

**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 # S206A220020**

**Grants.gov Tracking#: GRANT13593095**

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

Closing Date: Apr 11, 2022

PR/Award # S206A220020

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

There were problems converting one or more of the attachments. These are: [1234-PGEI GEPA 427 Statement.docx](#)

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"/>
* 3. Date Received: <input type="text" value="04/08/2022"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
<b>State Use Only:</b>		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: <input type="text" value="Pennsylvania Department of Education"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="2-██████████"/>	* c. UEI: <input type="text" value="██████████"/>	
<b>d. Address:</b>		
* Street1: <input type="text" value="333 Market St"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Harrisburg"/>	County/Parish: <input type="text"/>	
* State: <input type="text" value="PA: Pennsylvania"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="17126-0333"/>	
<b>e. Organizational Unit:</b>		
Department Name: <input type="text"/>	Division Name: <input type="text"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input type="text" value="Mrs."/>	* First Name: <input type="text" value="Julie"/>	
Middle Name: <input type="text" value="L"/>	* Last Name: <input type="text" value="Patton"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Director of Compliance"/>	
Organizational Affiliation: <input type="text" value="PA Dept of Education"/>		
* Telephone Number: <input type="text" value="██████████"/>	Fax Number: <input type="text"/>	
* Email: <input type="text" value="██████████"/>		

**Application for Federal Assistance SF-424**

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

A: State Government

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:**

Pennsylvania Gifted Equity Initiative

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

Add Attachment

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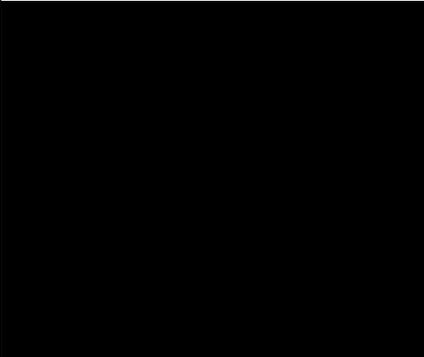
**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funds:**

- \* a. Federal
- \* b. Applicant
- \* c. State
- \* d. Local
- \* e. Other
- \* f. Program Income
- \* g. TOTAL



**\* 19. Is Application Subject to Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

- Yes
- No

If "Yes", provide explanation and attach

Add Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

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

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

## NOTICE TO ALL APPLICANTS

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

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

### To Whom Does This Provision Apply?

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

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

### What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

### Estimated Burden Statement for GEPA Requirements

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

**Optional - You may attach 1 file to this page.**

1234-PGEI GEPA 427 Statement.docx

Add Attachment

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## **GENERAL EDUCATION PROVISIONS ACT (GEPA) COMPLIANCE POLICY**

### **Pennsylvania Gifted Equity Initiative**

In accordance with the requirements of Section 427 of the GEPA Public Law the Pennsylvania Department of Education, in partnership with the Allegheny Intermediate Unit and the Montgomery County Intermediate Unit will ensure equitable access to the Pennsylvania Gifted Equity Initiative project for educators, students, and families regardless of gender, race, national origin, color, disability, or age. The following are examples on how the project will meet the requirement:

- Build and support teams to improve outcomes for underrepresented subgroups who are potentially mentally gifted through evidence-based, intensive professional development for administrators, teachers, and psychologists.
- Provide on-going support for school-based teams to improve identification rates in underrepresented populations and build capacity and sustainability beyond the grant.
- Empower educational leaders with competencies needed to support systemic change that improves opportunities for underrepresented.
- Provide support and training to families of students who are potentially mentally gifted or who have already been identified.
- Utilize various methods for communication to stakeholders.
- Provide access to programs through various methods including, but not limited to offering programs at various times and providing in person or virtual programs.

## 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.

<b>* APPLICANT'S ORGANIZATION</b> Pennsylvania Department of Education	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: Ms.	* First Name: Lori Middle Name:
* Last Name: Graham	Suffix:
* Title: Deputy Secretary for Office of Administration	
<b>* SIGNATURE:</b> Julie Patton	<b>* DATE:</b> 04/08/2022

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

**1. Project Director:**

Prefix: Ms.	* First Name: Shirley	Middle Name:	* Last Name: Moyer	Suffix:
----------------	--------------------------	--------------	-----------------------	---------

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

**Address:**

* Street1:	333 Market St
Street2:	
* City:	Harrisburg
County:	
* State:	PA: Pennsylvania
* Zip Code:	17126-0333
Country:	USA: UNITED STATES

* Phone Number (give area code)	Fax Number (give area code)
<input type="text"/>	<input type="text"/>

\* Email Address:

Alternate Email Address:

**2. New Potential Grantee or Novice Applicant:**

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

Yes  No

**3. Qualified Opportunity Zones:**

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

<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<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. Human Subjects Research:**

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

Yes  No

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

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

No Provide Assurance #(s), if available:

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

Add Attachment

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## Abstract

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

### 1. Abstract Requirements

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

For research applications, abstracts also include the following:

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

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

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## 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:

Pennsylvania Gifted Equity Initiative  
Project Abstract

The Pennsylvania Department of Education (PDE) is committed to improving equity practices in all areas of education. Pennsylvania supports a systemic transformational change in gifted identification and services with best practices in evidenced-based equity research as the focus for change. Only 3.2% of Pennsylvania's public school students are identified as gifted; 68% of those students are white.

The Pennsylvania Gifted Equity Initiative (PGEI) will transform the current screening and evaluation process for identifying gifted students to an equitable process for all potentially gifted students, including those historically underrepresented. In order to achieve this goal, intensive professional development, online resources, professional learning communities, and family engagement sessions will be designed to build capacity and sustainability beyond the funding years. For the purposes of this project, we are including the following sub-groups in the term "underrepresented": culturally, linguistically, economically diverse students and students who are potentially twice exceptional.

The proposed project will use Jacob K. Javits Gifted and Talented Students Education Program (Javits) funds to develop systemic technical assistance and support in an effort to close the excellence and achievement gap currently found in Pennsylvania school districts as evidenced by the data above, by the identification of and provision of services to gifted students who are not traditionally identified (**Absolute Priority**). This project is designed to: (a) increase the ability of educators to use culturally responsive tools to recognize potential in students and provide differentiated services to students who are identified as gifted (**Comp Priority 1**); (b) increase identification rates of underrepresented students in gifted education (**Comp Priority 2 and 3**); (c) empower educational leaders with competencies needed to support systems-level change that creates equitable opportunities for underrepresented students in both identification

and retention (**Comp Priority 3**); (d) pave the way for collaboration between institutions of higher education to prepare pre-service teachers for gifted identification of students who are underrepresented (**Comp Priority 1**); and (e) provide support and training to families of students who are identified as gifted (**Comp Priority 1**).

Some of the proposed project outcomes include: (a) increased understanding of identification of underrepresented students in gifted education and be able to use that knowledge to refer and retain said students; (b) educator access to an online resource and professional learning communities; (c) development of fully inclusive identification and retention practices; (d) increased percentage of underrepresented students who are identified as gifted; (e) increased parent participation in gifted initiatives; and (f) revision of current gifted endorsement programs and teacher preparation programs.

There are key partnerships that will be developed in order to achieve the project goals. The Pennsylvania Department of Education, in partnership with the Allegheny Intermediate Unit and the Montgomery County Intermediate Unit, will lead the work. Upon award, the lead team will work to identify 10 intermediate units that will designate a Gifted Equity Lead, and these leads will be responsible for providing training and support in their identified region of the state. Along with this team, the Pennsylvania Gifted Equity Initiative will create partnerships with other key stakeholders including parents, higher education educators, administrators, regular education and gifted education teachers, and psychologists. Additionally, professional consultants will be used to help guide the work as we work to create systemic change in Pennsylvania.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

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## Quality of Project Design

In Pennsylvania, Chapter 16 of Title 22 of the Pennsylvania Code, 22 Pa. Code Ch. 16, specifies how school districts will meet their obligations to students in the state who need gifted services. As part of this obligation, school districts must identify children in the community who may be gifted and in need of enrichment or acceleration. However, while there are regulations in place, these laws allow for districts to make local decisions on how they will identify gifted students. The plan of the Pennsylvania Gifted Equity Initiative is to provide school districts with the tools, training, and resources necessary to implement identification procedures that will increase the number of culturally, linguistically, and economically disadvantaged students that are being identified. Currently, 3.2% of Pennsylvania's public school students are identified as gifted; 68% of those students are white.

Pennsylvania utilizes a screening and evaluation system that relies predominantly on teacher input to identify potentially gifted or high achieving students. The state requires the use of nationally normed cognitive and achievement assessments (22 Pa Code § 16.21)

There is current research which has concluded that such identification practices may disproportionately identify white males over other student groups (Peters et al., 2019, Shores et al., Yoon & Gentry, 2009, NAGC (2008)). Through this grant and in an effort to continue to enhance and evolve practices in the commonwealth, PDE would like to examine how this research could apply to enhancements of current practices. To better understand the barriers to equitable identification, the Pennsylvania Gifted Equity Initiative Team reviewed Pennsylvania's gifted data; comparing the percentage of total enrollment to the percentage of students from culturally, linguistically, economically diverse (CLED) environments identified in the 3.2% identified as gifted showed disproportionate representation in most areas of gifted education. For example, 14.7 % of total enrollment (TE) are Black or African American students compared to 2.9% of identified gifted students. Additionally, data show 13.9% (TE) to 3.6% (gifted) for

Hispanic students and 4.3% (TE) to 10% (gifted) for Asian students. Overall, 63% (TE) is white and 72% of the 3.2% of gifted are white, equally split between males and females.

Research has indicated “a persistent dilemma at all levels of education is the underrepresentation of African American, American Indian, and Hispanic/Latino students in gifted education.” (Ford, Grantham & Whiting). The data above are potentially representative of the concern reflective of the research.

In comparison to other states nationally, the regulations around eligibility for gifted services are more narrow and conservative. Pennsylvania is a state with local control over many education decisions, which includes gifted education services and programs, which directly affects consistency in practices. Another challenge to consistent best practices in Pennsylvania include a lack of federal or dedicated state funding stream.

The proposed project, Pennsylvania Gifted Equity Initiative (PGEI), will use Jacob K. Javits Gifted and Talented Students Education Program (Javits) funds to develop systemic technical assistance and support to close the excellence and achievement gap currently found in Pennsylvania school districts, as evidenced by the data above, by the identification of and provision of services to gifted students who are not traditionally identified (**Absolute Priority**). This project is designed to: (a) increase the ability of educators to use culturally responsive tools to recognize potential in students and provide differentiated services to students who are identified as gifted (**Comp Priority 1**), (b) increase identification rates of underrepresented students in gifted education (**Comp Priority 2 and 3**), (c) empower educational leaders with competencies needed to support systems-level change that creates equitable opportunities for underrepresented students in both identification and retention (**Comp Priority 3**), (d) pave the way for collaboration between institutions of higher education to prepare pre-service teachers for gifted identification of students who are underrepresented (**Comp Priority 1**), and (e)

provide support and training to families of students who are identified as gifted (**Comp Priority 1**).

Closing the excellence gap is critical to our future workforce. Research has shown that 88% of high school dropouts had passing grades but dropped out due to boredom (Bridgeland, Dilulio & Morrison)The PGEI will use evidence-based practices and innovative strategies to ensure that equal access to gifted services is provided to all students in Pennsylvania by examining and improving upon existing practices and state regulations.

The PGEI will develop a statewide support team including state level leads, Intermediate Units (Educational Service Agencies), LEAs, and family engagement and national leaders in equity to help advance the equitable practices in gifted identification across the commonwealth and will interact with no less than 400 school districts or 80% of school districts over the course of the five year grant. For the purposes of this grant, the following sub-groups are included in the term “underrepresented”: culturally, linguistically, economically diverse students and students who are potentially twice exceptional.

**Goal 1: Build and support teams to improve outcomes for underrepresented subgroups who are potentially mentally gifted through evidence-based, intensive professional development for administrators, teachers, and psychologists.**

**Objective A:** Consult with national leaders to design and implement evidence-based, intensive professional development for administrators, teachers, and psychologists.

**Strategy:** With national leaders in gifted equity, the PGEI team will identify exemplars of gifted identification models that ensure that students who are underrepresented are identified. The PGEI team and Gifted Equity Leads will attend and present at national and local conferences to deepen their learning.

**Outcome:** Educators will have a deeper understanding of identification of underrepresented students in gifted education and use that knowledge to refer and retain said students.

**Objective B:** Build support teams at the intermediate unit level (regional educational service agencies).

**Strategy:** PGEI leadership will develop criteria for intermediate units to apply to become Gifted Equity Leads (GELs) and for districts to participate in the initial implementation of the PGEI program.

**Outcome:** GELs will be chosen and provided with intensive professional development to ensure that they are able to provide support to districts in the PGEI program.

**Objective C:** Support Gifted Equity Leads (GELs) with implementation of professional development that is evidence-based for administrators, teachers, and psychologists.

**Strategy:** PGEI leadership team will train Gifted Equity Leads to implement a comprehensive, culturally responsive, schoolwide implementation of the following concepts: Universal Design for Learning (UDL), achieving equity in gifted education, characteristics of gifted students and teaching twice-exceptional learners.

**Outcome:** GELs will be able to implement intensive professional development in the concepts mentioned above to at least 10 school districts per year in their assigned region.

**Goal 2: Provide ongoing support for school-based teams to improve identification rates in underrepresented populations and build capacity and sustainability beyond the grant.**

**Objective A:** Gifted Equity Leads (GELs) will provide professional development that is evidence-based for administrators, teachers, and psychologists.

**Strategy:** Train educators and school leaders to implement a comprehensive, culturally responsive, schoolwide implementation of the following concepts: Universal Design for Learning (UDL), achieving equity in gifted education, characteristics of gifted students and teaching twice-exceptional learners.

**Outcome:** Educators will have access to book studies, professional development, and Continuing Professional Education (CPE) courses.

**Objective B:** Provide ongoing support for school-based teams through regional professional learning communities.

**Strategy:** PGEI leaders will create an online resource hub for educators to access information. PGEI leaders along with GELs will continually refine professional development to include new learning. They will also create and maintain professional learning communities for all participants.

**Outcome:** Educators will have access to online and face-to-face learning communities that facilitate statewide discussion, collaboration, and improvements to identification and retention procedures and policies. An online resource will be available for nationwide access.

**Goal 3: Empower educational leaders with competencies needed to support systemic change that improves opportunities for underrepresented.**

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

**Strategy:** The PGEI leadership team, with the support of national leaders will develop a pre- and post-survey to determine the needs of districts, private and public, in the area of gifted education.

**Outcome:** Fully inclusive identification and retention practices. Increased number of students immersed in gifted education programming and instruction.

**Objective B:** Pennsylvania will increase the percentage of underrepresented students who are identified as gifted.

**Strategy:** PGEI leadership and GELs will provide intensive professional development, learning communities and online resources to support systemic changes in identification and retention of underrepresented gifted students.

**Outcome:** Showcase districts that have made improvements to their identification processes.

**Goal 4: Provide support and training to families of students who are potentially mentally gifted or who have already been identified.**

**Objective A:** Build partnerships among multiple stakeholders to plan for parent/guardian education.

**Strategy:** PGEI and GELs, along with state and local parent groups, will develop parent training around high need areas such as executive functioning, social/emotional learning, and understanding their gifted child. GELs will provide at least two educational sessions for parents/guardians per year.

**Outcome:** Increase the percentage of parents of potentially and already identified gifted students attending learning opportunities at schools, intermediate units, and statewide events.

**Objective B:** Design and build an online resource for families/guardians.

**Strategy:** Create a strategic plan for creation of a parent resource portal and implement that plan.

**Outcome:** Increased use of parent portal on website over the course of the program.

**Goal 5: Collaborate with institutions of higher education to prepare pre- and in-service teachers with the competencies that support improved talent recognition.**

**Objective A:** Strengthen the current Gifted Endorsement programs and work on creation of Gifted Certification programs.

**Strategy:** Work with the Board of Higher Education to ensure that courses provided by colleges and universities as well as intermediate units are meeting criteria determined by the PGEI leadership team in their proposals. Train professors in the areas of Universal Design for Learning (UDL), achieving equity in gifted education, and teaching twice-exceptional learners.

**Outcome:** Gifted Endorsement programs and general education/special education courses will be more uniform in what they are providing to educators around identification and retention of gifted students.

**Logic Model:** To visualize the inputs and activities necessary for project goals to be met and aid in revision of program design and evaluation, the PGEI leadership team utilizes a visual logic model and sets forth a strong project goal. The project logic model below demonstrates how the project is relevant to, and will successfully address, the needs of the target population. See the next page for the logic model.

Project Goal: Improve the equitable identification of gifted students in the Commonwealth of Pennsylvania through intensive professional development, family engagement, and professional learning communities.

INPUTS	ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES (6 MONTHS- 2 YEARS)	INTERMEDIATE OUTCOMES (3-5 YEARS)	LONG-TERM OUTCOMES (5 YEARS AND BEYOND)
<ul style="list-style-type: none"> <li>● Javits support for Pennsylvania Gifted Equity Initiative State Lead Team</li> <li>● Javits support for Intermediate Unit Liaisons to work with state leads</li> <li>● Javits support for consultants and researchers</li> <li>● Intermediate Unit, partners, school districts, and family involvement</li> <li>● Teacher participation in training and coaching</li> <li>● Administration participation to allow teachers and psychologists to train as well as make changes within the school</li> </ul>	<ul style="list-style-type: none"> <li>● Identify Intermediate Unit Gifted Equity Leads (GELs) across the state</li> <li>● Consult with experts in the fields of gifted identification and equity</li> <li>● Develop online resources to support work</li> <li>● Create training sessions for school districts and families</li> <li>● Provide train the trainer sessions to IU Leads</li> <li>● Establish Professional Learning Communities in each region led by Intermediate Unit Leads</li> <li>● Create a list of exemplars in gifted</li> </ul>	<ul style="list-style-type: none"> <li>● Ten Intermediate Unit Leads identified</li> <li>● 80% of school districts in the state trained in gifted identification and equity</li> <li>● Increased number of students that are typically underserved identified as gifted</li> <li>● Number of families that participate in family engagement workshops for gifted increased across the state</li> <li>● Number of psychologists trained in gifted education and</li> </ul>	<ul style="list-style-type: none"> <li>● Increased participation by Intermediate Units in gifted education</li> <li>● Increased understanding of gifted identification and equity in IU Leads, teachers, administrators, psychologists, and parents/guardians</li> <li>● Increased number of underrepresented students identified as gifted</li> <li>● Increased attendance in gifted education programs across the state</li> <li>● Increased awareness of</li> </ul>	<ul style="list-style-type: none"> <li>● Increased proportionality of students identified as gifted in PA</li> <li>● Increased number of teachers, administrators that participate in Gifted Equity training and coaching sessions</li> <li>● Increased awareness of gifted education and equitable identification in psychologists</li> <li>● Increased awareness in families in gifted education and identification</li> </ul>	<ul style="list-style-type: none"> <li>● Increased proportionality of students identified as gifted in PA</li> <li>● Increased level and depth of collaboration of all stakeholders in gifted education</li> <li>● Continued increase in awareness of gifted education and equity in gifted in all stakeholder groups</li> <li>● Systemic change in how students are identified as gifted in Pennsylvania</li> </ul>

	<p>education and equity in the state and nation</p> <ul style="list-style-type: none"> <li>● Develop an annual statewide webinar in gifted education and equity for all stakeholders</li> <li>● Support and coach teachers going through the Gifted Equity Initiative training as they make changes in their schools</li> <li>● Develop statewide model of screening and evaluation process to equitably identify students for gifted services</li> <li>● Showcase schools that are exemplars in the state</li> <li>● Updated gifted endorsement guidelines to include equity in gifted identification</li> <li>● Creation of a gifted certificate or college-level course</li> </ul>	<p>equitable identification</p> <ul style="list-style-type: none"> <li>● Number of training sessions offered across the state by the Intermediate Unit Leads</li> <li>● Number of educators participating in gifted endorsement programs</li> </ul>	<p>gifted education in the state</p>		
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## Appendix C: References

***Project Implementation:*** The implementation process will include selecting 10 intermediate units to become Gifted Equity Leads (GELs). Prior to intermediate units submitting their intent to participate, a clearly articulated and equitable list of criteria will be developed. Determination of final criteria for GELs will be fully developed upon grant award but will include the following points: experience with gifted education, currently employed at an intermediate unit, availability to provide the number of days needed to complete the project, and experience in aiding school districts through systemic changes.

While the intermediate units are being identified, the PGEI leadership team will be consulting with national leaders and developing intensive professional development for GELs so that all project participants will experience the same training on identification and retention of underrepresented gifted students. The PGEI leadership team will train GELs to implement a comprehensive, culturally responsive, schoolwide implementation of the following concepts: Universal Design for Learning (UDL), achieving equity in gifted education, characteristics of gifted students, and teaching twice-exceptional learners. This step is critical to the success and sustainability of this project because the 10 GELs will become ambassadors for what they have learned.

“An essential component to facilitating learning is to understand the learner,” (Meyer-Looze) so the PGEI leadership team and the GELs will participate in learning around adult learning theory and structures that support systemic change. Once the PGEI leadership team and the GELs have secured their knowledge of equitable practices in identification and retention of underrepresented students, the collective will develop the selection process for districts to participate in the project.

The next step in implementation will be to train teachers, psychologists, and administration in the areas mentioned above. The 10 Gifted Equity Leads (GELs) will be responsible for working with at least 10 districts per year, so the PGEI team can meet its goal of

reaching 400 districts in five years. Intensive professional development will focus on examining existing procedures and structures, using data to determine proportional equity, and guiding district leadership teams through the systemic change of updating their identification and retention policies for gifted students. Districts will undergo a three-year cycle to improve their gifted identification and retention rates, and each year, the GELs will add on additional districts for year one training and continue with years two and three with previously identified districts. Intentional steps will be taken in years four and five to ensure the sustainability of the project beyond the award period.

According to John Hattie's meta-analysis, parental involvement will accelerate student achievement approximately 1.25 years growth over one year's time. While the GELs and the PGEI leadership team are working with school districts, they will also be working with parents and guardians of potential students and already identified students to increase their understanding around high need areas such as executive functioning, social/emotional learning, and understanding their gifted child.

The PGEI leadership team will also work with Pennsylvania's colleges and universities to strengthen the current Gifted Endorsement programs and begin creation of Gifted Certification programs. Currently there are loose guidelines for endorsement program creation, and they do not include any instruction on identifying underrepresented students as gifted. This work will ensure that preservice and masters level students have access to higher education learning opportunities that mirror the intensive professional development in districts.

**(2) Project Design is appropriate to, and will successfully address, the needs of the target population or other identified needs.**

The field of gifted education has been characterized as elitist in that it mainly serves students who are from high Socioeconomic Status families (Siegle, et. al 2020), are white, or are from otherwise privileged backgrounds (Borland, 2003; Sapon-Shevin, 2003).

Underrepresentation in gifted education is a nationwide issue. Improving the equitable identification of students in Pennsylvania is critical to ensure that all eligible students receive the support necessary to reach their maximum potential and ensure equitable opportunities for all. According to a recent study, “among those in kindergarten through fifth grade, students in the highest SES quintile (top 20%) were nearly seven times more likely to receive gifted services than those in the lowest SES quintile (bottom 20%). That is, just 2% of the lowest-SES students received services, compared to 13% of the highest-SES students” (Grissom, Redding, & Bleiberg). **(Comp Priority 3)**.

The PGEI project will support no less than 400 school districts and develop systematic processes that include culturally responsive, research-based practices that have been proven to: (a) increase rates of identification of underrepresented students, (b) increase the ability of educators to use culturally responsive tools to help identify students of underrepresented populations, (c) increase the rate of retention of students of underrepresented populations in gifted education programs, and (d) increase access to high-quality gifted programming **(Absolute Priority)**.

Most studies recognize that students of color are disproportionately underrepresented in gifted and talented programs across the country. “Researchers since the early 1960s report children from typically educationally disparate or oppressed groups tend to score lower than do Whites on various measures of cognitive ability and academic success” (Smith, 2018). Additionally, studies recognize that underrepresentation of students with disabilities in gifted programs remains an issue (Coleman, Gallagher, & Foster, 1994). Identification is also problematic due to misunderstanding by professionals that leads to misdiagnosis (Webb, et al., 2005). The PGEI project seeks to rectify these issues. **(Comp Priority 2 & 3)**.

As mentioned previously, Pennsylvania relies heavily on teachers to recommend students for gifted evaluation. Through intensive, multi-year training for teams of teachers, psychologists, and administrators, PGEI intends to address the identification and retention of

students who are culturally, linguistically, economically diverse students and students who are potentially twice exceptional (**Absolute Priority, Comp Priority 1,2, and 3**). “Truly mitigating differential identification rates across groups requires interventions to address score gaps that arise” (Peters, 2022).

**(3) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.**

The PGEI is based on the premise that a small team cannot sustain the amount of work needed to enhance equitable practices of Pennsylvania’s gifted identification and retention policies and procedures. Within the first few months of receiving funding, the PGEI leadership team will begin the process of determining which 10 intermediate units (will aid in the delivery of the intensive, culturally responsive professional development.

In addition to the regional support of the GELs, professional development is designed to be cyclical in nature and allows districts to make small, sustainable changes over the course of three years so that teachers, psychologists, and administrators will not be overwhelmed by changes taking place. The cyclical design and project duration allows for school districts to focus on continuous improvement, rather than one Herculean effort to overhaul their entire program at one time.

Pennsylvania already has in place two state leads that work together to ensure that messaging about gifted education is disseminated to the state through the current intermediate unit system. This existing network will be heavily relied on to ensure that the work continues well beyond the grant award period.

**(4 &5) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practices and the extent to which the proposed project is supported by promising evidence.**

The elements of the PGEI project, including intensive professional development, revision of identification processes to be more equitable for underrepresented students, parent-home connections, and connections to colleges and universities are all supported by evidence and research.

***Promising Evidence - Professional Development*** In the review of multiple studies on how teacher professional development affects student achievement, the Regional Educational Laboratory found that “studies that had more than 14 hours of professional development showed a positive and significant effect on student achievement from professional development” (2007). “Teachers must learn how general characteristics used for identifying gifted behaviors may differ in a cultural context and in what ways these behaviors influence identification of giftedness in CLED students” (Briggs, Reis & Sullivan). The major component of the PGEI project is professional development of the leadership teams, teachers, psychologists, administrators, and parents.

***Promising Evidence - Modified Identification/Multiple Criteria*** Multiple studies show that there needs to be a way to “develop alternative assessment procedures for the identification of gifted learners that do not rely solely on IQ or academic achievement tests and allow students to demonstrate their giftedness in nontraditional or unique ways” (REL Northwest, Iowa Department of Education). Some of the methods to identify students should include local norms, alternative pathways, early identification, broader perspectives on student performance, and non-IQ based assessments. In Pennsylvania, 22 Pa. Code Chapter 16 includes multiple criteria as basis for identification of gifted students. Through this project, the PGEI team will provide school districts with professional development and strategies to strengthen the use of culturally responsive multiple criteria for the identification and retention of gifted students.

***Promising Evidence - Parent-Home Connection*** The importance of the parent-home connection in education cannot overstated. Increased and consistent communication between

home and school has been proven to increase educational attainment of students. Some proves “strategies used to increase communication and interaction included involving parents as volunteers, consistently disseminating program information, and making family and culture connections” (Briggs, Reis & Sullivan). A key component of the PGEI project is connections with families of gifted and potentially gifted students. The Gifted Equity Liaisons will be conducting no less than two meetings a year specifically designed for parents and the needs of their gifted children.

**(6) The extent to which performance feedback and continuous improvement are integral to the design of the project.**

Reporting of findings will occur regularly throughout the duration of the project through virtual sessions, phone calls, and emails between the PGEI leadership team and GEL team. Both in-person and written summaries provided by the evaluators will be reviewed on an annual basis to examine both quantitative and qualitative data points, and this information will be used to inform future program implementation and evaluations.

The GEL team and PGEI leadership team will use the findings to review the professional development implementation, guidance for district systemic changes, parent information sessions, and collaboration between colleges, universities, and any intermediate units that are not already involved in the PGEI project. This feedback is critical to the success of the PGEI project as it will impact future work. Data collection, stakeholder perception, and gaps in knowledge will be critical to reach the goals mentioned above. This work cannot be successful without collaboration and active participation from teachers, psychologists, administrators, and families.

Before and after each year of professional development, participants will be surveyed to assess growth in their understanding of the following topics: Universal Design for Learning (UDL), achieving equity in gifted education, characteristics of gifted students, and teaching

twice-exceptional learners. This survey data will provide the PGEI team with information about the effectiveness of professional development to change or reinforce learning.

In addition to the surveys mentioned above, there will be yearly data collection about the numbers of assessed and identified students for gifted programs. This information will be collected through the pre-established information system that school districts are already using. The data will be pulled and analyzed to determine if there is any change in identification of underrepresented students.

### **Quality of Management Plan**

The Quality of Management Plan (QMP) for the PGEI will establish the activities, processes, and procedures for ensuring a quality product upon the conclusion of the project. The purpose of the PGEI Quality Management Plan is to establish the goals, processes, and responsibilities required to implement effective quality management functions for the project. This QMP defines how the Project Team will implement, support, and communicate project quality practices for use with the Pennsylvania Gifted Equity Initiative.

**Goal 1: Build and support teams to improve outcomes for underrepresented subgroups who are potentially mentally gifted through evidence-based, intensive professional development for administrators, teachers, and psychologists.**

**Objectives:** (A) Consult with national leaders to design and implement evidence-based, intensive professional development for administrators, teachers, and psychologists. (B) Build support teams at intermediate unit level (regional educational service agencies). (C) Support GELs with implementation of professional development that is evidence-based for administrators, teachers, and psychologists.

Activity	Timeline	Person(s) Responsible	Outcomes/ Measurements
Consult with experts in the fields of gifted identification and equity	September 2022-August 2027	PGEI State Team Leads, Gifted Equity Leads, Professional Consultants	Increased understanding and knowledge of equity in gifted identification
Develop application and request for applications for the Gifted Equity Leads	September 2022-October 2022	PGEI State Team Leads	Request for application sent to all intermediate units in the state
Identify intermediate unit leads across the state	September 2022-November 2022	PGEI State Team Leads	State Lead Team will review applications and choose the Gifted Equity Leads (GELs)
Create training sessions for IU Leads, school districts, and families	November 2022 - April 2023	PGEI State Team Leads	Professional development session is created and IU Leads are trained
Establish Professional Learning Communities in each region led by Intermediate Unit Liaisons	January 2023-May 2023	PGEI State Team Leads. Gifted Equity Leads	Ten Professional Learning Communities will be created and active
Create and maintain a list of exemplars in gifted education and equity in the state and nation	September 2022 - July 2027	PGEI State Team Leads. Gifted Equity Leads	Identification of schools in Pennsylvania and across the country that have a strong process in place for identification of gifted
Attend state and national conferences and present project	September 2022 - July 2027	PGEI State Team Leads. Gifted Equity Leads	Attendance and presentations at state and national gifted conferences
Develop and implement a book study with the Gifted Equity Leads	September 2022 - July 2027	PGEI State Team Leads. Gifted Equity Leads	Book is chosen and a book study is created and implemented.

**Goal 2: Provide on-going support for school-based teams to improve identification rates in underrepresented populations and build capacity and sustainability beyond the grant.**

**Objectives:** (A) Gifted Equity Leads (GELs) will provide professional development that is evidence-based for administrators, teachers, and psychologists. (B) Provide ongoing support for school-based teams through regional professional learning communities.

Activity	Timeline	Person(s) Responsible	Outcomes/ Measurements
Professional development programs are presented to school-based teams	September 2023 - June 2027	Gifted Equity Leads with support from PGEI State Team Leads	Each Gifted Equity Lead will train at least 10 school districts annually
Professional Learning Communities are established and ongoing	January 2023 – June 2027	Gifted Equity Leads with support from PGEI State Team Leads	PLCs are meeting at least 4 times annually in each region
GELs will provide coaching sessions for individual school districts	September 2023 - June 2027	Gifted Equity Leads with support from PGEI State Team Leads	Each Gifted Equity Lead will coach at least 10 school districts annually
Create and maintain an online resource hub	September 2022 - July 2027	PGEI State Team Leads. Gifted Equity Leads	A website is online with resources

**Goal 3: Empower educational leaders with competencies needed to support systemic change that improves opportunities for underrepresented.**

**Objectives:** (A) Increase educator professional expertise in culturally responsive instruction practices and best practices in gifted education. (B) Pennsylvania will increase the percentage of underrepresented students who are identified as gifted.

Activity	Timeline	Person(s) Responsible	Outcomes/ Measurements
Provide intensive professional development to school district teams	September 2023 - June 2027	PGEI State Team Leads. Gifted Equity Leads	Each Gifted Equity Lead will train at least 10 school districts annually
Create a best practices model for equity in gifted identification	September 2022 - June 2026	PGEI State Team Leads. Gifted Equity Leads	A model is developed and disseminated based on input from professional consultants and by utilizing exemplars
Pre and post survey developed to determine needs of districts	September 2022- December 2022	PGEI State Team Leads. Gifted Equity Leads	Survey created and disseminated to PA school districts
Professional Learning Communities are established and ongoing	January 2023 - June 2027	PGEI State Team Leads. Gifted Equity Leads	PLCs are meeting at least 4 times annually in each region
Maintain an online resource hub	September 2022 - July 2027	PGEI State Team Leads. Gifted Equity Leads	A website is online with resources and updated regularly

**Goal 4: Provide support and training to families of students who are potentially mentally gifted or who have already been identified.**

**Objectives:** (A) Build partnerships among multiple stakeholders to plan for parent/guardian education. (B) Design and build an online resource for families/guardians.

Activity	Timeline	Person(s) Responsible	Outcomes/ Measurements
Develop family engagement programs for GELs to present in regions	September 2022 - June 2024	PGEI State Team Leads	A family engagement session is created and then shared with GELs with at least 2 sessions held each year regionally
Create strategic plan for an online parent resource	January 2023 – June 2024	PGEI State Team Leads. Gifted Equity Leads	A parent/guardian resource page is added to the website and updated regularly
Create a maintain family taskforce with multiple stakeholders	January 2023 – June 2027	PGEI State Team Leads. Gifted Equity Leads, Stakeholders	A taskforce of stakeholders that include parents, educators, and consultants will meet to discuss needs in this area and how to identify parents/educators

**Goal 5: Collaborate with institutions of higher education to prepare pre-and in-service teachers with the competencies that support improved talent recognition.**

**Objectives:** (A) Strengthen the current Gifted Endorsement programs and work on creation of Gifted Certification programs.

Activity	Timeline	Person(s) Responsible	Outcomes/ Measurements
Identify colleges and universities that offer gifted endorsement programs	September 2026 - October 2026	PGEI State Team Leads	A list of colleges and universities with gifted endorsement programs is created, contacts at each

Provide professional development for professors	November 2026 - June 2027	PGEI State Team Leads	Professional development is developed and presented to professors at universities that have gifted endorsement programs
Revise gifted endorsement requirements	January 2026 - June 2027	PGEI State Team Leads	Gifted endorsement requirements will be updated to include information on equity in gifted identification

**The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

The management plan is created so that goals and objectives are achieved and that throughout the process data is collected and reflected upon to ensure that there is continuous improvement to all activities mentioned above. The Gifted Equity Leads (GELs) will collect data from teachers, psychologists, administrators and parents at the start and end of the school year at minimum, and this information will drive professional development throughout the state. GELs will use the feedback from district teams to help create implementation plans for systemic change within their districts, and GELs will complete and submit monthly logs of the work that they are doing and districts they are interacting with.

The PGEI Leadership team and the GELs will have monthly meetings to discuss implementation strategies and reflect on the process. This data will inform future professional developments, professional learning communities, and parent sessions. As the project moves into its work with colleges and universities, the taskforce will meet quarterly to review progress and discuss any changes that need to be made based on the data collected.

## **Quality of Project Personnel**

Pennsylvania currently has a system in place to disseminate information around gifted education to every school district. A system of 29 intermediate units, or Educational Service Agencies, serve as the intermediary between the school districts and the Pennsylvania Department of Education. Each Intermediate Unit is required to name a Gifted Liaison that shares communication and information around gifted education to their member school districts. A team from the Pennsylvania Department of Education that includes a Special Education Advisor at the Pennsylvania Department of Education and two gifted leads that work for intermediate units lead the network of Gifted Liaisons by providing support, communication, and training in best practices and compliance in gifted education. Applications for the Gifted Equity Leads will be sent through this system. The following will make up the project personnel:

### ***Project Director and Principal Investigator***

**Principle Investigator**, (0.05 FTE In-Kind) Carole L Clancy, Director of the Bureau of Special Education, will provide administrative management and support for the project. She will devote 5% of her time in kind. Ms. Clancy has more than 27 years of experience in education including 15 years as an administrator in urban, rural, and suburban school settings supervising special education, gifted education, English Language Learners, and/or Section 504. Her credentials include BS in Special Education and Elementary Education, MS in Special Education, Gifted Certificate, Special Education Supervisory Certificate, Superintendentcy Letter, and she is currently enrolled in an Educational Leadership doctoral program.

**Project Director**, (0.5 FTE, In-Kind) Shirley Moyer, M.Ed, Special Education Adviser-Gifted, will commit 50% of her time to provide the daily administrative oversight of all grant activities with the other 50% of time committed to existing technical assistance activities as directed by the BSE. She will be responsible for project management including overseeing the Project Director Assistant, Project Assistant and managing the Co-Coordinator, project staff

and assistants in addition to consultants, data collection, analyzing and accountability for LEAs and IUs. Shirley has 39 years of educational experience and has worked in Pennsylvania state prisons, intermediate units, public schools from pre-K to 12, and adult education. She has been an educational administrator since 1994 and has led transformational change in educational organizations throughout her administrative career.

### ***Key Personnel***

**Amy Davis McShane**, along with Patrice Semicek, will serve as a Co-Coordinator of the project. She currently serves as the Western Pennsylvania Gifted Liaison working with the Pennsylvania Department of Education. She has been in the education field for more than 30 years and for the past 15 years Amy has worked at the Allegheny Intermediate Unit in gifted education, career education, academic events, and financial literacy education. She served on the Pennsylvania Association for Gifted Education board for seven years as Treasurer, and Conference Chair for two of the Pittsburgh based conferences. Ms. McShane is currently serving on the National Association for Gifted Children Professional Standards Committee and recently received her gifted endorsement from Millersville University. Upon award she would be a part of the Pennsylvania Gifted Equity Initiative leadership team and assist in meeting project goals and providing communication to stakeholders.

**Patrice Semicek**, along with Amy Davis McShane, will serve as Co-Coordinator of the project. Patrice currently serves as the Eastern Pennsylvania Gifted Liaison working with the Pennsylvania Department of Education. She moved to the Philadelphia area in 2004 when she started working for the School District of Philadelphia as an elementary teacher. After working in the School District of Philadelphia for five years, she started teaching at the Montgomery County intermediate unit as an autistic support teacher. In 2011, Patrice was asked to join the Training and Consulting department. Over the past eight years Patrice has focused on the areas of literacy, STEM, special education, and gifted education. In late 2019, Patrice joined the gifted

team as the Eastern State Gifted Liaison and recently earned her gifted endorsement from Millersville University. She currently holds certifications in the following areas: Elementary Education, Special Education, Middle Level Mathematics, Curriculum and Instruction, English as a Second Language, Reading Specialist and Gifted. Upon award Patrice would be a part of the Pennsylvania Gifted Equity Initiative leadership team and assist in meeting project goals and providing communication to stakeholders.

**Intermediate Units:** There are 29 intermediate units in Pennsylvania that serve as regional educational service agencies. These units were established in 1970 and are utilized as intermediaries between the Pennsylvania Department of Education and school districts. The lead team will utilize this system to create a network of GELs across the state. The GELs will be responsible for communicating project goals, participating in and presenting professional development, coaching school districts, and providing support to the state lead team. The GELs will be selected based on an application that will be developed to determine their experience and knowledge in gifted education as well as their availability and willingness to do the work.

### **Consultants**

Such a large initiative that will change the way students are identified and serviced in the state of Pennsylvania would not be easy without a group of experts providing consulting services. The following professionals will consult with all personnel, provide professional development, and work with the team to create professional development and new processes in gifted and equity for the state:

**Special Consultant:** Dr. Joy Lawson Davis will commit to several days each in years one through four working with the Co-Coordinators, the Project Director and Principal Investigator to examine and enhance the proportional equity of students identified as gifted. Dr. Davis is a career educator with more than 40 years of experience as a practitioner, scholar, author, and consultant with an expertise in equity in gifted education and cultural competency

education. Dr. Davis has served in local, regional, and state leadership positions in gifted education as well as at-large member of the National Association for Gifted Children Board of Directors. Dr. Davis will provide critical support to the state team with development and implementation of professional development, protocols, and equitable practices in identifying gifted students in Pennsylvania.

**Special Consultant:** Dr. Ann Lupkowski-Shoplik will provide consulting services to the Pennsylvania Gifted Equity Initiative over several days in years one through four. She currently serves as an administrator with the Acceleration Institute and Research at the University of Iowa Belin-Blank Center. She founded and directed the Carnegie Mellon Institute for Talented Elementary and Secondary Students (C-MITES) at Carnegie Mellon University and was a co-author of the *Iowa Acceleration Scale*. Dr. Shoplik's wealth of experience in gifted education, particularly in Pennsylvania, will be an important asset to the state team as they develop and implement the project.

**Project Researcher:** Dr. Scott Peters from the University of Wisconsin has been identified as a researcher/evaluator for the project should it be funded. Dr. Peters has extensive experience in the collection and analysis of data related to gifted issues. His research work focuses on educational assessment, gifted and talented student identification, disproportionality within K-12 education, and educational policy. His work has appeared in journals such as *AERA Open*, *the British Journal of Educational Psychology*, *Gifted Child Quarterly*, *the Journal of Advanced Academics*, *Exceptional Children*, *Ed Week*, *Ed Leadership*, *Gifted Child Today*, and *Gifted and Talented International*. He is the past recipient of the Fedlhusen Doctoral Fellowship, the National Association for Gifted Children Research and Evaluation Network Dissertation Award, the Doctoral Student of the Year Award, the Early Scholar Award, and the UW-Whitewater College of Education Innovation and Outstanding Research Awards. Dr. Peters will provide critical support to the state team with development and implementation of professional development, protocols, and equitable practices in identifying gifted students in Pennsylvania. It

is our intention to enter into a contract with Scott Peters from the University of Wisconsin for this role should Pennsylvania be awarded this grant.

### **Quality of Project Services**

***Equal Access and Treatment:*** The entirety of the plan of the Pennsylvania Gifted Equity Initiative is to ensure equal access to gifted services across Pennsylvania. There will be an increase in students being identified through an intensive professional development program, stakeholder engagement sessions, professional learning communities, and coaching sessions with school districts. In order to achieve our goal of reaching at least 80% of schools, the Pennsylvania team has developed a plan to meet the needs of schools with varying resources.

Part of the project will seek funding for some equipment including hot spots and laptops. Pennsylvania has many rural, underserved pockets, and some school districts are faced with limited connection to the internet and limited funding for technology equipment. Equipment could be loaned or shared as needed to ensure that teachers, administrators, and school psychologists have access to necessary resources.

Other ways that the team can achieve equitable access to the project for all stakeholders across the state is by making resources and communication available in several formats. During the pandemic, the state gifted team has made great use of webinar technology to provide statewide updates related to gifted education. If awarded this grant, the team plans to continue these webinars which would relay updates and information around the project.

***Impact of Services:*** Creating a systemic transformational change in the way we identify gifted students in Pennsylvania will not be easy, nor will it happen quickly. However, through an organized approach, and with a strong team of educators leading the work, this change can happen. PDE is confident that the Pennsylvania Gifted Equity Initiative will have a positive

impact on professionals (administrators, psychologists, teachers), students, and families across the state.

By identifying and designating regional GELs across the commonwealth, every school district will have a contact that can provide training, resources, and support. This system will allow for better interaction with schools that will in turn create increased knowledge around equitable gifted identification practices and will eventually lead to systemic improvements.

The impact on the professional staff in schools will include an increased knowledge around 22 Pa. Code Chapter 16 as well as the best practices around gifted identification. Gifted and regular education teachers will be trained to become scouts that will be able to identify traits in students that may not have previously been chosen for gifted evaluation. Psychologists will be a part of the team from each district and will work with teachers on the evaluation process for gifted, and administrators will receive training and resources to develop a screening and evaluation plan for their schools.

Each region will create professional learning communities that will provide ongoing support for teachers, administrators, and psychologists. These communities will allow a place to share resources, showcase regional exemplars, and network with other schools that are improving their screening and evaluation procedures.

In addition to the training and support around equity in gifted identification, the project will provide an increase in knowledge about gifted education in general. With regional support systems in place, annual statewide gifted webinars, and professional learning communities, the professional staff will overall gain an increased knowledge of gifted students, enrichment and acceleration for gifted students, and the best practices for meeting the needs of our gifted students.

***Impact on Students and Families:*** Family engagement is a priority of the Pennsylvania Department of Education. To include families and support them and their gifted children, the

team will educate families about gifted education and communicating with them will increase the impact on students and families.

Parents/guardians will have opportunities to participate in regional webinars and training sessions, which will provide information on the screening and evaluation process for gifted students. During these sessions, participants will learn about what it means to be gifted, and how school districts provide services to their gifted students. This information will enable parents/guardians to gain knowledge and become better advocates for their children.

Ultimately, students will benefit from the training and support provided to schools and families across the state. The increase in the number of students identified from diverse backgrounds, or those that may be twice exceptional will capture possibly a whole generation of students who, if provided the appropriate services, could remain in school.

Working collaboratively with stakeholders across the state will create the systemic change that is being proposed which in turn will enhance the opportunity for more students to be evaluated and potentially deemed eligible for gifted services as well as systemically address the service delivery opportunities across Pennsylvania. Additionally, exposing teachers to best practices under the foundation of UDL will not only impact under-identified gifted students, but will also positively impact high learners and other diverse learning group

## Other Attachment File(s)

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\* **Mandatory Other Attachment Filename:**

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**Carole L. Clancy**



## Educational Background

August 2020-in process	California University of Pennsylvania Doctoral of Educational Leadership
May 2016	California University of Pennsylvania Superintendent Letter of Eligibility
December 2010	University of San Diego Gifted and Talented Certification
December 2006	Penn State University Special Education Supervisory Certificate
December 2003	Millersville University Special Education M.S.
December 1994	Millersville University Special Education/Elementary Education B.S.

## Professional Experiences

July 2019-Present	Bureau Director of Special Education Pennsylvania Department of Education
May 2018-June 2019	Director of Pupil Services: Special Education, Gifted Education, English Language Learners Solanco School District
December 2015-April 2018	Director of Special Education and Gifted Education Oxford Area School District

March 2009-December 2015 Education	Supervising Coordinator of Special Education and Gifted School District of Lancaster
October 2007-March 2009	Coordinator of Special Education Services McCaskey Campus/Alternative Education Cluster School District of Lancaster
April 2004-September 2007	Coordinator of Special Education Services McCaskey High School Campus School District of Lancaster
September 1997-April 2004	Intervention Specialist McCaskey High School Campus School District of Lancaster
September 1995-October 1997	Part Time Learning Support Wheatland Junior High School School District of Lancaster

# Shirley A Moyer



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## Objective

Education Administrator

## Experience

October 2018 to present: PA Dept of Education, Bureau of Special Education, Special Education Adviser for Gifted Education:

- Provide General Supervision of Gifted Programs in 500 + School districts across the Commonwealth
- Conduct Cyclical monitoring for Continued Improvement (CMCI) of gifted programs in the Commonwealth
- Built a team of experienced professionals to address both compliance and best practices across the commonwealth.
- Investigate Complaints filed on behalf of gifted or thought to be gifted students.
- Order corrective action (CA) when districts are out of compliance with State Regulations in Chapter 16 and follow-up to ensure CA has been implemented
- Enforce compliance at the state level. PA has a non-funded, mandatory gifted program at all Commonwealth public school entities.
- Read and approve all mandatory Gifted Education Assurance plans required in Chapters 4 and 16 of the 22 PA code. Assist districts with editing non-acceptable plans.
- Determine the data to be collected in order to improve overall practices in identification and delivery of services K-12.
- Assist Districts and parents in understanding the difference between compliance and best practice.
- Provide current research data to the Intermediate Unit's for follow up with regional gifted teams through Gifted network meetings, Gifted webinars, presentations, and in consideration of future State-wide initiatives.
- Develop parent training to understand the regulations and best practices.
- Develop training modules for IU's to use during regional training opportunities.
- Professional Affiliations: National Association of Gifted Children

(NAGE), PA Association for Gifted Education (P.A.G.E.), and the Council of State Directors of Gifted Education

- Report status of gifted education to the PA Board of Education annually
- Monitor School District data, practices, hearing officer decisions, and outcomes for the Commonwealth.

August 2016 to September 2018 Shirley A Moyer Education Consulting, LLC

- Providing Administrative consultation and interim services to programs in Bucks County PA.
- October 5, 2016 to January 13, 2017 – Bucks County Intermediate Unit #22- Interim Head Start Coordinator.
- April 2017 to June 2017- Bucks County Intermediate Unit #22- Interim Head Start Program Site Lead
- August 2017 to October 2017- Bucks County Intermediate Unit #22- Review, edit and compile Early Childhood Programs procedures and protocols manual to align with local, state and federal regulations
- July 2018 to September 2018- Bucks County IU #22- Project Transition- a 1306 residential treatment program- provide Special Education in home instruction tutoring services for ESY.

April 2018 to June 2018 Mission One, Doylestown, PA :

- April 2018 to June 2018- Bucks County IU #22 – Interim Program Coordinator for the educational components at Foundations Behavioral Health (a 1306 residential hospital setting)
- April 2018 to June 2018 - Bucks County IU #22- Project Transition- a 1306 residential treatment program- provide Special Education in home instruction tutoring services

July 2014 – June 2016 Quakertown Community School District  
Quakertown,  
PA

## Director of Pupil and Personnel Services

- Member of cabinet in a district serving 5400 students with 847 with special needs
- Design, develop and evaluate special education, gifted education and school counseling program effectiveness
- Chair special education comprehensive planning committee and supervise the development of the plan, monitor the timelines and review the document for accuracy.

- Oversee cyclical compliance monitoring and conduct Facilitated Self Assessments.
  - Monitor compliance for Federal and State Laws in special education, 504 Service agreements, gifted, and health related issues relevant to Chapters 14, 15, 16 and 4.
  - Provide consultation and advisory services to administrators to ensure compliance and collaborate with the state special education advisor for complex cases.
  - Participate in mediation, informal meetings, facilitated IEPs, and due process proceedings
  - Attend board meetings and address the School Board of Directors on litigation issues and personnel issues as well as updates on budget and enrollment in special education
  - Developed a district-wide vision and mission statements consistent with the goals of the QCSD
  - Supervise and coach the supervisor of special education, teachers on special assignment, psychologists, school counselors, nurses, and related service providers
  - Maintain a \$10,000,000 budget including IDEA and ACCESS funds
  - Collaborate with Curriculum and Instruction for program development and evaluation of implementation
  - Write policy and administrative regulations for all areas of special education  
(including Gifted), health, homeschooling, student services
  - Co-chair the HELP team and chair the Parent/Child Reunification Center
  - Actively participate in crisis planning.
  - Coordinate services with outside contractors
  - Work with Human Resources for staffing
  - Plan professional development activities appropriate to the roles of the various professions in PPS
  - Contract with experts to assist with program development and implementation with fidelity.
  - Member of the Networking team for Instructional Rounds – Attended a week long course at Harvard in December 2015.
- October 2008 – July 2014 Quakertown Community School District  
Quakertown, PA

## Supervisor of Special Education

- Chaired the committee and authored the special education comprehensive plan
- Completed Special Education Plan Revisions as required

- Completed AEDY end of year reports and applications
- Developed Corrective Action Plans for cyclical monitoring and implemented with fidelity
- Chaired the committee to conduct facilitated self-assessments for cyclical monitoring
- Collaborate with state special education advisor to address complaints from families
- Participate in mediation, facilitated IEP's, informal meetings, and due process proceedings
- Implemented Emotional support continuum of services K-12 and School Wide Positive Behavior Systems at the elementary level.
- Moved specialized programs into single elementary schools as past practice was to have children in specialized programs attend one school K-2 then move to another school 3-5.
- Reduced the number of out placed children from 300 + to 37 in alternative schools and 114 in IU programs that our district hosts to be able to keep children in their own community
- Provided professional development for 37 special education teachers on a monthly basis to improve delivery of services
- Monitored and coached teachers in writing defensible documents that address the needs of each child.
- Monitor documents for compliance with state and federal regulations ▪ Provide team support with challenging cases.
- Communicate clearly and effectively with stakeholders
- Successfully participated in the 2<sup>nd</sup> co-hort of the PDE Special Education Fellowship

June 2006 – October 2008    Delaware County IU #25    Media, PA  
 The County Alternative High School

**Principal/Supervisor of Special Education – Secondary  
 Emotional and Behavioral Support**

- Implemented Positive Support continuum
- Created a professional learning community and provided professional development
- Developed a school-wide vision statement consistent with the goals of the DCIU
- Conducted a facilitated self-assessment in support of cyclical monitoring occurring in our 15 feeder schools
- Implemented literacy and numeracy initiatives.
- Increased staff/student attendance through participatory decision processes
- Created data teams and curriculum teams to re-write the curriculum across all contents

- Directly supervise 40 + academic teachers, vocational teachers, social worker, psychologists, nurse, lead teacher, mental health clinicians, paraprofessionals, support staff and external agency personal care assistants.
- Participated in due process proceedings
- Monitor compliance in Federal and State laws

2004-2006                      Delaware County IU #25                      Media, PA  
The County Alternative High School

**Lead Teacher- Secondary Emotional and Behavioral Support**

- Oversee Student Scheduling
- Manage all aspects of student discipline and crisis management
- Supervise the daily operations and communication to the 15 feeder schools
- Monitor compliance of IEP process
- Design, develop and present professional development opportunities consistent with Act 48 requirements

2002-2004                      McClure Elementary School                      Philadelphia, PA

**Special Education Classroom Teacher**

- 3<sup>rd</sup> and 4<sup>th</sup> grade
- Provided itinerant, resource, part-time and full-time services in the upper house

1994 -2002                      PA Department of Corrections                      State Prisons  
Mercer &                      Chester, PA

**Corrections School Principal**

- Supervised academic, vocational and special education programs offered to incarcerated males
- Presented at various conferences regarding Learning Disabled Adults
- Served as a Hostage negotiator/Team Leader for ten years
- Trainer for the Federal Bureau of Prison – new teacher trainings
- Served as a leadership styles instructor for the DOC
- Monitor compliance with Special Education Chapter 14, federal and state mandates
- Conducted Facilitated Self-Assessments and chaired the cyclical monitoring committee.
- Authored the special education plans in both prisons.

1987 – 1994                      PA Department of Education                      State Prison – Mercer, PA

## Academic/Special Education Teacher

- Accomplished the highest pass rate on GED for five consecutive years within the state prison system
- Presented seminars/workshops on Learning Different strategies for ten years
- Named a Pennsylvania exemplary adult educator and was featured in a Penn State PBS documentary in 1991 on teaching learning disabled adults
- Mentored nine student teachers through Slippery Rock University

## Education

2005-2007 - Arcadia University, Glenside, PA

Educational Leadership – Certified as Supervisor of Special Education July 2006. Certified as Principal K-12 in July 2007

- *Norman A Miller Scholarship for Educational Leadership* recipient 3/07

1992 - Slippery Rock University, Slippery Rock, PA

Master of Education- Special Education

- *Outstanding Graduate Award*

1991- Slippery Rock University, Slippery Rock, PA

Certified Special Education Area of Concentration: Emotional and Behavioral Disorders

1983 - Slippery Rock University, Slippery Rock, PA

Bachelor of Science- Elementary Education, Secondary English

- *Cum Laude*

1976 -United States Air Force, Honorable Discharge

1974 -Austintown Fitch High School, Youngstown, Ohio *Diploma*,

- *National Honor Society*

# Amy Davis McShane



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## Highlights of Qualifications

- 28 years experience in education
- 24 years experience in management
- Experience working with gifted students and gifted educators statewide
- Experience in Career Education programming
- Excellent computer and organizational skills
- Presented at conferences statewide and nationally on various topics including career education, gifted education, and academic events

## Education

Gifted Endorsement – **Millersville University**, 2021  
Master of Library and Information Science – **University of Pittsburgh**, 2009  
Bachelor of Science in Early Childhood Education, Minor in Music - **Indiana University of Pennsylvania**, 1993

## Professional Experience

**Allegheny Intermediate Unit**, Homestead, PA 2007-  
*Western Pennsylvania Gifted Liaison Career Ready PA Project Director*  
*Career Education and Academic Events Coordinator*

Duties include providing support and professional development for Allegheny County’s gifted education coordinators, career education resources and opportunities for teachers and students, and academic events for the schools countywide and statewide.

## Achievements

- Named Western Pennsylvania Gifted Liaison by the Pennsylvania Department of Education in October 2019. Duties include providing professional development, resources, support, and communication to districts in the western part of Pennsylvania.
- Awarded the Career Ready State Project by the Pennsylvania Department of Education. Named Co-Director of the project in February 2019.

- Provided financial literacy resources and programming statewide. Received a grant to provide free books of *The Missing Semester* to every high school in the state of Pennsylvania that requested them. In 2018-2019, over 10,000 books were distributed across the state.
- Created a STEM Design Challenge in 2010 that is grant funded and offered statewide to over 5,000 students each year. Students in grades 4-8 are given a challenge that they must solve using K'Nex. This program has received support from Thermo Fisher Scientific as well as state and national recognition.
- Created and presented a Career Ready Boot Camp that is currently being provided to school districts across the state.
- Developed, in partnership with the Allegheny County Library Association, a Children's Choice Awards that encourages students in grades 3-6 to read. Students vote annually for their favorite book and then attend a conference that is led by a national author.
- Coordinated a Powering Pittsburgh competition, in partnership with the Pittsburgh Steelers and Shell Polymers, for middle and high school students in the region.
- Coordinate various academic events for the schools in the region. These include CalcuSolve, Science Bowl, History Bowl, Powering Pittsburgh and the Governor's STEM Competition.
- Received a grant from the Grable Foundation to work with the Carnegie Mellon University Entertainment Technology Center to create an app for middle and high school students about the Census. This app, Space County, will be launched in January 2020.
- Presented at national conferences including National Association for Gifted Children and National Science Teachers Association.
- Presented on gifted education and career education at local and statewide conferences and workshops.
- Acted as State Coordinator of the Pennsylvania Association for Gifted Education conferences in 2015 and 2018.
- Established relationships with local and statewide gifted educators.
- Initiated new career exploration programs on Avian Care, Robotics, Leadership, Pharmacology and Digital Photography.
- Organized the Countywide Professional Development Day in 2007, 2008 and 2009 for all school districts in Allegheny County.
- Created a quarterly networking meeting for gifted educators
- Created a partnership with Phipps Conservatory to create a new program for high school students – Eco Challenge.
- Served on local advisory boards for Heinz History Center, Pittsburgh Cultural Trust, WQED, Pittsburgh Ballet Theater, Junior Achievement, United States Census and UPMC.
- Organized professional development opportunities for gifted educators in Allegheny County.
- Created a group of role-alike educators that work in Career Education and Workforce Development and coordinated various Career Symposiums in the region.
- Created and coordinated many student competitions for the county and state.
- Applied for and received grant money for my programs in excess of \$50,000 each year.

**Carnegie Science Center**, Pittsburgh, PA

1997-2007

*Education Coordinator: Classes, Summer Camps, Birthday Parties, Sleepovers*

Supervised a staff of fifty part-time instructors and volunteers, and was responsible for budget management, fundraising, and other management functions. I also organized special programs such as National Engineers Week, Science and Technology Awards for Excellence, Focus on Spectroscopy, Three Rivers Educational Technology Conference, Future City Competition, and An Evening with Sir Edmund Hillary.

## **Achievements**

- Managed a \$500,000+ budget
- Established Pittsburgh's First Annual Future City Competition
- Applied for and received grants for underserved students to attend Carnegie Science Center Workshops and Summer Camps
- Increased the attendance in the Classes and Summer Camps program by 50%
- Employee of the Month - July 2001
- As part of a team, applied for and received a large grant from the National Science Foundation to launch a program at the Hill House for underserved 7th and 8th grade students (Mission Discovery)

## **Professional Memberships/ Committees**

- Pennsylvania Association of Gifted Education (PAGE) Board Member and Treasurer from 2009-2019
- Plum Borough Community Library Board Member and Secretary from 2017-2020
- Smart Futures Board Member from 2010-present
- 2010 and 2020 Allegheny County Census Committee Member
- Bots IQ Committee Member
- Consortium for Public Education Career Education Committee Member and Future Ready Partnerships Conference Committee Member
- Future of Work Steering Committee for Remake Learning
- Imagine! Career Week Steering Committee Member
- Leukemia and Lymphoma Society Student of the Year Committee Member
- National Association for Gifted Children Member
- National Science Teachers Association Member
- Pennsylvania Association of Gifted Education 2010 Conference Committee
- Pennsylvania Association of Gifted Education 2013 Conference Co-Chair
- Pennsylvania Association of Gifted Education 2018 Conference Chair
- Pennsylvania Department of Education SAS Institute Committee Member
- Pennsylvania Gifted Liaisons Network
- Pennsylvania School Librarians Association Member
- Pittsburgh Cultural Trust Education Advisory Board
- Pittsburgh Science and Engineering Fair Volunteer
- Senator John Heinz History Center Teacher Advisory Council

- Smart Futures E-Mentor
- STREAM Academy Steering Committee Member
- TEDx Youth at Pittsburgh Steering Committee Member
- Three Rivers Educational Technology Conference Committee
- Three Rivers Area Labor Management Committee Member
- UPMC Educational Partnerships Advisory Committee
- UPMC Sub-Committee on Dignity and Respect for Youth Committee Member
- Western Pennsylvania College Success Roundtable Member
- WQED Community Advisory Board Member

## Professional Summary

Upbeat and highly capable educator devoted to promoting student learning and enhancing individual potential. Skilled in directing learning environments and maximizing educator professional development through positive and forward-thinking approaches.

## Work History

**Montgomery County Intermediate Unit 23**  
**Eastern Pennsylvania Gifted Liaison and STEM Project Consultant**  
 Norristown, PA  
 07/2011 - Current

- Gifted Point of Contact for the state, starting in December 2019
- Plan and promote organizational change by working with district teams to develop departmental training strategies
- Develop and deliver various training courses for staff's on-going education needs
- Research and incorporate current trends and data into standard curriculum for Gifted, STEM, and ELA

**Montgomery County Intermediate Unit 23 - Autistic Support Teacher**  
 Norristown, PA  
 01/2010 - 06/2011

- Communicated nonverbally with children to provide comfort, encouragement and positive reinforcement
- Delivered effective and differentiated classroom instruction to diverse range of developmentally challenged students
- Cultivated connections and strong student rapport to foster classroom engagement, in addition to recording student progress to inform parents and school administration

### Philadelphia School District - Elementary Teacher

Philadelphia, PA  
 02/2005 - 12/2009

- Helped students develop self-esteem and life skills by fostering healthy conflict-resolution, critical thinking and communication
- Taught students subject-specific material, learning strategies and social skills
- Established and enforced rules of behavior to drive social development and maintain positive interactions
- Implemented schools' first Science Fair

## Education

12/2021  
**Millersville University**  
 Gifted Endorsement

01/2019  
**Gwynedd Mercy University**  
**Master of Science:** Curriculum & Instruction

05/2010  
**Gwynedd Mercy University**  
**Master of Science:** Special Education

05/2004  
**University of Central Florida**  
**Bachelor of Science:** Elementary Education

## Certifications

- Elementary (K-6)
- Special Education (PK-12)
- Mid-Level Mathematics (6-9)
- English as a Second Language (PK-12)
- Reading Specialist (PK-12)
- Supervisor of Curriculum and Instruction

## Skills

- Project oversight
- Course design
- Course development experience
- Process and procedure development

## DONALD W. DOLBIN, JR.

### EDUCATION:

**Purdue University Global** – March 2021 to present. B.S. Degree program in Emergency Management and Fire Science

**East Pennsboro High School**, Enola, PA; June 1983

Activities: Varsity Football; Junior and Senior Class Plays; Drama Club; Boy Scout

### EXPERIENCE:

**Pennsylvania Department of Education** – Harrisburg, PA  
Bureau of Special Education (BSE)

Education Administrative Associate\* - March 5, 2005 to present. (\*From March 5, 2005 to November 11, 2019, I was an administrative assistant II. However, it was determined, due to the higher level of detail my position required, I was reclassified as an education administrative associate.)

- Advised and/or provided regulatory guidance to Approved Private Schools (APSs), Chartered Schools for the Deaf and the Blind (CSs), and Local Education Agencies (LEA's) regarding funding, placement, and the PDE4010 process.
- Advised and/or provided regulatory guidance regarding the 4008 forms received by the APS/CS and the APS Verification Form sent to the LEAs in February of each year.
- Participating in meeting with the Alliance of APSs at least twice a year.
- Preparing and submitting to the Comptroller's Office the monthly unipayments for the APSs and CSs.
- Assists APS Adviser with reviewing and approving APS/CS Proposed Tuition Rate and Full-Time Equivalency (FTE) worksheets.
- Assists supervisor with preparing budget proposal for the Governor's budget to fund the APS/CS.
- Researches questions regarding APS/CS budgets and funding.
- Assisted with developing new web-based Approved Private School Electronic Management System (APSEM). This system replaced the former system which was used for approving and tracking of funding for students who are approved as funded students at APSs and CSs.
- Gathering all relevant information and preparing the Act 16 Report of Expenditures Relating to Exceptional Pennsylvania Students.
- Advised and/or provided regulatory guidance to LEAs regarding submission of the Act 16 Report.

- Support person for the gifted adviser.
- Preparing and mailing letters to the peer monitors for gifted monitorings.
- Preparing and reviewing gifted monitoring reports to be sent to LEAs.
- Maintain database and track the status of gifted monitorings.
- Advise and/or provide regulatory guidance to parents and LEA's regarding gifted programs.
- Prepare year end gifted report to be submitted to the State Board of Education.
- Reviews all Bureau documents before they are placed on PDE website to ensure the document is American's with Disabilities Act (ADA) compliant.
- Bureau contact with web office to ensure documents are placed on PDE webpage and to coordinate changes to webpage as needed.

Administrative Assistant 1 – November 1, 2003 to March 4, 2005

- Supervised two Clerk Typist 3's.
- Assisted in processing budgets for Mutually Agreed upon Written Arrangement (MAWA) for agencies.
- Logging of funds into ACCESS system.
- Reviewed applications for certificates of competency.
- Reviewed renewal forms for certificates of competency.
- Answered questions from LEA's regarding certificates of competency.
- Processed para-educator certificates of competency.

Clerk Typist 3: Nov. 2002 – October 31, 2003

- Created logging system for, and tracked special education plans for school districts throughout the Commonwealth.
- Logged and tracked Special Education Plan Revision Notices.
- Provided technical assistance to school districts regarding Special Education Plan Revision Notices.
- Proofed and formatted correspondence.

Clerk Typist 2: May 2001 – Nov. 2002

- Proofed and formatted Complaint Investigation Reports.
- Proofed and formatted correspondence.
- Established and maintained various filing systems.
- Made travel arrangements for special education advisers.
- Completed travel expense vouchers for special education advisers.
- Scanned files into computer.
- Compiled monitoring packets for advisers.
- Answered telephones.
- Typed letters and documents as requested.

**Commonwealth of PA Executive Office** – Harrisburg, PA; Dec. 2000-May 2001  
Clerical Pool:

- Trained in Excel 2000 - Level 1.
- Trained in Outlook 2000 - Level 1.
- Processed applications 4010 and 4011 forms for special education children.
- Scanned files into computer.
- Compiled monitoring packets for advisers.
- Photocopied and filed documents.
- Typed letters and documents as requested.

**Sterling Optical/Singer Specs – Harrisburg, PA; Jan. 1995-Dec. 2000**

Optician/Manager:

- Processed insurance claims and received insurance checks.
- Hired and trained new employees.
- Sold eyeglass frames and lenses to patients.
- Tracked sales figures.
- Trained patients regarding proper wear and care of contact lenses.
- Resolved patient complaints.

**Central Credit Control – Harrisburg, PA; 1993-1994**

Bill Collector: Collected overdue accounts and arranged payment plans with debtors.

**Kinney Shoe Corporation – MA, PA; 1988-1992 Manager:**

- 1991: Received Audit Award and won store manager contest.
- Hired and trained new employees.
- Tracked sales figures.

## **VOLUNTEER SERVICES:**

West Enola Fire Company / Enola Fire Company #3

Recruitment/Retention Officer for the East Pennsboro Township Fire Department

Chairman of Merger Committee: 2012 to 2014

Assistant Fire Chief: 2011

Captain: 2000, 2004 and 2008

First Lieutenant: 2002 to 2003 and 2005

Second Lieutenant: 2001

President: 1995-1999 and 2019-2021

Vice President: 1992-1994

Member: 1986 to present

East Pennsboro Ambulance Service

Board of Directors: 1996-1999

Boy Scout Troop #51

Assistant Scoutmaster: June 2015 – August 2018

Boy Scout Troop #89

Assistant Scoutmaster: September 2018 to present

## Appendix B: Letters of Support



COMMONWEALTH OF PENNSYLVANIA  
DEPARTMENT OF EDUCATION

March 29, 2022

Javits Grant Review Panel,

Equitable identification of mentally gifted students and providing quality gifted education programs is critical to our future workforce. Pennsylvania recognizes improving the equitable identification of students potentially gifted in the commonwealth requires an intensive professional development program designed to build capacity and sustainability beyond the years of the Javits Grant. On behalf of the Pennsylvania Department of Education, I am pleased to support our Pennsylvania Department of Education, the Allegheny Intermediate Unit, and the Montgomery County Intermediate Unit in their Javits Funding proposal for the Pennsylvania Gifted Equity Initiative.

The Pennsylvania Gifted Equity Initiative will develop a statewide support team including state level leads, Intermediate Units (Educational Service Agencies), LEA, family engagement and national leaders in equity to help advance the equitable practices in gifted identification across the Commonwealth of Pennsylvania. The Javits Grant funding will provide the support needed to continue the work started in Pennsylvania on a much broader scale to create and implement the professional development, family training and support for all stakeholders as we address a much-needed transformational change in equitable practices in gifted education.

Ultimately important is that the Pennsylvania Department of Education recognizes that this project's impact for underserved and underrepresented children in gifted programs will be substantial and equitable.

Sincerely,

A handwritten signature in black ink, appearing to read "Noe Ortega".

Dr. Noe Ortega  
Secretary of Education



COMMONWEALTH OF PENNSYLVANIA  
OFFICE OF THE GOVERNOR

March 29, 2022

To Whom It May Concern:

Identifying and providing quality education programs for all potentially gifted students in our state is critical to our future workforce. Improving the equitable identification of students in the commonwealth is also critical to right the historical injustices of inequities. I am pleased to support the Pennsylvania Department of Education, Allegheny Intermediate Unit, and Montgomery County Intermediate Unit in their Javits Funding proposal for the Pennsylvania Gifted Equity Initiative.

The Pennsylvania Gifted Equity Initiative Team will develop a statewide support system intended to build capacity and sustainability well beyond the grant years in the areas of intensive professional development, coaching, family engagement, and increased proportionality in gifted identification practices. Federal funding through the Javits Grant opportunity for the Commonwealth of Pennsylvania will support the work already in progress.

Thank you for your consideration.

Sincerely,

A handwritten signature in blue ink that reads "Tom Wolf".

TOM WOLF  
Governor



2 West Lafayette Street | Norristown PA 19401 | 610-755-9400 | [www.mciu.org](http://www.mciu.org)

March 23, 2022

Javits Grant Review Panel,

The Montgomery County Intermediate Unit is pleased to be a partner with the Allegheny Intermediate Unit and the Pennsylvania Department of Education for the Pennsylvania Gifted Equity Initiative that is being submitted for Javits Program Funding. For over 50 years intermediate units have provided high quality, efficient programs to public school districts and non-public/private schools. As part of our mission, we champion equitable opportunities for every learner and the Pennsylvania Gifted Equity Initiative will advance our work in this area.

For the past three years the Montgomery County Intermediate Unit has partnered with the Pennsylvania Department of Education to provide an Eastern Pennsylvania Gifted Liaison. Through this partnership we have provided training, consultation, and best practices in gifted education throughout the eastern part of the state in coordination with a Western Pennsylvania Gifted Liaison at Allegheny Intermediate Unit. We look forward to continuing this beneficial partnership and enhancing the work through the Gifted Equity Initiative.

As part of the Pennsylvania Gifted Equity Initiative, we seek to convene a statewide support team including the state level leads, Intermediate Units (Educational Service Agencies), and national leaders in equity to help advance the equitable practices in gifted identification across the Commonwealth of Pennsylvania.

Thank you for your consideration. Should you wish to discuss this letter of support, please feel free to contact me.

Sincerely,



Executive Director  
Montgomery County Intermediate Unit

Serving the schools  
of Montgomery County

Abington • Bryn Athyn • Cheltenham Township • Colonial • Hatboro-Horsham • Jenkintown • Lower Merion  
Lower Moreland Township • Methacton • Norristown Area • North Penn • Perkiomen Valley • Pottsgrove  
Pottstown • Souderton Area • Spring-Ford Area • Springfield Township • Upper Dublin • Upper Merion Area  
Upper Moreland Township • Upper Perkiomen • Wissahickon



**ALLEGHENY INTERMEDIATE UNIT**

475 East Waterfront Drive | Homestead, PA 15120 | 412-394-5700 | aiu3.net

March 24, 2022

Javits Grant Review Panel:

The Allegheny Intermediate is pleased to be a partner with the Montgomery County Intermediate Unit and the Pennsylvania Department of Education for the Pennsylvania Gifted Equity Initiative that is being submitted for Javits Program Funding. For over 50 years, intermediate units have provided high quality, efficient programs to public school districts and non-public/private schools. As part of our mission, we advocate for equitable opportunities for every learner and the Pennsylvania Gifted Equity Initiative will advance our work in this area.

For the past three years, the Allegheny Intermediate Unit has partnered with the Pennsylvania Department of Education to provide a Western Pennsylvania Gifted Liaison. Through this partnership we have provided training, consultation, and best practices in gifted education throughout the western part of the state in coordination with an Eastern Pennsylvania Gifted Liaison at Montgomery County Intermediate Unit. We are looking forward to continuing this beneficial partnership and enhancing the work through the Pennsylvania Gifted Equity Initiative.

As part of the Pennsylvania Gifted Equity Initiative, we seek to convene a statewide support team including the state level leads, Intermediate Units (educational service agencies), and national leaders in equity to help advance the equitable practices in gifted identification across the Commonwealth of Pennsylvania.

Thank you for your consideration. Should you wish to discuss this letter of support, please feel free to contact me at [REDACTED]

Sincerely,

[REDACTED]

Dr. Robert Scherrer  
Executive Director  
Allegheny Intermediate Unit

*We are an educational community that advocates and advances equitable opportunities for every learner.*



March 23, 2022

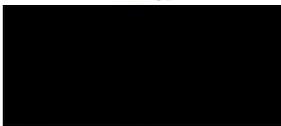
Javits Grant Review Panel,

Equitable identification of mentally gifted students and providing quality gifted education programs is critical to our future workforce. Pennsylvania recognizes improving the equitable identification of students potentially gifted in the commonwealth requires an intensive professional development program designed to build capacity and sustainability beyond the years of the Javits Grant. On behalf of the Pennsylvania Association of Intermediate Units, I am pleased to support the Pennsylvania Department of Education, Allegheny Intermediate Unit, and Montgomery County Intermediate Unit in their Javits Funding proposal for the Pennsylvania Gifted Equity Initiative.

The Pennsylvania Gifted Equity Initiative will develop a statewide support team including state level leads, Intermediate Units (Educational Service Agencies), LEA, family engagement and national leaders in equity to help advance the equitable practices in gifted identification across the Commonwealth of Pennsylvania. The Javits Grant funding will provide the support needed to continue the work started in Pennsylvania on a much broader scale to create and implement the professional development, family training and support for all stakeholders as we address a much-needed transformational change in equitable practices.

Thank you for your consideration.

Sincerely,



John George, Ed.D  
Executive Director

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**PENNSYLVANIA ASSOCIATION OF INTERMEDIATE UNITS**  
55 Miller Street, Enola, PA 17025-1640 • 717.732.8464 • [paiu.org](http://paiu.org)



March 29, 2022

Javits Grant Review Panel,

Equitable identification of mentally gifted students and providing quality gifted education programs is critical to our future workforce. Pennsylvania recognizes improving the equitable identification of students potentially gifted in the commonwealth requires an intensive professional development program designed to build capacity and sustainability beyond the years of the Javits Grant. On behalf of the Pennsylvania State Board of Education, I am pleased to support the Pennsylvania Department of Education, Allegheny Intermediate Unit, and Montgomery County Intermediate Unit in their Javits Funding proposal for the Pennsylvania Gifted Equity Initiative.

The Pennsylvania Gifted Equity Initiative will develop a statewide support team including state level leads, Intermediate Units (Educational Service Agencies), LEA, family engagement and national leaders in equity to help advance the equitable practices in gifted identification across the Commonwealth of Pennsylvania. The Javits Grant funding will provide the support needed to continue the work started in Pennsylvania on a much broader scale to create and implement the professional development, family training and support for all stakeholders as we address a much-needed transformational change in equitable practices.

Sincerely,



Karen Farmer White, Chair  
State Board of Education  
Commonwealth of Pennsylvania



17 March 2022

Javits Grant Review Panel,

Please accept this letter in support for the Pennsylvania Gifted Equity Initiative Team's application to the Jacob K. Javits Gifted and Talented Students Education Program.

It is my understanding that the Pennsylvania Gifted Equity Initiative seeks to convene a statewide support team including state level leads, Intermediate Units (Educational Service Agencies), and national leaders in equity to help advance the equitable practices in gifted identification across the Commonwealth of Pennsylvania.

If funded, I would support this work by providing the team with professional development, consultation, and research support to help guide equitable identification of gifted students. As you know, my primary area of scholarship and work with schools is in gifted and talented student identification, especially focused on efforts to increase equity. I would welcome the opportunity to work with the Pennsylvania Gifted Equity Initiative Team to see how the students in Pennsylvania could benefit.

Thank you for your consideration. Should you wish to discuss this letter of support, please feel free to contact me.

S:



Scott J. Peters, Ph.D.  
Professor of Assessment and Research Methodology  
Department of Educational Foundations

# IOWA

**College of Education**

**The Belin Blank Center**

University of Iowa  
600 Blank Honors Center  
Iowa City, Iowa 52242-0454  
319-335-6148  
[belinblank.org](http://belinblank.org)

April 5, 2022

Javits Grant Review Panel,

On behalf of the University of Iowa Belin-Blank Center for Gifted Education and Talent Development, please accept this letter in support of the Pennsylvania Gifted Equity Initiative Team application for Javits Grant funding.

It is our understanding that the Pennsylvania Gifted Equity Initiative Team seeks to develop a capacity building and sustainable statewide support team including state level leads, Intermediate Units (Educational Service Agencies), LEA's, families, and national leaders in equity to promote equitable practices in gifted identification across the Commonwealth of Pennsylvania.

If funded, our organization would support the work by providing the team with professional development and consultation, to guide equitable identification of gifted students. Through Years 1 and 2 Dr. Ann Shoplik (an employee of the University of Iowa Belin-Blank Center) will work with the state lead team to guide the project as well as provide professional development to the Intermediate Unit Gifted Equity Leads. Shoplik will provide 10 days in year 1 and five days in year 2 at a rate of \$1,500 per day inclusive of all University of Iowa fees.

Thank you for your consideration. Should you wish to discuss this letter of support, please feel free to contact me.

Sincerely,



Susan G. Assouline, Ph.D.  
Myron and Jacqueline Blank Endowed Chair in Gifted Education  
Director, Belin-Blank Center

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## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

## Pennsylvania Gifted Equity Initiative

### Budget Narrative:

#### Personnel – Bureau of Special Education, PDE

**Principle Investigator**, (0.05 FTE In-Kind) Carole L Clancy, Director of the Bureau of Special Education will devote 5% of her time in kind. Funds are not requested for the administrative management of the project. To demonstrate the commitment of the Department of Education, this project will receive in-kind support from the Bureau Director for project oversight.

**Project Director**, (0.5 FTE, In-Kind) Shirley Moyer, M.Ed, Special Education Adviser-Gifted, will commit 50% of her time to provide the daily administrative oversight of all grant activities with the other 50% of time committed to existing technical assistance activities as directed by the BSE. She will be responsible for project management including overseeing the Project Director Assistant, Project Assistant and managing the Co-Coordination, project staff and assistants in addition to consultants, data collection, analyzing and accountability for LEAs and IU's. Shirley has 39 years of educational experience. She has worked in Pennsylvania state prisons, intermediate units, public schools from pre-K to 12, and adult education. She has been an educational administrator since 1994 and has led transformational change in educational organizations throughout her career.

**Project Director Assistant**, (1.0 FTE) TBD, the Project Director Assistant from the BSE will devote 100% of their time to this project. Funds requested for 1.0 FTE to support this position that will assist in the organization and management of funds, scheduling of events, and data associated with this grant. Year One salary and benefits represent current values for this position, with Year Two through Year Five is projected based on a 2.5% increase annually. Actual costs may vary.

Year One Salary and Benefits: \$ [REDACTED]

Year Two Salary and Benefits:

Year Three Salary and Benefits:

Year Four Salary and Benefits:

Year Five Salary and Benefits:



**Project Assistant**, (.25 FTE, in-kind) Don Dolbin, Education Administrative Associate will devote 25% of his time to this project in kind. The remaining 75% of his time will be devoted to supporting the BSE with existing technical assistance activities. Throughout the grant, BSE will support this position that will assist in the preparation of materials, reports, meeting agendas, and minutes. Funds are not requested for the project assistant of this grant. To demonstrate the commitment of the Department of Education, this project will receive in-kind support from the Bureau Director for project assistance.

**Personnel - Intermediate Units**

**Project Co- Coordinator Statewide Lead**, (.75 FTE), Amy McShane, Allegheny Intermediate Unit #3, will commit 75% of her time to provide coordination of all grant activities. Funds are being requested for 0.5 FTE of this position. Ms. McShane will be instrumental in co-coordinating and aligning activities with state initiatives related to Gifted. Ms. McShane has served as project director for state and federal grant funded programs, has grant administration experience and a history of planning, overseeing, and facilitating educational services and professional development for teachers and administrators of the gifted across Pennsylvania. She and Patrice Semicek will be responsible for the coordination of contractors and staff, as well as disseminating any information to district participants. Salary and benefits for this position reflect current values of this position, \$ [redacted] a day. Actual costs may vary.

Year One Salary and Benefits:

Year Two Salary and Benefits:



Year Three Salary and Benefits

Year Four Salary and Benefits:

Year Five Salary and Benefits:



**Project Co- Coordinator Statewide Lead**, (.75 FTE), Patrice Semicek, Montgomery County IU# 23, will commit 75% of her time to provide coordination of all grant activities. Funds are being requested for 0.5 FTE of this position. Ms. Semicek will be instrumental in co-coordinating and aligning activities with state initiatives related to gifted education. Ms. Semicek has served as project director to two other grants, has grant administration experience and a history of planning, overseeing, and facilitating educational services and professional development for teachers and administrators of the gifted across Pennsylvania. She and Amy McShane will be responsible for the coordination of contractors and staff, as well as disseminating any information to district participants. Salary and benefits for this position reflect current values of this position, \$ [redacted] a day. Actual costs may vary.

Year One Salary and Benefits:

Year Two Salary and Benefits:

Year Three Salary and Benefits

Year Four Salary and Benefits:

Year Five Salary and Benefits:



**Project Implementers, (Varying FTE per year):** Ten intermediate unit consultants will be responsible for the implementation of the statewide personnel development, technical assistance, and evaluation activities of the grant. By using key staff members across the statewide system, fidelity of implementation is ensured. These highly trained individuals will support the co-coordinators and project director as well as identified Local Educational Agencies (LEAs) through facilitation of meetings, coaching, professional development events and data

collection. All will be contributing the following time to grant activities. Salary and benefits for this position reflect current values of this position, \$ [REDACTED] a day. Actual costs may vary.

Year 1 : 15 days (8% FT [REDACTED])

Year 2: 23 days (13% FT [REDACTED])

Year 3: 27days (15% FT [REDACTED])

Year 4: 29 days (16% FT [REDACTED])

Year 5: 32 days (18% FT [REDACTED])

**Fringe Benefits:** There will be no additional fringe benefits offered in this grant.

**Travel:** Whenever possible, virtual meetings will take place to allow for travel costs to remain at a minimum. A majority of the travel costs for this grant are for participants, project co-coordinators and consultants to travel to Harrisburg for training, consultation and planning meetings. At these meetings, the team members will design and deliver professional development, protocols, and procedures for school districts to use when proportionally identifying gifted students. Additionally, once a year, project co-coordinators, project director, and project implementers will attend conferences on diversity, equity, and inclusion.

Costs are calculated based on a mileage rate of \$0.585/mile for year one and increase in subsequent years. Lodging costs an average of \$180.00 per night and a maximum of \$70.00 per day for meals. All travel will be conducted in accordance with the Department of Education travel regulations. Any airline travel will be at the lowest airfare with flights booked in advance to take advantage of special rates. Actual costs may vary.

Year One Travel [REDACTED]

Year Two Travel [REDACTED]

Year Three Travel [REDACTED]

Year Four Travel [REDACTED]

Year Five Travel: [REDACTED]

**Equipment:** Equipment for this grant consists of computers, web hosting fees, video creation tool fees and the purchase of hotspots and continued monthly fees for each of them. The costs for the equipment are based on the 2022 average fees. Web hosting fees include a yearly purchase of a domain name, website creation tools and website hosting fees. These fees are yearly costs and will cost approximately \$[REDACTED] a year. Many school districts and intermediate units are located in areas of Pennsylvania where internet is not easily accessible and the co-coordinators, project director, and assistants will need hotspots to ensure connections to the internet. The yearly costs include the purchase and maintenance of five hotspots and the monthly fees associated with them, which averages out to \$[REDACTED] a year. Video creation tools and SCORM package tools for the website will be purchased and maintained Year One through Year Five. Each member of the project lead team will need individual access to these tools, which averages out to \$[REDACTED] a year. Finally, to ensure that the website is created using current technology, laptops will need to be purchased in Year One and Year Two for an average of \$[REDACTED]. Actual costs may vary.

Year One	[REDACTED]
Year Two	[REDACTED]
Year Three	[REDACTED]
Year Four	[REDACTED]
Year Five	[REDACTED]

**Supplies:** Supply cost of this project consists of copy costs and office supplies for the Co-ordinators, Project Director, Assistants, and Project Implementers. The supplies are for instructional materials. Average cost of black and white printing is \$0.17 per page and color printing is \$0.50 per page. The printed materials are required for professional development,

work sessions, and coaching sessions. Office supplies consist of chart paper, markers, tape, pens, and copy paper. Actual costs may vary.

Year One:

Year Two:

Year Three:

Year Four:

Year Five:

**Contractual – Par**

**Project Researcher:** It is critical for Pennsylvania to seek a researcher/evaluator who has experience in the collection and analysis of data related to gifted issues. It is our intention to enter into a contract with Scott Peters from the University of Wisconsin for this role should Pennsylvania be awarded this grant. Mr. Peters has provided a letter of support and his credentials. We have estimated the costs based on Mr. Peters' estimates and current (UConn, University of Iowa, University of Wisconsin, John Hopkins) researchers/evaluators rates. Years One through Year Five is estimated to be \$ [REDACTED] each year. Actual costs may vary.

Year One

Year Two

Year Three

Year Four

Year Five

**Special Consultant:** Joy Lawson Davis will commit to several days each in Years One through Four working with the Co-Coordinators, the Project Director and Principal Investigator to examine and enhance the proportional equity of students identified as gifted. Dr. Davis is a

career educator with over 40 years of experience as a practitioner, scholar, author, and consultant with an expertise in equity in gifted education and cultural competency education. Dr. Davis has served in local, regional, and state leadership positions in gifted education as well as at-large member of the National Association for Gifted Children Board of Directors. Dr. Davis will provide critical support to the state team with development and implementation of professional development, protocols, and equitable practices in identifying gifted students in the Commonwealth of Pennsylvania. Actual costs may vary.

Year One:

Year Two:

Year Three:

Year Four:

**Special Consultant:** Dr. Ann Lupkowski-Shoplik will provide consulting services to the Pennsylvania Gifted Equity Initiative over several days in Years One through Four. Currently she is serving as an Administrator with the Acceleration Institute and Research at the University of Iowa Belin-Blank Center. She founded and directed the Carnegie Mellon Institute for Talented Elementary and Secondary Students (C-MITES) at Carnegie Mellon University and was a co-author of the *Iowa Acceleration Scale*. Dr. Shoplik's wealth of experience in gifted education, and in particular in Pennsylvania, will be an important asset to the state team as they develop and implement the project.

Year One:

Year Two:

Year Three:

Year Four:

**Special Consultant:** Scott Peters will commit to several days in Years One through Five working with the Co-Coordinator, the Project Director and Principal Investigator to examine and enhance the proportional equity of students identified as gifted. Scott J. Peters is a Professor of Assessment and Research Methodology in the Department of Educational Foundations at the University of Wisconsin – Whitewater where he teaches courses on measurement and assessment, research methodology, and gifted education. His research work focuses on educational assessment, gifted and talented student identification, *disproportionality within K-12 education, and educational policy. His work has appeared in journals such as AERA Open, the British Journal of Educational Psychology, Gifted Child Quarterly, the Journal of Advanced Academics, Exceptional Children, Ed Week, Ed Leadership, Gifted Child Today, and Gifted and Talented International.* He is the past recipient of the Fedlhusen Doctoral Fellowship, the National Association for Gifted Children Research and Evaluation Network Dissertation Award, the Doctoral Student of the Year Award, the Early Scholar Award, and the UW-Whitewater College of Education Innovation and Outstanding Research Awards. Dr. Peters will provide critical support to the state team with development and implementation of professional development, protocols, and equitable practices in identifying gifted students in the Commonwealth of Pennsylvania. Actual costs may vary.

Year One: \$8,000

Year Two: \$

Year Three:

Year Four:

Year Five: \$

**Special Consultant:** TBD, will commit to several days in Years One through Three working with the Co-Coordinator, the Project Director and Principal Investigator to examine and enhance the proportional equity of students identified as gifted. This person has experience in redesigning

district gifted programs and inspire school districts by highlighting universal screening, talent development and the use of local and state norms for identification. This consultant will be a guest speaker and receive an honorarium of \$4,000 for that work in addition to the consultation and collaboration with the team. Actual costs may vary.

Year One:

Year Two:

Year Three:



**Construction:** There are no construction costs associated with this project.

**Other:** There are no other costs associated with this project.

**Total Direct Costs**

The below chart outlines the proposed total direct costs for this project.

	Year 1	Year 2	Year 3	Year 4	Year 5
Personnel					
Fringe Benefits					
Travel					
Equipment					
Supplies					
Contractual					
Construction					
Other					
Total Direct Costs					

**Indirect Costs** The indirect cost rate for this project is 5.4%. Attached is the current Indirect Cost Agreement for the Pennsylvania Department of Education.

Year O  
 Year T  
 Year T  
 Year F  
 Year F

**Training Stipends** There are no training stipends associated with this project.

**Total Costs:** Below is a chart of the Direct Costs, Indirect Costs and Total Costs for the five years of this project. The total cost of this project is \$

	Year 1	Year 2	Year 3	Year 4	Year 5
Total Direct Costs					
Indirect Costs					
Training Stipends					
Total Cost					



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

**Applicant Information**

**Legal Name:**

Pennsylvania Department of Education

**1. Project Objective:**

Goal 1: Build and support teams to improve outcomes for underrepresented subgroups who are potentially mentally gifted through evidence-based, intensive professional development for administrators, teachers, and psychologists.

1.a. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Objective A: Consult with national leaders to design and implement evidence-based, intensive professional development for administrators, teachers, and psychologists.	PROJECT		/	

1.b. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Objective B: Build support teams at the intermediate unit level (regional educational service agencies).	PROJECT		/	

1.c. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Objective C: Support Gifted Equity Leads (GELs) with implementation of professional development that is evidence-based for administrators, teachers, and psychologists.	PROJECT		/	

**2. Project Objective:**

Goal 2: Provide ongoing support for school-based teams to improve identification rates in underrepresented populations and build capacity and sustainability beyond the grant.

2.a. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Objective A: Gifted Equity Leads (GELs) will provide professional development that is evidence-based for administrators, teachers, and psychologists.	PROJECT		/	

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

2.b. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Objective B: Provide ongoing support for school-based teams through regional professional learning communities.	PROJECT		/	

**3. Project Objective:**

Goal 3: Empower educational leaders with competencies needed to support systemic change that improves opportunities for underrepresented.

3.a. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Objective A: Increase educator professional expertise in culturally responsive instruction practices and best practices in gifted education.	PROJECT		/	

3.b. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Objective B: Pennsylvania will increase the percentage of underrepresented students who are identified as gifted.	PROJECT		/	

**4. Project Objective:**

Goal 4: Provide support and training to families of students who are potentially mentally gifted or who have already been identified.

4.a. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Objective A: Build partnerships among multiple stakeholders to plan for parent/guardian education.	PROJECT		/	

4.b. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Objective B: Design and build an online resource for families/guardians.	PROJECT		/	

**5. Project Objective:**

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

Goal 5: Collaborate with institutions of higher education to prepare pre- and in-service teachers with the competencies that support improved talent recognition.

5.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Objective A: Strengthen the current Gifted Endorsement programs and work on creation of Gifted Certification programs.	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](http://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

Pennsylvania Department of Education

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 Inform**

- (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 # S206A200020

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
Pennsylvania Department of Education		

**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	69,409.00	71,145.00	72,923.00	74,746.00	76,615.00			364,838.00
2. Fringe Benefits	52,057.00	53,358.00	54,692.00	56,060.00	57,461.00			273,628.00
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)	121,466.00	124,503.00	127,615.00	130,806.00	134,076.00			638,466.00
10. Indirect Costs								
11. Training Stipends								
12. Total Costs (lines 9-11)	121,466.00	124,503.00	127,615.00	130,806.00	134,076.00			638,466.00

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

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

ED 524



**U.S. Department of Education  
Evidence Form**

OMB Number: 1894-0001  
Expiration Date: 05/31/2022

**1. Level of Evidence**

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

- Demonstrates a Rationale    
  Promising Evidence    
  Moderate Evidence    
  Strong Evidence

**2. Citation and Relevance**

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

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
Bridgeland, J. M., Dilulio, J. J., & Morrison, K. B. (2006, March). The Silent Epidemic: Perspectives of High School Dropouts. The Bill and Melinda Gates Foundation. Retrieved April 4, 2022, from <a href="https://docs.gatesfoundation.org/Documents/TheSilentEpidemic3-06FINAL.pdf">https://docs.gatesfoundation.org/Documents/TheSilentEpidemic3-06FINAL.pdf</a>	(p. 3) This executive summary reports that most students that dropout of high school have passing grades and could have been retained had they been provided with academic challenges. Through 4 focus groups with over 450 racially and ethnically diverse students that dropped out in 25 different locations the researchers found that had most of these students been challenged they would have remained in school.	(pp 4) Closing the excellence gap is critical to our future workforce. Research has shown that 88% of high school dropouts had passing grades, but dropped out due to boredom.
Briggs, C. J., Reis, S. M., & Sullivan, E. E. (2008). A national view of promising programs and practices for culturally, linguistically, and ethnically diverse gifted and talented students. <i>Gifted Child Quarterly</i> , 52(2), 131-145. <a href="https://doi.org/10.1177/0016986208316037">https://doi.org/10.1177/0016986208316037</a>	(p. 136) Through observational research, document reviews, and interviews, researchers showed that with some supports in place identification and retention of underrepresented students is possible. These supports include home connections, modified identification procedures, and curriculum changes. (p. 143) The results from this study can be used as directions for other programs to follow.	(pp 13) Teachers must learn how general characteristics used for identifying gifted behaviors may differ in a cultural context and in what ways these behaviors influence identification of giftedness in CLED. (pp. 14) Some proves "strategies used to increase communication and interaction included involving parents as volunteers, consistently disseminating program information, and making family and culture connections"
Coleman, M. R. & Gallagher, J., (1994, April). A Javits Project: Gifted Education Policy Studies Program. Final Report. Washington DC: Department of Education. Retrieved March 20, 2022 from <a href="https://files.eric.ed.gov/fulltext/ED371499.pdf">https://files.eric.ed.gov/fulltext/ED371499.pdf</a>	(p. 6) This project studied the status of local and state policies on the identification of gifted students from various special populations including culturally diverse, children with disabilities, and economically challenged students. (p. 8) Recommendations for the future included continued advocacy and proactive work towards the equitable identification of gifted students.	(p 11) Additionally, studies recognize that underrepresentation of students with disabilities in gifted programs remains an issue.
Ford, D. Y., Grantham, T. C., & Whiting, G. W. (2008). Culturally and linguistically diverse students in Gifted Education: Recruitment and Retention Issues. <i>Exceptional Children</i> , 74(3), 289-306. <a href="https://doi.org/10.1177/001440290807400302">https://doi.org/10.1177/001440290807400302</a>	(p. 299, Figure 2) Barriers to identification of underrepresented students in gifted include biases in testing and assessment instruments as well as policies and procedures that are in place for identification. Recommendations to remove these barriers include teacher professional development, identification, and training on biases and diversity.	(p. 3) Research has indicated "a persistent dilemma at all levels of education is the underrepresentation of African American, American Indian, and Hispanic/Latino students in gifted education"
Grissom, J., Redding, C., & Bleiberg, J. (2019),	Understanding the gaps in identification of	(pp.10-11) According to a recent study, "among

<p>November 1). Low-income students are profoundly underrepresented in gifted programs. Low-income students are profoundly underrepresented in gifted programs   National Association for Gifted Children. Retrieved March 30, 2022, from <a href="https://www.nagc.org/blog/low-income-students-are-profoundly-underrepresented-gifted-programs">https://www.nagc.org/blog/low-income-students-are-profoundly-underrepresented-gifted-programs</a></p>	<p>economically challenged students and the reasons for them is critical to making changes in procedures and policies. Researchers and scholars have long shared that educators need to focus on equity and diversity in gifted programs.</p>	<p>those in kindergarten through fifth grade, students in the highest SES quintile (top 20%) were nearly seven times more likely to receive gifted services than those in the lowest SES quintile (bottom 20%). That is, just 2% of the lowest-SES students received services, compared to 13% of the highest-SES students".</p>
<p>Hattie, J. (2020). Visible learning plus 250+ influences on student achievement. Visible Learning. Retrieved March 30, 2022, from <a href="https://visible-learning.org/wp-content/uploads/2018/03/VLPLUS-252-Influences-Hattie-ranking-DEC-2017.pdf">https://visible-learning.org/wp-content/uploads/2018/03/VLPLUS-252-Influences-Hattie-ranking-DEC-2017.pdf</a></p>	<p>By synthesizing research findings of over 80,000 studies that involve over 300 million students the researchers found that home environment and parental involvement will positively affect student achievement. As part of Pennsylvania Gifted Equity Initiative family engagement programs will be developed.</p>	<p>(p. 10) According to John Hattie's meta analysis, parental involvement will accelerate student achievement approximately 1.25 years growth over one years time.</p>
<p>Iowa Department of Education and The Connie Belin Jacqueline N. Blank International Center for Gifted and Talent Development (2008). Identifying gifted and talented English language learners: Grades K-12. Retrieved November 21, 2019, from <a href="https://www.educateiowa.gov/sites/files/ed/documents/IdentifyGiftedTalentedELL.pdf">https://www.educateiowa.gov/sites/files/ed/documents/IdentifyGiftedTalentedELL.pdf</a></p>	<p>(p. 16) In many cases teachers refer students to be evaluated for gifted education services. A lack of training for educators on how to identify gifted students within English language learners is one of the barriers to equitable identification. Other ways to increase the identification of English language learners is parental involvement, training, and changing <u>assessment procedures</u>.</p>	<p>(p. 13) Multiple studies show that there needs to be a way to "develop alternative assessment procedures for the identification of gifted learners that do not rely solely on IQ or academic achievement tests and allow students to demonstrate their giftedness in nontraditional or unique ways".</p>
<p>Meyer-Looze, C. (2015). Creating a Cycle of Continuous Improvement Through Instructional Rounds. NCPEA International Journal of Educational Leadership Preparation, 10(21), 29-45. Retrieved from:<a href="https://files.eric.ed.gov/fulltext/EJ1060972.pdf">https://files.eric.ed.gov/fulltext/EJ1060972.pdf</a></p>	<p>(p. 32) An examination of the school improvement process enhances learning for all. This process is not a standalone training but a continuous look at improvement. (p. 38) "Improvement is growth, and growth is a process, not an event."</p>	<p>(p. 9) "An essential component to facilitating learning is to understand the learner".</p>
<p>National Association for Gifted Children. (2008, October). The Role of Assessments in the Identification of Gifted Students. White Paper. Retrieved March 15, 2022, from <a href="https://www.nagc.org/sites/default/files/Position%20Statement/twice%20exceptional.pdf?_page=3">https://www.nagc.org/sites/default/files/Position%20Statement/twice%20exceptional.pdf?_page=3</a></p>	<p>(p. 2) Response to Intervention is based on the idea that the grade level curriculum is appropriate for all students. Students with dual exceptionalities can be missed for identification because their disability can mask their giftedness and will therefore appear "on grade level" and not in need of intervention.</p>	<p>(p.2) There is current research which has concluded that such practices may disproportionately identify white males over other student groups.</p>
<p>Peters, Scott J (2022) The Challenges of Achieving Equity Within Public School Gifted and Talented Programs. Gifted Child Quarterly Vol 66, No. 2 pp 82-94. <a href="https://doi.org/10.1177/00169862211002535">https://doi.org/10.1177/00169862211002535</a></p>	<p>(p. 81) Using a referral system misses a lot of students due to the teacher's lack of knowledge about gifted learners. To ensure that all students have access to gifted identification, there need to be multiple criteria and universal consideration.</p>	<p>(pp. 11-12) Truly mitigating differential identification rates across groups requires interventions to address score gaps that arise.</p>
<p>Peters, S., Rambo-Hernandez, K., Makel, M., Mathews, M., &amp; Plucker, J. (2019, May 14). Local norms improve equity in gifted identification. Local norms improve equity in gifted identification   National Association for Gifted Children. Retrieved March 31, 2022, from <a href="https://www.nagc.org/blog/local-norms-improve-equity-gifted-identification">https://www.nagc.org/blog/local-norms-improve-equity-gifted-identification</a></p>	<p>(p.1) Inequity and excellence gaps can be reduced by using universal screening and local norms. Recent publications indicate that over 42% of U.S. schools have zero students identified as gifted. The use of national norms disproportionately identifies white males.</p>	<p>(p.2) There is current research which has concluded that such practices may disproportionately identify white males over other student groups.</p>

<p>Shores, K., Kim, H. E., &amp; Still, M. (2020). Categorical inequality in Black and White: Linking disproportionality across multiple educational outcomes. <i>American Educational Research Journal</i>, 57(5), 2089-2131. <a href="https://edworkingpapers.com/ail9-168">https://edworkingpapers.com/ail9-168</a></p>	<p>(p. 9) Black students were underrepresented in gifted education by 41% in comparison to their classmates. (p. 10) Teachers are less likely to refer Black students for screening.</p>	<p>(p.2) There is current research which has concluded that such practices may disproportionately identify white males over other student groups.</p>
<p>Smith, N. P. (2018). Strategies for Success: Gifted Students from Diverse Cultural Background Reflect on What Matters Most. <i>The Excellence in Education Journal</i>, 7(2), 42-68. Retrieved from: <a href="https://files.eric.ed.gov/fulltext/EJ1208698.pdf">https://files.eric.ed.gov/fulltext/EJ1208698.pdf</a></p>	<p>(p.43-44) Historically gifted programs report a disproportionate number of students of color. This disproportionality leads to less students of color enrolled in college preparatory programs, and could become educationally disadvantaged. This study examined perspectives of graduates about gifted programs. (p.58) "Non-traditional methods for identifying potentially gifted students seems to be a more accurate predictor of academic success".</p>	<p>(p. 11) "Researchers since the early 1960s report children from typically educationally disparate or oppressed groups tend to score lower than do Whites on various measures of cognitive ability and academic success"</p>
<p>Siegle, D., Peters, P. M., Carpenter, A. Y., Hamilton, R., McCoach, D. B., Puryear, J. S., Langley, S. D., Long, D., &amp; Gubbins, E. J. (2020). Promising practices for improving identification of English learners for gifted and talented programs. <i>Journal for the Education of the Gifted</i>, 43(4), 336-369. <a href="https://doi.org/10.1177/0162353220955241">https://doi.org/10.1177/0162353220955241</a></p>	<p>(p. 7) Gifted programs have been considered elitist, white and from families who are from high SES families. (p. 17) After the referral process, general education teachers were not generally considered part of the process. (p. 18) There was limited effort to provide educators with professional development in the areas of assessment, identification and providing services for English Learners. Four main things came out of this research (1) adopt universal screeners (2) create alternative pathways to identification (3) establish a web of communication (4) professional development is a lever of change.</p>	<p>(p. 10) The field of gifted education has been characterized as elitist in that it mainly serves students who are from high SES families.</p>
<p>Webb, J., Amend, E., Webb, N., Goerss, J., Beljan, P., &amp; Olenchak, F. R. (n.d.). Misdiagnosis and Dual Diagnosis of Gifted Children. <i>SEngifted.org</i>. Retrieved March 2022, from <a href="https://files.nwisd.org/website/Teaching_Learning/HiCap/Session%202/Identify%20and%20Serve%20Underrep%20Pops/Twice%20Exceptional/sengifted.org-Misdiagnosis_and_Dual_Diagnosis_of_Gifted_Children%281%29.pdf">https://files.nwisd.org/website/Teaching_Learning/HiCap/Session%202/Identify%20and%20Serve%20Underrep%20Pops/Twice%20Exceptional/sengifted.org-Misdiagnosis_and_Dual_Diagnosis_of_Gifted_Children%281%29.pdf</a></p>	<p>(p. 1) Common mis-diagnoses such as Attention Deficit Hyperactivity Disorder, Oppositional Defiant Disorder, Obsessive Compulsive Disorder and Mood Disorders stem from a lack of understanding among professionals about social and emotional characteristics of gifted students. (p. 2) Gifted children need less time to process information and this asynchronous development could be a cause of misdiagnosis. (p.3) "Few psychologists are aware...that it is not uncommon to find a difference of 20 or more points between Verbal and Performance IQ".</p>	<p>(p. 11) Identification is also problematic due to misunderstanding by professionals that leads to misdiagnosis.</p>
<p>Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., &amp; Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement. <i>Regional Educational Laboratory At Evidence Research</i>. Retrieved March 28, 2022, from <a href="https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007033.pdf">https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007033.pdf</a></p>	<p>(p.3) Studies show that more than 14 hours of professional development showed a positive and significant effect on student achievement. (p.4) Professional development must be high quality in theory, planning, design, and implementation. Barriers such as lack of time, limited materials, and lack of follow-up need to be overcome to be successful.</p>	<p>(p.13) In the review of multiple studies on how teacher professional development affects student achievement, REL found that "Studies that had more than 14 hours of professional development showed a positive and significant effect on student achievement from professional development".</p>
<p>Yoon, S., &amp; Gentry, M. (2009). Racial and ethnic representation in gifted programs: Current status of and implications for gifted Asian American students. <i>Gifted Child Quarterly</i>, 53(2), 121- 136. <a href="https://doi.org/10.1177/0016986208330564">https://doi.org/10.1177/0016986208330564</a></p>	<p>(p. 127, Figure 2) Figure 2 indicates a decline in identification of American Indian or Alaska Native students in gifted programs. (p. 129, Figure 4) Figure 4 indicates a slight increase in identification of Hispanic students but remains under the 0.5 Representation index. (p.</p>	<p>(p2) There is current research which has concluded that such practices may disproportionately identify white males over other student groups.</p>

	131, Figure 6) Figure 6 shows PA with an average representation index of over 1.0.	
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## Instructions for Evidence Form

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

*EXAMPLES: For Demonstration Purposes Only (the three examples are not assumed to be cited by the same applicant)*

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C. B., &amp; 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: <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/22">https://ies.ed.gov/ncee/wwc/PracticeGuide/22</a>. 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 <a href="https://ies.ed.gov/ncee/wwc/Intervention/1043">https://ies.ed.gov/ncee/wwc/Intervention/1043</a>. 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., &amp; 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 <a href="https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf">https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf</a></p> <p>Meets WWC Group Design Standards without Reservations under review standards 2.1 (<a href="http://ies.ed.gov/ncee/wwc/Study/72030">http://ies.ed.gov/ncee/wwc/Study/72030</a>).</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>

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