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Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

FY 2022 Javits Application Package

CFDA # 84.206A

PR/Award # S206A220044

Grants.gov Tracking#: GRANT13594744

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

Closing Date: Apr 11, 2022

PR/Award # S206A220044

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. ED GEPA427 Form	e6
<i>Attachment - 1 (1240-Project PTAL GEPA form)</i>	e7
3. Grants.gov Lobbying Form	e8
4. Dept of Education Supplemental Information for SF-424	e9
<i>Attachment - 1 (1234-Project PTAL Human subjects narrative)</i>	e11
5. ED Abstract Narrative Form	e15
<i>Attachment - 1 (1242-Project PTAL Abstract)</i>	e16
6. Project Narrative Form	e18
<i>Attachment - 1 (1239-Project PTAL Narrative)</i>	e19
7. Other Narrative Form	e49
<i>Attachment - 1 (1235-Project Team CVs)</i>	e50
<i>Attachment - 2 (1236-Project PTAL References)</i>	e63
<i>Attachment - 3 (1237-Project PTAL Appendix A Eval Workplan)</i>	e72
<i>Attachment - 4 (1238-Letters of Support)</i>	e74
8. Budget Narrative Form	e76
<i>Attachment - 1 (1241-Budget Justification_Javits.4.9.22)</i>	e77
9. Project Objectives and Performance Measures Information	e80
10. Form ED_524_Budget_1_4-V1.4.pdf	e85
11. Form SFLLL_2_0-V2.0.pdf	e88
12. Form ED_Evidence_2_0-V2.0.pdf	e89

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

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="04/11/2022"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text" value="NA"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text" value="Choose State..."/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="Johns Hopkins University"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text"/>	* c. UEI: <input type="text"/>	
d. Address:		
* Street1: <input type="text" value="3400 North Charles Street"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Baltimore"/>	County/Parish: <input type="text"/>	
* State: <input type="text" value="MD: Maryland"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="21218-2625"/>	
e. Organizational Unit:		
Department Name: <input type="text" value="School of Education"/>	Division Name: <input type="text"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text"/>	* First Name: <input type="text" value="Juliet"/>	
Middle Name: <input type="text"/>	* Last Name: <input type="text" value="Ray"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Director of Grant Services"/>	
Organizational Affiliation: <input type="text" value="Johns Hopkins University"/>		
* Telephone Number: <input type="text"/>	Fax Number: <input type="text"/>	
* Email: <input type="text"/>		

Application for Federal Assistance SF-424

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

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.206

CFDA Title:

Javits Gifted and Talented Students Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-021622-001

* Title:

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

13. Competition Identification Number:

84-206A2022-2

Title:

FY 2022 Javits Competition

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

Add Attachment

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View Attachment

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

Project PTAL: Professional Transformation for Advanced Learning

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

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL



*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

1240-Project PTAL GEPA form.pdf

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The project team's primary interaction with participants will be through online and in-person professional development activities. All online modules will be designed using Universal Design for Learning (UDL) principles and will be fully accessible to participants with disabilities. In addition, any participating educators with disabilities will receive accommodations as needed to permit full participation. The project team members have extensive experience providing such accommodations in both their online and in-person courses and other professional development projects.

In addition, the project director will support participants from CLD backgrounds and participants with disabilities by providing access to our University's Office of Disabilities Services. The project director will also work with the Human Resources offices in the three participating districts to ensure all needed accommodations are implemented fully. The Johns Hopkins University School of Education is committed to making all academic programs, support services and facilities available to those that need accommodations. Those that need accommodations will be supported by our Disability Services Coordinator Jennifer Eddinger. She can be reached at [REDACTED] (phone), [REDACTED] (fax) or at [REDACTED]

In the educator recruitment phase, we will work with the partner districts to ensure that educators from all backgrounds (e.g., gender, race, national origin, color, disability, age) are considered for participation. We will work with our district points of contact to ensure diverse representation and that any needed accommodations during the educator recruitment phase, which we will conduct with the partner districts.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION <input style="width: 90%;" type="text" value="Johns Hopkins University"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="Denise"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Sparks"/>	Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Sr. Grants Associate"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Denise Sparks"/>	* DATE: <input style="width: 150px;" type="text" value="04/11/2022"/>

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

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
	Jonathan		Plucker	

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

Address:

* Street1:	2800 North Charles Street
Street2:	School of Education
* City:	Baltimore
County:	
* State:	MD: Maryland
* Zip Code:	212182625
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.

1234-Project PTAL Human subjects narrative.pdf

Add Attachment

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B. Nonexempt Research Narrative.

If you marked “No” for item 3.b. you must attach the “nonexempt research” narrative to the U.S. Department of Education Supplemental Information for the SF-424. The narrative must address the following seven points. Although no specific page limitation applies to this section of the application, be succinct.

This research will be expedited human subjects research as it is a minimal risk study intended to create generalizable knowledge of strategies to improve equity in advanced education. The project team will work with the Johns Hopkins IRB and any required district IRBs, as needed, to ensure full compliance with all human subjects research requirements and all applicable regulations, including FERPA.

The study will collect interview, survey, and participation data from teachers and administrators as described below. The study will collect de-identified administrative student data, including student demographics and student achievement, from school’s district offices. Program cost data will also be collected.

(1) Human Subjects Involvement and Characteristics: Provide a detailed description of the proposed involvement of human subjects. Describe the characteristics of the subject population, including their anticipated number, age range, and health status. Identify the criteria for inclusion or exclusion of any subpopulation. Explain the rationale for the involvement of special classes of subjects, such as children, children with disabilities, adults with disabilities, persons with mental disabilities, pregnant women, prisoners, institutionalized individuals, or others who are likely to be vulnerable

The proposed research will take place over 5 years and will involve 136 teachers, 68 building-level administrators, and approximately 7,000 students in grades 3-6 across 68 public schools in California and Maryland. Data collection will occur during the 2023/24 to 2026/27 school years.

All participating teachers are expected to be healthy and range in age from 22 – 65. The study will not target the inclusion of any “special classes” of teacher subjects (e.g., teachers with disabilities).

The intervention involves professional development for educators, and as such, students are not directly involved in the study. The purpose of the professional development is ultimately to (a) improve schools’ systems for identifying students who would benefit from advanced services and (b) increase the number of students achieving at advanced levels, requiring the collection of the student administrative data mentioned above. Students will not interact with the project team or evaluator.

Teachers will interact with the project team in the following ways:

1. Professional Development sessions. The project team will deliver synchronous and asynchronous online professional development sessions as well as face-to-face professional development sessions to 3 cohorts of teachers. The first year of each cohort focuses on providing relevant advanced education content knowledge, while the second year transitions to applying these concepts in participants’ schools.
2. Interviews: The project evaluator will conduct interviews of approximately 10 teachers in each district to understand program implementation. Interviews will take up to 60 minutes.
3. Participation data: The project team will track educator involvement in both the online and in-person professional development activities.

4. Surveys: The project evaluator will administer surveys of participating educators to determine program satisfaction and areas in need of improvement.

(2) **Sources of Materials:** Identify the sources of research material obtained from individually identifiable living human subjects in the form of specimens, records, or data. Indicate whether the material or data will be obtained specifically for research purposes or whether use will be made of existing specimens, records, or data.

The project team will collect existing administrative data from participating school districts on student achievement, as measured by the relevant state achievement test, consistent with FERPA requirements. In addition, the project team will collect information about teacher participation in both online and in-person professional development activities (dates and hours attended) and coaching records (number of meetings with teachers and administrators). All the data to be collected will be handled and processed in a manner that protects individuals' rights and welfare.

(3) **Recruitment and Informed Consent:** Describe plans for the recruitment of subjects and the consent procedures to be followed. Include the circumstances under which consent will be sought and obtained, who will seek it, the nature of the information to be provided to prospective subjects, and the method of documenting consent. State if the Institutional Review Board (IRB) has authorized a modification or waiver of the elements of consent or the requirement for documentation of consent. In collaboration with administrators from each participating district, the project team will identify and recruit approximately 68 participating schools. Within those schools, educators who participate in the professional development will be asked by the evaluator to participate in brief surveys and interview activities. Participation in these data collection activities will be voluntary and include informed consent.

The project team and evaluator will work with both the Johns Hopkins Institutional Review Board (IRB) and any participating districts' review boards as needed to ensure full compliance with all human subjects research requirements and all applicable regulations, including FERPA.

(4) **Potential Risks:** Describe potential risks (physical, psychological, social, legal, or other) and assess their likelihood and seriousness. Where appropriate, describe alternative treatments and procedures that might be advantageous to the subjects.

Potential risks to study participants are minimal and no greater than common school activities in established education settings. There are no known physical, psychological, social, legal, or other risks to participating administrators, teachers, or students.

(5) **Protection Against Risk:** Describe the procedures for protecting against or minimizing potential risks, including risks to confidentiality, and assess their likely effectiveness. Where appropriate, discuss provisions for ensuring necessary medical or professional intervention in the event of adverse effects to the subjects. Also, where appropriate, describe the provisions for monitoring the data collected to ensure the safety of the subjects.

The project team has extensive experience managing confidential data across a variety of programs and contexts. All electronic data collected for research and evaluation purposes will be stored on password-protected, encrypted secure servers. If we obtain permission from districts and the JHU IRB, we will seek to make de-identified data open upon the completion of the project. All consent forms will include appropriate statements notifying participants that de-identified data will be shared openly on the Open Science Framework. During the project, access to all research data will be restricted to the minimum number of individuals on the research team who require access to these data. In addition, the project team only plans to request de-identified, aggregated student outcome

data (i.e., state achievement test scores) from the three participating districts, making connection of any data point to a participating teacher or their students highly unlikely, if not impossible.

To protect study participants' confidentiality and minimize any professional risks, no data with individuals' names will be shared with district officials, principals, or anyone outside of the

research team. No results will be reported by individual or identifiable role/title. No personally identifiable information will be contained in any report issued via this project.

(6) Importance of the Knowledge to be Gained: Discuss the importance of the knowledge gained or to be gained as a result of the proposed research. Discuss why the risks to subjects are reasonable in relation to the anticipated benefits to subjects and in relation to the importance of the knowledge that may reasonably be expected to result.

Improving equity within advanced programs (e.g., gifted programs, AP courses, honors courses, selective middle and high schools) is a priority in almost every school district in the country. However, interventions up to this point have been limited in scale and, therefore, impact. The intervention to be developed and examined in this project is designed to be scalable, which may allow districts to enact large-scale reform in this area.

Researchers will protect the confidentiality of individuals, minimize any potential risk to participants, and maximize the value of the data collected. In this case, the risks to participants are minimal while the potential benefits could accrue to school districts nationwide in their efforts to improve equity in advanced programs and close excellence gaps.

(7) Collaborating Site(s): If research involving human subjects will take place at collaborating site(s) or other performance site(s), name the sites and briefly describe their involvement or role in the research.

The research will be conducted with approximately 68 participating public schools in Maryland and California involving a total of 136 teachers, 68 building-level administrators, and approximately 7,000 students in grades 3-6. These sites have not yet all been identified.

Abstract

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

1. Abstract Requirements

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

For research applications, abstracts also include the following:

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

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

You may now Close the Form

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

* Attachment:

1242-Project PTAL Abstract.pdf

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Project PTAL: Professional Transformation for Advanced Learning

Abstract

Excellence gaps – achievement gaps at advanced levels of student learning - are among society's most pressing problems. These gaps are evidence of a long-term lack of opportunity and support for specific groups of students, as well as leading indicators of future talent (or lack thereof) and the impact of that talent on the culture and economy. Closing excellence gaps needs to be among the country's primary educational goals. Fortunately, educators and researchers have made tremendous strides in learning how to promote advanced learning and reduce excellence gaps. The Excellence Gap Intervention Model (EGIM) summarized much of this work (Plucker & Peters, 2016), and a recent review supported the EGIM components and noted additional, effective strategies to promote equity in advanced education (Meyer et al., 2022).

At the same time, the pandemic has forever changed many aspects of our society and workplace, with K-12 education among the most impacted areas. In this project, the impact on teacher professional development and school transformation is the primary focus. Pre-pandemic, professional development on advanced education (AEPD) was rapidly transitioning from one-shot, low-dose interactions to more intensive, longer-term experiences, many of which were moving online. The pandemic accelerated this transition, and many educators experience AEPD primarily through online approaches. However, online professional learning comes in many forms, and research does not yet provide insights into how best to structure and deliver AEPD. For example, if providing PD online can help increase how many people receive it, can that efficiency counteract potential concerns about effectiveness relative to in-person PD? With this project, we seek to find out.

The goal of Project PTAL (pronounced “petal”) is to address the Absolute Priority by fostering whole school transformation to identify and serve more traditionally underrepresented students in gifted programs, with a focus on Black, Hispanic, low-income, ELL, and twice exceptional students. To uncover the most efficient and effective ways to do this, we will compare and contrast the effectiveness of two distinct strategies for increasing educator knowledge about, understanding of, and ability to close excellence gaps for traditionally underrepresented students. The goals of the project are to:

1. Develop and administer high-impact professional development for educators to improve identification rates and advanced achievement for traditionally underrepresented students using a sociocultural/context-dependent AEPD framework.
2. Determine the relative effectiveness of (Condition A) an asynchronous plus synchronous approach vs. (Condition B) an asynchronous plus in-person approach to AEPD delivery.

The two participating school districts are Baltimore County (MD) Public Schools and Fresno (CA) Unified School District. The proposed design provides advanced education professional development to teachers and administrators in 68 public elementary schools, spread across three two-year cohorts. The first year of each cohort focuses on providing relevant advanced education content knowledge, while the second transitions to applying these concepts in participants’ schools. This intervention model will allow the project team to address the Absolute Priority and all three Competitive Priorities.

The field has a good understanding of the problem of excellence gaps and empirically-informed interventions to solve the problem. Project PTAL will begin to reveal the most effective and efficient ways to help educators apply interventions to close excellence gaps and identify and serve more students more equitably, so that they may all blossom and flourish.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Project PTAL: Professional Transformation for Advanced Learning

(a) Need for the Project

Our culture and economy have a tremendous need for talent. Even as the economy deals with the pandemic and recession, employers reported 11.3 million job openings in February 2022. Yet our K-12 and higher education systems have not been able to provide enough talented individuals to fill these crucial roles. A major cause of this workforce talent shortage is our historic inability to identify and support the development of talented students across all demographic groups. Talent knows no borders culturally, economically, racially, or geographically. But historically, educational practices have led to massive inequity in talent identification along racial, ethnic, economic, linguistic, and twice-exceptional demographics.

Grissom and Redding (2016) found Black students were 66% less likely and Latinx students are 47% less likely than Caucasian students to be placed in gifted programs. Similarly, Mun et al. (2016) noted that although English language learners are one of the fastest-growing populations in American schools, they are identified for gifted and advanced learning programs even less than other traditionally underrepresented populations. Additionally, schools tend to address twice-exceptional students' learning *challenges* first and then often fall short in providing gifted services and talent development opportunities (Bianco & Leech, 2010; Foley-Nicpon et al., 2013; Maddocks, 2020; Reis et al., 2014).

However, teachers and administrators can work together to pursue equity and excellence in education by using asset-based approaches to find talented students and match them with appropriate advanced learning opportunities. If we can identify just 3% of those often overlooked, talented children, we would help to significantly close excellence gaps. This would

help the economy and culture and provide these students and their families with opportunities they currently cannot access.

In a world of limited resources, we must accomplish all of this efficiently. A system that helps one student at a time is not as efficient as one that can be scaled to help millions. At the same time, the benefits of scaling may not outweigh potential losses to effectiveness, such as when transitioning PD from traditional face-to-face sessions to synchronous online formats. For example, if online content is (hypothetically) half as effective as in-person content but can be disseminated to 100 times more schools, then it could lead to 50 times as many teachers adopting more effective practices. This hypothetical example demonstrates the potential benefits of massive distribution of online professional learning. But this is only a hypothetical example. The field does not know the differences in effectiveness or efficiency that delivering PD synchronously online versus in-person might make on closing excellence gaps.

We have sufficient knowledge to shrink excellence gaps significantly, if not eliminate them. Yet these practices are only working their way into K-12 schools slowly and sporadically. The overall intent of Project PTAL is to determine the most effective and efficient strategies for helping educators learn about and implement these equity-focused strategies at scale.

(b) Project Design

Project Design Overview

With a five-year grant from the Jacob K. Javits Gifted and Talented Students Education Program, Johns Hopkins University will partner with two school districts to (a) develop and administer high-impact professional development for educators to improve identification rates and advanced achievement for traditionally underrepresented students using a

sociocultural/context-dependent AEPD framework and (b) determine the relative effectiveness of (Condition A) an asynchronous plus synchronous approach to AEPD delivery and (Condition B) an asynchronous plus in-person approach to PD delivery. Project PTAL aligns with the *Absolute Priority* of this notice by transforming the identification and service delivery strategies for gifted and talented students who are under-identified and underserved by traditional methods, including students who are English learners, children with disabilities, and students from culturally, linguistically, and economically diverse backgrounds.

The project addresses *Competitive Preference Priority 1* by providing high-quality professional learning to help educators create learning environments that are conducive to the identification of talent in children with disabilities. *Competitive Preference Priority 2* is addressed by assisting educators as they apply their understanding of strategies that support advanced learning by students with disabilities. Project PTAL supports *Competitive Preference Priority 3* by supporting educator-administrator teams as they develop school plans and implement research-based strategies to improve equity, provide advanced learning opportunities for students on their campus who have historically been overlooked by traditional assessment and identification practices, and reduce excellence gaps.

In addition to tackling a problem and need of national importance and directly addressing the competition's absolute and competitive preference priorities, this project aligns with the equity and excellence goals of the partner districts. Fresno (CA) Unified School District notes that to "improve academic performance at challenging levels," they will approach student learning "through an equity lens and [use] research-based instructional and intervention practices" (FUSD, 2022, para. 2). In their learning and accountability goals, Baltimore County (MD) Public Schools emphasizes the need to address underrepresentation of Black, Hispanic,

Native American students in advanced learning, with an additional emphasis on meeting the advanced learning needs of students with disabilities, all of whom are currently underserved in the district. A special emphasis is placed on meeting the needs of English learners, given “a rapid increase in English learner enrollment in BCPS” (p. 12). To meet this need, the district’s strategic plan recommends that “staff within BCPS need professional learning in equitable identification strategies in order to close this gap by identifying the potential talents of students in underrepresented groups” (BCPS, 2020, p. 13). A theme across these strategic plans is that both districts prioritize the pursuit of equity and excellence for all students, and they believe that quality professional learning for educators can help achieve those goals. Both districts are currently addressing lack of equity in advanced programs.

Table 1. Participating District Demographics.

District	Black	Hispanic	IDEA Eligible	ELL	FARM
BCPS	39.5%	11.9%	12.0%	6.5%	36.3%
FUSD	8.1%	68.8%	10.4%	21.8%	66.1%

These partnerships will allow Johns Hopkins University to support teams from 68 schools as they learn about and apply professional learning about excellence gap reduction strategies (Table 2). The teams, divided into three cohorts, will consist of two teachers and one administrator from each participating school. Within each cohort, the first year is devoted to (a) background learning about advances in talent development and gifted education, (b) self-study of educators’ school context for advanced learning, including current excellence gap data, and (c) creation of an advanced education transformation (AET) plan for the school that addresses

causes and solutions to excellence gaps. For the second year of each cohort, school teams will (a) implement their AET plans and monitor the impact on both equity and excellence in student outcomes, and (c) revise their AET plans as necessary. For the first two cohorts, subsequent years involve coaching on the continued implementation of the AET plans.

Table 2. Project PTAL Overview

Year 1	Year 2	Year 3	Year 4	Year 5
Planning Year	First cohort (16 schools) →		Coaching for continued Implementation →	
	Condition A: Background units and creation of plan; Synchronous Online	Condition A: Implementation/ refinement of plans; Synchronous online		
	Condition B: Background units and creation of plan; Synchronous In-person	Condition B: Implementation/ refinement of plans; Synchronous In-person	Second cohort (18 schools) →	Coaching →
			Third cohort (34 schools) →	

We created two levels of intensity in this intervention, asynchronous plus synchronous online (Condition A) and asynchronous online plus in-person (Condition B), allowing an evaluation of the return on investment for efforts to close excellence gaps. School teams will be randomly assigned to one of the two conditions. If the *asynchronous plus synchronous* PD (Condition A) yields equivalent benefits as compared to the *asynchronous plus in-person* PD (Condition B), then the synchronous PD is likely a superior approach to in-person PD because it can be more easily scaled with fewer resources. However, if the in-person PD sessions yield a substantially stronger return, more nuanced inference is required. Namely, is the added benefit of

in-person PD worth the additional cost? Getting a 10% improvement in performance for double the cost is sometimes worth the investment (e.g., increased medical expense to save a person's life) but that may not always be the case (e.g., doubling spending to improve the look of your backyard by 10%).

Background and Context

Although the lack of talent development opportunities for children from diverse backgrounds is a long-standing problem, there are reasons for optimism about our ability to address it. First, our conceptual understanding of how intellectual and creative talent does – or does not – develop has advanced significantly in recent years. For example, many early theories of intelligence, creativity, and giftedness emphasized the individual as the unit of interest and were largely psychometrically derived (Cattell, 1987; Guilford, 1967; MacKinnon, 1965). These perspectives led to views of racial, ethnic, and gender differences in performance being attributed to those characteristics.

Twenty years ago, a wave of new conceptual perspectives began to influence views of advanced learning and talent. Barab and Plucker (2002) reviewed theory and research related to these new lenses and concluded that “the separation of mind and context at the heart of traditional conceptions ... polarizes learner and context, either implicitly or explicitly stating that, in the case of talent and giftedness, the individual impacts or influences the environment” (see also Glaveanu et al., 2019; Plucker & Barab, 2005; Snow, 1992).

Plucker and Barab (2005) proposed an integrated conceptual model of advanced learning in which talents, broadly defined, are developed through the interaction of the individual, environment, and sociocultural context. From this perspective, talent development is an upward

spiraling process, and as continued interactions build on themselves over time, they lead to greater opportunities to develop talent – and greater success as a result. The situated view is more popular outside of advanced education than within, which is not surprising given that many gifted programs continue to use an “identify the already-achieving bright kid” intervention model, which the situated approach explicitly argues against (Plucker et al., 2017, 2021).

A parallel theoretical development is the talent development model proposed by Subotnik et al. (2011), which offers a conception of giftedness as “performance that is clearly at the upper end of the distribution in a specific talent domain even relative to other high-functioning individuals in that domain” (p. 176). This approach describes how the definition of the construct changes as people develop (i.e., a construct can be context-dependent and still quite workable). Subotnik et al. also emphasize that giftedness results from a combination of cognitive and psychosocial variables, keeping with the theme of broad-based influences on advanced learning. This approach extends the view of Barab and Plucker by noting that the relative contributions of the parts of the person-environment-sociocultural interaction may vary over time and across different contexts.

The power of these conceptual perspectives is that they place responsibility for excellence gaps firmly on the lack of opportunity experienced by children who have tremendous potential but rarely exhibit advanced performance. In other words, *the problem isn't the children or their communities, it is the lack of high-quality opportunities within those communities and how children and their families engage with opportunities (or more to the point, how they do not engage)*. However, interventions based on sociocultural theory remain rare within the fields of gifted and advanced education; a major purpose of this line of research is to gather evidence that a professional development intervention for educators, focused on reducing excellence gaps, can

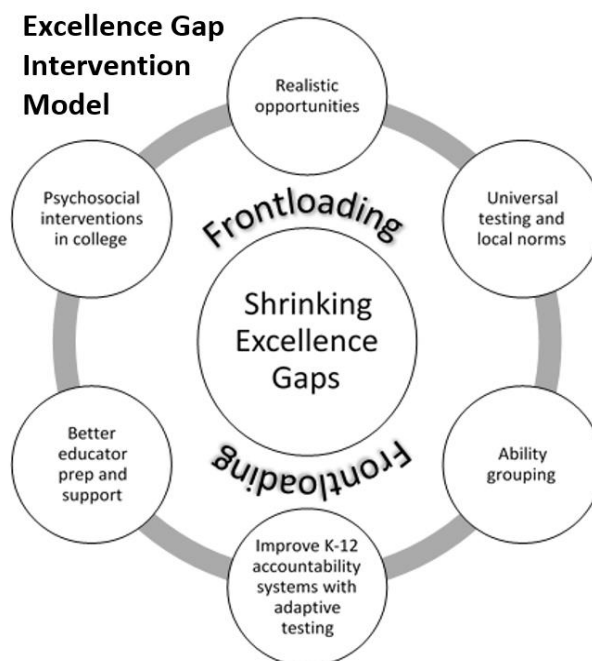
be successful in changing school cultures and developing the talents of students who have been traditionally underrepresented in advanced learning programs (e.g., English language learners; twice-exceptional students; students from culturally, linguistically, and economically diverse backgrounds).

Second, there has been tremendous growth of research identifying the major, systemic barriers to talent development, much of it centered on the concept of excellence gaps (Plucker & Peters, 2016). These gaps are longstanding and, in many cases, growing (Gentry et al., 2019; Rambo-Hernandez et al., 2019). Research has identified a number of causes for the lack of appropriate talent development for many students, including (a) lack of high-quality learning opportunities for low-income, African American, and Latinx students compared to their upper-income, Caucasian, and Asian peers (e.g., Plucker & Peters, 2016, 2018), (b) lack of educator training on advanced learning (Siegle et al., 2016), and (c) misconceptions about the advanced learning needs of English language learners and twice-exceptional students (e.g., Maddocks, 2020; Mun et al., 2016).

There is no doubt that widespread child poverty in the United States contributes to excellence gaps and is correlated with reduced academic performance (Hamilton et al., 2018; Kaya et al., 2016; Plucker & Peters, 2018). In 2019, more than 50% of American students qualified for free or reduced-price lunch; preliminary estimates are that childhood poverty rose 40% during the pandemic. Preventing child poverty would go a long way toward promoting talent development and closing excellence gaps; however, “socioeconomic excellence gaps are pronounced and growing” (Plucker & Peters, 2016, p. 107) so in the near term we cannot rely on poverty reduction as our primary strategy. Stakeholders need to find solutions that help identify students with exceptional ability and create a sufficiently challenging and stimulating

environment in which they can develop their talents. We believe that professional learning that includes sociocultural approaches to talent development and allows educators to develop and implement school-based plans for increasing the identification of diverse students and reducing excellence gaps can change school cultures and support students more equitably.

Third, researchers have identified a range of possible interventions. For example, after reviewing the available research and model programs, and influenced by the sociocultural conceptions of talent development mentioned above, Plucker and Peters (2016) developed the Excellence Gap Intervention Model (EGIM), which includes seven policy-level, school district-level, and classroom-level



strategies that can be used in combination to address excellence gaps. Interventions based on the EGIM are being used in schools around the country to expand access to advanced learning opportunities for students who have multiple exceptionalities, English language learners, and culturally, linguistically, and economically diverse students that have been traditionally underrepresented in advanced learning programs (Plucker et al., 2017).

Each component of the EGIM has substantial research support, with each strategy supported by at least Tier 2 evidence (See also section on Promising Evidence and Table 3 below). For example, extensive research provides evidence that several identification strategies

(e.g., sole use of teacher referrals as a nominating strategy, non-universal screening, use of national or state norms) place barriers between students from diverse backgrounds and access to advanced education programming (e.g., Grissom & Redding, 2016; McBee et al., 2016). The same is true for students learning English (e.g., Mun et al., 2016) and students who have learning challenges (e.g., Baum et al., 2014, 2017; Maddocks, 2020). Additional research provides evidence that universal screening (e.g., examining data from every student, not just those who would normally be nominated) with teacher and principal nominations after universal screening functioning as a safety net rather than a gatekeeper in the early stages of identification, may be a far superior way to identify talented, underserved students for advanced learning opportunities, especially when used in conjunction with local norms (Card & Giuliano, 2016; Peters et al., 2019a, 2019b). Implementing these alternative identification strategies increases the number of identified advanced learners in programs based in communities with the largest numbers of low-income, racial and ethnic minority, ELL, and twice-exceptional students (i.e., talented students with disabilities). Professional development intended to increase equity in advanced education should always include a focus on universal screening with local norms.

A recent systematic review of literature on the seven facets of the EGIM (Meyer et al., 2022) identified empirical research conducted in the past decade on professional learning for teachers and specific district- and school-level strategies (e.g., universal screening with local norms, expanding advanced learning opportunities) and classroom-level strategies (e.g., frontloading, flexible ability grouping, psychosocial interventions). The findings of this review suggest that educators need professional learning experiences that address strategies for recognizing student potential and adjusting instruction to maximize that potential. In addition, the review noted that professional learning should be designed to allow educators to engage in

relevant learning experiences followed by supported implementation of student-centered strategies (e.g., grouping, psychosocial skills coaching).

The proposed project seeks to capitalize on these recent conceptual and empirical advances to implement and study a professional development intervention to close excellence gaps and promote a campus-wide shift in thinking about policies and practices that support equity and excellence for students from diverse backgrounds with and without additional learning challenges. In particular, existing theory and research support interventions that (a) prepare educators to identify potentially talented children from diverse cultural, ethnic, and linguistic backgrounds as early as possible; (b) nurture, guide, and support the development of educators and administrators through a longitudinal, cohort approach so they can examine excellence gaps in their school and collaborate to implement relevant EGIM strategies; and (c) provide systems of support through the professional learning, plan implementation, and maintenance phases of the project.

Program Goals, Objectives, and Outcomes

The Theory of Action for Project PTAL is included in Table 3, followed by the specific goals, objectives, and outcomes for the project.

Table 3. Theory of Action

Objectives	Strategies	Evidence	Goals
1A: Provide educator teams with the latest theory and research on gifted education and talent development	Asynchronous, online PD modules during 1 st year of each intervention cohort for all participants	Educator understanding of current theory and research on equity and gifted education	Develop and administer high-impact professional development for educators to improve identification rates and advanced achievement for traditionally underrepresented students using a sociocultural/context-dependent AEPD framework
1B: School teams will develop advanced education transformation plans that review current services, examine their excellence gaps, and propose a plan to address those gaps	Condition A: Synchronous, online PD during 1 st year of each cohort Condition B: In-person PD during 1 st year of each cohort	Creation of high-quality AET plans as determined by criteria developed by the project team	
1C: School teams will successfully implement their advanced education transformation plans	Condition A: Synchronous online PD during 2 nd year of each cohort Condition B: In-person PD during 2 nd year of each cohort	Implementation of their AET plans within one school year of the conclusion of their PD experience	
2A: Determine the relative effectiveness and cost efficiency of the synchronous versus in-person PD activities on educator outcomes	Evaluation activities during each implementation cohort	Evidence of the advantages and disadvantages of providing this type of PD in synchronous on-line settings compared to in-person contexts	Determine the relative effectiveness of an asynchronous plus synchronous approach to PD delivery and an asynchronous plus in-person approach to AEPD delivery
2B: Determine the relative effectiveness and cost efficiency of the synchronous versus in-person PD activities on student outcomes	De-identified student data provided by the three participating districts	Identification rates and student achievement data for all subgroups, including Black, Hispanic, low-income, ELL, and 2e students	

Goal 1: To develop and administer high-impact professional development for educators to improve identification rates and advanced achievement for traditionally underrepresented students using a sociocultural/context-dependent AEPD framework.

Objective 1A: To provide educators teams with the latest theory and research on gifted education and talent development via asynchronous, online, professional development modules.

Outcome 1A: Teachers and administrators will provide evidence that they understand current theory and research on gifted education and equity within advanced services.

Objective 1B: Each school team will develop advanced education transformation (AET) plans that review current services, examine their own school's student data on excellence gaps, and propose a plan to address their excellence gaps.

Outcome 1B: All 68 school teams will produce a high-quality AET plan as determined by criteria developed by the project team.

Objective 1C: School teams will successfully implement their advanced education transformation plan.

Outcome 1C: At least 80% of school teams will implement at least 50% of their AET plan within one school year of the conclusion of their PD experience.

Goal 2: To determine the relative effectiveness of (Condition A) an asynchronous plus synchronous approach to PD delivery and (Condition B) an asynchronous plus in-person approach to AEPD delivery.

Objective 2A: Determine the relative effectiveness and efficiency of the synchronous versus in-person PD activities on educator outcomes.

Outcome 2A1: At least 85% of Condition B AET plans will be evaluated as being of high quality versus 75% of Condition A teams.

Outcome 2A2: At least 85% of school teams in Condition B will implement at least 50% of their advanced education transformation plans versus 75% of Condition B teams.

Outcome 2A3: The project evaluation will provide evidence of the advantages and disadvantages of providing this type of PD in synchronous on-line settings compared to in-person contexts.

Objective 2B: Determine the relative effectiveness and cost efficiency of the synchronous versus in-person PD activities on student outcomes.

Outcomes 2B1a-2B1e: By the end of the second year of each cohort, identification of Black, Hispanic, low-income, ELL, and twice-exceptional students will increase by at least 5% each year.

Outcomes 2B2a-2B2e: By the end of the third year of each cohort, the number of Black, Hispanic, low-income, ELL, and twice-exceptional students scoring advanced on the relevant state achievement test will increase by at least 5%.

Appropriate Design to Successfully Address the Needs of the Target Population

Participants: Project PTAL participants will include teams of two teachers and one administrator from each participating elementary school (Grades 2-4). The three educators within each school will devote up to 40 hours in Year 1, 20 hours in Year 2, and 10 hours in subsequent years at a rate of [REDACTED] per hour plus any fees associated with CEUs or state PD credits.

Cohorts: The first cohort, beginning Year 2 of the project, will include teams from 10 Baltimore County Public Schools (BCPS) and 6 Fresno Unified School District (FUSD) schools. The second cohort, beginning in Year 3 of the project, will include new teams from 10 BCPS schools and 8 FUSD schools. The third cohort, beginning in Year 4 of the project, will include new teams from 20 BCPS schools and 14 FUSD schools. In each cohort, half the schools in each district will be randomly assigned to Condition A (asynchronous plus synchronous PD) and half to Condition B (asynchronous plus in-person PD). *This phased approach will allow the project team to continuously improve the asynchronous learning modules, the synchronous and in-person PD sessions, and the support and resources for school AET plan implementation.*

Asynchronous Learning Modules: In the first year of each cohort, all participating educators will complete interactive, asynchronous units on advanced education, with specific units on (a) foundational concepts and theories, (b) excellence gaps, (c) recent advances in talent identification, (d) frontloading, and (e) advanced education service delivery for students from diverse backgrounds (e.g., English language learners, twice-exceptional students). The asynchronous learning modules will provide differentiation to account for teacher expertise and prior knowledge. Teachers and administrators who are new to advanced education can interact with the material at their own pace to become familiar with guiding principles and best practices, but participants who have higher levels of awareness can move through the asynchronous material more quickly and begin collaborative planning activities.

The National Association for Gifted Children (NAGC) and Council for Exceptional Children's *Teacher Preparation Standards in Gifted and Talented Education* (2013) and the NAGC *Pre-K-12 Gifted Programming Standards* (2019), in addition to recent research on equity and advanced education that are not addressed in the standards, will serve as a guide for module development. For example, recent work provides evidence that masking – when one exceptionality compensates for the other – may mean that a student's disability can make advanced academic abilities less apparent, or those above-average abilities may compensate for the disability and make it less apparent. In twice-exceptional students, it may be equally difficult to identify advanced academic potential and the coexisting learning challenge, so twice-exceptional students face numerous barriers to identification for special education, 504, and gifted education (Siegle et al., 2016). Current scholarship (e.g., Baum et al., 2017; Beckmann & Minnaert, 2018) suggests that school-based programs for twice-exceptional learners should focus on student strengths and manage learning difficulties as they arise, a strengths-based or asset-

based perspective, but often twice-exceptional students face an uphill battle with school personnel who believe their learning difficulties should be addressed before they tackle advanced coursework, which represents a deficit perspective (e.g., Patton Davis & Museus, 2019).

Participants will complete specific asynchronous learning modules prior to each synchronous (Condition A) or in-person (Condition B) PD session in the first year of each cohort. In the second year of each cohort, the project team will provide asynchronous online resources to support AET plan implementation, reporting, and revision. Project participants will have access to the asynchronous learning modules throughout the project and to the content from the learning modules at the conclusion of the project.

Learning Sessions: School teams assigned to Condition A (asynchronous plus synchronous PD) will participate in four *synchronous* PD sessions throughout the first year of each cohort. Campus teams assigned to Condition B (asynchronous plus in-person PD) will participate in four *in-person* PD sessions throughout the first year of each cohort. These interactive sessions will guide participants as they apply learning from the asynchronous modules to their school contexts. Working in teacher-administrator teams, participants in both Condition A and Condition B will (a) create a summary of current advanced learning opportunities in their school (Plucker & Barber, 2021), (b) evaluate their school's advanced learning data to identify excellence gaps, (c) examine talent development opportunities available on their campus and in their community to identify potential barriers for students from diverse backgrounds, (d) choose relevant EGIM strategies and develop an Advanced Education Transformation (AET) plan to implement in the following school year, and (e) use customizable templates to develop professional learning sessions to share in Professional Learning Communities (PLCs), faculty meetings, or other campus professional development opportunities

in the second year of each cohort. These PD sessions will expand on the asynchronous learning modules by reinforcing the EGIM strategies with strengths-based instructional approaches for students who are English learners (e.g., language support), students who have disabilities or other learning challenges (e.g., executive functioning support), and students from culturally, linguistically, and economically diverse backgrounds (e.g., frontloading).

Advanced Education Transformation (AET) Plans: In the first year of each cohort, each teacher-administrator team will create an AET plan that has three parts: (a) the school report, including data on current excellence gaps and talent development opportunities, (b) the AET action plan, including relevant EGIM strategies and plans for implementation, and (c) a campus professional learning plan, including proposed session content and presentation timelines. These plans will be developed in the synchronous (Condition A) and in-person (Condition B) PD sessions in the first year of each cohort and implemented in the second year of each cohort.

Implementing AET Plans: In the second year of each cohort, teacher-administrator teams will start implementing their AET plan. The project team will support their efforts with asynchronous online support materials and two synchronous (Condition A) or in-person (Condition B) sessions to monitor progress, identify areas for growth, and refine AET action plans. At the end of the second year, teams will (a) reexamine school data on excellence gaps and talent development opportunities, (b) evaluate AET plan implementation efforts, and (c) revise AET plans as needed.

Additional Coaching: At the conclusion of the first and second cohorts, the project team will schedule quarterly check-ins with each teacher-administrator team for the remainder of the

project period. The purpose of these coaching sessions will be to provide support for the teams' ongoing efforts to implement AET plans and monitor excellence gaps.

Exceptional Approach for Meeting Statutory Purposes

Project PTAL is aligned with the statutory purposes of the Every Student Succeeds Act by its evidence-based, applied research approach to providing educators with evidence-based strategies for increasing opportunities for low-income and at-risk students and, therefore, reducing and eliminating excellence gaps. By identifying both effective and efficient strategies for school-level change via our iterative approach to professional development, the project team will create a model for school-level change that can be replicated and scaled in other districts and schools attempting to address their excellence gaps.

Extent to which the Proposed Project is Supported by Promising Evidence

There has been tremendous growth in research identifying the systemic barriers to talent development for economically vulnerable, Black, Hispanic, Native American, English language learning, and twice-exceptional students at advanced levels of achievement. This content of the professional development intervention will focus on the Excellence Gap Intervention Model. A summary of ESSA levels of evidence is included in Table 4 (see also attached evidence form). In addition, the project team plans to submit evidence of effectiveness of the intervention to the What Works Clearinghouse at the conclusion of the project.

Table 4. ESSA Levels of Evidence for Intervention Components

Intervention	ESSA Level of Evidence	Examples of Supporting Evidence
Universal screening w/ local norms	Tier 1/2	Card & Giuliano, 2016; Peters et al., 2019
Frontloading	Tier 2	Baker et al., 2014; Olszewski-Kubilius & Steenbergen-Hu, 2017
Enrichment & acceleration	Tier 2	Assouline et al., 2015; Fuchs et al., 2021; Hany & Grosch, 2007; Kim, 2016; Steenbergen-Hu et al., 2016; Vaughn et al., 2022
Flexible ability grouping	Tier 2	Baker et al., 2014; Steenbergen-Hu et al., 2016
High-quality curriculum	Tier 2	Baker et al., 2014; Callahan et al., 2015; Curriculum Associates, 2021; Fuchs et al., 2021; Gavin et al., 2009; Vaughn et al., 2022

In addition to being supported by promising evidence from prior research, our proposed activities build on promising evidence from an existing Javits grant, specifically Project Launch Plus (S206A190006), which assesses the effects of different doses of interventions on gifted student outcomes and provides ongoing support to school districts in rural communities and high poverty schools to help them identify and serve gifted students. This project leverages similar testing of different doses of interventions, but at the school-level rather than student-level.

(c) Management Plan

The management plan is detailed in Table 5. Dr. Plucker has extensive experience with project management, having served as PI or co-PI on over 200 grants and contracts, including

several large-scale U.S. ED projects, some of which involved consulting with U.S. ED staff to provide evaluation and management technical support to U.S. ED grantees.

Table 5. Management Plan

Task	Responsibility	Year 1			Year 2			Year 3			Year 4			Year 5			
		F	S	B	F	S	B	F	S	B	F	S	B	F	S	B	
<i>Goal 1: Develop and administer high-impact professional development for educators</i>																	
Identification of participating educators	Team, partners																
Preparation of PD modules	Team																
Finalizing of evaluation plan	PI, evaluator																
Creation of school AET plans	Team, participants																
Implementation of school AET plans	Participants, team																
Revision of PD modules based on evaluation	Team																
<i>Goal 2: Determine the relative effectiveness of PD delivery modes</i>																	
Examination of educator and student data	Team, evaluator																
<i>Project management and continuous improvement</i>																	
Advisory board meetings (3X/year)	Team, evaluator																
Order laptops and other necessary material	PI, PM																
Evaluation meetings (quarterly & as needed)	Team, evaluator																
Preparation of annual & other required reports	PI																
Final evaluation project reports	Evaluator																
Dissemination of project results	Team																

Note. F: first half of academic year, S: second half of academic year, B: summer

Performance Feedback and Continuous Improvement

The Project Director will meet weekly with the project team to discuss (1) program design, (2) establishing quarterly goals and a process to meet those goals, (3) any emerging issues with the preparation and implementation of the PD units, (4) assisting the project evaluator as needed, and (5) communicating with the federal program officer. The Project Director will ensure that participating teachers and administrators are regularly contacted by program staff to monitor progress at various stages of the intervention. As part of the evaluation activities, stakeholders in the participating districts will provide insights on program quality and possible improvements, supporting the continued improvement of the program.

The iterative nature of the professional development activities is also designed to promote continuous improvement. Rather than begin intervention activities in all participating schools simultaneously, the proposed cohort approach will allow the project team to gather valuable information about how to improve the intervention (e.g., revised and new modules), allowing improvements for the second cohort, then again for the third.

The project will also convene an advisory board of national experts to guide the project and ensure continuous improvement. Members of the advisory board include **Dr. E. Jean Gubbins**, Associate Director of the National Research Center on Gifted Education at the University of Connecticut; **April Wells**, gifted coordinator in Illinois District U-46 and author of *Achieving Equity in Gifted Education: Dismantling Barriers and Tapping Potential*; **Wade Kearns**, Coordinator of the Office of Advanced Academics, Baltimore County Public Schools; **Susana Montanez**, GATE Program Manager, Fresno Unified School District; **Dr. James Moore**, Vice Provost for Diversity, Distinguished Professor of Urban Education, and Director of

the Bell Center on the African American Male at Ohio State University; and up to two more members selected based on project needs and upon consultation with the program officers.

(d) Project Services

Ensuring Equal Access and Treatment for Traditionally Underrepresented Participants

The entire project team has expertise ensuring equal access and treatment for traditionally underrepresented participants. This expertise includes familiarity with Universal Design for Learning principles and related design guidelines for ensuring participants with disabilities can participate fully in the interventions. The project team will also work with the advisory board members to ensure that participating educators from within each district are recruited in ways that guarantee equal access to the interventions and diversity among the school teams.

Likely Impact on Recipients of Those Services

As noted above, the proposed interventions have considerable theoretical and research support, and the project team has extensive experience in all aspects of the proposed interventions, including creating asynchronous PD modules for teachers (Guilbault, Plucker), working with school teams to create AETs (Plucker), designing and implementing both synchronous and in-person PD (all), design-based, iterative approaches to intervention design (Makel, Plucker), working with building-level administrators (Brulles, Guilbault, Plucker), and working with educators to meet the needs of English learners (Brulles, Lynch, Plucker), students who have disabilities or other learning challenges (Shelton), and students from culturally, linguistically, and economically diverse backgrounds (all).

Performance Measures and Project Evaluation

The project team will also ensure high-quality project services with the use of specific performance measures (the project outcomes provided above) and external evaluation.

Performance Measures: The project team and its evaluator have organized the goals, objectives, and outcomes to reflect the performance measures as noted in the request for applications. In addition, the evaluator will collect evidence that is obtained through surveys of teachers and other educators with follow-up interviews as needed to demonstrate that the services provided are of high quality and contribute to improved efforts to both identify and improve outcomes for gifted and talented students. The project team will submit Annual Progress Reports that include data addressing the required performance measures and targets on an annual basis for each of the five years of the project. The team has selected Carolyn Callahan, Ph.D. from the University of Virginia, as its evaluator.

Dr. Carolyn Callahan, Commonwealth Professor of Education at the University of Virginia, will serve as the project evaluator. Dr. Callahan has been a site director of the National Research Center on the Gifted and Talented and National Research Center on Gifted Education, directing research and evaluation studies in this role for more than 25 years. These projects have ranged from the study of strategies for evaluating programs for the gifted, to the assessment of student outcomes, to the development and assessment of curriculum for gifted students. She has been PI on several Javits Act-funded projects and has more than 250 publications, many focusing on program evaluation and the results of such work. Dr. Callahan has been recognized as a Distinguished Scholar by the National Association for Gifted Children. She is considered among the field's most knowledgeable and experienced evaluators.

Evaluation Data Collection: Dr. Callahan will provide independent summative and formative evaluation services for the grant program. Services will include surveys, observations, interviews, fidelity audits, formation of evaluation reports, , and creation of a formative evaluation system. As the External Evaluator, Dr. Callahan will conduct an analysis of all project

data on a semi-annual basis. The findings will be reported to the Advisory Board at their semi-annual meetings to monitor project success and make recommendations on any necessary program modifications. The evaluation plan for the project will be comprised of both formative (process) and summative (impact) performance measures. A formative evaluation will determine if project services have been implemented in accordance with the proposed timeline, identify any barriers encountered, determine best practices, and identify any areas in need of improvement.

The proposed project will systematically explore key research questions related to deeper questions of how, when, for whom, and why Project PTAL works, and examine the learning processes and intervention mechanisms that support (or hinder) the ability of the educator teams to create and implement their schoolwide transformation plans, including the extent to which the two approaches to “flipped classroom PD,” asynchronous plus synchronous PD and asynchronous plus in-person PD, are effective and relatively efficient. Of key importance in the evaluation will be two research models: (1) the Synergistic Partnership-Based Fully Integrated Mixed Methods Design Model (the Design Model) and (2) the Comprehensive Mixed-Methods Participatory Evaluation Model (CMMPE, an evaluation model; Nastasi & Hitchcock, 2016). These models have been identified by the National Institute of Minority Health and Health Disparities (part of NIH) as offering exemplary approaches to evaluation. In short, these models rely on strong participatory approaches, collaboration with project stakeholders, and advanced application of highly integrated mixed methods that are predicated on strong but flexible research methodologies. The team thus brings a unique blend of content, research, and logistical expertise to address the proposed project objectives.

The Design Model and CMMPE work in concert to use broad and in-depth data collection and analysis procedures across a systematic set of sub-studies. Initial steps pertaining

to literature reviews, developing relationships with local stakeholders, and conducting pilot interviews with school staff have already been completed to develop Project PTAL. We plan to refine the program further and evaluate its effectiveness by examining the baseline performance and trajectories of participating educators and their students relative to subsequent performance across multifaceted indicators of organizational and academic success (and difficulties). We will seek to develop the evidence needed to address the objectives included in the Evaluation Workplan (Appendix A) and supplement the work done by the project evaluator. The evaluator will modify this plan to reflect evolving program direction and modifications based on formative findings. The evaluator will meet with project staff and the advisory board semi-annually to report formative data, make recommendations, and review the evaluation plan.

Open Science Strategies: Although applying open science strategies to qualitative and mixed-method studies is not common, it is increasingly recommended (Anczyk et al., 2019; Leppink, 2017; Steinhardt, 2020). The research team intends to use open science strategies to the extent possible, including preregistration, sharing data and research materials to a publicly accessible, online repository, and open access publishing. Dr. Makel, an expert on the application of open science research and evaluation strategies, will work with the research team on methodology and data sharing.

(e) Project Personnel

The project will rely on the advisory board to guide the project, provide feedback for improvement, and assure accountability for achieving project goals. The PI, co-PIs, and other team members will provide quarterly updates to the advisory board regarding program implementation and both formative and summative data analyses, with corresponding meetings to review the information, discuss implications, and agree on action steps.

Project Directors

Jonathan Plucker, Ph.D., *will be the Principal Investigator for the project, responsible for directing all Hopkins activities and, in conjunction with the other key personnel, liaising with the advisory board and monitoring implementation of the project activities with the three participating school districts.* He is the Julian C. Stanley Endowed Professor of Talent Development at Johns Hopkins University. His research examines education policy and equity in talent development. He has extensive PI experience, having served as the founding director of the Center for Evaluation and Education Policy at Indiana University and PI on over [REDACTED] of externally-funded projects. He works frequently with school districts and state policymakers around the country on closing excellence gaps and improving advanced education. Dr. Plucker has received several honors for his work, including the NAGC Distinguished Scholar Award. He received a B.S. in chemistry education and M.A. in educational psychology from the University of Connecticut and received his Ph.D. in educational psychology from the University of Virginia. Dr. Plucker is NAGC Past-President and Fellow of AAAS, APA, AERA, and APS.

Keri Guilbault, Ed.D., *will be Co-Principal Investigator, responsible for design and implementation of the professional development activities and dissemination of results.* She is an Assistant Professor and faculty lead of the Gifted Education graduate programs at Johns Hopkins University. Keri has worked as a district supervisor of gifted and talented programs, as an instructional coach, and as a teacher of the gifted. Her leadership experience includes three terms on the Board of Directors of the National Association for Gifted Children (NAGC) and on the Board of Trustees of the Mensa Education and Research Foundation. She was appointed as the Director of Science and Education of American Mensa in 2019 and received the American Mensa National Service Award in 2009 and 2019. Keri received the 2019 NAGC Early Leader

Award and is a co-author of the *NAGC PreK-Grade 12 Gifted Education Programming Standards*. Her clinical experience includes gifted education graduate program development, online course development, and consultation work to support school district advanced academic programs. She received her master's degree in Gifted Education from the University of South Florida and obtained her Ed.D. in Educational Leadership with specialization in gifted education program administration from the University of Central Florida.

Matthew C. Makel, Ph.D., *will be Co-Principal Investigator, responsible for assisting with overall project management, advising on the use of open science strategies to conduct the project and disseminate results, and liaising with the project evaluator.* He is an Associate Research Scientist of Education at Johns Hopkins University. Makel has been working with gifted and talented students for 20 years. Previously, he was Director of Research and Evaluation for the Duke University Talent Identification Program. He has been given numerous awards for Excellence in Research by the Mensa Education & Research Foundation and the Early Scholar Award in 2017 by NAGC. At NAGC, he served as the Chair of the Research & Evaluation Network, a member of the Publication Committee, its Network Task Force, co-Chair of its 2018-2019 Definition Task Force, and served on its search committee for an Executive Director. He currently serves as the PI of US Department of Education funded Javits grant, Project Launch Plus, that grows capacity for sustained engagement of academically talented students from rural areas and high-poverty schools. He also supports the Javits grant, Optimal Identification, creating professional development materials on gifted identification. In open science, he explores how to improve research transparency and rigor so that society can better understand the generalizability, reproducibility, and replicability of research findings. He has earned degrees from Duke University, Cornell University, and Indiana University.

Alexandra Shelton, Ph.D., *will be Co-Principal Investigator, responsible for design and implementation of the professional development activities related to twice-exceptional learners and dissemination of results.* She is an Assistant Professor in the Special Education program at Johns Hopkins University. Alexandra's research interests include enhancing literacy outcomes for students with disabilities through the provision of teacher professional development and coaching. She has served as the Project Director of three federally-funded grants focused on professional development and systematic coaching to promote teachers' use of evidence-based literacy practices in urban schools. Alexandra received her master's degree in Education with a focus on special education from Johns Hopkins and her Ph.D. in Special Education from the University of Maryland. As a former high school special education teacher in Baltimore, she served students with and without disabilities from culturally and linguistically diverse backgrounds, including English learners, in English language arts, reading, math, and science.

Other Key Personnel

Dina Brulles, Ph.D., *will assist with the design and implementation of the professional development activities, especially but not limited to those focusing on English language learners and aspects of the PD involving administrators.* She is the Gifted Education Director at Paradise Valley USD in Arizona where she has developed a continuum of gifted programs, preschool through high school. She is also the Gifted Program Coordinator at Arizona State University. Dina currently serves on the NAGC Board of Directors as Governance Secretary and previously served two terms as School District Representative. She received the 2014 NAGC Gifted Coordinator Award, and NAGC's Professional Development Network Award in 2013. Dina has co-authored books: *A Teacher's Guide to Flexible Grouping and Collaborative Learning*; *Designing Gifted Education Programs: From Purpose to Implementation, Differentiated Lessons*

for All Learners; The Cluster Grouping Handbook; Teaching Gifted Kids in Today's Classrooms; Helping All Gifted Children Learn; and the Naglieri General Ability Test (NGAT) – Verbal (2021). Dina assists schools in developing and supporting gifted programs with an emphasis on increasing diversity.

Stephanie Gugliemo Lynch, Ph.D., *will assist with the design and implementation of the professional development activities, especially but not limited to the education of English language learners.* She is a Postdoctoral Research Fellow at Johns Hopkins School of Education who studies multicultural educational programming, teacher professional development, and equity and access in K-12 programming for historically marginalized students. Her research focuses on under-resourced schools in both rural and urban settings, refugee English language learners, and inclusive screening for advanced academic programs and interventions. She is currently researching the sociocultural experiences of historically marginalized students in an intensive collegiate preparation program. She holds an M.S. in multicultural and bilingual education from Western Illinois University and a Ph.D. in teaching and learning with an emphasis on language, literacy, and culture from the University of Iowa.

Melanie S. Meyer, Ph.D., *will assist the PI and co-PIs and serve as project manager.* She is a Postdoctoral Research Fellow at the Johns Hopkins School of Education who studies education policy and talent development. She has over 20 years of experience teaching English, Language Arts, and Reading in PK-12 settings. She has designed curriculum and created evidence-based professional learning sessions for educators at the district, state, and national levels. Her research focuses on identity development, school-based talent development opportunities, and how those experiences prepare students for postsecondary talent development.

She holds a B.A. in English from the University of Texas at Austin and a Ph.D. in educational psychology with a concentration in gifted education from the University of North Texas.

(f) Resources

The attached budget and budget justification provide evidence of the adequacy of resources requested for the project. In addition, the districts have pledged the use of their facilities for the in-person PD as needed, and the participation of the primary district points of contact on the advisory board ensures communication with each district should additional needs arise. Budgeted effort for the project team is frontloaded to account for the necessary time to develop and prepare the AEPD for the project, and effort is also back-loaded for several key personnel to assist with (a) scaling the project in the third cohort and (b) conducting end-of-project reporting and dissemination. Because each fiscal year of the grant begins after the start of participating districts' school years, costs for each school year are generally spread across two fiscal years.

Conclusion

Project PTAL is ambitious. But that ambition matches the importance, size, and nature of the problem to be solved. The project design allows for ample resources to create and implement the advanced education professional development, with the goal of creating whole-school transformation that increases access to high-quality advanced education opportunities for students who traditionally do not have such access. The iterative nature of the interventions allows for the project team to improve the materials and implementation over time and build toward the scaling of the project in the final cohort. The project will provide educators, policymakers, and other stakeholders with results that can inform large-scale efforts to improve equity within advanced education and close excellence gaps.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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

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Delete Optional Other Attachment

View Optional Other Attachment

[REDACTED]

[REDACTED]

[REDACTED]

EDUCATION

- 1993 – 1995 University of Virginia, Ph.D. in Educational Psychology with emphasis in statistics and research methodology, Dissertation: *Measurement and structure of the self-concept of gifted adolescents*
- 1991 – 1992 The University of Connecticut, M.A. in Educational Psychology: Special Education
- 1987 – 1991 The University of Connecticut, B.S. with honors in Secondary Chemistry Education

ACADEMIC EXPERIENCE

- 2016 – Present Julian Stanley Professor of Talent Development, Endowed Chair appointed jointly between the Center for Talented Youth and School of Education, Johns Hopkins University, Baltimore, MD
- 2012 – 2016 Professor and Raymond Neag Endowed Professor in Education, Joint Appointment in Educational Leadership and Educational Psychology, University of Connecticut, Storrs, CT
- 1997 – 2012 Professor of Educational Psychology and Cognitive Science, Adjunct Professor of Educational Leadership and Policy Studies, Indiana University, Bloomington, IN (Assistant Professor, 1997-2001; Associate Professor, 2001-2006)
- 1995 – 1997 Assistant Professor of Educational Psychology and Measurement, Maine Education Policy Research Institute, University of Maine, Orono, ME

ADMINISTRATIVE EXPERIENCE

- 2011 Director, National School Choice Resource Center (U.S. Department of Education funded)
- 2010 – 2011 Associate Vice Provost/Special Advisor for the Social Sciences, Indiana University
- 2009 – 2012 Director, Consortium for Education and Social Science Research, Indiana University
- 2004 – 2012 Director, Center for Evaluation and Education Policy, Indiana University

LICENSES AND CLEARANCES

State of Indiana, Superintendent License (1084002), 2011-2016, lapsed

State of Connecticut, Initial Educator License (19350), Chemistry, Grades 7-12, lapsed

Security Clearance: Secret (granted April 29, 2011), lapsed

Clearance to work in NYC Schools (granted October 25, 2017)

SELECTED GRANTS AND CONTRACTS

PI or co-PI on over 200 grants and contracts worth over \$42 million, including:

Selected Federal Sources

- National Research Center on Gifted Education, U.S. Department of Education, [REDACTED], 2014-2016 (co-PI)
- Testing the Effectiveness of CALM for High School Chemistry Students, U.S. Department of Education, Institute for Education Sciences, [REDACTED] 2009-2013
- Training for OSEP Project Officers, US Department of Education, [REDACTED]
- Evaluation of the Effectiveness of the Institute for Education Sciences, Institute for Education Sciences and Synergy Enterprises, [REDACTED], 2007
- Afterschool Randomized Controlled Trial: The Voyager Passport Program in Kentucky 21st Century Community Learning Centers, The National Partnership for Quality Afterschool Learning at SEDL, 2006-2008, [REDACTED]

Experimental Evaluation of a Full-Day Kindergarten Program, U. S. Department of Education, Institute for Education Sciences, ██████████, 2005-2008
 Evaluation Technical Assistance, U. S. Department of Education Office of Innovation and Improvement and Synergy Enterprises, 2005-2010; ██████████
 Technical Assistance Contract to Teaching American History Grantees, Synergy Enterprises and U. S. Department of Education, ██████████, 2004-2008
 Teaching American History Program Analysis and Technical Assistance, U.S. Department of Education and Synergy Enterprises, ██████████ 2004-2006.

SELECTED, RELEVANT PUBLICATIONS (2019-PRESENT)

- Meyer, M. S., & Plucker, J. A. (in press). Disability is not the only exceptionality: Addressing the needs of gifted students. In J. M. Kauffman (Ed.), *Revitalizing special education*. Emerald.
- Wells, A., & Plucker, J. A. (2022). Achieving equitable outcomes requires expanding services [commentary]. *Gifted Child Quarterly*, 66(2), 108-109.
- Meyer, M. S., & Plucker, J. A. (2021). What's in a name? Rethinking "gifted" to promote equity and excellence. *Gifted Education International*. <https://doi.org/10.1177/02614294211038988>
- Plucker, J. A. (2021, Aug/Sept). Addressing excellence gaps: Frontloading. *Accessibility, Compliance & Equity in Education*, 64-65. Available at: [ACE-ED.ORG](https://www.ace-ed.org).
- Ayoub, A. E. A., Alabbasi, A. M. A., & Plucker, J. A. (2021). Closing poverty-based excellence gaps: Supports for gifted students from low-income households as correlates of academic achievement. *Journal for the Education of the Gifted*, 44(3), 286-299. DOI: 10.1177/01623532211023598
- Plucker, J. A., & Barber, H. (2021). Talent development plans help guide consistent, equitable service delivery. *Gifted Child Today*, 44(1), 39-43. <https://doi.org/10.1177/1076217520963673>
- Plucker, J. A., McWilliams, J., & Guo, J. (2021). Smart contexts for 21st century talent development. In R. J. Sternberg & D. Ambrose (Eds.), *Conceptions of giftedness and talent* (pp. 295-316). Palgrave Macmillan.
- Plucker, J. A. (2021, Mar/Apr). Addressing excellence gaps: Ability grouping. *Accessibility, Compliance & Equity in Education*, 44-45. Available at: [ACE-ED.ORG](https://www.ace-ed.org).
- Plucker, J. A. (2020). Survival secrets for eliminating excellence gaps. In J. L. Roberts & J. R. Boggess (Eds.), *Teacher's survival guide: Gifted education* (pp. 147-149). Prufrock Press.
- Peters, S. J., Carter, J., & Plucker, J. A. (2020). Rethinking how we identify "gifted" students. *Kappan*, 102(4), 8-13.
- Plucker, J. A. (2020, June). Addressing excellence gaps: Using local norms. *Accessibility, Compliance & Equity in Education*, 22-23. Available at: [ACE-ED.ORG](https://www.ace-ed.org).
- Rambo-Hernandez, K., Peters, S. J., & Plucker, J. A. (2019). Quantifying and exploring elementary school excellence gaps across schools and time. *Journal of Advanced Academics*, 30, 383-415. <https://doi.org/10.1177/1932202X19864116> Available at: <https://link.growkudos.com/1pclxnsod1c>
- Glaveanu, V. P., Hanchett Hanson, M., Baer, J., Barbot, B., Clapp, E. P., Corazza, G. E., Hennessey, B., Kaufman, J. C., Lebuda, I., Lubart, T., Montuori, A., Ness, I. J., Plucker, J. A., Reiter-Palmon, R., Sierra, Z., Simonton, D. K., & Sternberg, R. J. (2019). Advancing creativity theory and research: A socio-cultural manifesto. *The Journal of Creative Behavior*. <https://doi.org/10.1002/jocb.395>
- Zaia, P., de Cassia Nakano, T., Miller, J., & Plucker, J. A. (2018/2019). Identifying talented students efficiently and equitably. *Sobredotação*, 16, 109-124.
- Peters, S. J., Rambo-Hernandez, K., Makel, M. C., Matthews, M., & Plucker, J. A. (2019). The effect of local norms on racial and ethnic representation in gifted education. *AERA Open*, 5(2), 1-18. DOI: 10.1177/2332858419848446. <https://journals.sagepub.com/doi/full/10.1177/2332858419848446>

SELECTED EDITORIAL BOARDS

2018 – Present	<i>Journal for the Education of the Gifted</i>
2018 – Present	<i>Journal of Advanced Academics</i>
2014 – Present	<i>High Ability Studies</i>
1998 – 2003	Contributing Editor, <i>Roepers Review</i>
1995 – 2020	<i>Gifted Child Quarterly</i> (reviewer, 1994-1995)

SELECTED CONSULTING

K-12 Education: Alexandria (VA) City Public Schools, Austin (TX) Independent School District, U-46 (Elgin, IL) School District, Fairfax County (VA) Public Schools, Henrico County (VA) Public Schools, Lawrence Township (IN) Metropolitan School District, Lower Merion (PA) Schools, Monroe County (IN) Community Schools Corporation, Round Rock (TX) Schools, South Harrison (IN) School Corporation, Virginia Beach (VA) School District, Wabash County (IN) School Corporation, Tippecanoe County (IN) Schools

Higher Education: Arabian Gulf University, Beijing Normal University, East China Normal University, The Education University of Hong Kong, Herron School of Fine Arts, Johns Hopkins University, Rotterdam Business School, Shaanxi Normal University, University of Malaya, University of South Australia
State Departments of Education: Alaska Department of Education, Florida Department of Education, Indiana Department of Education, New York Department of Education

Corporate: Bates USA Indianapolis, Kitcatt Nohr Alexander Shaw (London), Business Connect China, LearningNCo (South Korea)

Non-profit: American Camping Association, American Enterprise Institute, California Association for the Gifted, Colorado Association for the Gifted and Talented, Fordham Institute, Howard Hughes Medical Institute, International Association for the Evaluation of Educational Achievement, Jack Kent Cooke Foundation, Minnesota Council on the Gifted and Talented, Partnership for 21st Century Skills

[REDACTED]

[REDACTED]

[REDACTED]

EDUCATION

- 2010 Ed.D., Educational Leadership, University of Central Florida, Orlando, Florida
Specialization: Gifted Education Program Administration
Dissertation: *Academic acceleration in Florida's elementary schools: A survey of attitudes, policies, and practices.* (Advisors: W. Doherty and W. Bozeman)
- 2007 Ed.S., Educational Leadership, University of Central Florida, Orlando, Florida
- 2006 M.A., Gifted Education, University of South Florida, Tampa, Florida
- 1994 B.A., Studio Art, The Florida State University, Tallahassee, Florida

ACADEMIC EXPERIENCE

- 2017 – Present **Johns Hopkins University, School of Education, Baltimore, MD**
Assistant Professor and Faculty Lead for the graduate programs in Gifted Education
- 2014 – 2017 **Notre Dame of Maryland University, College of Education, Baltimore, MD**
Assistant Professor of Gifted & Talented Education and Administration and Supervision; Program Coordinator for the graduate programs in Gifted & Talented Education

ADMINISTRATIVE EXPERIENCE, K-12

- 2011 – 2014 **Harford County Public Schools, Bel Air, MD**
District Supervisor of Accelerated Learning Programs K-12
Gifted & Talented, AVID, Gifted Summer Centers, and Advanced Placement
- 2009 – 2010 **Hillcrest Foreign Language Academy K-5, Orlando, FL**
Instructional Coach and Curriculum, Resource, & Technology Specialist
- 2003 – 2007 **Orange County Public Schools, Orlando FL**
District Bullying Prevention Specialist K-12
Student Assistance and Family Empowerment (SAFE)

SELECTED PUBLICATIONS

- Wai, J., & Guilbault, K. M. (2022). Multidisciplinary perspectives and field strengthening questions for gifted education research. *High Ability Studies*. <https://doi.org/10.1080/13598139.2022.2064269>
- Guilbault, K. M., & McCormick, K. M. (2022). Three lessons learned from teaching and learning during the pandemic. *Mensa Bulletin*. (Featured article)
- Guilbault, K.M., & McCormick, K.M. (2022). Supporting elementary gifted learners during the COVID-19 pandemic: A survey of teaching practices. *Gifted Education International*, 38(1), 115-137. <https://doi.org/10.1177/02614294211070075>
- Guilbault, K.M., & Cotabish, A. (2022). Using the NAGC standards for program development and improvement. In S. Johnson, D. Dailey, & A. Cotabish, (Eds.), *NAGC Pre-K-Grade 12 Gifted Education Programming Standards: A Guide to Planning and Implementing Quality Services for Gifted Students* (2nd ed., pp.230-252). Routledge. <https://doi.org/10.4324/9781003236863>

- Guilbault, K.M. (2021). Academic acceleration: How far have we come? *Parenting for High Potential 25th Anniversary Issue*, 10(4), 6-8.
- Cotabish, A., Dailey, D., Corwith, S., Johnson, S., Lee, C.W., & Guilbault, K.M.(2020). Ushering in the 2019 pre-k to grade 12 gifted programming standards. *Gifted Child Today*, 43(2), 135-140.
<https://doi.org/10.1177/1076217519898226>
- Guilbault, K.M. & Kirsch, L. (2020). Administrative leadership in gifted education. In J.A. Plucker & C.A. Callahan (Eds.), *Critical Issues and Practices in Gifted Education*, (3rd ed., pp. 23-35). Prufrock Press.
- Lee, S.W., Cotabish, A., Dailey, D., Johnsen, S., Corwith, S., Guilbault, K., & Pratt, D. (2020). *Self-assess your P-12 practice or program using the NAGC gifted programming standards*, 2nd ed. National Association for Gifted Children.
- McCormick, K.M., & Guilbault, K.M. (2020). Maryland criteria for excellence: A model for program evaluation and improvement. *Teaching for High Potential*, 1, 14-17.
- Guilbault, K.M. (2019). Advocating for grade-based acceleration. In J. Jolly, T.F. Inman, J.F. Smutney & K. Nilles (Eds.), *Success Strategies for Parenting Gifted Kids: Expert Advice from the National Association for Gifted Children* (pp. 193-197). Prufrock Press.
- Corwith, S., Johnson, S., Lee, C., Cotabish, A., Dailey, D., & Guilbault, K. (2019). [2019 pre-k-grade 12 gifted programming standards](#). Professional Standards Committee, National Association for Gifted Children.

EDITORIAL BOARDS

- 2022 – Present *Journal of Gifted Education and Creativity*
 2021 – Present *Mensa Research Journal*
 2019 – Present *Journal for the Education of the Gifted*

SELECTED LEADERSHIP

American MENSA

- 2019 – 2020 Director of Science and Education
 2018 – 2020 Research Review Committee; Chair 2019–2020
 2016 – 2020 National Gifted Youth Advisory Board
 2008 – 2010 National Gifted Children’s Program Chair

Mensa Education and Research Foundation

- 2017 – 2020 Board of Trustees
 2016 – 2020 Gifted Youth Advocacy Committee; Chair 2018–2020
 2018 – 2020 International Awards for Excellence in Research Chair
 2018 – 2020 Gifted Education Fellowship Committee Chair

National Association for Gifted Children (NAGC)

- 2020 – 2022 Board of Directors, Treasurer (elected)
 2015 – 2018 Board of Directors, Parent Representative (elected)
 2014 – 2015 Board of Directors, Parent Representative (appointed)

SELECTED AWARDS

- 2019 National Association for Gifted Children, *Early Leader Award*
 2019 American MENSA, *National Service Award*
 2019 *U.S. Presidential Gold Service Award*
 2016 Maryland State Dept. of Education, *State Leadership in Gifted and Talented Education Award*

SELECTED SCHOLARLY PRESENTATIONS

- Brulles, D. & Guilbault, K. M. (2021, November). *Supporting gifted coordinators*. NAGC Annual Convention Full-Day Pre-Convention Session. Aurora, CO.
- Guilbault, K.M. (2021, October). *Mensa International Gifted Youth Forum*. Invited speaker and facilitator for the International Gifted Youth Committee of Mensa International, virtual meeting.
- Guilbault, K. M., & MacFarlane, B. (2021, August). *Cyberbullying and the pandemic: Keeping gifted learners safe online*. Paper presented at the 2021 World Council for Gifted and Talented Children Biennial World Conference, virtual.
- McCormick, K. M., & Guilbault, K. M. (2021, August). *Lessons learned from remote instruction with gifted learners during the COVID-19 pandemic*. Paper presented at the 2021 Virtual World Council for Gifted and Talented Children Biennial World Conference.
- Guilbault, K. M. (2021, August). *Social and emotional development of gifted children: How families can support their child's growth*. Keynote session at the Malaysian Mensa Gifted Conference, virtual.
- Cotabish, A., Dailey, D., Johnson, S., Corwith, S., Lee, C.W., & Guilbault, K. (2020, November). *Using the NAGC Pre-K-Grade 12 gifted programming standards to improve gifted programs, services, and classroom practice*. Pre-Convention Special Session, National Association for Gifted Children 67th Annual Convention, virtual.
- Lee, C.W., Corwith, S., & Guilbault, K.M. (2020). *Upgrading our professional learning activities in gifted education*. Session presented at the National Association for Gifted Children 67th Annual Convention, virtual.
- Guilbault, K. M. (2019, November). *Academic acceleration and the social and emotional development of gifted learners*. Invited session at the Supporting the Emotional Needs of the Gifted (SENG) Mini Conference. Virginia Beach, VA.
- McCormick, K.M., & Guilbault, K.M. (2018, November). *Empowering school leaders: Evaluation tools for improving local gifted programs*. Session presented at the 65th annual National Association for Gifted Children Convention, Minneapolis, MN.
- Guilbault, K. M. (2018, August). *Academic acceleration: A case study of one state's policies and practices*. Session presented at the 16th Conference of the European Council for High Ability. Dublin, Ireland.
- Guilbault, K.M. (2018, July). *Academic acceleration in K-8: Tips and tools for families of gifted youth*. Session presented at the American MENSA Annual Gathering, Indianapolis, IN.
- Guilbault, K. M. (2018, April). *Academic acceleration policies in Florida elementary schools*. Poster presented at the 12th Henry B. & Jocelyn Wallace Research & Policy Symposium on Talent Development, Baltimore, MD.

NAME:

POSITION TITLE & INSTITUTION:

A. PROFESSIONAL PREPARATION - (see [PAPPG Chapter II.C.2.f.\(i\)\(a\)](#))

INSTITUTION	LOCATION	MAJOR/AREA OF STUDY	DEGREE (if applicable)	YEAR (YYYY)

B. APPOINTMENTS - (see [PAPPG Chapter II.C.2.f.\(i\)\(b\)](#))

From - To	Position Title, Organization and Location

C. PRODUCTS - (see [PAPPG Chapter II.C.2.f.\(i\)\(c\)](#)) Products Most Closely Related to the Proposed Project

Other Significant Products, Whether or Not Related to the Proposed Project

D. SYNERGISTIC ACTIVITIES - (see [PAPPG Chapter II.C.2.f.\(i\)\(d\)](#))

ALEXANDRA SHELTON CURRICULUM VITAE

EDUCATION

- Ph.D. **Special Education.** University of Maryland, College Park (2020).
- M.S. **Education.** Johns Hopkins University (2014).
- B.A. **Urban Studies.** Stanford University (2012).

PROFESSIONAL EXPERIENCE

- 2021-present **Assistant Professor of Special Education,** Department of Innovative Teaching and Leadership, Johns Hopkins University.
- 2020-2021 **Postdoctoral Researcher/Faculty Specialist of Special Education,** Department of Counseling, Higher Education, and Special Education, University of Maryland.
- 2017-2020 **Project Manager,** Promoting Adolescents' Comprehension of Text (PACT) Plus, Department of Counseling, Higher Education, and Special Education, University of Maryland.
- 2017-2019 **Project Coordinator,** Project CALI (Content Area Literacy Instruction), Department of Counseling, Higher Education, and Special Education, University of Maryland.
- 2016-2017 **Graduate Research Assistant,** Promoting Adolescents' Comprehension of Text (PACT) Plus, Department of Counseling, Higher Education, and Special Education, University of Maryland.
- 2014-2016 **Individualized Education Program Chair,** Benjamin Franklin High School, Baltimore City Public Schools.
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PUBLICATIONS

BOOKS

- Wexler, J., Swanson, E., & **Shelton, A.** (2021). *Literacy coaching in the secondary grades: Helping teachers meet all students' needs.* Guilford Press.

REFEREED ARTICLES

- Shelton, A.**, Hogan, E., Chow, J. C., & Wexler, J. (in press). A synthesis of professional development targeting literacy instruction and intervention for English learners. *Review of Educational Research*.
- Shelton, A.**, & Wexler, J. (online first). Main idea strategy instruction to support middle school students with intellectual disability. *TEACHING Exceptional Children*.
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- Shelton, A.**, Wexler, J., Kurz, L. A., & Swanson, E. (2021). Incorporating evidence-based literacy practices into middle school content areas. *TEACHING Exceptional Children*, 53, 270-278. <https://doi.org/10.1177/0040059920968582>
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*Note: Included in March 2021 special issue (Volume 56, Issue 4).
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**Note: Selected as the lead feature article for Volume 55, Issue 4. Selected as the winner of the 2020 Must-Read article in Intervention in School and Clinic by the Council for Learning Disabilities.*

Shelton, A., Wexler, J., Silverman, R. D., & Stapleton, L. M. (2019). A synthesis of reading comprehension interventions for persons with mild intellectual disability. *Review of Educational Research*, 89, 612-651. <https://doi.org/10.3102/0034654319857041>

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BOOK CHAPTERS

Shelton, A., & Wexler, J. (in press). The development of reading comprehension in adolescents with literacy difficulties. In E. Talbott & T. Farmer (Eds.) *Handbook of special education research, Volume I: Theory, methods, and developmental processes*. Routledge.

GRANTS

FUNDED GRANTS

- 2021 *Promoting Special Education Teacher Candidates' Knowledge and Implementation of High-Leverage Practices via an Innovative Internship Seminar*. SOE Department Chairs Innovations in Teaching Grant. \$1,810.92.
- 2020 *General and Special Educators' Perceptions of the Importance of Evidence When Selecting Interventions*. RAND American Educator Panels Scholarship 2020. \$2,000. Role: Principal Investigator.
- 2020 *Coaching System Model for Students with Disabilities: Adaptive Intervention Model Coaching (AIM Coaching)*. U.S. Department of Education Office of Special Education and Rehabilitative Services, Office of Special Education Programs (84.326M). \$1,599,961. Principal Investigator: Jade Wexler. Role: Project Director.
- 2020 *Developing an Instructional Leader Adaptive Intervention Model for Supporting Teachers As They Integrate Evidence-Based Adolescent Literacy Practices School-Wide*. U.S. Department of Education Institute of Education Sciences, National Center for Special Education Research, Development and Innovation Grant (84.324A). \$1,399,999. Principal Investigator: Jade Wexler. Role: Project Director.
- 2019 *Typical Reading Instruction for Secondary Students with Mild Intellectual Disability and Autism Spectrum Disorders*. Support Program for Advancing Research and Collaboration (SPARC), University of Maryland, College of Education. \$1,000. Role: Principal Investigator

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EDUCATION

University of North Texas, Denton, TX (2016-2021)

Ph.D. in Educational Psychology, Gifted and Talented Education (*Degree Conferred*: May 2021)

University of Texas at Austin, Austin, TX (1991-1994)

B. A. in English, History minor (*Degree Conferred*: December 1993)

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TEXAS TEACHER CERTIFICATION

Gifted and Talented Supplemental (2017-Present)

Social Studies (2016-Present)

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RECENT WORK EXPERIENCE

Postdoctoral Research Fellow (March 2021-Present)

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Adjunct Professor (August 2021 - Present)

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Advanced Placement Language & Composition Exam Reader - Argument (June 2021)

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Department of Advanced Academics Intern (2018)

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7th, 8th Grade English Language Arts & Reading Teacher - Gifted & Talented, Pre-AP, Intervention (2006-2016)

Scott Johnson Middle School, McKinney, TX

LEADERSHIP & SERVICE

Journal of Advanced Academics Editorial Board Member (2021)

TAGT Conference Steering Committees (Graduate Student Research 2019, Equity 2020, Leadership 2022)

TAGT Research Resource Committee Vice-Chair (2020), Chair (2021)

TAGT Resource Review Council Member (2020), Vice-Chair (2022), Chair (2023)

MHS AP Language & Composition Team Lead (2019-2021)

MHS Equity & Diversity Action Team (2020-2021)

McKinney ISD Curriculum Development Teams - ELAR (2008-2016), PSAT/SAT (2014-2021), AP Language (2016-2021)

Professional Development Presenter - MISD, NAGC, TAGT, OAGCT (2014-2021)

SELECTED PUBLICATIONS

College Choice: Considerations for Academically Advanced High School Seniors (*Gifted Child Quarterly*, 2021)

Leadership Talent Development for Adolescents and Emerging Adults (*Gifted Child Quarterly*, 2021)

What's in a Name? Rethinking "Gifted" to Promote Equity and Excellence (*Gifted Education International*, 2021)

A Content Analysis of Selected State Plans for Gifted and Talented Education (*Journal of Advanced Academics*, 2021)

Gifted Classroom Environments and the Creative Process (*Journal for the Education of the Gifted*, 2021)

School-Based Leadership Talent Development: An Examination of JROTC Participation and Postsecondary Plans (*Journal for the Education of the Gifted*, 2022)

AWARDS

Carolyn Callahan Doctoral Student Award Recipient (2021)

University of North Texas Outstanding Graduate Student in Educational Psychology Award (2020)

National Guard Association of Texas, USAA Scholarship Recipient (2018)

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Appendix A

Evaluation Workplan

Evaluation Questions Organized By Project Objective	Data Source	Instruments/Data Collection Strategies
<p>Objective 1A: To provide educators teams with the latest theory and research on gifted education and talent development via asynchronous, online, professional development modules.</p>		
<p>How, and in what ways, does the project model successfully increase educator knowledge about advanced education and equity?</p>	<ul style="list-style-type: none"> • Teachers • Administrators 	<p>Surveys of participants</p> <p>PD participation data</p> <p>Interviews or focus groups with participants</p>
<p>Objective 1B: Each school team will develop advanced education transformation (AET) plans that review current services, examine their own school's student data on excellence gaps, and propose a plan to address their excellence gaps.</p>		
<p>To what extent did the teams develop a high-quality AET plan for their school?</p>	<ul style="list-style-type: none"> • Teachers • Administrators 	<p>Surveys of participants</p> <p>Interviews or focus groups with participants</p> <p>Analysis of AET plans</p>
<p>What are potential influences on the successful development of high-quality AET plans?</p>	<ul style="list-style-type: none"> • Teachers • Administrators • Other school stakeholders 	<p>Interviews or focus groups with participants</p> <p>Analysis of AET plans</p> <p>Interviews with stakeholders</p>
<p>Objective 1C: School teams will successfully implement their advanced education transformation plan.</p>		
<p>What barriers to implementing the AET plans emerged?</p>	<ul style="list-style-type: none"> • Teachers • Administrators • Other school stakeholders 	<p>Staff, stakeholder, and educator interviews</p> <p>Surveys of participants</p> <p>Case studies of implementation</p>

Which stakeholders are critical to the successful implementation of AET plans at each site?	<ul style="list-style-type: none"> • Project staff • Teachers • Administrators • Other school stakeholders 	<p>Staff, stakeholder, and educator interviews</p> <p>Surveys of participants</p> <p>Case studies of implementation</p>
What key components and resources are necessary for successful implementation of AET plans?	<ul style="list-style-type: none"> • Project staff • Teachers • Administrators • Other school stakeholders 	<p>Staff, stakeholder, and educator interviews</p> <p>Surveys of participants</p> <p>Case studies of implementation</p>
Objective 2A: Determine the relative effectiveness and efficiency of the synchronous versus in-person PD activities on educator outcomes.		
To what extent are there differences in educator outcomes based on Condition A vs. B?	<ul style="list-style-type: none"> • Project staff • Teachers • Administrators 	<p>Staff, stakeholder, and educator interviews</p> <p>Surveys of participants</p> <p>Case studies of implementation</p>
What are potential factors influencing any differences between the effects of the two Conditions on educator outcomes?	<ul style="list-style-type: none"> • Project staff • Teachers • Administrators 	<p>Staff, stakeholder, and educator interviews</p> <p>Surveys of participants</p> <p>Case studies of implementation</p>
Objective 2B: Determine the relative effectiveness and cost efficiency of the synchronous versus in-person PD activities on student outcomes.		
To what extent are there differences in student outcomes based on Condition A vs. B?	<ul style="list-style-type: none"> • Aggregated student outcome data 	Administrative data
What are potential factors influencing any differences between the effects of the two Conditions on student outcomes?	<ul style="list-style-type: none"> • Aggregated student outcome data 	Administrative data

BALTIMORE COUNTY PUBLIC SCHOOLS

Darryl L. Williams, Ed.D. ♦ Superintendent ♦ 6901 North Charles Street ♦ Towson, MD ♦ 21204

April 8, 2022

Dr. Jonathan Plucker
Johns Hopkin University
2800 N. Charles Street
Baltimore, MD 21218

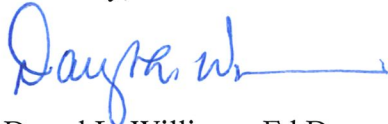
Dear Dr. Plucker:

Baltimore County Public Schools (BCPS) is interested in participating in the Johns Hopkins Javits grant proposal. Participation is contingent on the review of the full proposal and its approval from the BCPS Internal Review Board.

We understand participation will involve teachers and administrators participating in professional learning designed to close excellence gaps among gifted and talented students, which is aligned with our system goals stated in The Compass: Our Pathway to Excellence.

We appreciate the opportunity to partner with Johns Hopkins University on this important work.

Sincerely,



Darryl L. Williams, Ed.D.
Superintendent



Preparing Career Ready Graduates

BOARD OF EDUCATION

Elizabeth Jonasson Rosas, President
Genoveva Islas, Clerk
Keshia Thomas
Valerie F. Davis
Claudia Cazares
Carol Mills, J.D.
Major Terry Slatik USMC (Retired)

SUPERINTENDENT

Robert G. Nelson, Ed.D.

Monday, April 11, 2022

To Whom It May Concern:

The purpose of this letter is to inform Dr. Jonathan Plucker and staff that Fresno Unified is interested in teacher and administrator professional development that focuses on more inclusive ways of gifted educational screening and professional development that centers on equity and access for students of color, students whose L1 is a language other than English, students from lower socioeconomic backgrounds, and students with disabilities.

Respectfully submitted,



Instructional Superintendent of Curriculum, Instruction, and Professional Learning

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Budget Justification

Salary: [REDACTED]

Jonathan Plucker, Ph.D. – Principal Investigator – Effort 25% in years 1-5: As the Principal Investigator Dr. Plucker will be responsible for overall management of the project, interaction with the advisory board, assisting with design of training for the program staff, assisting with the design and collection of evaluation and research data, interaction with the funding agency, and dissemination of results.

Keri Guilbault, Ed.D. – Co- Principal Investigator – Effort 25% in years 1-5: Dr. Guilbault will be responsible for design and implementation of the professional development activities and dissemination of results.

Matthew Makel, Ph.D. – Co- Principal Investigator – Effort 20% in Year 1, 15% in Year 2, 10% in Years 3&4, and 15% in Year 5. Dr. Makel will be responsible for assisting with overall project management, advising on the use of open science strategies to conduct the project and disseminate results, and liaising with the project evaluator.

Alexandra Shelton, Ph.D. – Co- Principal Investigator – Effort 25% in Years 1&2, 11.25% in Years 3&4 (representing the cost of one course release each year), and 15% in Year 5. Dr. Shelton will be responsible for design and implementation of the professional development activities related to twice-exceptional learners in Years 1&2, implementation in Years 3&4, and implementation and dissemination of results in Year 5.

Melanie Meyer will serve as the Project Manager. She will assist the PI and Co-PIs with all aspects of the project. She will commit 75% effort in Year 1, 50% effort in Years 2-5, and 75% effort in Year 5. The larger FTE in Years 1&5 reflects the heavier workload anticipated regarding PD module design in Year 1 and dissemination and other end-of-project responsibilities in Year 5.

TBD, Project Coordinator – A project coordinator will be hired to work with partner school districts to schedule professional development sessions and to process project expenditures, specifically payments to teachers for attending professional development and travel. This person will commit 25% in Year 1, 33% in Years 2-4, and 25% in Year 5.

Fringe Benefits: [REDACTED]

Johns Hopkins University has used a fringe benefit rate for Faculty and Staff of 34% in this proposal. This rate is based on JHU's Negotiated Cost Rate Agreement approved by the Department of Health and Human Services dated May 5, 2021. The fringe benefit rate includes all benefits, payroll taxes, workers' compensation insurance, and a provision for holidays, vacation, illness and other lost time.

Travel:

Two project team members will visit the participating district four times per year in Years 2-5, although the first trip for the first cohort will occur at the end of the first fiscal year, moving those costs into Year 1. The last three trips will occur during the final fiscal year, representing lower travel costs during Year 5. GSA rates were used to estimate costs including [REDACTED] for airfare, [REDACTED] night for hotel, and [REDACTED] per diem. Total per person is [REDACTED] total project travel is [REDACTED] in Year [REDACTED] in Years 2-4, and [REDACTED] for Year 5.

Two project team members will attend a national conference in Years 3-5 to disseminate project findings. GSA rates were used to estimate costs including [REDACTED] for airfare, [REDACTED] night for hotel, and [REDACTED] per diem. Total per person is [REDACTED] total project travel in Years 305 is [REDACTED]

Equipment – No equipment is requested

Supplies

Funds are requested to purchase three laptops in Year 1 to be used for project specific data collection, analysis and storage. Laptop expenses are estimated at [REDACTED] each. Other project specific supplies including printing are estimated at [REDACTED] per year.

Contractual

Stephanie Lynch will serve as a consultant on the project. She will assist with the design and implementation of the professional development activities, especially but not limited to the education of English language learners. Expenses are estimated at [REDACTED] hour for 100 hours each year of the project.

Gifted Education Consultants, LLC, Dina Brulles' consulting company, will serve as a consultant on the project. She will assist with the design and implementation of the professional development activities, especially but not limited to those focusing on English language learners and aspects of the PD involving administrators. Expenses are estimated at [REDACTED] hour for 250 hours in Year 1, 200 hours in Year 2, 150 hours in Year 3, 200 hours in Year 4, and 150 hours in Year 5.

An Instructional Design consultant (TBD) will be hired in Year 1 to assist with creation of the asynchronous, online professional development units. Expenses are estimated at [REDACTED] hour for 250 hours in Year 1.

Other

Participants Costs – Three cohorts of teachers and administrators will participate in project-related professional development. These PD sessions will occur outside of school time, 40 hours per participant in Year 1, 20 hours/participant in Year 2, and 10 hours/participant in any post-cohort years. Participants will be compensated at [REDACTED]/hour. In addition, the project will cover the costs of state PD credits for all participating educators. In all, the project team will have direct contact with 136 teachers and 68 administrators in 68 schools over the five-year period.

Open Access Publication Costs – Funds are budgeted to pay for open access publication costs to ensure transparency and wide availability of project findings. Costs are estimated at [REDACTED]/year in Years 2-5.

Advisory Board – The project team will engage six experts in the area of gifted education to serve on the Advisory Board. Each will receive a [REDACTED] honorarium per year for their service on the Board.

Ph.D. Student Stipend – A Ph.D. student will support the project as part of their academic training. They will assist the project team with data collection, organization and management. The standard annual stipend is [REDACTED] per year. This project will support [REDACTED] in Year 1, [REDACTED] in Years 2-5, and [REDACTED] in Year 5.

External Evaluator – Carolyn Callahan will serve as the external evaluator for the project. Expenses are estimated at [REDACTED] for Year 1 and [REDACTED] for Years 2-5.

Total Direct Costs: [REDACTED]

Total Indirect Costs: [REDACTED]

Indirect Costs are computed per JHU's current (May 5, 2021) negotiated indirect cost rate agreement with DHHS for Instruction of 50% of Modified Total Direct Costs.

Total Costs: [REDACTED]



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

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

Applicant Information

Legal Name:

Johns Hopkins University

1. Project Objective:

1A. To provide educators teams with the latest theory and research on gifted education and talent development via asynchronous, online, professional development modules.

1.a. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
At least 75% of participating educators will demonstrate increased understanding of current theory and research on equity and advanced education by the end of the first year of their cohort	PROJECT		153 / 204	75.00

1.b. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
The number of teachers and other educators who received services that enable them to better identify and improve instruction for gifted and talented students.	GPRA	204	/	

2. Project Objective:

1B. Each school team will develop advanced education transformation (AET) plans that review current services, examine their own school's student data on excellence gaps, and propose a plan to address their excellence gaps.

2.a. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
By the end of year two of each cohort, all 68 school teams will produce a high-quality AET plan as determined by criteria developed by the project team.	PROJECT	68	/	

3. Project Objective:

1C. School teams will successfully implement their advanced education transformation plan.

PR/Award # S206A220044

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

3.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
At least 80% of school teams will implement at least 50% of their AET plan within one school year of the conclusion of their PD experience.	PROJECT		55 /	68	80.88

4. Project Objective:

2A. Determine the relative effectiveness and efficiency of the synchronous versus in-person PD activities on educator outcomes.

4.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
At least 85% of Condition B AET plans will be evaluated as being of high quality versus 75% of Condition A teams.	PROJECT		10 /	100	10.00

4.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
At least 85% of school teams in Condition B will implement at least 50% of their advanced education transformation plans versus 75% of Condition B teams.	PROJECT		10 /	100	10.00

5. Project Objective:

2B. Determine the relative effectiveness and cost efficiency of the synchronous versus in-person PD activities on student outcomes.

5.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By the end of the second year of each cohort, identification of Black, Hispanic, low-income, ELL, and twice-exceptional students will increase by at least 5% each year.	PROJECT		5 /	100	5.00

5.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By the end of the third year of each cohort, the number of Black, Hispanic, low-income, ELL, and twice-exceptional students scoring advanced on the relevant state achievement test will increase by at least 5%. PR/Award # S206A220044	PROJECT		5 /	100	5.00

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

5.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
The number of students newly identified as gifted and talented under the program	GPRA	350	/		
5.d. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
The number of students newly identified as gifted and talented under the program	GPRA	350	/		
5.e. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
The percentage of students newly identified as gifted and talented under the program who were served under the program	GPRA		100 /	100	100.00
5.f. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
The percentage of underserved students newly identified as gifted and talented under the program who were served by the program	GPRA		100 /	100	100.00
5.g. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Of the students served under the program who were in tested grades, the percentage who made gains on State assessments in mathematics	GPRA		350 /	7,000	5.00
5.h. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Of the students served under the program who were in tested grades, the percentage who made gains on State assessments in science	GPRA		350 /	7,000	5.00
5.i. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Of the students served under the program who were in tested grades, the percentage who made gains on State assessments in reading	GPRA		350 /	7,000	5.00

INSTRUCTIONS GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION

PURPOSE

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

GENERAL INSTRUCTIONS

Applicant Information

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

Project Objectives Information and Related Performance Measures Data

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

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

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

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

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

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

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

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

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

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

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

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



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 09/30/2023

Name of Institution/Organization

Johns Hopkins University

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

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

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

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

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

(6) For Training Rate Programs (check one) -- Are you using a rate that:

Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or, Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

PR/Award # S206A20044

Name of Institution/Organization Johns Hopkins University	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

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

- (1) List administrative cost cap (x%):
- (2) What does your administrative cost cap apply to? (a) indirect and direct costs or, (b) only direct costs

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

ED 524

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013
Expiration Date: 02/28/2022

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Javits Gifted and Talented Students Education"/>
	CFDA Number, if applicable: <input type="text" value="84.206"/>

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

Federal Use Only: Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)



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

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

1. Level of Evidence

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

- Demonstrates a Rationale
 Promising Evidence
 Moderate Evidence
 Strong Evidence

2. Citation and Relevance

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

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). Teaching academic content and literacy to English learners in elementary and middle school (NCEE 2014-4012). 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: http://ies.ed.gov/ncee/wwc/publications_reviews.aspx. This report was prepared under Version 2.1 of the WWC Handbook.</p>	<p>In the Baker et al. (2014) practice guide, the four findings provide recommendations for supporting English language learners that align with the Excellence Gap Intervention Model (EGIM; Plucker & Peters, 2016) that will be used to structure the asynchronous learning modules, synchronous PD/coaching sessions, in-person PD/coaching sessions, and AET plan implementation phases of Project PTAL.</p> <p>(Table 1, p. 7) Recommendation 1 ("Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.") is backed by strong evidence (Tier 1). This aligns with the frontloading strategy from the EGIM that will be taught in the asynchronous learning modules and the PD sessions (synchronous and in-person) and applied in the AET plan implementation.</p> <p>(Table 1, p. 7) Recommendation 2 ("Integrate oral and written English language instruction into content-area teaching.") is backed by strong evidence (Tier 1). This recommendation aligns with strengths-based approaches that encourage educators to focus on students' strengths and embed interventions into content area instruction. The EGIM emphasizes that professional learning for educators should teach them how to use strengths-based approaches like this one. This practice will be supported in the asynchronous learning modules, the PD sessions (synchronous and in-person), and the AET plan implementation.</p> <p>(Table 1, p. 7) Recommendation 3 ("Provide regular, structured opportunities to develop written language skills.") is backed by minimal (Tier 4) evidence. This recommendation aligns with the EGIM strategy of expanding advanced</p>	<p>(Appendix D: Table D.1, p. 85; Table D.2, p. 90; Table D.3, p. 94; Table D.4, p. 98) The studies that informed Recommendations 1-4 in this practice guide were conducted with elementary and middle school English language learners and focused on supporting language acquisition through core content area instruction. Project PTAL will provide professional learning for elementary educators with the goal of helping them identify students with advanced learning needs who could benefit from advanced instruction (e.g., gifted and talented programs). The PD will teach educators strategies to reduce excellence gaps (the EGIM framework) and instructional strategies to support talent development within content area instruction.</p> <p>The Baker et al. (2014) guide provides strategies that are targeted for English language learners (ELL), but these strategies are also recommended for children who have learning disabilities and advanced learning needs (twice-exceptional, 2e) and students who have not yet had opportunities to engage in advanced curriculum, including students from culturally, linguistically, and economically diverse backgrounds and students who have been historically underrepresented in gifted and talented programs. The EGIM strategies addressed in this practice guide (e.g., frontloading, expanding advanced learning opportunities, flexible ability grouping) will be an integral part of the sociocultural/context-dependent framework for teacher professional learning in Project PTAL.</p>

PR/Award # S206A220044
Page 89

	<p>learning opportunities for all students. Observing students in these learning environments can allow educators to identify and support emerging academic talent (e.g., strengths-based approaches, talent scouting). This practice will be supported in the asynchronous learning modules, the PD sessions (asynchronous and in-person), and the AET plan implementation.</p> <p>(Table 1, p. 7) Recommendation 4 ("Provide small-group instructional intervention to students struggling in areas of literacy and English language development.") is backed by moderate evidence (Tier 2). This recommendation aligns with the use of flexible ability grouping, a strategy in the EGIM, to deliver interventions and support acceleration for students with advanced learning needs. The asynchronous learning modules and the PD sessions (asynchronous and in-person) will teach educators how to use data to create and adjust in-class groupings for targeted instruction that differentiates for individual student needs. This learning can be applied in the AET implementation phase.</p>	
<p>Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). Providing Reading Interventions for Students in Grades 4–9 (WWC 2022007). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from https://whatworks.ed.gov/. This report was prepared under Version 4.1 of the WWC Handbook.</p>	<p>(Table I.1, p. 3) Recommendation 4 ("Provide students with opportunities to practice making sense of stretch text [i.e., challenging text] that will expose them to complex ideas and information.") is backed by moderate evidence (Tier 2). This recommendation aligns with the EGIM strategies of expanding advanced learning opportunities for all students, preparing educators to identify students with advanced learning needs from diverse backgrounds, and providing psychosocial skills coaching so students develop the ability to engage with advanced content in a responsive learning environment. Project PTAL will teach this practice to educators in the asynchronous learning modules and the PD sessions (asynchronous and in-person) and help them apply it in the AET plan implementation process.</p>	<p>(Appendix C, Table C.10, p. 143; Appendix D, p. 161) The Vaughn et al. (2022) practice guide on instructional interventions for reading included several studies that had samples of elementary learners. Project PTAL will provide PD and coaching for elementary reading educators and administrators.</p>
<p>Fuchs, L.S., Newman-Gonchar, R., Schumacher, R., Dougherty, B., Bucka, N., Karp, K.S., Woodward, J., Clarke, B., Jordan, N. C., Gersten, R., Jayanthi, M., Keating, B., and Morgan, S. (2021). Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades (WWC 2021006). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from http://whatworks.ed.gov/. This report was prepared under Version 4.1 of the WWC Handbook.</p>	<p>Table 1, p. 3) Recommendation 5 ("Word Problems: Provide deliberate instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas.") is backed by Strong (Tier 1) evidence. (Table 1, p. 3) Recommendation 6 ("Timed Activities: Regularly include timed activities as one way to build fluency in mathematics.") is backed by strong (Tier 1) evidence. Both of these recommendations align with the EGIM strategies of of expanding advanced learning opportunities for all students, preparing educators to identify students with advanced learning needs from diverse backgrounds, and providing psychosocial skills coaching so</p>	<p>(Appendix C, Table C.12, p. 113; Table C.14, p. 122) The Fuchs et al. (2021) practice guide on instructional interventions for math included several studies that had samples of elementary learners. Project PTAL will provide PD and coaching for elementary math educators and administrators.</p>

PR Award # S206A220044

Page 90

	students develop the ability to engage with advanced content in a responsive learning environment. Project PTAL will teach this practice to educators in the asynchronous learning modules and the PD sessions (asynchronous and in-person) and help them apply it in the AET plan implementation process.	

Instructions for Evidence Form

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

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

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C. B., & Smither Wulsin, C. (2016). <i>Teaching secondary students to write effectively</i> (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: https://ies.ed.gov/ncee/wwc/PracticeGuide/22. This report was prepared under Version 3.0 of the WWC Handbook (p. 72).</p>	<p>(Table 1, p. 4) Recommendation 1 ("Explicitly teach appropriate strategies using a Model – Practice – Reflect instructional cycle") is characterized as backed by "strong evidence."</p> <p>(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 reported statistically significant and positive impacts of this practice on genre elements, organization, writing output, and overall writing quality.</p>	<p>(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 were conducted on students in grades 6 through 12 in urban and suburban school districts in California and in the Mid-Atlantic region of the U.S. These study samples overlap with both the populations and settings proposed for the project.</p>

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2017, February). Transition to College intervention report: Dual Enrollment Programs. Retrieved from https://ies.ed.gov/ncee/wwc/Intervention/1043. This report was prepared under Version 3.0 of the WWC Handbook (p. 1).</p>	<p>(Table 1, p. 2) Dual enrollment programs were found to have positive effects on students' high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college, and these findings were characterized by a "medium to large" extent of evidence.</p>	<p>(pp. 1, 19, 22) Studies contributing to the effectiveness rating of dual enrollment programs in the high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college domains were conducted in high schools with minority students representing between 32 and 54 percent of the student population and first generation college students representing between 31 and 41 percent of the student population. These study samples overlap with both the populations and settings proposed for the project.</p>
<p>Bettinger, E.P., & Baker, R. (2011). <i>The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring</i>. Stanford, CA: Stanford University School of Education. Available at https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf</p> <p>Meets WWC Group Design Standards without Reservations under review standards 2.1 (http://ies.ed.gov/ncee/wwc/Study/72030).</p>	<p>The intervention in the study is a form of college mentoring called student coaching. Coaches helped with a number of issues, including prioritizing student activities and identifying barriers and ways to overcome them. Coaches were encouraged to contact their assignees by either phone, email, text messaging, or social networking sites (pp. 8-10). The proposed project for Alpha Beta Community College students will train professional staff and faculty coaches on the most effective way(s) to communicate with their mentees, suggest topics for mentors to talk to their mentees, and be aware of signals to prevent withdrawal or academic failure.</p> <p>The relevant outcomes in the study are student persistence and degree completion (Table 3, p. 27), which are also included in the logic model for the proposed project.</p> <p>This study found that students assigned to receive coaching and mentoring were significantly more likely than students in the comparison group to remain enrolled at their institutions (pp. 15-16, and Table 3, p. 27).</p>	<p>The full study sample consisted of "13,555 students across eight different higher education institutions, including two- and four-year schools and public, private not-for-profit, and proprietary colleges." (p. 10) The number of students examined for purposes of retention varied by outcome (Table 3, p. 27). The study sample overlaps with Alpha Beta Community College in terms of both postsecondary students and postsecondary settings.</p>

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

PR/Award # S206A220044