the summer. The 5 peer-to-peer trainers will receive enhanced leadership training and mentorship as they design their own training module. Updates to the SI curriculum will occur based on Year 1 evaluations and input, and the design will be modified to incorporate the peer-to-peer training modules. Years 3, 4 & 5 will continue these activities but the Summer Institute and Professional Learning Community will expand to include other ISDs in Southeast Michigan (for example Oakland, Macomb and/or Washtenaw counties).

2) PD, Coaching & Enhanced Capacity for Support Services Staff to Increase Identification of and Provision of Services to 2e Students (Priority 2): MoE 2.0 will meet

Priority 2 with the inclusion of Support Services Staff (including school counselors, social workers and psychologists) in the annual Summer Institute and academic-year PD opportunities explained above (Pathway B) and more targeted work with DPSCD to integrate gifted identification in existing structures. In all PDs, the Support Service Staff will have their own track focusing on knowledge of assessment tools, theoretical frameworks and skills to address the unique social and emotional needs of gifted and 2e students to adequately prepare them to identify and serve 2e students. These strategies are discussed further in the *up-to-date knowledge and supported by promising evidence* section.

Pathway A: Intentional support will be provided to DPSCD staff to ensure the integration of gifted students as they expand their Multi-Tier Systems of Support (MTSS) program district wide. Capacity will also be added to data coordination so the District can successfully administer both qualitative and quantitative assessments, increasing the likelihood 2e students are identified.

Pathway B: Support services staff will be included in the project activities described above in the Pathway B section including targeted recruitment, sufficient planning for curriculum and delivery of the Summer Institute and academic-year PD opportunities.

3) PD to Promote Equity in Student Access to Educational Resources & Opportunities

(Priority 3): MoE 2.0 will meet Priority 3 by providing professional learning to all MoE participants that focuses on better identifying and serving underrepresented gifted populations. Research supports the ability for high-quality culturally responsive professional learning focused on students strengths to combat inequity and begin closing the gaps in access and opportunity, and all professional development topics during the SI and academic-year PD will be conducted with an equity lens (Lee, 2017) (Pathway B). The MoE 2.0 will also make it possible to conduct

intensive work with DPSCD that will increase knowledge and capacity to ensure equity is centered in all processes and procedures in their GATE program (Pathway A).

(A) NEED FOR THE PROJECT

In 2016, the Fordham Institute assessed each state for how they attend to any accountability measures for high achieving students. Only five states earned zero stars out of four, meaning they explicitly or implicitly discourage schools from focusing on their brightest students. Michigan was one of those five (Petrilli, 2016). Even more pressing, there is a need for concentrated investment in educational equity for students in Detroit, Michigan. A fervent wealth gap plays out in a city where 77.1 % of the population is Black and another 7.7.% is Hispanic-Latino. Economic well-being in Wayne County (Table 1), while slightly higher due to the presence of a few wealthier communities, still falls substantially below state averages. In such a racially- and economically-divided area, and with a state legislature offering sparse support for gifted education, it is unsurprising that little to no attention has been paid to gifted and talented children in Southeast Michigan. While 69.1% of high-poverty schools in the country offer gifted programming, in the whole state of Michigan, only 4.8 % of high-poverty schools offer a gifted and talented program (Yaluma & Tyner, 2018). Yet we know gifted students exist in every school and district, and these children, like all children, deserve an opportunity to reach their potential.

Table 1. Demographic Data on Detroit and Wayne County

	Median Household Income	% of population with 4 year degree	Students on Free and Reduced Lunch
Detroit, Michigan	██████	16.4%	85.6%
Wayne County	██████	30.3%	65.2%

*data from <https://datacenter.kidscount.org/data>

Building on Promising Practices. Five years ago, the Roeper Institute took stock of this enormous need and heeded an internal call to be part of the solution in increasing educational equity for gifted and talented students. After concentrated relationship building with key stakeholders in the educational landscape in Detroit, a successful case was made for the inclusion of the needs of gifted and talented students in the larger efforts to advance educational equity in Detroit, and so the Roeper Institute applied for and received an Educational Leadership Award matching grant from The Edward E. Ford Foundation to seed an unusual public-private collaboration for advancing the cause. A Matter of Equity was created to provide intensive education and training in evidence-based best practices for identifying and serving economically disadvantaged and racially/culturally marginalized high-potential students in the Detroit Public Schools Community District, a public school district serving 50,000 students. The original MoE project successfully launched a Professional Learning Community (PLC) in DPSCD, first with an intensive cohort of teachers and, proving its responsiveness and flexibility both with COVID and newly revealed needs, expanded education to principals and finally to school counselors and psychologists. Additionally, in part as a result of this project, DPSCD was able to create a robust district-wide GATE plan and succeeded in securing Board approval for its implementation.

Looking Towards the Future. The groundwork has been laid, the partnerships have been built, but the work is not finished and, in fact, it is at a critical point. DPSCD is at the precipice of deeper and more sustainable change as the 22-23 school year will mark the beginning of implementation of their GATE program. In the context of the educational landscape in the state of Michigan, including the lack of funding or support for gifted and talented education, both Pathways in this project are part of a grassroots movement to elevate the needs of gifted and talented students, with a laser focus on traditionally underidentified and underserved students

who overwhelmingly cannot access the small number of public programs or expensive private options. Through the DPSCD partnership, The MoE project confirmed that the first step in this process is to raise awareness about the exceptional needs of gifted and talented students and to elevate the message that refusal to serve gifted and talented youth is NOT a neutral proposition. Expanding the PLC of teachers, administrators, and other support staff who center the needs of these students is an essential step for underserved gifted and talented students in SE Michigan, and in particular, 2e, economically disadvantaged, racially/culturally marginalized and English language learners.

(B) QUALITY OF PROJECT DESIGN

(1) Goals, objectives, & outcomes: In compliance with selection criteria for this award, the goals, objectives and outcomes for the MoE 2.0 project are clearly outlined below, ensuring that all outcomes can be measured.

Priority 1:

Pertaining to Pathway B	
Objective 1.1: Plan the Matter of Equity intensive Summer Institute and academic-year professional development sessions for teachers covering giftedness topics, pedagogical strategies and tools, with a focus on 2e students.	Performance Measure Outcome 1.1.a: Revise and plan the professional learning sessions annually and before and during delivery for rapid response.
Objective 1.2 Deliver the Matter of Equity intensive Summer Institutes and academic-year professional development sessions for teachers covering giftedness topics, pedagogical strategies and tools, with a focus on 2e students.	Performance Measure Outcome 1.2.a: Increase teacher capacity to understand equity in the identification and service of 2e learners. Performance Measure Outcome 1.2.b: Evaluate growth of teacher confidence to implement strength-based, inquiry-driven differentiated instruction.
Objective 1.3: Create opportunities for SI teacher attendees to take on leadership roles	Performance Measure Outcome 1.3.a: MoE 2.0 team will use equitable practices to

<p>mentoring and training other district personnel with regards to giftedness and 2e students.</p>	<p>identify 5 educators at each SI to create opportunities for peer coaching at future SIs and in other capacities after recommendation to administrators. Performance Measure Outcome 1.3.b: Modify summer PD to effectively use peer-to-peer training model in subsequent summers.</p>
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<p>Pertaining to Pathway A</p>	
<p>Objective 1.4: Provide advanced support for campuses in DPSCD that have had at least 10 teachers attend a SI in order to improve the opportunities for underrepresented students, especially the twice exceptional, to experience advanced academic opportunities.</p>	<p>Performance Measure Outcome 1.4.a: Increase number of campuses with classrooms/teachers providing strengths-based instruction during open-ended, inquiry-driven lessons/units as a result of collaboration with the MoE team.</p>
<p>Objective 1.5: Once DPSCD has solidified its identification practices and procedures, assist in developing systems and structures district wide to incorporate equitable grouping practices into schools to increase student achievement.</p>	<p>Performance Measure Outcome 1.5.a: Increase number of schools utilizing cluster grouping to more equitably serve advanced learners in general education classrooms.</p>

Priority 2:

<p>Pertaining to Pathway B</p>	
<p>Objective 2.1: Plan the Matter of Equity intensive SIs and academic-year professional development sessions for support services staff (including social workers, psychologists and counselors) covering general giftedness topics and profession specific knowledge and skills.</p>	<p>Performance Measure Outcome 2.1.a: Revise and plan the professional learning sessions annually and before and during delivery for rapid response.</p>
<p>Objective 2.2 Deliver the Matter of Equity intensive SIs and academic-year professional development sessions for support services staff covering general giftedness topics and profession specific knowledge and skills, with a focus on 2e students.</p>	<p>Performance Measure Outcome 2.2.a: Support services staff report increased knowledge of screening tools and use of existing student data that are effective in identifying 2e students. Performance Measure Outcome 2.2.b:</p>

	Evaluate growth of support services staff confidence in utilizing strength-based interventions to meet the social and emotional needs of 2e students.
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Pertaining to Pathway A	
Objective 2.3: Increase the number of gifted and talented students with disabilities screened and newly identified in DPSCD.	<p>Performance Measure Outcome 2.3.a: : Increased number of 2e students identified for gifted and talented services.</p> <p>Performance Measure Outcome 2.3.b: Interview key personnel to determine how increased data coordination capacity has increased the ability to identify 2e students using qualitative assessments.</p>
Objective 2.4: Act as a partner with DPSCD administrators and support services staff in the rollout of their district wide implementation of MTSS (Multi-Tiered Systems of Support) to promote the inclusion of gifted and 2e students in its practice.	<p>Performance Measure Outcome 2.4.a: Implement focus group interviews with administrators and support services staff to determine the extent to which training and increased capacity with data coordination increased the identification of gifted students that also qualify for special education or 504 services.</p>

Priority 3:

Pertaining to Pathway B	
Objective 3.1: Increase the number of teachers that understand and better serve diverse gifted learners (including 2e, English language learners, racially/culturally marginalized and/or economically disadvantaged) by delivering teacher professional development on skills and methods that best address this population.	<p>Performance Measure Outcome 3.1.a: Evaluate growth of teacher knowledge and preparation to implement inquiry-driven instruction that leverages student voice, technology, culturally responsive teaching practices, and authenticity to address learner variability.</p> <p>Performance Measure Outcome 3.1.b`: Expand teacher perceptions of students who are gifted from underrepresented groups using pre- and post- assessments.</p>

Pertaining to Pathway A	
<p>Objective 3.2 Improve identification and access to opportunities for students in DPSCD from traditionally underserved populations.</p>	<p>Performance Measure Outcome 3.2.a: As a result of intensive support/partnership with MoE experts, DPSCD reports increased ability to more equitably identify gifted and talented students using quantitative and qualitative measures.</p> <p>Performance Measure Outcome 3.2.b: Increased number of underrepresented students identified for gifted and talented services.</p>

Pertaining to Pathways A & B	
<p>Objective 3.3: Identify opportunities for networking and collaboration with other DPSCD, Wayne County, and regional projects and groups working on educational equity research and advocacy.</p>	<p>Performance Measure Outcome 3.3.a Create a strategic plan for sustainable implementation beyond the grant period.</p> <p>Performance Measure Outcome 3.3.b On an annual basis, increase the number of schools and districts utilizing the Roeper Institute as a resource to begin or deepen identification and service to underserved gifted and talented students.</p>
<p>Objective 3.4: Disseminate project findings from the MoE 2.0 to share successful strategies with a wider audience.</p>	<p>Performance Measure Outcome 3.4.a Make nationally available the professional development training materials and curricula used via conferences, workshops, and publications.</p>

(2) Needs of the target population or other identified needs: Given the absence of gifted education mandates, funding, and training for education professionals in Michigan, introducing knowledge about gifted and talented students and making the case for addressing their needs are essential first steps to true educational equity for the target population. It is well documented in gifted research that not serving gifted and talented students has negative consequences. Dropout rates are one marker of the negative impacts of the underidentification and lack of adequate

education for gifted students and these rates are exacerbated by race and income (Renzulli & Park, 2000). Gifted and 2e students are believed to be at risk of experiencing depression, anxiety, anger/frustration, irritability, failure-avoidance behavior, and low self-esteem (Reis, Neu, & McGuire, 1995; Rimm, 1995). This is heightened for gifted and 2e students of color. Blaas (2014) noted “cultural factors result in additional social strains, resulting in peer rejection within the individual’s cultural circle, and loss of cultural identity of the individual. (p. 250)”

Through extremely intentional planning, experts in the gifted and talented field developed the original MoE project around the actual needs of DPSCD and the Detroit educational landscape it inhabits. MoE design and training partners were selected based on their content expertise, practical experience working with students and educators in schools with large underserved populations, and proclivity to design a program **informed by the specific needs and sustaining capacity of DPSCD**. The PD Design Team spent a full year researching the history of and contemporary educational landscape in Detroit, met with administrators to understand their concerns and hopes, and visited classrooms and teachers in the host schools--all in an effort to ensure successful design and training. Evidence from the MoE evaluation reflects the success of this philosophical and strategic approach. MoE 2.0 expands on this evidence-based, proven curriculum in two important ways. First, it increases the focus on strategies and techniques particularly successful in identifying and serving 2e students. These strategies are discussed further in the *up-to-date knowledge and supported by promising evidence* section. Second, it permits more intensive and concentrated professional development and coaching in DPSCD as they roll out their GATE and MTSS programs. As the district is able to identify particular areas of focus and strategic ways to add depth to this initiative, MoE 2.0 staff are prepared to work directly with teachers to increase their capacity to use evidence-based

strategies to greatly impact gifted students in their classrooms, and 2e students in particular, ultimately benefiting all students they teach.

In addition, the timing of this investment makes its success all the more likely for a number of important reasons. At the time of this Javits grant application, the partnerships developed during the original Matter of Equity project are in place and very strong. The MoE staff is committed and represents a breadth and depth in: gifted and talented expertise, including 2e children; Tier 1 research and evaluation capacity; and understanding and experience with navigating the Detroit and tri-county educational landscape. Many of these experts were involved in the original MoE, providing proof of continued commitment to children in Detroit. Perhaps most importantly, creating a relationship with DPSCD has been essential so that all activities are informed, responsive, and effective and that relationship is strong and thriving. From all partners currently invested in this project, there is an intense commitment to ensure a foundation of equity in design and implementation. Finally, there is a unique opportunity to build best practice at the ground level as DPSCD rolls out its GATE program and to embed a G&T perspective and tools directly into the district-wide implementation of their MTSS program.

(3) *Designed to build capacity and yield results that will extend:* This project is intentionally designed to yield results that will extend beyond the grant. Creating new leadership capacity in gifted and talented education in DPSCD and the wider SE Michigan area is critical to this goal. Incorporating a train-the-trainer model into our SI will help to build this capacity. Each summer, the MoE training team will identify promising new leaders from the attendees to invite further training so they can lead in their districts and at subsequent SIs. In addition, we are uniquely positioned to play a role from the very beginning in the rollout of both DPSCD's GATE program as well as their MTSS program. Building policies and procedures from inception that center

equity and consider underserved populations in practice will prevent diversion of resources for later “fixing”. All coaching and training in DPSCD will be done with the express goal of building their internal capacity to continue this work. Finally, SI participant involvement in the wider SE Michigan area will provide a personal introduction to the Roeper Institute as an ongoing community resource as they expand identification and education of gifted and talented students in their own districts and schools.

(4) Up-to-date knowledge and (5) Supported by promising evidence: Support for the proposed project is demonstrated by research meeting What Works Clearinghouse (WWC) standards and the promising evidence tier of practices threshold. These evidence-based techniques, more fully described below, will be shared with participants during both the SI and academic-year PD opportunities (see Appendix B for overview of modules). In addition, more specific and directed instruction and coaching will be provided to teachers and support services staff in DPSCD. These techniques fall into three main categories: Leveraging Tiers of Intervention, Instruction (Strengths-Based, Talent-Focused Philosophy, Inquiry-Driven, and Differentiation) and Supporting Social, Emotional, and Academic Needs of Twice Exceptional Students.

Leveraging Tiers of Intervention

Data-driven decision making is imperative when determining which tier or level of intervention a student needs. Data is used to measure a student’s progress toward achievement of curricular benchmarks. Screening occurs to determine if scaffolding within the classroom is enough to meet the needs of the student or if a more intensive intervention outside the classroom is needed. Schoolwide screening and classroom monitoring are tools to help make informed instructional decisions. Tiers of intervention should also be used to meet the needs of gifted students to prioritize their learning as well so this is a priority curriculum component for both

teachers and support services staff.

Teacher role. In order to successfully implement school-wide interventions for all students, including the gifted, the teacher plays a key role as the first level of intervention is usually in the classroom. Use of evidence based practices with both the curricula and interventions are essential for teachers to better understand their students' progress. Teachers must be trained in high-quality, evidence-based interventions and use of assessments as this will increase academic achievement and meet the needs of the majority of their students (Hoover & Love, 2011). Additionally, the teacher's interpretation and use of data from a variety of formative and summative assessments and instructional interventions must meet the needs of students that are outperforming subject area benchmarks. Therefore, the teacher is responsible for applying intervention procedures with fidelity in order for the student's academic needs to be met appropriately. More specifically, adult support is invaluable to 2e students, so teachers must be trained in understanding 2e students in order to know how to support them within the classroom (Ronksley-Pavia, 2019). Given that disabilities can mask giftedness and vice versa (Baum et al., 2014), determining the correct intervention can be challenging for the classroom educator when a student displays higher intellectual capacity than they are able to demonstrate on assignments. Without proper training, teachers may miss the true abilities of a 2e student. Foley-Nicpon and Kim (2018) recommend additional professional development to improve services for 2e learners to help teachers understand a strengths-based perspective and the multifaceted needs of this unique group of learners. Lastly, a culturally responsive lens can increase the impact of classroom interventions. Lee (2017) explains the value of incorporating diverse funds of knowledge and culturally inherited ways of navigating the world to the classroom environment. MoE trainers seek to help teachers leverage this knowledge in their diverse learners to situate

learning in a more connected and meaningful environment that fosters advanced thinking and problem solving.

Support Services Role. A student who struggles in the classroom despite interventions might be referred to a more targeted intervention within the school. Support services staff play a critical role in helping to identify twice exceptional students; Foley-Nicpon (2020) points to the formation and implementation of a multidisciplinary team as a mechanism to identify and support 2e students, highlighting the need for all staff to deepen their knowledge and skill set. Barnard-Brak et al., (2015) examined data from special education populations across the country and found 9.1% of children who have disabilities nationally might be identified as gifted or academically advanced. Only 11% of these students were participating in gifted programs. The proposed project will increase the ability of support services staff to utilize existing special education data in identifying potential gifted 2e students.

Both MoE 2.0 pathways will include knowledge of quantitative and qualitative assessment options, knowing that when 2e students have their gifts and talents acknowledged and receive accommodations for their areas of weakness, these students experience an increase in motivation, self-esteem, self-efficacy, and commitment to learning (Barnard-Brak et al., 2015). The National Association of Gifted Children (2022) states that testing provides an objective and systematic way for identifying gifted children but offers caution in these tools being utilized in isolation as “tests often exclude underserved gifted students who are English Language Learners (ELLs), disabled, or from minority or low-income backgrounds.” A more nuanced process must be utilized to properly identify 2e kids which involves quantitative data in standardized test scores and qualitative data in the form of student interviews (Nicpon-Foley, 2015). Rizza & Morrison (2007) suggest examining subscale scores of assessment measures to identify areas of

strengths and weakness.

Instruction

There are several instructional techniques that have proven successful when serving gifted and 2e students. Each strategy is useful on its own but combined are even more powerful in their ability to help gifted and 2e students reach their full academic potential (Baum et al., 2021). By training teachers on each of these instructional skills and then demonstrating how they can all be used within the same classroom, MoE 2.0 will set gifted and 2e students up for academic success.

Strengths-based, Talent-focused Philosophy

The most prevalent recommendation within the literature for educating students who are 2e is creating a strengths-based approach. This can be defined as “curricular and instructional approaches that are differentiated to align with students’ cognitive styles, learning preferences, and profiles of intelligences” (Baum, 2014, p. 312). This approach is the opposite of focusing first on the students' deficits. With a strengths-based approach students are supported first based on their giftedness. Unfortunately, students commonly are serviced based on their disability, without any focus on their strengths (Willard-Holdt, 2013). Using talent-focused instruction involves identifying and understanding a student’s advanced abilities and interests to provide learning opportunities within the curriculum that match. By leveraging both the strengths and talents of a student, the teacher is able to appropriately challenge them while scaffolding areas of struggle. This type of environment for learning produces gains in cognitive, emotional/behavioral, and social growth (Baum et al., 2021).

Inquiry-driven

Inquiry-driven learning refers to any of a number of constructivist-based approaches

which actively engage learners in questioning, learning, and practice to develop learners' skills and knowledge in meaningful ways. The constructivist standpoint holds that learning is not passive, but active. Therefore, pedagogical practices which deliberately involve learners in content selection, question generation, and overall meaning-making generate greater learning dividends. Specific dividends associated with inquiry learning include "intrinsic motivation, mastery-goal orientation, as well as flow" (Borovay et al., 2019, p. 95). Furthermore, in their study of high achieving students' perceptions of inquiry-driven learning, Borovay et al. (2019) noted that these students enjoyed participating in the process of determining the content in courses and felt more interested and successful with this type of learning.

In a study that showed moderate levels of effectiveness according to the WWC, Meyers et al. (2016) found a three year professional development focused on helping teachers implement inquiry-based learning and high-quality lesson design resulted in changed teacher instructional behaviors and increased student achievement. The results suggest training teachers in developing high-quality lessons creates a classroom environment where questioning promotes critical thinking and inquiry will cultivate complex thinking and knowledge construction. The proposed project includes a similar population of teachers from high poverty schools who will learn how to involve students as collaborating partners creating parts of the curriculum with teachers during in-depth study that allows students to explore areas of interest (Aulls & Shore, 2008). In order to teach in an inquiry-driven way, educators need training to facilitate students' exploration and experimentation with information on their own while still meeting (and exceeding when possible) the standards required by the school, district, or state.

Differentiation

Differentiated learning is a framework that addresses diverse learner needs through a

curriculum guided by clear learning goals, ongoing assessment, meaningful tasks, and flexible grouping in a student-focused learning environment. Differentiation occurs when teachers individualize what students are taught, the way students access learning materials, and how students demonstrate what they have learned (Trinter et al., 2015). Teachers rely on formative and summative data to flexibly group students as their understanding of a particular learning topic changes (Barrett-Zahn, 2019; Trinter et al., 2015). The differentiated learning approach positively influences students' self-esteem through tasks that are designed in a way that makes learning accessible, authentic, and collaborative for all students (Lawrence-Brown, 2004; Murray et al., 2004; Tomlinson, 2017).

In a study meeting WWC standards for promising evidence, Connor et al. (2009) examined student reading growth and how it varied by the degree to which teachers employed a specific differentiation program. The study is relevant to the proposed project as it occurred in a similar setting and population, a highly diverse urban district with high poverty. This differentiation program relied on assessments to group students. The authors recommend providing teachers training in how to use informal assessments to help educators make better informed decisions with activities being increased as student ability levels improve. The benefits of utilizing small groups include greater engagement, enhanced ability to ignore distractions, positive gains toward grade-level competencies and increases in social skills (Ardasheva et al., 2019). In addition, benefits to differentiation practices include meeting diverse student needs by adjusting the pace and types of instruction needed by individual learners (Tomlinson, 2017). In order to optimize learning for gifted students, teachers need practice providing meaningful and challenging learning experiences that take into consideration a student's background, culture, and/or area of disability (Weber et al., 2021). By utilizing differentiation practices, teachers can

meet each student at their learning level by addressing their learning needs and supporting them to reach the next level of understanding. Additionally, we know, based on results from the original MoE findings, that participants made a number of changes to their classroom practice as a result of their participation, including differentiated instruction, extended lessons, and student-centered lesson plans.

The MoE 2.0 project proposes that educators use these teaching philosophies together to best leverage student strengths and talents, while differentiating for individual student needs, providing inquiry-driven instruction when possible to maximize academic achievement. By providing professional development on each of these strategies and showing how they overlap and build on each other, teachers will be able to provide evidence-based strategies more often. Findings from the first implementation of the MoE project support this as the MoE program enhanced participants' confidence and capability to identify and serve gifted and talented/high-ability students, while ultimately benefiting all students in the classroom.

Supporting Social, Emotional, and Academic Needs of Twice Exceptional Students

School social workers, school psychologists, and counselors are uniquely positioned to support the needs of 2e students as they have specialized expertise in the areas of mental health, social and emotional learning, and child development. In addition to supporting teachers to meet the academic needs of 2e students, school social workers, guidance counselors, and psychologists can meet the social and emotional needs of students in a variety of different ways. According to Subotnik et al., (2011) psychosocial support provides a needed benefit to gifted learners as they work in increasingly advanced environments. Gifted students often experience asynchronicity in their social-emotional development that is even more pronounced in 2e learners (Josephson et al., 2018). Support services personnel in schools can

provide needed counseling support, psychoeducational groups, mindfulness, bibliotherapy, peer support, and executive functioning support to 2e students. There are also interventions that show promising evidence, according to WWC, in their ability to support the whole 2e student, including Positive Action (Positive Action, 2007). Positive Action uses a pattern of thoughts-actions-feelings by focusing on how positive thoughts lead to positive actions, and ultimately lead to a positive sense of self. This intervention focuses on the intellectual, social, and emotional areas of self, which lend well to meeting the needs of gifted and 2e students (Positive Action, 2007). Drawing from the success of the MoE program, this project will extend professional development to counselors, school social workers, and psychologists, increasing their confidence and capacity to identify and support gifted and 2e students.

(6) *Performance feedback and continuous improvement:* A mixed method design will be used to evaluate the impact of MoE 2.0 from multiple angles: an in-depth, contextualized approach derived from qualitative methodology and the predictive power of rigorous statistical research. The strength of this evaluation is a result of our comprehensive approach to analyze multiple sources of data quantitatively and qualitatively. We will use extant and project-collected data. First, we will use the extant documents and data from DPSCD. Second, we will design and administer pre-and post-test to collect both our baseline data and post-implementation data. The surveys will be designed to collect participants' level of knowledge, preparation, and confidence. Surveys will be administered annually. Statistical analyses will be performed on baseline (pre-test) and follow-up (post-test) repeated-measures data. Participants will serve as their own controls in this pre- and post-test, repeated-measures design. Descriptive statistics and parametric and non-parametric statistical analyses will be used to investigate the outcome measures. For

example, paired samples t-test will be used to assess whether there is a change in teachers' level of knowledge from pre- to post-assessment. Third, structured focus-groups and in-depth individual interviews with participants will take place annually. Interview questions will be derived from the goals of MoE 2.0. Qualitative data will be analyzed using thematic content analysis in which data is coded around similar concepts until categories are constructed to synthesize findings. Constant comparison method will be employed to analyze the qualitative data from focus groups and interviews during the iterative process of comparing and contrasting themes and concepts. The circumstances under which these themes occurred will be examined closely by at least two researchers to avoid researcher's bias. The finalized themes and subthemes with selected verbatim quotes from participants will be included in the annual report to provide information for tailoring of subsequent workshops and project activities. All of these analyses will be combined with quantitative analyses to provide a broadly and deeply explored, statistically sound, and descriptively rich portrait that addresses the project objectives.

The Detroit Education Research Partnership (DERP), a research center at the College of Education at Wayne State University, will provide data infrastructure and support for this project. Building on a five-year research and evaluation partnership with DPSCD, DERP staff will ensure that the Wayne State evaluation team has the appropriate approvals to acquire and use DPSCD administrative data for this project, collect new data in the form of surveys, interviews, and observations, and work with DPSCD staff to learn from the evaluation to inform program implementation. DERP maintains a student-level K-12 longitudinal dataset using administrative data on loan from DPSCD for use in collaborative research studies aligned with the district's strategic priorities. DERP will work with the DPSCD research and evaluation team to update data use agreements and acquire new data fields appropriate to this project. In addition, DERP

will conduct the initial data organization and cleaning tasks necessary for analysis and maintain appropriate data security procedures. DERP will also facilitate learning and evaluation meetings with DPSCD and program partners to ensure continuous improvement in the design and implementation of program activities.

All of this evaluation will be done in the context of continuous communication with DPSCD partners in order to provide ongoing support that remains responsive to the needs of teachers, administrators, and other school staff. Given the day-to-day realities of school districts, the MoE team's dedication to responsiveness requires that we listen with openness, creativity, and flexibility, all while maintaining a laser-focus on continuously improving the capacity of school personnel to identify and serve gifted and 2e students with equity as the goal.

(C) QUALITY OF THE MANAGEMENT PLAN

(1) *The adequacy of the management plan:* Careful consideration has been given to adequate coordination, planning, and staffing capacity to ensure both of these pathways are successful. The Associate Director of the Roeper Institute will serve as the Project Coordinator to coordinate all efforts so there is one central management mechanism, with Co-PIs responsible for their content area of expertise in training design and delivery. The Advisory Board and an Expert Advisor, composed of individuals intimately involved in the original MoE, will allow for diverse expertise to the SI design as well as more focused support for DPSCD as needed. Finally, Wayne State University has been engaged to conduct the research and evaluation activities.

The table below displays the timeline of project activities, project objectives, and team member(s) who will be primarily responsible for each task.

Table 2. Project Goals, Activities, Responsible Personnel, and Timeline

Key Activities and Milestones	Persons Responsible	22-23	23-24	24-25	25-26	26-27
Priority 1 Goal: Training Personnel in the Identification and Education of Gifted and Talented Students Who are Children with Disabilities						
Objective 1.1: Plan the Matter of Equity intensive SIs and academic-year professional development sessions for teachers covering giftedness topics, pedagogical strategies and tools, with a focus on 2e students						
1.1.a. Plan SI - Teacher Track	Co-Directors of Teachers	Sep-June	Sep-June	Sep-June	Sep-June	Sep-June
1.1.b. Plan academic-year PD sessions - Teacher Track	Co-Directors of Teachers	Sep-May	Sep-May	Sep-May	Sep-May	Sep-May
1.1.c. Meet with Advisory Board for input on curriculum plans for teachers	Co-Directors of Teachers	Bi-Monthly	Bi-Monthly	Bi-Monthly	Bi-Monthly	Bi-Monthly
1.1.d. Advertise, recruit, select SI teachers	Project Coordinator	Dec-June	Dec-June	Dec-June	Dec-June	Dec-June
1.1.d. Utilize evaluation data to continually improve professional development modules	Training Team	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
Objective 1.2: Deliver the Matter of Equity intensive SIs and academic-year professional development sessions for teachers covering giftedness topics, pedagogical strategies and tools, with a focus on 2e students						
1.2.a. Deliver week long SI - Teacher Track	Co-Directors of Teachers	Summer - Wayne RESA	Summer - Wayne RESA	Summer - Wayne RESA +	Summer - Wayne RESA +	Summer - Wayne RESA +
1.2.b. Deliver academic-year PD sessions - Teacher Track	Co-Directors of Teachers		3x/school year	3x/school year	3x/school year	3x/school year
1.2.c. Administer evaluations to measure success for this objective	Evaluator	Summer	May, Summer	May, Summer	May, Summer	May, Summer
Objective 1.3: Create opportunities for SI teacher attendees to take on leadership roles mentoring and training other district personnel with regards to giftedness and 2e students						

1.3.a Identify new participants each summer who show potential to become peer trainers in subsequent years.	Project Coordinator	Summer	Summer	Summer	Summer	
1.3.b. Meet with 5 peer trainers for leadership training/module coaching	Coaching Team	Sep-May	Sep-May	Sep-May	Sep-May	Sep-May
1.3.c. Modify summer PD to effectively use peer-to-peer training model.	Training Team		X	X	X	X
Objective 1.4: Provide advanced support for campuses in DPSCD that have had at least 10 teachers attend a SI in order to improve the opportunities for underrepresented students, especially the twice exceptional, to experience advanced academic opportunities.						
1.4.a. Meet with campus administrators and team leaders to determine the best plan for support.	Coaching Team			Ongoing	Ongoing	Ongoing
1.4.b. Provide ongoing, timely support for teachers to improve equitable, inquiry-based pedagogy	Coaching Team			Sep-May	Sep-May	Sep-May
1.4.c. Conduct campus-level PD	Coaching Team			Sep-May	Sep-May	Sep-May
Objective 1.5: Once DPSCD has solidified its identification practices and procedures, assist in developing systems and structures district wide to incorporate equitable grouping practices into schools to increase student achievement.						
1.5.a. Provide training and support to incorporate cluster grouping into DPSCD plans and procedures	Coaching Team				June-Sep	June-Sep
Priority 2 Goal: Identification of, and Provision of Services to, Gifted and Talented Students Who are Children with Disabilities.						
Objective 2.1: Plan the Matter of Equity intensive SIs and academic-year school year professional development sessions for support services staff (including social workers, psychologists and counselors) covering general giftedness topics and profession specific knowledge and skills, with a focus on 2e students.						
2.1.a. Plan SI - Special Services Track	Director of Special Services	Sep-June	Sep-June	Sep-June	Sep-June	Sep-June
2.1.b. Plan academic-year PD sessions - Special Services Track	Director of Special Services	Sep-May	Sep-May	Sep-May	Sep-May	Sep-May

2.1.c. Meet with Advisory Board and Expert Advisor for input on curriculum planning for Special Services Personnel	Director of Special Services	Bi-Monthly	Bi-Monthly	Bi-Monthly	Bi-Monthly	Bi-Monthly
2.1.d. Utilize evaluation data to continually improve professional development modules	Training Team		Ongoing	Ongoing	Ongoing	Ongoing
Objective 2.2: Deliver the Matter of Equity intensive SIs and academic-year professional development sessions for support services staff covering general giftedness topics and profession specific knowledge and skills, with a focus on 2e students.						
2.2.a. Deliver week long SI - Special Services Track	Training Team	Summer	Summer	Summer	Summer	Summer
2.2.b. Deliver academic-year PD sessions - Special Services Track	Training Team		3x/school year	3x/school year	3x/school year	3x/school year
2.2.c. Administer evaluations to measure success for this objective	Evaluator	Summer	May, Summer	May, Summer	May, Summer	May, Summer
Objective 2.3: Increase the number of gifted and talented students with disabilities screened and newly identified in DPSCD						
2.3.a. Hire and support Data Coordinator	Director of Special Services	By November	Ongoing	Ongoing	Ongoing	Ongoing
2.3.a. Conduct focus groups/interviews to collect data applicable to this objective	Evaluator	May	May	May	May	May
2.3.b. Utilize data to refine and revise training modules for continued growth in this area	Training Team		Ongoing	Ongoing	Ongoing	Ongoing
Objective 2.4: Act as a partner with DPSCD administrators and support services staff in the rollout of their district wide implementation of MTSS (Multi-Tiered Systems of Support) to promote the inclusion of gifted and 2e students in its practice.						
2.4.a. Meet with DPSCD GATE staff and other key personnel for support/coaching	Coaching Team/Expert Advisor	Sep-Jun	Sep-Jun	Sep-Jun	Sep-Jun	Sep-Jun
Priority 3 Goal: Promoting Equity in Student Access to Educational Resources and Opportunities.						

Objective 3.1: Increase the number of teachers that understand and better serve diverse gifted learners (including 2e, English language learners, racially/culturally marginalized and/or economically disadvantaged) by delivering teacher professional development on skills and methods that best address this population.						
3.1.a. Incorporate equity and culturally responsive practices in all training modules	Training Team	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
3.2.b. Administer evaluations to measure success for this objective	Evaluator	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
Objective 3.2: Improve identification and access to opportunities for students in DPSCD from traditionally underserved populations.						
3.2.a. Conduct focus groups to collect data applicable to this objective	Evaluator	May	May	May	May	May
3.2.b. Conduct annual review with DPSCD GATE director to measure success with this objective	Evaluator	May	May	May	May	May
Objective 3.3: Identify opportunities for networking and collaboration with other DPSCD, Wayne County, and regional projects and groups working on educational equity research and advocacy.						
3.3.a. Engage with relevant local, regional, and statewide education policy and advocacy organizations to highlight the MoE initiative and bring attention to gifted and talented students	Project Coordinator	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
Objective 3.4: Disseminate project findings from the MoE 2.0 to share successful strategies with a wider audience.						
3.4.a. MoE 2.0 key personnel and DPSCD partners distribute model and findings nationally via conferences	Training Team	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing

Personnel Key:

Co-Directors of Teachers: Kelly Margot, Chandra Floyd

Director of Special Services: Angie Mann-Williams

Training Team (TT): Angie Mann-Williams, Kelly Margot, Chandra Floyd, Sarah Miller

DPSCD Coaching Team (CT): Kelly Margot, Chandra Floyd

(2) *The adequacy of procedures for ensuring feedback and continuous improvement:* The key activities reflect the procedures for ensuring formative assessment is collected throughout the project that will be utilized to continuously improve the project. Having a dedicated person for research and evaluation ensures adequate resources to meet all of these evaluation goals and dedicated personnel hours to carry out the necessary procedures to ensure feedback and continuous improvement. The Project Coordinator and Evaluator will be in continuous contact to ensure there is an efficient means of getting evaluation results to the Training Team for use in improving subsequent activities.

(3) *Time commitments are appropriate and adequate:* The MoE 2.0 team has a structured management plan to ensure it delivers project objectives on time and within budget. Careful consideration has been given to the number of personnel hours needed to perform each of the project activities. The project coordinator will have continuous oversight of all personnel's activities and hours to ensure adequate resources.

(D) QUALITY OF PROJECT SERVICES

(1) *Quality and sufficiency of strategies for ensuring equal access and treatment:* There is substantial research on the unequal access and underrepresentation of students from diverse racial, ethnic, gender, and disability populations in gifted programs (Peters, 2022; Shores et al., 2020). In addition to a lack of access to gifted programs, these students also tend to underperform academically (Rutowski, Rutowski, & Plucker, 2012). In order to help these students reach their full potential, teachers must first learn to better identify unrealized potential by providing students access to advanced thinking and learning activities. The Matter of Equity 2.0 curriculum seeks to help teachers do just that. By better understanding the ways in which

talent is developed in these underrepresented groups, teachers can implement their own curriculum rife with opportunities for student growth.

One problem facing 2e students is that school psychologists, gifted specialists, and special education teachers have admitted they do not feel able to identify or teach these students (Foley-Nicpon et al., 2013). Students who are twice-exceptional have complex academic, psychosocial, and cognitive profiles that make it challenging for school personnel to accurately identify and provide intervention practices for them in schools. By providing training for support services personnel in schools that are most likely to serve these students already, MoE 2.0 will increase the number of 2e students being provided the academic challenge and support they deserve.

The teachers and support services staff recruited to participate in the MoE 2.0 SI will be chosen based on their direct contact with concentrations of the underrepresented populations this project seeks to support. Given that greater than 80% of the Detroit population is comprised of Black and Hispanic persons and 86% of children receive free or reduced lunch, all educators and support services personnel in the area serve students from underrepresented populations.

(2) Likely impact of the services to be provided by the proposed project: School personnel play a critical role as gatekeepers to the process of identification and can likewise bar access to challenging instruction. Many teachers and support services staff hold inaccurate beliefs and assumptions about gifted characteristics and behaviors. Professional learning, such as what will be addressed in the Matter of Equity 2.0 project, is an opportunity to strategically address these issues with targeted learning on the topic. Culturally sustaining pedagogy infused with understandings about children from diverse groups and disabilities will provide context for learning about the complexities of gifted children. These increased understandings will allow

teachers to create learning environments where children from diverse backgrounds can thrive. Peters (2022) recommends front loading experiences to children in schools, as an equity tool, that provides students an opportunity to acquire new learning and helps prepare them for more advanced academics in their classrooms. This front-loading of experiences and academic depth also benefits 2e students as teachers provide strengths-based, inquiry-focused instruction. By encouraging teachers to begin strengths-focused, inquiry-based lessons intentionally designed to maximize student potential in underrepresented groups, these students will have greater access to advanced coursework. 2e students are more likely to thrive academically, socially, and emotionally when there is a comprehensive, individualized, and flexible plan that addresses the totality of the student's individual strengths and needs (Baldwin et al., 2015). Moreover, twice exceptional students of color are more likely to succeed when their needs are supported and their culture is appreciated, honored, and celebrated.

Overall Impact: We hypothesize two major changes as a result of teacher and support services personnel participating in the Matter of Equity 2.0: (1) increased access to high quality, inquiry-based education for all students, with an increase in academic achievement and motivation (2) increased understanding and access to advanced academics/gifted programming for underrepresented populations of students based on race, color, national origin, gender, age, or disability.

(E) QUALITY OF PROJECT PERSONNEL

(1) Encourages applications for employment from groups underrepresented: EMU addresses the need for and value of fostering an inclusive and diverse culture via a myriad of programs, some of which extend from a detailed campus-wide study (completed in 2017) to assess the campus racial climate. The Commission began by identifying existing efforts that have

succeeded in strengthening the climate of inclusivity and make recommendations for improvements. EMU was not without such support previously, as the Institution has had a vision of support for diversity and inclusion for many years; this was a targeted effort to ensure continued growth of these positive ideas.

The Commission made specific recommendations meant to enhance the supportive environment for which so much groundwork had already been laid. These include a required campus climate assessment biennially; holding a period Institutional Diversity Audit; development of an Accountability Driven Performance Evaluation System; and development of a Diversity Impact Analysis, all of which continue to demand institutional accountability. Another outcome was the creation of an Office of Diversity, Equity and Inclusion, which is now established and a Chief Diversity Officer has been named. The established culture impacts students, staff and faculty by impacting the entirety of campus, all of which are complimentary to other institutional efforts such as guidance in hiring activities to meet affirmative action goals, monitoring of recruitment to ensure compliance with policies and procedures, federal and state laws and collective bargaining agreements, and conducting trainings and workshops on affirmative action, equal opportunity employment and diversity issues, discrimination, harassment, and fair employment practices.

There are also unique and targeted initiatives, such as the Center of Race & Ethnicity (CORE), offering student employment opportunities and programming designed to enhance awareness of and respect for people of all backgrounds. The annual Student of Color Reception, Multicultural Graduation and celebration of Annual Heritage Months are pivotal in EMU's efforts to build and maintain a safe, welcoming and supportive culture that recognizes the contribution all backgrounds contribute to the educational experience. The totality of these

efforts supports non-discriminatory hiring and positive socialization for current employees and, via the student culture, extends to future workforces in higher education and beyond.

(2) *Relevant training and experience:* The project team is composed of personnel with unique talents and experiences that collectively make this group superior in terms of ability to carry out the project priorities and objectives.

(a) Qualifications of the Principal Investigators

Co-PI: Angie Mann-Williams, PhD, LCSW. Dr. Mann-Williams is an Associate Professor at Eastern Michigan's School of Social Work. She received her PhD in Social Work from Virginia Commonwealth University. She has experience managing sizable government grants and will be responsible for ensuring all grant budget and reporting requirements are met. Her instructional expertise with pre-service social workers, with particular interests in mental health in school settings and equitable practices, will be utilized to oversee all curriculum modules for Support Services Personnel.

Co-PI: Kelly Margot, PhD. Dr. Margot serves as an Assistant Professor and Graduate Program Director of Educational Differentiation at Grand Valley State University. She received her PhD in Gifted Education from the University of North Texas. Dr. Margot has successfully led a large grant project over the last five years providing teachers in an urban district professional development and support on inquiry-based learning. She will be responsible for ensuring all elements of the project design and content development represent an exceptional approach, have been reviewed externally by the appropriate content experts, and are developed using feedback and a process of continuous improvement.

Co-PI: Chandra Floyd, PhD. Dr. Floyd is an Assistant Professor of Gifted Education at Kennesaw State University, Bagwell College of Education and the Gifted Education

Endorsement Program Coordinator there. As a doctoral student at William & Mary, she was co-designer of the professional learning modules in the original Matter of Equity Project. She brings to the proposed project over 20 years of K-12 experience including as a district gifted education administrator as well as research in gifted education focused at the intersections of equity, gifted education leadership, policy, and strategic planning.

(b) Qualifications of Key Personnel

Project Coordinator: Sarah Miller, MA. Ms. Miller is the Associate Director of the Roeper Institute. As a longtime nonprofit business manager, she brings extensive experience leading complex projects with multi and varied constituent involvement. Her masters degree is in Social Justice and will bring this expertise to the project as a critical lens towards equity in all aspects of the project.

Evaluation & Research: Do-Hong Kim, PhD. Dr. Kim is a professor of Educational Evaluation and Research in the College of Education at Wayne State University, a Tier 1 research institution. She received her Ph.D. in Educational Psychology and Research from the University of South Carolina. The overarching theme guiding Dr. Kim's research is to promote diversity, equity, and inclusion in educational research, evaluation, and assessment. Dr. Kim has successfully evaluated large grants in the past as both a Co-PI and an external evaluator.

Other additional key personnel within DPSCD and Wayne RESA who will support project implementation include the DPSCD Assistant Superintendent of Exceptional Student Education (Lohren Nzoma), Executive Director - Gifted & Talented Education (Dr. Valerie Jackson) and the Office of the Superintendent of Wayne RESA, (Dr. Daveda Colbert). These talented and committed individuals are the essential link between the expertise that the Matter of Equity 2.0 team has and the professionals and students our project will reach. Ms. Nzoma has

deep institutional knowledge about DPSCD and is uniquely positioned to support this project with both Special Education Services and GATE under her purview. Dr. Jackson is a vital and fully integrated partner in all of the work on Pathway A as we deepen our work with DPSCD in the rollout of their GATE program. The staff at Wayne RESA are also fully committed to the ways we plan to expand the Matter of Equity work on Pathway B. Their office is fully prepared to be thought partners on tactical ways this expansion can have the biggest impact in Wayne County, to make connections to key personnel in school districts, and to support all administrative and IT needs related to professional development. Both DPSCD and Wayne RESA's letter of interest are attached (see Appendix C).

Expert Advisor: Tracy Cross, PhD. Dr. Cross is the Executive Director of the Center for Gifted Education at William & Mary. An internationally recognized expert in the psychology of gifted children, Dr. Cross and his team at CFGE played a key role in the design and implementation of the original MoE project. Dr. Cross has authored and edited numerous articles and books, including the recent second edition of *Handbook for Counselors Serving Students with Gifts and Talents*, and is the recipient of multiple grant awards, including Javits.

Advisory Board: Detailed information about the Advisory Board can be found in Appendix D.

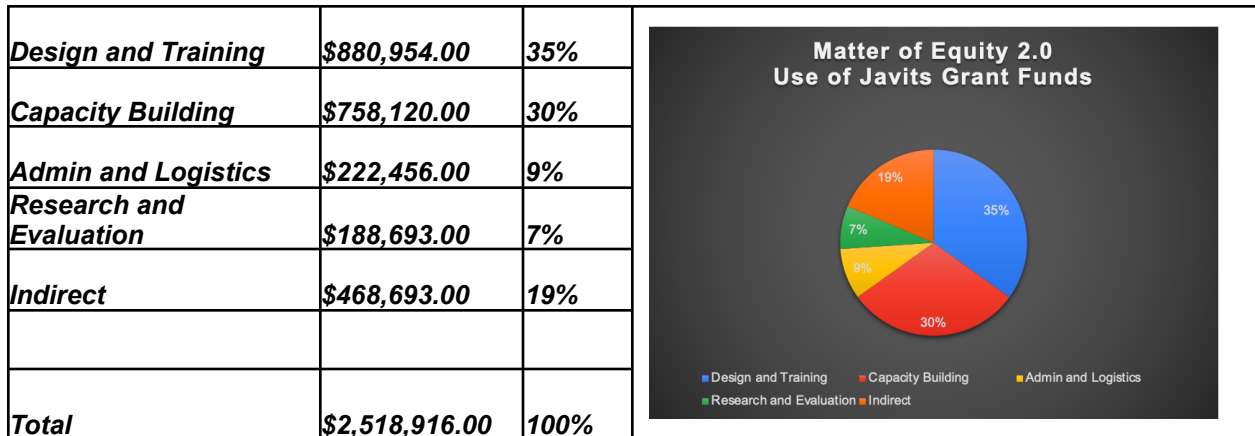
Name	Institution	Position
Ashley Carpenter	William & Mary	Director of Professional Development, Center for Gifted Education
Joy Lawson Davis	Bridges Graduate School of Cognitive Diversity	Instructor, Expert, Scholar & Author
Dante Dixson	Michigan State University	Assistant Professor, School of Educational Psychology

(F) ADEQUACY OF RESOURCES

(1) Budget is adequate to support the proposed project: The proposed budget reflects careful attention to balancing the complementary goals of equity and fairness in compensation to all those contributing time, talent, and expertise to the project along with conscientious stewardship of the public funding. We have confidence in our proposed budget, both on account of the due diligence in working with the various partners in determining capacity needs and specific line item dollar amounts and because of our experience with the privately funded \$308,000 Matter of Equity initiative.

(2) The extent to which the costs are reasonable in relation to the objectives: The total proposed budget of just over \$2.5 million, which is at the lower end of Javits grants, is eminently reasonable in terms of the extreme need for investment in gifted and talented education in the city of Detroit and surrounding metropolitan areas and the potential impact that this grant could have for the children of today and tomorrow and on educational priorities in the state of Michigan. It is fair to say that a grant of this magnitude from the federal government would be a catalyst for considerable equitable institutional change within southeast Michigan.

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



Matter of Equity 2.0 will provide at minimum 225 teachers, school counselors, psychologists, and social workers with the knowledge and tools to identify and serve the gifted and talented children with whom they work as well as an assets-based perspective to use for all of the students with whom they engage. What we also learned from the original MoE is that a rich and on-going Professional Learning Community provides some of our best and most dedicated educators with multiple sources of support and professional growth, motivating them to stay in education.

Given the dearth of attention and resources allocated to gifted and talented students in Michigan generally, and to those from underserved communities in particular, the impact of receiving the recognition and investment of a Javits grant is profound. The intensive work with DPSCD–Pathway A–both to scale up their GATE program and to ensure that the MTSS rollout is done with intentionality around twice- and thrice-exceptional students–will impact the educational trajectory for at least 25,000 and potentially 50,000 students over the 5-year period.

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Appendix A: Original Matter of Equity Background

In 2016, The Roeper Institute, an organization affiliated with The Roeper School, the oldest independent school for gifted children in the country, set out to expand the opportunity to nurture the potential of gifted children beyond the walls of the pre-K through 12th grade school for 550 students it operates in suburban Detroit. Partnering with the Damon Keith Center for Civil Rights at Wayne State University Law School, the Institute hosted a symposium called: ***A Matter of Equity: How we are failing high-potential Detroit schoolchildren and what we can do about it.*** 75 regional community leaders, including several Detroit public school administrators, attended a day of workshops presented by national gifted education leaders who specialize in serving low-income and culturally diverse gifted and talented students. Together, participants pushed back against the assumption that “smart kids” can achieve without support and workshopped ways to meet the unique needs of these students. Based on feedback received from attendees, this symposium brought to light the fact of and reasons for “the excellence gap” and the negative consequences of a proposed reform effort that fails to address it.

Having successfully made the case for the inclusion of the needs of gifted and talented students in the larger efforts to advance educational equity in Detroit, the Roeper Institute applied for and received a \$500,000 Educational Leadership Award matching grant from The Edward E. Ford Foundation to seed an unusual public-private collaboration for advancing the cause. With the higher-ed sector represented by the Center for Gifted Education at William & Mary and the College of Education at Wayne State University, the public sector, Detroit Public Schools Community District (a public school district serving 50,000 students) “DPSCD”, major support from the philanthropic community, including E.E.Ford and the Community Foundation for Southeast Michigan, the non-profit sector represented by The Roeper Institute and The

Roeper School, the partners designed, developed, funded, and operated a 3-year initiative, *A Matter of Equity* (“MoE”) to provide intensive education and training in evidence-based best practices for identifying and serving low-income and culturally diverse high-potential Detroit schoolchildren.

After spending the first year developing a healthy and trusting relationship with DPSCD, taking the time to understand the needs of the District and its students as well as its capacity to sustainability implement initiatives developed, we selected an inaugural cohort of 23 teachers from four DPSCD schools as well as The Roeper School who came together in the summer of 2019 for an extremely intensive 2-full weeks of professional development on theory and practice in gifted education. Largely led by a team of researchers and practitioners from William & Mary, the PD covered everything from Conceptual Foundations of Gifted Education to Social and Emotional Needs of Gifted Children to Curriculum to Differentiated Instruction. The training was held on the campus of Wayne State University (in Detroit) and Wayne State also conducted the project evaluation. The on-going professional learning community continued throughout the following academic year with in-person weekend advanced training, the addition of a PD component for principals at the host schools, and continuous distanced learning and mentoring.

Just as MoE was preparing for the selection of a second cohort from additional schools for the summer of 2020 (and the opportunity for cohort 1 teachers to assist in training their colleagues), COVID—and all its many consequences-- came to Michigan. With the flexibility and dedication of all collaborative partners, we were able to construct an 8-module on-line course for continued learning, support, and leadership opportunities for our first cohort and an extremely well-received Saturday Zoom Speaker Series, enlarging our PLC with additional

luminaries in the gifted ed field. While one of our matching funders had to pull its funding from our project on account of pandemic-caused triage needs for students, we remained undaunted and in lieu of a second 2-week in-person intensive for teachers, in the summer of 2021, we developed and held a 4-day virtual mini-MoE for 29 DPSCD school counselors and psychologists. The wide-range of topics and group work focused on issues particularly relevant to Support Services, including the role of counselors in gatekeeping and identification, asset-based thinking, 2e, and how G&T identification could be integrated in the new MTSS (multi-tiered systems of support) process being rolled out in the District. All participants received their own copy of the recently released 2nd edition of the *Handbook for Counselors Serving Students with Gifts and Talents*.

Appendix B: Summer Institute Professional Development Modules Sample

Summer Intensive Professional Learning will be provided through 5 full-day (7.5 hour) sessions (Monday - Friday). All attendees will be together for days 1-3, with separate tracks for teachers and support services staff on days 4-5.

Please note this is just an overview of topics. Further detailed development of the professional development will be conducted during year one of grant implementation.

Module	Description	Personnel
<p>Day 1 Becoming a Professional Learning Community (PLC), Introduction to Giftedness, Overview of Special Populations of Gifted students, Considerations for interventions</p>	<p>In this module, attendees will:</p> <ul style="list-style-type: none"> ● Begin their journey to develop their PLC, through team-building experiences and developing shared norms and values, ● Explore conceptualizations and models of giftedness and their association with learner characteristics and assessments/measurements, ● Explore a variety of special populations of individuals with gifts and talents ● Reflect on the implications of this knowledge within any tiered system of support and intervention 	<p>Margot & Floyd (Teachers)</p> <p>Mann-Williams (Support Services Personnel)</p>
<p>Day 2 Enhancing the PLC, Highlighting Underserved Populations, Understanding Twice-Exceptional (2e) and Thrice-Exceptional (3e) students, Consideration for interventions</p>	<p>In this module, attendees will</p> <ul style="list-style-type: none"> ● Continue to develop as a PLC ● Learn about racially/culturally marginalized, economically disadvantaged and ELL students, and understand why these have been traditionally underserved. ● Learn about students with exceptionalities and how both high ability and disability can exist in a single individual ● Reflect on the implications of this knowledge within a tiered system of support and intervention 	<p>Margot & Floyd (Teachers)</p> <p>Mann-Williams (Support Services Personnel)</p>
<p>Day 3 Socio-Emotional characteristics and needs of students with</p>	<p>In this module, attendees will</p> <ul style="list-style-type: none"> ● Learn about the social and emotional development of gifted children, how this development differs from their typically 	<p>Margot & Floyd (Teachers)</p>

<p>gifts and talents; Identification Considerations, Analysis of current intervention and support system</p>	<p>developing peers, and the challenges and needs these differences create</p> <ul style="list-style-type: none"> ● Learn about heightened social and emotional needs and intensities of 2e learners ● Given characteristics of 2e and 3e learners along with social and emotional needs, understand the added complexity of identification and implications for teaching ● Explore methods for identifying 2e and 3e students ● Reflect on students they have had recently and analyze the current system for supporting student 	<p>Mann-Williams (Support Services Personnel)</p>
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Teacher Track		
Module	Description	Personnel
<p>Day 4</p> <p>Learning environments, Individual Learner Needs, Instructional Approaches and Strategies</p>	<p>In this module, teachers will</p> <ul style="list-style-type: none"> ● Explore the classroom conditions necessary to support student thriving (physical, emotional, intellectual, social, and creative) ● Understand how to go beyond the IEP to develop and use students' strengths, interests, and ideal environment to improve learning ● Explore the use of assessments for flexible grouping and application of differentiation strategies ● Learn about Inquiry-based learning ● Develop an Inquiry-based module 	<p>Margot & Floyd</p>
<p>Day 5</p> <p>Putting it all together</p>	<p>In this module, teachers will</p> <ul style="list-style-type: none"> ● Share and receive feedback on their inquiry-based learning modules ● Consider their previous classroom practices and brainstorm modifications they can make to their practices and conditions ● Work with school team to identify, refer, and develop possible interventions for previous students possibly in need of services 	<p>Margot & Floyd</p>

**Support Services Personnel Track
(School Social Workers, Psychologist, and Counselors)**

Module	Description	Personnel
<p>Day 4</p> <p>Universal screening and assessment tools to identify gifted and twice exceptional students; Theoretical frameworks guiding interventions with gifted and twice exceptional students; Continued exploration of the social and emotional needs of gifted and twice exceptional students, Role of support services personnel in MTSS¹</p>	<p>In this module, will:</p> <ul style="list-style-type: none"> ● Explore universal screening, use of existing special education student data, and assessment tools to identify gifted and twice exceptional students ● Develop an understanding of theoretical frameworks to guide interventions that support gifted and twice exceptional students. ● Further exploration of the social and emotional needs of gifted and twice exceptional students with a focus on strength-based interventions to meet their needs ● Explore the role that support service personnel within any tiered system of support and intervention 	<p>Mann-Williams & Expert Advisor</p>
<p>Day 5</p> <p>Application of knowledge; case based application; wrap up</p>	<p>In this module, support will</p> <ul style="list-style-type: none"> ● Utilizing case studies, support services personnel will apply the knowledge they have obtain to practical case-based scenarios ● Explore potential intervention for identifying previous or current students who may be gifted or twice exceptional. ● Explore barriers and opportunities of being part of an interdisciplinary team and how these might impact support service personnels' ability to help identify and support gifted and twice exceptional students. ● Identify specific interventions that can be utilized when support service personnel return to their school setting. ● Review and process key takeaways from the intensive professional development series. 	<p>Mann-Williams & Expert Advisor</p>

Specific Modules for Detroit Public Schools Community District Advanced Professional Development Sample

Module	Description	Personnel
Introduction to using strengths, interests, and inquiry	<p>The objective of this module is to increase classroom use of strength-based instruction during open-ended, inquiry-driven lessons/units. In this module, teachers will:</p> <ul style="list-style-type: none"> ● Explore methods of identifying students' strengths including inventories, interviews, and class discussions. ● Explore multiple models of inquiry-based learning ● Develop skill in incorporating students' strengths and interests with curriculum-based, inquiry-driven lessons 	Margot & Floyd
Introduction to using assessments for flexible grouping	<p>The objective of this module is to increase the number of schools utilizing grouping strategies to more equitably serve advanced learners in general education classrooms. In this module, teachers will learn how to use a variety of assessments to flexibly group students to provide appropriate scaffolding or differentiation. This module includes</p> <ul style="list-style-type: none"> ● How to examine and analyze a variety of assessments to determine what information can be gleaned for small-group instruction. ● Utilize information to determine groups 	Margot & Floyd



April 1, 2021

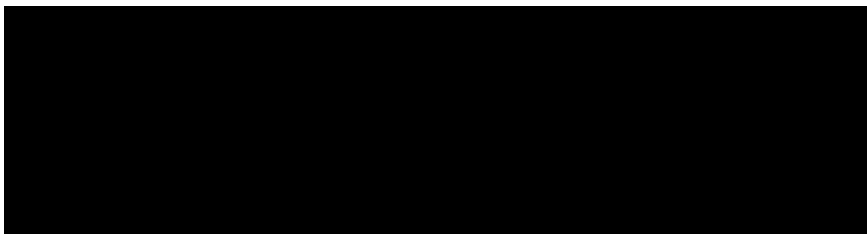
Dr. Angie Mann-Williams
School of Social Work
Eastern Michigan University
Ypsilanti, MI 48197

Dear Dr. Mann-Williams,

This letter confirms Detroit Public Schools Community District (DPSCD) and The Office of Exceptional Students (ESE) continuing interest in participation in *A Matter of Equity*, a project designed to expand identification of and services for gifted and talented students in DPSCD. This project will increase knowledge and practice of gifted and talented education within DPSCD, among administrators, instructional & ancillary staff and family. This grant will provide intensive support for the District to scale implementation of our board-approved Gifted and Talented Education (GATE) Plan. As we expand district-wide Multi-tiered Systems of Support (MTSS), the project will support The Office of Exceptional Student Education in expanding their work to ensure identification and tiered interventions exist for GATE, twice and thrice-exceptional students.

Should the *Matter of Equity* project be awarded funding under the Jacob Javits Grant program of the U.S. Department of Education, we are committed to working with you to develop a mutually agreeable memorandum of understanding so that DPSCD can be included as a partner in this important work. We understand that Wayne State University College of Education will be engaged as the evaluator of the project and provide collaborative research support. We have an existing agreement with WSU and its affiliate, the Detroit Education Research Partnership who we will provide collaboratively agreed upon access and necessary data through the amended memorandum of understanding.

We look forward to working with you to further educational equity for Detroit children.



Students Rise. We all Rise

April 5, 2022

Dr. Angie Mann-Williams
School of Social Work
Eastern Michigan University
Ypsilanti, MI 48197

Dear Dr. Mann-Williams,

This letter confirms Wayne Regional Educational Service Agency (“Wayne RESA”)’s interest in the *A Matter of Equity 2.0* project. This project will focus on creating a Professional Learning Community of teachers, administrators, and support services staff (school counselors, psychologists, and social workers) that have a foundational knowledge of giftedness and in particular the needs of under-identified and underserved gifted and talented students, including those who are 2e, English Language Learners, low income, and/or racially/culturally diverse. I support the project and its overall goal of plugging into our existing systems to provide professional development to key school staff and faculty that are working with these populations of students to achieve this goal.

In our role as a potential collaborator, should the grant be funded, we are committed to working with you and your advisory team to develop a shared plan of action so that Wayne RESA districts and schools can be included in this very important work.

Given the lack of funding for gifted and talented education in the state of Michigan, as well as a lack of education about this population of students in relevant degree programs, this program is an opportunity to address a gap in knowledge, information and skills that exists within our schools. Therefore, this collaboration could have a measurable impact on the gifted and talented students that are a part of every school in our district, especially those who are not traditionally considered. This could potentially be an important step in elevating both the importance of identifying and meeting the needs of gifted and talented students in Wayne County.

Sincerely,

Beth Gonzalez

Beth Gonzalez
Associate Superintendent of Educational Services
Wayne RESA

Appendix D: Advisory Board

Ashley Carpenter PhD., William & Mary, Center for Gifted Education. Dr. Carpenter is an Assistant Professor and Director of Professional Development and Publications at William & Mary's Center for Gifted Education. She currently teaches graduate courses in Gifted Education and is the Professional Developer for several grant projects. As the Director of Professional Development, Ashley coordinates several conferences including, 2e @ William & Mary: Twice Exceptional Conference and the National Curriculum Networking Conference. She also provides training focusing on center curriculum units, gifted education, and twice exceptional topics across the country. She was a middle school science teacher for 14 years and is the parent of a twice-exceptional (ASD, ADHD) child.

Joy Lawson Davis, PhD., Scholar, Author & Consultant. Dr. Joy Lawson Davis is an award-winning author, scholar, professional learning trainer, independent consultant, and equity activist. Her areas of expertise are culturally responsive teaching; equity and access in Gifted Education programs and meeting the needs of diverse gifted learners with multiple exceptionalities. Davis is also an Instructor at Johns Hopkins University, School of Education/Gifted Education and Bridges Graduate School for Cognitive Diversity. She holds two degrees in Gifted Education from the College of William & Mary. Dr Davis is a sought-after keynote speaker and trainer for organizations, school districts and state agencies across the nation and internationally- in South Africa, the Caribbean, Dubai & Turkey. Davis is a former Associate Professor & Chair, Dept of Teacher Education at Virginia Union University and earlier as an Assistant Professor, The School of Education at the University of Louisiana, Lafayette, where she taught undergraduate & graduate coursework in Teacher Education and Gifted

Education. She also served five years on the Board of Directors of the National Association for Gifted Children. She is the author of numerous publications including books: *Bright Talented & Black: A Guide for families of African American gifted learners*; *Gifted Children of Color Around the World: (co-edited with James L Moore, III)*, *Culturally Responsive Teaching in Gifted Education (co-edited with Matt Fugate, Wendy Behrens & Cecilia Boswell): Empowering Underrepresented Gifted Students: Perspectives from the Field (co-edited with Deb Douglas)* and the upcoming *Bright, Talented & Black, 2nd Edition* and *Bright Talented & Black Educator's Supplement*. Davis serves on numerous advisory boards and on the Board of Trustees of the Roeper School in Michigan.

Dante Dixon, PhD., Michigan State University, College of Education. Dante D. Dixon, Ph.D., LP received his Bachelor's degree (Honors) in psychology, Master's degree in education, and Ph.D. in School Psychology from the University of California, Berkeley. He is currently an Assistant Professor of School and Educational Psychology at Michigan State University where he studies the role of hope in the educational and psychological functioning of children and adolescents, the psychosocial precursors of achievement, the underrepresentation of minorities and disadvantaged youth in gifted education, and how psychosocial perceptions affect academic talent development. The author of over 50 scholarly articles, research presentations, and book chapters, Dr. Dixon currently serves on the editorial boards of *Gifted Child Quarterly*, the *Journal for the Education of the Gifted*, *School Psychology Review*, and the *Journal of Black Psychology*. In addition, Dr. Dixon is a board member for the Roeper Institute and the Michigan Association of Gifted Children.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Budget Justification

Salaries

Senior Personnel. Funding to support a total of 1 Person Month per Academic Year for 5 years is requested for the Principal Investigator (Mann-Williams) of this project. Requested Academic Year salary is calculated from the PI's base salary, based upon EMU's 8-month academic year. EMU faculty have high teaching loads (generally four 3-credit courses per semester) and release from teaching duties is necessary to afford meaningful involvement in scholarly and research projects. The cost of PI Mann-William's academic year effort is calculated as 1/8 of her academic year salary for each month of effort, 25% per project year, with a 1.6% cost of living increase. Funds are also requested to cover salary costs of 1 Person Month each summer of the project, which is calculated as 11% of her academic year salary per the current AAUP contract. *Total cost to project:* ██████████

Fringe Benefits

The PI's benefits are calculated at 31.50% of faculty salaries per Eastern Michigan University's current DHHS-negotiated facilities and administrative costs agreement. EMU policy requires the inclusion of 2% fringe benefit costs for the student employees, for workers' compensation expenses. The benefits for the website developer (likely not an enrolled student) are calculated as 8% of wages, which will cover FICA and Medicare costs, per EMU policy.

Total cost to project: ██████████

Travel

Domestic: Funds of ██████████ are requested to support travel for the PI and up to 2 project partners to NACG conference to disseminate data and results in support of this project. Airfare costs are estimated at ██████████ per RT ticket in Y1 with an anticipated 4% annual increase. Per diem is estimated using GSA rates for anticipated conference locations (XX in Y1), with meals& Incidentals at ██████████ and lodging at ██████████. An anticipated ██████████ per person per trip is requested for parking and ground transportation costs.

Funds are requested to cover conference registration fees at ██████████ per person per year.

Funds of ██████████ are requested to support travel to Michigan (Project Performance Location) by subrecipient Co-Investigator Floyd from Kennesaw State University located in Georgia. Estimates are for two trips per year for 5 years. Airfare costs are estimated at ██████████ per RT ticket in Y1 with an anticipated 4% annual increase. Per diem is estimated at ██████████.

Funds of ██████████ are requested to cover travel costs for consultant specializing in psychologist expert from Williamsburg, VA to the Project Performance Location (Michigan). Airfare costs are estimated at ██████████ per RT ticket in Y1 with an anticipated 4% annual increase. Per diem is estimated using GSA rates for anticipated conference locations (Baltimore as placeholder), with meals& Incidentals at ██████████ and lodging at ██████████. An anticipated ██████████ per person per trip is requested for parking and ground transportation costs.

Total cost to Project: ██████████

Other Direct Costs

Materials & Supplies. Funds are requested to cover the cost of materials necessary for students/trainees to participate and meet the learning objectives of the training, charged ██████████ for 45 students. *Total cost to project:* ██████████

Contractual Services. Funds are requested to cover the cost of a contractual position to manage data coordination and administration in partner Detroit Public Schools Community District (DPSCD). The data and logistics of administration and analysis is necessary to meet the objectives of this project. The contractual

Budget Justification

rate is estimated at [REDACTED] our, inclusive of fringe benefits, for 1560 hours per year for 5 years with a 1.6% annual increase. *Total cost to the project:* [REDACTED]

Funds are requested to cover costs associated with conducting an asynchronous workshop, pivotal to the project. Included in the contractual estimate is temporary space rental, recruitment and hosting expenses, totaling [REDACTED] per year, with an anticipated 1.5% annual increase. *Total cost to project:* [REDACTED]

Funds are requested to cover the cost of significant technology and audio visual needs for asynchronous workshop that is fundamental to the project, calculated at [REDACTED] per year for 5 years. *Total cost to project:* [REDACTED]

Other. Funds are requested to cover an initial institutional application fee for SHECHS, and an annual charge of [REDACTED] for each of the 40 participants. *Total cost to project:* [REDACTED]

Participant Support Costs. Funds are requested to cover costs for stipends for participants, calculated at [REDACTED] for 8 days (3 in Academic year and 5 in Summer) for each of 45 participants per year for 5 years. *Total cost to project:* [REDACTED].

Consultant Services. Funds are requested to cover the expense of consultation in areas of legal and regulatory components, calculated at an estimated [REDACTED] per day for 4 days each year of the project. *Total Request:* [REDACTED]

Funds are requested to cover consultation fees from an advanced advisory consultant with psychology expertise necessary to meet the proposed objectives of the project. The cost is estimated at [REDACTED] per day for 20 days each year. *Total cost to project:* [REDACTED]

Subawards. Subcontracts will be issued to Grand Valley State University (GVSU), Kennesaw State University (KSU). The Roeper Institute (RI), and Wayne State University (WSU). GVSU and KSU are supplying the co-PI's, Kelly Margot and Chandra Floyd, associate professors with substantial expertise in gifted education, who will be heavily involved in all aspects of the project, from design to training to coaching to assisting with formative assessment. The Project Coordinator is the Associate Director of the RI; expenses are based on .5 FTE. WSU will conduct all evaluation for the project. All subcontracts will extend over the five years of the project with a total of [REDACTED] for GVSU, [REDACTED] for KSU, [REDACTED] for RI, and [REDACTED] for WSU. Letters of commitment and detailed budgets for each subcontract are in the following pages. *Total Request:* [REDACTED].

Indirect Costs

Facilities and administrative charges are calculated using the federally DHHS negotiated indirect rate for Eastern Michigan University which is 48.5%. The rate is applied to Modified Total Direct Costs (MTDC), defined as Total Direct Costs minus equipment, capital expenditures, tuition remission, scholarships and fellowships, participant support costs, and the portion of each subaward or subcontract in excess of [REDACTED]

Total indirect cost to project: [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:

Eastern Michigan University

1. Project Objective:

Plan the Matter of Equity intensive Summer Institute and academic-year professional development sessions for teachers covering giftedness topics, pedagogical strategies and tools, with a focus on 2e students.

1.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Revise and plan the professional learning sessions annually and before and during delivery for rapid response.	PROJECT		/		

2. Project Objective:

Deliver the Matter of Equity intensive Summer Institutes and academic-year professional development sessions for teachers covering giftedness topics, pedagogical strategies and tools, with a focus on 2e students.

2.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Increase teacher capacity to understand equity in the identification and service of 2e learners.	PROJECT		/		

2.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Evaluate growth of teacher confidence to implement strength-based, inquiry-driven differentiated instruction.	PROJECT		/		

2.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
At the end of year 5, MoE 2.0 Summer Institute will have trained 175 total teachers.	GPRA	175	/		

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

3. Project Objective:

Create opportunities for SI teacher attendees to take on leadership roles mentoring and training other district personnel with regards to giftedness and 2e students.

3.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
MoE 2.0 team will use equitable practices to identify 5 educators at each SI to create opportunities for peer coaching at future SIs and in other capacities after recommendation to administrators.	PROJECT	5	/		

3.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Modify summer PD to effectively use peer-to-peer training model in subsequent summers.	PROJECT		/		

4. Project Objective:

Years 3-5. Provide advanced support for campuses in DPSCD that have had at least 10 teachers attend a SI in order to improve the opportunities for underrepresented students, especially the twice exceptional, to experience advanced academic opportunities.

4.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Years 3-5. Increase number of campuses with classrooms/teachers providing strengths-based instruction during open-ended, inquiry-driven lessons/units as a result of collaboration with the MoE team.	PROJECT		/		

5. Project Objective:

Years 4-5. Once DPSCD has solidified its identification practices and procedures, assist in developing systems and structures district wide to incorporate equitable grouping practices into schools to increase student achievement.

5.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Increase number of schools utilizing cluster grouping to more equitably serve advanced learners in general education classrooms.	PROJECT		/		

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

6. Project Objective:

Plan the Matter of Equity intensive SIs and academic-year professional development sessions for support services staff (including social workers, psychologists and counselors) covering general giftedness topics and profession specific knowledge and skills.

6.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Revise and plan the professional learning sessions annually and before and during delivery for rapid response.	PROJECT		/		

7. Project Objective:

Deliver the Matter of Equity intensive SIs and academic-year professional development sessions for support services staff covering general giftedness topics and profession specific knowledge and skills, with a focus on 2e students.

7.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Support services staff report increased knowledge of screening tools and use of existing student data that are effective in identifying 2e students.	PROJECT		/		

7.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Evaluate growth of support services staff confidence in utilizing strength-based interventions to meet the social and emotional needs of 2e students.	PROJECT		/		

7.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
At the end of year 5, MoE 2.0 Summer Institute will have trained 50 total support services educators.	GPRA	50	/		

8. Project Objective:

Increase the number of gifted and talented students with disabilities screened and newly identified in DPSCD.

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8.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Increased number of 2e students identified for gifted and talented services.	PROJECT	999	/		

8.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Interview key personnel to determine how increased data coordination capacity has increased the ability to identify 2e students using qualitative assessments.	PROJECT		/		

9. Project Objective:

Act as a partner with DPSCD administrators and support services staff in the rollout of their district wide implementation of MTSS (Multi-Tiered Systems of Support) to promote the inclusion of gifted and 2e students in its practice.

9.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Implement focus group interviews with administrators and support services staff to determine the extent to which training and increased capacity with data coordination increased the identification of gifted students that also qualify for special education or 504 services.	PROJECT		/		

10. Project Objective:

Increase the number of teachers that understand and better serve diverse gifted learners (including 2e, English language learners, racially/culturally marginalized and/or economically disadvantaged) by delivering teacher professional development on skills and methods that best address this population.

10.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Evaluate growth of teacher knowledge and preparation to implement inquiry-driven instruction that leverages student voice, technology, culturally responsive teaching practices, and authenticity to address learner variability.	PROJECT		/		

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

10.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Expand teacher perceptions of students who are gifted from underrepresented groups using pre- and post- assessments.	PROJECT		/		

11. Project Objective:

Improve identification and access to opportunities for students in DPSCD from traditionally underserved populations.

11.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
As a result of intensive support/partnership with MoE experts, DPSCD reports increased ability to more equitably identify gifted and talented students using quantitative and qualitative measures.	PROJECT		/		

11.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
The number of students newly identified as gifted and talented under the program.	GPRA	999	/		

11.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Increased number of underrepresented students identified for gifted and talented services.	GPRA	999	/		

11.d. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
The percentage of students newly identified as gifted and talented under the program who were served under the program.	GPRA		999 /	999	100.00

11.e. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
The percentage of underserved students newly identified as gifted and talented under the program who were served by the program.	GPRA		999 /	999	100.00

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

12. Project Objective:

Identify opportunities for networking and collaboration with other DPSCD, Wayne County, and regional projects and groups working on educational equity research and advocacy.

12.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Create a strategic plan for sustainable implementation beyond the grant period.	PROJECT		/		

12.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
On an annual basis, increase the number of schools and districts utilizing the Roper Institute as a resource to begin or deepen identification and service to underserved gifted and talented students.	PROJECT		/		

13. Project Objective:

Disseminate project findings from the MoE 2.0 to share successful strategies with a wider audience.

13.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Make nationally available the professional development training materials and curricula used via conferences, workshops, and publications.	PROJECT		/		

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

Eastern Michigan 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))?

PR/Award # S206A200001

Name of Institution/Organization Eastern Michigan 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)

ED 524

Name of Institution/Organization Eastern Michigan 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	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Fringe Benefits Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Travel Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Contractual Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Construction Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. Other Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7. Total Direct Administrative Costs (lines 1-6)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8. Indirect Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9. Total Administrative Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10. Total Percentage of Administrative Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	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>Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/.</p>	<p>Gersten et al., 2008 found that providing time for differentiated reading instruction for all students based on assessments of students' current reading level was necessary. The authors recommend providing teachers training in how to use informal assessments to help educators make better informed decisions with activities being increased as reading levels improve. The panel recommends providing professional development focused on how to administer assessments, interpret the results, and use the information. This should be ongoing. With proper training, teachers' instruction may be more effective.</p> <p>The correlational study—Connor et al. (2008)—examines how student reading growth varied by the degree to which teachers employed a specific differentiation program. This differentiation program relied on assessments to group students.</p> <p>Recommendation 2 (Provide differentiated reading instruction for all students based on assessments of students' current reading levels) is characterized as backed by low level of evidence with a study that met standards with reservations.</p>	<p>Connor et al, (2008)'s study was conducted in an urban school district that is highly diverse ethnically and schools were located in neighborhoods that varied in socioeconomic status (SES). This overlaps with both the setting and population in our proposed project.</p> <p>Additionally, the proposed project seeks to provide training for teachers in how to better use informal or formative assessments to make more informed decisions in order to challenge students appropriately. This training will help teachers' instruction be more effective with all students, whether below (as in study) or above (as in gifted populations).</p>
<p>Meyers, C. V., Molefe, A., Brandt, W. C., Zhu, B., & Dhillon, S. (2016). Impact results of the eMINTS professional development validation study. Educational Evaluation & Policy Analysis, 38(3) 455-476. Retrieved from: https://eric.ed.gov/?id=EJ1108395</p>	<p>Meyers et al. (2016) found a three year professional development focused on helping teachers implement inquiry-based learning and high-quality lesson design resulted in changed teacher instructional behaviors and increased student achievement.</p> <p>This study showed moderate levels of effectiveness with reservations.</p>	<p>Schools where teachers worked in study were high poverty schools similar to the population demographics we propose to work with in the project.</p> <p>The proposed project will also provide teachers instruction on how to better implement inquiry-based learning with students in the hopes of increasing student achievement as found in Meyers et al. (2016).</p>

<p>Positive Action. Revised. What Works Clearinghouse Intervention Report. (2007). In What Works Clearinghouse. What Works Clearinghouse. https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_positive_action_042307.pdf</p>	<p>Flay, Acock, Vuchinich, & Beets (2006) included, as part of a schoolwide model, professional development for both teachers and counselors that focused on the following goals: (1) To enhance teachers' effectiveness to motivate students and develop skills for achievement (2) To create a positive environment conducive to teaching and learning. Academic achievement increased based on the intervention.</p> <p>The WWC considers the extent of evidence for Positive Action to be moderate to large for behavior and for academic achievement.</p>	<p>Positive Action has as one of its goals to promote high achievement and expert performance in students to compete in the global marketplace. In order to help students in Detroit and surrounding areas develop expert level skills, the proposed project seeks to provide the training necessary so social workers, counselors, and school psychologists so they can support student's social and emotional wellbeing by helping them learn that positive actions are critical skills for achievement - exactly as described in the report. Flay, Acock, Vuchinich, & Beets (2006) was one of the main studies examined for the intervention report. In this study, the students (participants) were majority minority with only 15% being White. This is similar to the proposed project's student population where the majority of students are not White. Additionally, many students were from high poverty schools with 60% of the schools in the sample were Title I schools.</p>

Instructions for Evidence Form

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

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

PR/Award # S206A220031