

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

APPLICATION FOR GRANTS
UNDER THE

FY 2022 Javits Application Package

CFDA # 84.206A

PR/Award # S206A220046

Grants.gov Tracking#: GRANT13594780

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

Closing Date: Apr 11, 2022

PR/Award # S206A220046

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="04/11/2022"/>	4. Applicant Identifier: <input type="text" value="SP0074345"/>
--	--

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

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

* a. Legal Name:

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

d. Address:

* Street1:
Street2:
* City:
County/Parish:
* State:
Province:
* Country:
* Zip / Postal Code:

e. Organizational Unit:

Department Name: <input type="text" value="SESP Research Activities"/>	Division Name: <input type="text"/>
---	--

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

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

Organizational Affiliation:

* Telephone Number: Fax Number:

* Email:

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 Grant Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-021622-001

* Title:

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

13. Competition Identification Number:

84-206A2022-2

Title:

FY 2022 Javits Competition

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

Add Attachment

Delete Attachment

View Attachment

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

Networked Improvement Community for Equity and Talent Development (NIC-ETD)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

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View Attachment

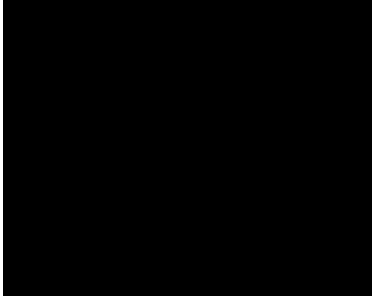
17. Proposed Project:

* 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

View Attachment

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.

ED_GEPA_Section427Statement.pdf

Add Attachment

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View Attachment

ED GEPA 427 Statement

Northwestern University will take the following steps to ensure equitable access to and participation in the project for students, teachers, and other stakeholders with special needs.

- Invitations to participate in research surveys and focus groups conducted during onsite visits with partner schools will be created in English and Spanish. Spanish-speaking personnel will also be available to support equitable participation in focus group interviews.
- Electronic professional development materials will be created with accessibility in mind. Recorded video segments will be subtitled and will be made available using file formats that support real-time translation.
- Non-video web-based professional development content and other resources will be designed to align with Web Content Accessibility Guidelines (WCAG Version 2.1) to help ensure accessibility for users with disabilities.
- The online learning management system that will host professional development resources and support online collaboration among network participants is also compatible with screen readers and can be navigated in its entirety by keyboard.
- Network conferences will be held in ADA-compliant accessible facilities. Conference organizers will have access to support services

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 Northwestern University	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Shandra"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="White"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Exec Dir OSR"/>	
* SIGNATURE: <input type="text" value="Shandra White"/>	* DATE: <input 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:
	Paula		Olszewski-Kubilius	

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

Address:

* Street1:	617 Dartmouth Place
Street2:	
* City:	Evanston
County:	
* State:	IL: Illinois
* Zip Code:	60208-0866
Country:	USA: UNITED STATES

* Phone Number (give area code)	Fax Number (give area code)
	

* 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:

00001549

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.

Non-Exempt_ResearchNarrative.pdf

Add Attachment

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Non-Exempt Research Narrative

Human Subjects and Characteristics

Research participants will include elementary and secondary school students, educators, and school leaders of the schools they attend, and their parents. As the project focuses on improving opportunities and outcomes for students from subgroups underrepresented among students in gifted education and advanced academic programs including racial minority students, low-income students, and students with disabilities, members of these groups will be participants (along with students, educators, and family members who are not members of special classes). Participation by members of these subgroups is important to this research as their perspectives are important for designing policies, practices, and services that meet the needs of diverse students and families.

Sources of Material

Project researchers will collect data primarily focusing on academic growth and achievement, and eligibility for and access to programs and services provided by their school districts. This will include scores from standardized achievement measures, assessments used by schools for gifted identification or placement in enrichment or accelerative programming, and course grades. Demographic data reported by LEAs to the Illinois State Board of Education will also be used to support disaggregating data by subgroups of focus in the RFP. These data are routinely collected and reported by LEAs to support regular instruction and compliance with state data reporting requirements.

Researchers will also collect survey and focus group interview data from students, educators, and parents in participating schools. These will include questions focused on

perceptions of current screening, identification, and service policies and practices, stakeholder priorities for programming, and draft policies, procedures, and resources to be developed through the project. During onsite visits to schools, researchers will also have opportunities to observe classrooms and will gather data using observation guides to be developed based on National Association for Gifted Children K-12 Programming Standards. The focus of these observations will be on curriculum, instructional practices, and classroom dynamics but will not focus on individual students or individual education professionals.

Recruitment and Informed Content

Participants will be recruited through their participating school districts. Among educator stakeholders, regular education teachers, gifted education specialists, teachers and specialists serving students with disabilities, teachers and specialists serving students who are English Learners, school counselors, school psychologists, and school and district administrators will be invited to participate in surveys and focus groups. Members of these groups selected by local school leaders will also be invited to participate in locally-facilitated professional development activities, the online community, and the annual network conference events. Students will be identified and invited to participate in surveys and focused groups by local educators.

Prior to participating in any data collection activities, project personnel will host events for parents in collaboration with the partner schools where an overview of the project and its goals will be provided, and parents can ask questions of researchers. Forms for collecting informed consent for parents and educators and forms for collecting informed assent from students along with descriptions of the project, data to be collected, and potential risks of participation will be reviewed by Northwestern University's Institution Review Board (IRB) prior to distribution and will be made available in English and Spanish-language versions.

Potential Risks

Potential risks are minimal and similar to the normal risks involved in attending or working in a school. It is possible that some participants will experience mild psychological stress participating in focus group interviews due to differences of opinion with other participants. The other category of risk relates to potential accidental disclosure of data.

Projection Against Risk

The risk of data loss occurring is low given that IHE platforms to be used for collecting data and facilitating online activity were created following industry security standards and to support compliance with the Children's Online Privacy Protection Act (COPPA) and the Family Education Rights and Privacy Act and use end-to-end encryption. Researchers will also ask LEA partners to remove any unnecessary individually identifiable data from records shared with researchers such as Social Security Numbers, health information (other than disability status), and personal contact information.

Importance of Knowledge to be Gained

The focus of the research is on approaches to supporting schools in improving equity and access to advanced learning opportunities for members of subgroups that are currently underrepresented among gifted students. To do so it is necessary to engage members of these subgroups and educators who serve them to better understand their needs, perceptions of school policies and practices, and their educational goals and priorities. If successful, the project will lead to more students from underrepresented subgroups gaining access to inclusive and effective enrichment and advanced learning opportunities.

Collaborating Sites

Collaborating sites include West Chicago District 33, Kankakee School District 111, Berwyn North District 98, and an additional LEA to be identified. Their role in the research will be to serve as pilot sites and members of the Networked Improvement Community, to support participation by local stakeholders in qualitative data collection such as onsite observations, focus group interviews, and stakeholder surveys, and to furnish extant educational and demographic data with project researchers after parents and students give consent and assent for these data to be shared.

Abstract

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

1. Abstract Requirements

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

For research applications, abstracts also include the following:

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

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

You may now Close the Form

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

* Attachment:

Abstract

Networked Improvement Communities are structured, intentionally formed collaborations among educators, researchers, and designers that aim at addressing problems of practice using peer-to-peer networks to expand access to expertise, models, feedback, and capacity for design-based research. Adapting Russell et al.'s (2017) networked improvement community (NIC) framework, The Networked Improvement Community for Equity and Talent Development (NIC-ETD) will create a community of practice among school districts to engage in collaborative design-based research aimed at translating research-based practices for equity and increasing access to gifted education and talent development opportunities into practical policies and sustainable practices, and evaluating, refining, and spreading effective approaches to accelerate change. Shared “problems of practice” (Lave & Wenger, 1996) centering network efforts are: (1) (pursuant to the Absolute Priority) developing and implementing strengths-based, locally customized “frontloaded” enrichment experiences to all students *prior to* screening for gifted identification, (2) (pursuant to the Absolute Priority and Competitive Preference Priorities 1 and 2) revising local identification policies and practices based on emerging best practices for reducing inequity; analyses of local identification, opportunity and excellence gaps across student subgroups, and; piloting use of qualitative and non-traditional assessment approaches, (3) revising local academic acceleration policies and procedures to increase equitable access and to use acceleration to create recovery pathways into advanced coursework for bright but previously under-served students (pursuant to the Absolute Priority and Competitive Preference Priority 3), and (4) (pursuant to the Absolute Priority and Competitive Preference Priority 1) integrating principles of culturally responsive instruction (Hammond, 2014), psycho-social skill building (Subotnik, 2015), and principles of Universal Design for Learning (Rose, 2001) to make

advanced learning settings accessible and inclusive for racially and linguistically diverse students and students with disabilities to increase participation, retention, and growth of students who are members of these subgroups.

The network will be organized by The Center for Talent Development at Northwestern University with Berwyn North District 98, Kankakee School District 111, and West Chicago District 33 as initial partner LEAs. District 98 and District 33 are diverse suburbs of Chicago serving a predominately Latinx communities. District 111 serves two diverse suburbs with majority Black populations and a large rural area. The combined student populations of these districts are 60% Hispanic (according to Illinois state data), 25% Black, and 1% American Indian with 15% of students identified as students with disabilities and 73% of students classified as low-income. An additional LEA will be identified in Project Year 1. Illinois was chosen as the pilot state to leverage changes to the Illinois Report Card that will allow researchers to benchmark change in identification rates, acceleration rates, and participation and outcomes in advanced courses disaggregated by race, disability status, English Learner status, and low-income status between partner schools and demographically similar districts.

Network activities will include shared professional development aligned to project priorities where IHE content experts will develop core resources and coach local coordinators to use those materials in their districts; peer-to-peer onsite formative and “progress report” evaluations to increase capacity for data-informed school improvement; an online community hub for educators across districts to facilitate ongoing collaboration and resource sharing; and annual onsite network workshops to support development of community among network practitioners and provide a focused forum for intensive collaborative work supported by IHE members with relevant expertise.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

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Networked Improvement Community for Equity and Talent Development
Project NIC-ETD

Application for Funding – Jacob K. Javits Gifted and Talent Students Education Program

Submitted by Northwestern University Center for Talent Development

Primary Investigator: Paula Olszewski-Kubilius

Project Director: Eric Calvert

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Need for the Project

A fundamental challenge for gifted education in Illinois is the deterioration of structures that previously connected gifted education scholars in higher education institutions and colleagues in K-12 schools. This has been precipitated by a number of factors including: the loss of specific state funding for gifted education in 2001, which removed a major incentive for schools to identify and serve gifted students; the state's implementation of the 2001 Elementary and Secondary Education Act ("No Child Left Behind"), which resulted in an accountability system devoid of incentives to support student academic growth beyond basic proficiency; and unintended consequences of changes to state gifted endorsement standards, which increased course requirements at a time when endorsements were only required of educators supported by state funding but no districts were receiving funds. As a result, IHE gifted endorsement programs across the state were shuttered, which further led to a decline in access to expert professional development and opportunities for collaboration between IHEs and LEAs, as universities eliminated faculty positions in gifted education due to lack of revenue from endorsement program tuition. Today, due in significant part to changes in the state's school accountability framework motivated by passage of the Every Student Succeeds Act (ESSA), which now places high value on growth across the achievement continuum and spotlights disaggregated data on achievement gaps between subgroups and participation gaps between subgroups in gifted education and advanced learning opportunities, districts are once again interested in improving opportunities for gifted students and are motivated to rebuild talent development pathways with a new emphasis on equity and inclusion. Currently, the desire for professional development by individual districts exceeds the capacity of the state's one remaining University-based gifted education center to address on an ad hoc basis. Therefore, Illinois schools are now motivated to

improve but are often on their own to develop solutions through trial and error without the benefit of local personnel with gifted education expertise or access to external resources and support. This status quo is allowing outdated and inequitable practices to continue and, without intervention, will continue to result in high percentages of Black, Latino, low-income students, English Learners, and students with disabilities receiving inadequate instruction and support to discover their talents and develop their potential.

Table 1: Opportunity and Excellence Gaps in Illinois (Sources: ISBE Report Card 2021, NAEP 2019 Online Data Explorer.)

Metric	All Students	Black Students	Hispanic Students	American Indian Students	Multi-racial Students	Students with IEPs	English Learners	Low Income Students
Students Assessed for Giftedness	7.6%	4.7%	5.5%	7.4%	9.1%	5.9%	6.3%	4.7%
Students Identified as Gifted	2.3%	1.1%	1.4%	1.3%	2.7%	0.6%	0.5%	1.0%
Identified Students Taught by Gifted-Endorsed Teachers	0.4%	0.1%	0.2%	0.3%	0.5%	0.1%	0.1%	0.1%
Students at NAEP Advanced Achievement Level – 4 th Grade Math 2019	9%	1%	4%	-	12%	-	-	4%
Students at NAEP Advanced Achievement Level – 8 th Grade Math 2019	10%	2%	5%	-	17	-	-	4%
Students Enrolled in Advanced Courses	8%	5.4%	7.8%	7.7%	7.4%	1.9%	2.3%	5.5%

The field of gifted education's recent emphasis on research into policies and practices that support equitable talent development (catalyzed in significant part by studies made possible by past Javits grant funding) has at last identified a number of practices shown to be effective at significantly reducing opportunity and excellence gaps across student subgroups including: the use of universal screening (Card & Giuliano, 2016); use of local norms in gifted identification (Peters, Rambo-Hernandez & Makel, 2019); expanded access to strength-based enrichment opportunities and "front-loaded" interventions (Olszewski-Kubilius et al., 2017); integration of culturally responsive instructional practices in gifted education and advanced courses (Mun et al., 2020); and integrated approaches to recognizing and cultivating talent among twice-exceptional students and English Learners (Kaufman, 2018; Lee & Ritchotte, 2018).

However, in Illinois and many other states across the nation, there is a significant gap between the state of research and the state of practice. Greenwood and Abbott (2001) studied research and practice gaps in general and special education and identified conditions that contribute to the gap. Common causes the authors identified include "separateness of research and practice communities," limited relevance of research from the perspective of practitioners, failure of researchers to go beyond "theory building" to generate usable intervention models, and limited opportunities for meaningful professional development.

Our proposed project explores "networked improvement communities" (NICs) as a potential model for closing the research-practice divide, engaging practitioners directly in design-based research (Van den Akker et al., 2006) where "research outcomes" are new or improved policies or practice approaches in addition to extensions of theory; integrating design-based research into professional learning; transforming professional development from an often passive (and ineffective) experience to one in which participants have agency and their real-

world barriers to achieving equity in talent development become the focus of professional development; and professional development is experienced as a process of collaborative problem-based learning leading to the creation, evaluation, and iteration of improved policies and practices.

Project Design

The Networked Improvement Community for Equity and Talent Development (NIC-ETD) is designed to help close the professional learning access gap and bridge the divide between research and practice so as to accelerate development of practical models and adoption of practices that expand access to opportunity and support for bright students from subgroups underrepresented in gifted education. The project is grounded in research and in “community of practice” structures effective at supporting change by capitalizing on expertise and resources in networks that expand beyond single LEAs and IHEs.

Community of Practice Framework

Wenger (2010) defines “communities of practice” as groups of people who share a concern for something they do and learn how to do it better through regular interaction. In Wenger’s framework, communities of practice have three defining characteristics: the community itself (defined by a group of people who regularly interact with one another), the “practice” (or the work and responsibilities community members have in common), and “the domain” (the subject of interest and commitment that community members share.) This model is uniquely appealing in a talent development-oriented perspective on gifted education which sees giftedness as developmental and recognizes the unique role that domains play in shaping and supporting talent development, as talent development scholars have noted that “domains” in which talent develops are not simply canons of related knowledge and theory but living social systems with values,

culture, and structures that shape the direction of fields of practice (Olszewski-Kubilius & Calvert, 2016.)

Central to our approach is the assumption that expertise and capacity for creative problem solving exist at every level of practice in the domain of gifted education and talent development and that innovations in the field can emerge from local K-12 practices as well as research centers at higher education institutions. As Barabasi has noted in his research on distributed systems and spread of innovation, intelligence and expertise exists at the ends of the network. Distributed peer-to-peer networks are often better able to leverage distributed expertise for creative innovative solutions to complex problems than hierarchically organized networks. For example, Ohio's Model Acceleration Policy, which has become a national model, was not developed at an institution of higher education but was developed inductively by mining statewide district data to identify schools with histories of accelerating significant number of students over time who sustained academic success, then identifying common threads across effective local policies and practices developed and refined over time by school-based practitioners. However, a networked resource (in this case, a statewide database of student data aggregating data from over 600 LEAs) facilitated the recognition and dissemination of effective practices that previously benefitted only students attending a small handful of school districts. NIC-ETD seeks to create a structure where expertise and innovation can flow across Illinois' system of education and where research expertise and practical experience can mutually inform one another.

Networked Model of School Improvement

The development of the community of practice model for the project will be guided by research into the practices of "Networked Improvement Communities" (NICs) in education that have been successful in driving school improvement in participating schools. Systematic reviews of the

literature on NICs conducted by Columbia University’s Center for Public Research and Leadership (Yang, 2018) and American Institutes for Research (Feygin et al., 2020) inform the design of NIC-ETD. Key elements of successful NICS identified in the literature include:

- *Seed funding for developing network infrastructure and catalyzing network activity.* Javits grant funding would provide start-up resources to develop network infrastructure and bring together practitioners with shared interests and diverse expertise.
- *Buy-in around shared goals, shared “problems of practice” across the network and a commitment to understanding “root causes.”* NIC-ETD partners serve diverse constituencies but share commitments to equity in education and to developing the talents of all students.
- *Trust among network participants and within school teams.* NIC-ETD will cultivate mutual trust by emphasizing collaborative work across district boundaries through collaborative work sessions at an annual, in-person network conference away from school; peer-to-peer involvement in onsite evaluations at participating schools; use of an online learning platform inspired by the design of online social networks; and a focus on local policies, practices, and learning artifacts as core content of conference activities.
- *Engagement in continuous improvement with cycles of testing and adaptation supported by a robust data infrastructure.* NIC-ETD will leverage newly available data from the Illinois State Board of Education’s “Illinois Report Card” system which now collects and reports fine-grained data on growth, achievement, and access to and participation in gifted services and advanced learning options disaggregated by student subgroup. Northwestern University will supplement this public data system with a project-specific database linking local policies and practices of NIC-ETD districts to district-generated

and state-level data to support member schools in comparing their practices and outcomes with other schools and evaluating the impact of policy and practice changes over time.

- *Distributed and diverse leadership in schools.* Professional development practices, communication flows, and protocols used in onsite evaluations will be developed with an emphasis on the idea that all researchers and practitioners have agency and potential to be catalysts for change. To foster the sense of distributed leadership, school practitioners will be tapped to participate in onsite data collection. Professional development at the school level will follow a “train the trainers” model where local coordinators and school leaders are equipped with research-based (and, eventually, field tested) professional development resources and protocols to use in facilitating shared local work and are supported by IHE personnel who will provide quarterly coaching and consultation sessions with each LEA coordinator and support their efforts through the online platforms. Promising policies and practices emerging from individual LEAs in the network will also be shared and “workshopped” by the network as a whole through the online collaboration platform and annual network conference events.

Areas of Focus

The focus areas for professional development and collaborative work are based on common interests and goals of identified schools and a review of the research literature on promising approaches for reducing underrepresentation of students of color, low-income students, students with disabilities, and English Learners in gifted education and advanced learning settings. The following areas will serve as organizing “problems of practice” for the network during the grant period:

Goal 1: Developing, implementing, and evaluating “front-loaded” interventions prior to formal gifted identification screening.

The underrepresentation of children from low-income households in gifted programs is driven by the devastating effects of poverty on the educational achievement of children starting at the earliest ages. Gaps in children’s vocabulary, math and science knowledge, and reading skills begin at 18 months of age and grow each year, significantly limiting children’s cognitive development and readiness for school by kindergarten (Olszewski-Kubilius & Corwith, 2018). In Illinois, these gaps continue to grow grade-by-grade in school, with promising “early high flyers” (Xiang et al., 2019) from disadvantaged backgrounds often descending toward (or below) the mean in achievement before formal gifted identification efforts begin in schools – often not until grade 3 or 4. Olszewski-Kubilius & Corwith (2018) cite the work of Plucker et al. in extending the analysis of the impact of poverty to *excellence gaps*--the disparities in advanced levels of achievement in reading and math between the percentages of students who qualify for free and reduced lunch and those who do not. In 2019, 16% of non-low-income students were at or above the advanced level in Math, while only 3% of low-income students were. These disparities in high achievement are a significant cause of the underrepresentation of low-income children in gifted programs.

One solution that has been successful in lessening the impact of poverty-induced achievement and excellence gaps is the use of front-loaded talent development interventions. In this model, students from disadvantaged backgrounds receive gifted education services prior to their formal assessment and identification. These early interventions help raise the achievement of students who have great potential but fail to qualify for advanced classes or gifted programming using traditional, nationally normed identification methods (Olszewski-Kubilius &

Steenbergen-Hu, 2017). Frontloading strategies focus on preparing students for challenging opportunities they will face in the future, such as offering students preparation for Advanced Placement courses well before the students reach high school (Plucker & Peters, 2018).

Examples of successful front-loaded interventions include Project Excite at Northwestern University's Center for Talent Development and the Young Scholars model at Fairfax County Public Schools, which were designed and implemented with the aim of developing the potential of underrepresented students from early grades. The interventions included early identification of high-potential minority students; universal testing of students for inclusion using multiple tools and adjusted selection criteria; the use of interventions, extensions and enrichment; and teacher training and family outreach (Olszewski-Kubilius & Clarenbach, 2012; Olszewski-Kubilius & Corwith, 2018). Project Excite, which was implemented for 14 years, reduced the achievement gaps in math and science between disadvantaged high-potential minority students and high-achieving majority students. The Excite students' scores significantly exceeded those of other Black and Latino students in the district and were comparable to White students, who had the highest scores in the district (Olszewski-Kubilius & Steenbergen-Hu, 2017; Olszewski-Kubilius et al., 2017).

Research has clearly shown the efficacy and impact of front-loaded interventions such as Project Excite and the Young Scholars, indicating that identifying high-potential children early and providing supplemental programming and support effectively reduces the achievement and opportunity gaps between low-income students and their non-low-income peers (Olszewski-Kubilius & Clarenbach, 2012; Olszewski-Kubilius & Corwith, 2018; Plucker & Peters, 2018).

Therefore, NIC-ETD will work collaboratively to develop front-loaded intervention approaches for all students primarily targeting students in grades K-3 that match students with

challenging enrichment experiences that align with their interests and “ability tilt.” For example, rather than placing a student in math-focused frontloaded enrichment experience on the basis of their math achievement in comparison to other students, they would be placed in a math-focused frontloaded enrichment experiences if their learner profile shows greater strength in math versus reading or language arts regardless of the student’s absolute achievement in math. These enrichment experiences will then be used as a platform for observing students working in their areas of strength to support fairer and more valid assessment when behavior observations and other qualitative measures are an element of gifted identification.

Goal 2: Integrating universal screening and use of local norms in local identification policies and practices.

Research by McBee, Peters, and Miller (2016) found that gifted identification processes that require a nomination or referral to initiate assessment for identification found that these steps almost inevitably eliminate students who would otherwise be identified and that students of color, low-income students, English Learners, and students with disabilities are disproportionately impacted. More inclusive screening practices that eliminate this gatekeeping step can lead to significant increases in the number of students from these subgroups who are identified and thereby gain access to services (Card & Giuliano, 2016).

Use of local norms rather than national norms in assessment for gifted education has been shown to further reduce underrepresentation of low income and minoritized students in gifted education and to particularly increase identification rates in predominately low-income schools when achievement assessments are a component of gifted identification processes. This is attributable to the reality that poverty is a significant barrier to achievement. Consequently, local norms in high poverty schools (comparing local students to one another rather than to a

nationally representative sample) shifts focus from absolute achievement to relative achievement within the school allowing students who are high achievers compared to local peers but not necessarily students elsewhere. Notably, however, the *range* of achievement within Illinois schools with high and low percentages of students who are low income is similar – the most advanced students in the highest poverty schools tend to be as different in achievement from others in their schools as advanced students in affluent schools, suggesting equally great needs for differentiation and acceleration within districts regardless of level of poverty--even though absolute achievement in high poverty schools is much lower on average than absolute achievement in low poverty schools. Therefore, NIC-ETD will work collaborative to review and revise local gifted identification policies and practices to reduce gatekeeping barriers and to base identification criteria on assessments and norms that are valid and relevant to the local school context.

Goal 3: Cultivation of psychosocial skills conducive to talent development through increased rigor and curriculum integration of social-emotional learning (SEL).

The development of potential into actual academic achievement involves more than ability. Psychosocial skills such as persistence, growth mindsets, being receptive to feedback and critique, study and organizational skills, and a willingness to work on the edges of your competency are critical skills that support high achievement. Additionally, these are skills that are malleable and can be developed by teachers within classrooms through the curriculum and instruction they provide and the feedback and messages they give their students (Farrington, et al., 2012). Psychosocial skills are important for all learners, but particularly for disadvantaged students who may need to deal with being behind their peers due to poorer prior preparation, decrements in self-esteem as a result of increased challenge levels or the lack of a sense of

belonging in advanced or gifted programs. In our professional development with teachers, we will focus on how they can develop critical psychosocial skills that support achievement including study and organizational skills a growth mindset, goal setting and creating a sense of belonging and inclusiveness within classrooms.

Research shows that gifted students are more knowledgeable about study skills than non-gifted learners but are not more likely to use them, often because the material they are given is too easy and does not require study, practice, or in-depth thinking. To promote the acquisition of study skills, first and foremost, the content of instruction must be sufficiently challenging for advanced learners. Additionally, study skills that are useful for a particular subject area should be actively taught by teachers and time for guided practice provided within their classes (Stoeger, Fleischmann & Obergriesser (2015). Similarly, organizational skills that buttress high achievement can be fostered by having students engage in goal setting that includes designing and completing a longer-term project that delves deeply into a topic of their choice along with supports, organizational tools, and feedback from the teacher to manage shorter term steps along the way.

Attitudes and beliefs regarding the role of effort and ability are important to persistence and motivation with challenging courses. Learning environments that stress and reward effort as well as performance, where students are not constantly judged, where feedback is private and focuses on individual growth and improvement, and where mistakes are viewed as learning opportunities can support persistence and resiliency, particularly for students who come from disadvantaged circumstances (Makel, et al. 2017).

A significant reason culturally, linguistically, and socioeconomically diverse students do not choose to enroll or persist in advanced classes is a feeling that they do not belong there.

Worrell (2018) identified sense of belonging as a “pull” factor that can significantly contribute to motivation and persistence for diverse gifted learners. Teachers can create classrooms that are inviting and welcoming to all students by using multi-cultural curriculum, holding and communicating high expectations for all students, diversifying groups for instruction, and addressing micro-aggressions.

Resources we will draw on for professional development on cultivating psychosocial skills include teacher discussions of chapters of the Top 20 Principles from Psychology for PreK-12 Creative, Talented, and Gifted Students’ Teaching and Learning, by the American Psychological Association, and review of and enactment of the student activities in the publication in Teaching Tenacity, Resilience, and a Drive for Excellence: Lessons for Social-Emotional Learning for Grade 4–8 by Mofield and Peters (2021).

Goal 4: Integrating culturally responsive pedagogy, Universal Design for Learning (UDL), and services and supports for students with disabilities in gifted education and advanced learning settings.

As Moore, Ford, Milner (2006) and others have noted, underrepresentation of minoritized and low-income students in gifted services and advanced academic options is not entirely an issue of identification. Rather, when these service settings are seen as unwelcoming to diverse learners, students of color and low-income students “opt out” of receiving services for which they qualify, either before service begins or by choosing to return to regular education settings rather than continuing on the advanced pathway.

Gifted students with disabilities, or “twice-exceptional” learners, are also at greater risk of opting out of, and attrition from, gifted services and advanced classes. Researchers (e.g. Baum & Novak, 2010) have argued that a major contributing factor is disconnection of

accommodations and supports addressing students' disabilities from services for gifted and advanced learners. Historically, in some cases, this resulted from LEAs interpreting language in the Individuals with Disabilities in Education Act (IDEA) focusing interventions on maximizing "access to the general curriculum" as meaning that, while students have rights to accommodations and supports in regular classrooms, schools have no obligation to provide services for students with disabilities in gifted education programs or other settings that give access to above-grade-level curriculum. Some schools have resisted writing gifted services and advanced learning options into students' IEPs, in many states, including Illinois, out of concern that gifted services (which are *not* mandated at the federal or state level) that are available locally at the time the IEP was developed may be eliminated at some future point if local priorities shift or funding is scarce, resulting in the district failing to meet its obligations specified students' IEPs. However, the Supreme Court's ruling in the case *Endrew F. vs. Douglas County Schools* resulted in a more inclusive interpretation of IDEA that requires an educational program "reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances" rather than a *de minimis* standard. This is leading to a reconsideration of formal approaches to serving twice-exceptional students.

Therefore, NIC-ETD will support professional learning and collaborative design-based research with partner schools, involving both gifted specialists and intervention specialists for students with disabilities, in developing professional development and planning tools to better ensure that services and supports for twice-exceptional students' disabilities extend beyond the "general curriculum" and into advanced learning settings, and that gifted services and advanced courses reflect accessibility best practices based on the Universal Design for Learning framework (Hughes, 2017). NIC-ETD will also support professional learning and collaborative

action research into approaches to integrate culturally responsive instructional practices (Hammond, 2021) in gifted services and advanced courses, with a goal of reducing “opting out” and disproportionate attrition from advanced learning opportunities among Black, Latino, and low-income students.

Goal 5: Developing equitable and practical approaches to academic acceleration

Academic acceleration has consistently been shown to be among the most effective intervention approaches promoting growth of advanced students (Hu, Makel, & Olszewski-Kubilius, 2017). Further, acceleration is among the most cost-effective interventions for advanced learners because it capitalizes on more advanced curriculum and instruction already available in higher grade classrooms (VanTassel-Baska et al., 2005), and an acceleration policy is a legislated requirement for all Illinois districts.

Improving equitable access to acceleration is crucial for any realistic approach to equitably providing gifted services and advanced instruction in diverse and high poverty schools in Illinois where universal screening practices and local norms are used in gifted identification. This is because universal screening and use of local norms in identification are likely to increase overall numbers of identified students most in the very school districts with the fewest resources to serve them. In states like Illinois that provide no specific per-pupil funding for identified students, funding services is almost entirely an LEA responsibility. Therefore, sustainable service models must be equitable, effective *and* efficient. Developing and testing approaches to evaluating students for possible acceleration and supporting accelerating learners will be a shared “problem of practice” of NIC-ETD to be addressed through problem-based professional learning focused on developing and evaluating local acceleration policies and practices that remove

barriers to acceleration, build stakeholder confidence in acceleration as a practice, and support diverse learners transitioning into more advanced instructional settings.

Project Objectives and Performance Measures

During Year 1 of the project, key personnel and the Evaluator will finalize data to be collected, including the development of some evaluation instruments. Following are examples of the data we plan to collect and how it will be used. For a visual summary of performance measures aligned to each program priority and project objective, see Appendix B.

Because we will be training personnel in the identification and education of gifted and talented students who are children with disabilities (Competitive Preference Priority 1), we will be assessing attitudinal/behavioral changes in educators. Two measures to be used for this are the Attitudes towards Twice-Exceptionalities (McCoach and Siegle, 2007) and the Addressing Students' Educational Needs Scales by Adelson. To assess both Competitive Preference Priorities 2 and 3, we will collect several sources of data. First, we will review and document revisions to district gifted identification policies, procedures, criteria, and assessment selection as well as revisions to district policies and procedures for acceleration. These reviews will provide data on the structure for identifying and providing services to gifted and talented students who are children with disabilities (Competitive Preference Priority 2) and on the structure for promoting equity in student access to educational resources and opportunities (Competitive Preference Priority 3). During onsite visits, we will use a rubric based on the NAGC program standards and related focus group protocols.

To examine to what extent those revisions and the incorporation of NAGC program standards have had an effect, we will collect data on the representation of students with disabilities, students eligible for a meal subsidy, English Learners, Black students, and Latino

students both before, during, and after our project. This includes identification for and participation in such advanced learning options as gifted services, honor classes, AP classes, and dual enrollment programs, thus capturing both identification rates and rates of “opting out” and attrition through “dropping out” of advanced learning options for which a student is eligible. We will compare these data with data from demographically similar Illinois school districts during the same time period matched on the basis of community type (e.g. urban, suburban, or rural), similar percentages of students eligible for meal subsidies, and similar racial demographics. Additionally, as districts will join the networked improvement community on a staggered basis (with two starting project activities in Year 2 and two starting project activities in Year 3) we will have the opportunity to compare schools within the network using a comparative interrupted-series design.

We will leverage Illinois’ revised “Illinois Report Card” and growth model to compare changes in achievement by student subgroup across partner and control group districts. Recent changes to Illinois’ school accountability framework spurred by the passage of the Every Student Succeeds Act (ESSA) and supported by the Illinois Association for Gifted Children include adoption of a student growth percentiles (SGP) growth model that supports comparing growth of similarly able students across districts, reporting achievement level data disaggregated by student subgroup for all achievement levels (vs. collapsing all levels at and above “proficient” into a single level for public reporting), and reporting data on participation in gifted screening, AP, Honors, dual enrollment courses, and accelerated placements by subgroup (including racial subgroups, disability status, English Learner status, and family income status.)

We will also administer stakeholder surveys tailored by role for regular education teachers, gifted education specialists, intervention specialists for students with disabilities, school

and district leaders, school counselors and psychologists, and district student and parents regarding their perceptions of accessibility, equity, and effectiveness of gifted education and talent development opportunities in their districts. Survey items will be based on relevant National Association for Gifted Children Pre-K-Grade12 Gifted Programming Standards adapted from surveys previously used by CTD in contracted school program evaluations and expanded to provide greater depth of coverage of perceptions of the degree to which gifted education and advanced academic service settings are welcoming, accessible to, and supportive of racially, linguistically, and economically diverse students and students with disabilities.

Qualitative contextual data will be captured to complement achievement, enrollment, and survey data through “formative” and “progress report” on-site review visits conducted by members of the IHE team and representatives from other schools in the network. During onsite visits, review team members will have opportunities to observe in district classrooms and to conduct focus group interviews guided by protocols developed by the IHE team that are also based on NAGC K-12 program standards and that are designed to capture details about local policies, practices, and priorities to give context to quantitative data. The use of peer network members in conducting onsite evaluations is intentional and is intended to create additional opportunities for members of network schools to interact and build trust; to increase understanding of each LEA’s needs and strengths to facilitate more helpful collaboration across the network, and to facilitate the discovery and spread of effective local practices from district to district. The onsite evaluations will also create opportunities to observe the effects of professional development and coaching to be provided through the program as measured by changes in reported and observed examples of reformed identification practices and policies, changes in use of acceleration practices, and changes in use of culturally responsive instructional

practices and inclusive practices for students with disabilities and English Learners in gifted education and advanced academic service settings.

In addition to data to measure the extent to which the project meets the competitive preference priorities, we also will collect data to measure the effects on students, including the academic growth of students participating in front-loaded interventions, as measured by their state and/or district achievement scores. Additionally, we will administer an academic self-efficacy or scholar identity scale to students before intervention activities begin and again after the LEA has participated in the program for two years to measure change. For instance, in the elementary grades we will administer the Math and Me Survey and the Reading and Me Survey (both by Adelson and colleagues) and in middle school we will administer the Children's Hope Scale (Snyder et al., 1997). We will also compare network schools to similar districts on select items drawn from school climate surveys administered by the Illinois State Board of Education.

Project Management Plan

Paula Olszewski-Kubilius will serve as the Primary Investigator and will oversee project research activities. Eric Calvert will direct the intervention aspects of the project. Susan Corwith and Melissa Hinshaw will lead onsite evaluation activities and develop the coaching protocols that will be used to facilitate quarterly sessions with key personnel in each network LEA. Mishal Quereshi will coordinate logistics for the annual network conferences and will also provide technical support for LEA use of the network's online hub for resource sharing and collaboration and for LEA use of online professional development modules with district personnel. Jill Adelson will be the external project evaluator and will serve as a "critical friend" to the project team. She will track progress toward project outcome goals for annual performance reporting, serve as a consultant to the project team on instrument development, and provide feedback to the

project team following observations of onsite evaluation visits and the annual network conference. Each partner district will also identify a local primary contact to help facilitate efficient administration of the project.

The IHE team and external evaluator will use project management applications integrated with Northwestern University's instance of Microsoft Teams to establish and monitor progress toward completion of content development timelines, prepare for onsite evaluations and the annual network conference, collect and analyze data, and complete annual reports. Key Performance Indicators (KPIs) will be established in Tableau, an advanced analytics platform, which will allow the project team to monitor change in relevant school metrics over time and to integrate external public data from the Illinois State Board of Education to facilitate benchmarking of network partner LEAs against the state student population as a whole and against demographically similar school districts. Online professional development modules and online peer-to-peer collaboration forums will be hosted in CTD's instance of Schoology, a secure online learning management system (LMS) designed for K-12 schools that CTD currently uses to provide online learning experiences directly to K-12 students and educators. Security features built into the Schoology platform will provide a safe space for educators from all network LEAs to connect and interact, and Schoology analytics features will also provide additional data to the IHE team to better understand the needs and preferences of local stakeholders that will inform revisions to professional development content and planning of onsite visits and the content of the annual network conference. Schoology is also highly extensible and supports integration of a wide variety of assistive technologies that will help ensure that stakeholders with disabilities can fully and equally benefit from and contribute to online project activities. Northwestern University's School of Education and Social Policy will furnish access to Qualtrics, a secure

online platform for conducting surveys. Qualtrics will be used to administer stakeholder surveys to participants in network LEAs and will also be used to support rubrics and observation logs used for conducting onsite formative and “progress report” evaluations to allow enable onsite review team members to efficiently collect data in a consistent and structured format that is conducive to making comparisons and detecting patterns across observations. Using Qualtrics to support observational data reporting during onsite visits also reduces potential risks to stakeholder privacy by removing the need for onsite reviewers to capture notes on paper or enter data into locally stored files on their mobile devices that may be lost, stolen, or accessible to others.

In addition to tracking progress toward completion of project goals using project management software in Microsoft Teams, the IHE team and external reviewer will conduct monthly meetings throughout the project period to confirm plans, discuss emergent project issues, and to share observations from work with network LEAs. Quarterly live online meetings will also be held via Zoom between IHE partners and relevant LEA personnel to provide “high bandwidth” forums for conversation and collaboration which will complement the discussion forums hosted in Schoology that will allow network partners to communicate and collaborate asynchronously as needed on a continuous basis.

Project Personnel

Primary Investigator

Paula Olszewski-Kubilius, Ph.D., is Director of the Center for Talent Development at Northwestern University and will serve as primary investigator for the project. Olszewski-Kubilius would also serve as content lead and facilitator for project professional development

elements focusing on the Talent Development Framework and “frontloaded interventions” for surfacing and fostering academic and creative potential prior to gifted identification.

Olszewski-Kubilius is also a professor in the School of Education and Social Policy. Over the past 38 years, she has worked to create and research outside-of-school program models to meet the needs of diverse gifted learners. She has published extensively about issues in gifted education, with a particular focus on talent development for under-served gifted students. She has served as the editor of *Gifted Child Quarterly* and on the editorial boards of *Gifted and Talented International*, *Roeper Review*, *Journal for the Education of the Gifted*, and *Gifted Child Today*. She serves on the Board of Trustees of the Illinois Mathematics and Science Academy and is a past-president of the Illinois Association for the Gifted and the National Association for Gifted Children. She received the NAGC Distinguished Scholar Award in 2009 and is the 2022 recipient of the Palmerium Award. During her tenure at Northwestern she has served as the PI for numerous grants including ones from the Jack Kent Cooke Foundation, the Crown Foundation, and the Spencer Foundation. Her paper on the effects of a frontloading intervention on the achievement of under-served gifted minority students, *Minority achievement gaps in STEM: Findings of a longitudinal study of Project Excite*, received the 2017 Gifted Child Quarterly Paper of the Year Award.

Project Director

Eric Calvert, Ed.D., is an Associate Director at Northwestern University’s Center for Talent Development and will serve as Project Director, overseeing contributing contractors and facilitating the online activities of the network. Calvert will also serve as content lead and facilitator for project professional development efforts focused on developing an equitable and

articulated continuum of services for gifted and advanced students and on developing and implementing equitable and accessible acceleration policies and practices.

Calvert is an experienced grant project manager who has previously overseen two Javits grant-funded projects and successful grant-funded projects focused on equity and access to advanced learning opportunities supported by The Longview Foundation, The Jack Kent Cooke Foundation, The Martha Holden Jennings Foundation, the Indiana Department of Education, The Acceleration Institute at the Belin-Blank Center, Indianapolis Public Schools, The Davidson Foundation, Subaru, and TimeWarner Cable. Calvert also previously served as Assistant Director for Gifted Education for the Ohio Department of Education where he administered research and demonstration grants focused on improving identification practices and increasing access to gifted services and advanced academic options in rural and high poverty schools. Calvert currently serves as Policy Chair for the Georgia Association for Gifted Children Coalition for Equity and Access and previously served as Policy and Advocacy Co-Chair for the Illinois Association for Gifted Children and as a Board of Directors Member for the Ohio Association for Gifted Children from which he received the Distinguished Service Award.

State Network Lead – Illinois

Susan Corwith, Ph.D., is an Associate Director at Northwestern University's Center for Talent Development and will serve as co-lead of the Illinois state network. She will also lead development of observation tools, interview protocols, and rubrics aligned with NAGC Pre-K-Grade 12 Gifted Programming Standards for use in partner school site visits.

Dr. Corwith's expertise includes gifted program design using a talent development framework, program evaluation, advocacy, and professional learning. She received her Ph.D. from the University of Wisconsin-Madison in educational leadership and policy analysis with an

emphasis on high-quality programs and curriculum for gifted students. Dr. Corwith has been active in gifted education for more than 25 years, working as a K–12 educator, program administrator, author, and researcher. She has authored numerous articles and chapters on gifted programming standards, supplemental programming for talent development, and assessment and is president of the Illinois Association for Gifted Children. She served as chair of the professional standards committee for the National Association for Gifted Children, leading the 2019 revision of the standards.

Professional Development Contributors

Jennifer H. Robins, Ph.D., is the Director of the Center for Gifted Education and Talent Development and a clinical assistant professor in the Department of Educational Psychology at Baylor University. She will serve as content lead and facilitator for professional development modules on integrating culturally responsive instructional practices in gifted services and advanced learning options. Robins received her doctorate in educational psychology with an emphasis in gifted education from Baylor University. Previously, she taught gifted elementary students, worked as senior editor at Prufrock Press, and was the Director of Publications and Professional Development at the Center for Gifted Education at William & Mary. Her textbook, *Introduction to Gifted Education*, which was co-edited with Dr. Julia Roberts and Dr. Tracy Ford Inman, won the 2018 Texas Association for the Gifted and Talented Legacy Book Award in the scholar category. She is currently program chair for AERA's Research on Giftedness, Creativity, and Talent Development SIG, and serves as coeditor with Dr. Jennifer L. Jolly of the *Journal for the Education of the Gifted*.

Todd Kettler, Ph.D., is Associate Professor of Educational Psychology in the School of Education at Baylor University where he is also an affiliated faculty member of Baylor's Center

for Gifted Education and Talent Development. He will serve as a content contributor to professional development modules on identifying and serving gifted English Learners and integrating culturally responsive instructional practices in gifted services and advanced learning options and on identifying and providing integrated services and supports for twice exceptional learners. Kettler directs the Baylor Exceptionalities Research Group (BERG). Dr. Kettler is a previous winner of a Mensa Research Award, and he won the Legacy Award for the best scholarly book in gifted education for his work, *Modern Curriculum for Gifted and Advanced Academic Students*. He has served as the co-editor of the *Journal for Advanced Academics* and the *Journal of Gifted Education and Creativity*. His current work focuses on the pedagogies of talent development including his most recent book *Personalized Learning in Gifted Education*.

Dr. Tracy L. Cross holds an endowed chair, Jody and Layton Smith Professor of Psychology and Gifted Education, and is the Executive Director of the Center for Gifted Education at William and Mary. Dr. Cross will support development of professional development materials for teachers, school counselors, and school psychologists on social-emotional learning and psycho-social skills conducive to talent development. Cross previously served Ball State University as the George and Frances Ball Distinguished Professor of Gifted Education, the Executive Director of the Center for Gifted Studies and Talent Development, and the Institute for Research on the Psychology of the Gifted Students. For nine years he served as the Executive Director of the Indiana Academy for Science, Mathematics, and Humanities - a residential high school for intellectually gifted adolescents. He received the Distinguished Service Award from CEC-TAG and NAGC, the Early Leader Award and Early Scholar Award from NAGC, the Distinguished Scholar Award from NAGC and the Lifetime Achievement Award from the MENSA Education and Research Foundation.

Ashley Y. Carpenter, Ph.D., is a Clinical Assistant Professor and Director of Professional Development and Publications at William & Mary's Center for Gifted Education. Carpenter will lead creation and support of professional development modules on identifying and providing integrated services and supports to twice exceptional learners in collaboration with Todd Kettler. Carpenter currently teaches graduate courses in Gifted Education and is the Professional Developer for several grant projects. As the Director of Professional Development, Ashley coordinates conferences including, 2e @ William & Mary: Twice Exceptional Conference, the National Curriculum Networking Conference, and Advanced Placement Summer Institute. She also provides training on Center curriculum units, gifted education, and twice exceptional topics across the country. Before moving to academia Dr. Carpenter was a middle school science teacher for 14 years.

Melissa Hinshaw is Assessment Coordinator at Northwestern University's Center for Talent Development and will contribute to all professional development modules related to assessment and serve as a coach and consultant for network schools to support their work revising gifted identification policies and practices and evaluating students for possible accelerated grade or course placements. Previously, she served as NWEA Senior Account Manager for Illinois assisting schools in conducting valid and equitable assessments of student growth and achievement and providing professional development and consulting to schools to increase capacity for using data to support local evaluation and improvement processes. A former teacher and school administrator, Hinshaw holds an Illinois School Administrators License and an endorsement in K-12 gifted education.

External Project Evaluator

Jill L. Adelson, Ph.D., is the President and CEO of Adelson Research & Consulting (ARC) and will serve as external project evaluator. ARC contracts with scholars, state departments of education, and universities to provide quantitative analyses, program evaluation, training in quantitative methods, and professional development and consultation in gifted education. Adelson earned her doctorate in Educational Psychology with joint concentrations in Measurement, Evaluation, and Assessment and in Gifted Education from the University of Connecticut (2009), a certificate in Quantitative Research Methods in Psychology from the University of Connecticut (2008), and her masters in Curriculum and Instruction with an emphasis in Gifted Education from The College of William and Mary (2005). Prior to pursuing her doctorate, she taught self-contained gifted and talented fourth grade in Newport News, Virginia. Dr. Adelson is the co-editor of *Gifted Child Quarterly*, and she has been co-Principal Investigator or Evaluator for five federal Javits grants. She has been awarded the National Association for Gifted Children (NAGC) Early Scholar Award (2014) and Early Leader Award (2016), and she has co-authored articles that have received the American Educational Research Association (AERA) Pyryt Collaboration Award (2018), the Mensa Award for Excellence in Research (2017-2018), and *Gifted Child Quarterly* Paper of the Year awards (2013 and 2009).

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Appendix B: Project Goals and Measures

Project Goal	Related Javits Program Priority	Measure(s)
Train personnel in identification of gifted students from underrepresented racial subgroups	Absolute Priority	<ul style="list-style-type: none"> • Pre- and post-assessments of professional development learning objectives • Formative and “Progress Report” stakeholder surveys • Change in identification rates of students from underrepresented racial subgroups
Train personnel in identification of gifted students with disabilities	Absolute Priority, Competitive Preference Priority 1	<ul style="list-style-type: none"> • Pre- and post-assessments of professional development learning objectives • Attitudes Towards Twice-Exceptionalities Scale • Addressing Students’ Educational Needs Scales • Formative and “Progress Report” stakeholder surveys • Change in identification rates of gifted students with disabilities
Train personnel in identification of gifted students who are English Learners	Absolute Priority	<ul style="list-style-type: none"> • Pre- and post-assessments of professional development learning objectives • Addressing Students’ Educational Needs Scales • Formative and “Progress Report” stakeholder surveys • Change in identification rates of students who are English Learners
Train personnel in identification of gifted students from low-income families	Absolute Priority	<ul style="list-style-type: none"> • Pre- and post-assessments of professional development learning objectives • Addressing Students’ Educational Needs Scales • Formative and “Progress Report” stakeholder surveys • Change in identification rates of students from low-income families
Train personnel in integrating accommodations and supports for students with disabilities in gifted services and advanced learning settings	Absolute Priority, Competitive Preference Priority 2	<ul style="list-style-type: none"> • Formative and “Progress Report” onsite reviews • Stakeholder surveys • Change in rates of academic growth of 2E students in services • Change in rates of opting out and attrition from gifted services among students with disabilities
Train personnel in integrating culturally responsive practices in	Absolute Priority, Competitive Preference Priority 3	<ul style="list-style-type: none"> • Formative and “Progress Report” onsite reviews • Stakeholder surveys

gifted services and advanced learning settings		<ul style="list-style-type: none"> • Change in rates of academic growth of underrepresented minority students in services • Children’s Hope Scale • Reading and Me Survey • Math and Me Survey • Change in rates of opting out and attrition from gifted services among students with disabilities
Support LEAs in implementing universal strength-based frontloaded interventions	Absolute Priority, Competitive Preference Priority 3	<ul style="list-style-type: none"> • Formative and “Progress Report” onsite reviews • Stakeholder surveys • Math and Me Survey • Reading and Me Survey • Children’s Hope Scale
Support LEAs in enacting more equitable and inclusive gifted identification policies and practices	Absolute Priority, Competitive Preference Priority 1, Competitive Preference Priority 2	<ul style="list-style-type: none"> • Change in identification rates among students from underrepresented subgroups • Change in rates of participation in and successful completion of advanced courses and learning options among students from underrepresented subgroups • Formative and “Progress Report” onsite reviews • Stakeholder surveys
Support LEAs in enacting more equitable and inclusive acceleration policies and practices	Competitive Preference Priority 3	<ul style="list-style-type: none"> • Formative and “Progress Report” onsite evaluations using rubric based on checklists from NAGC Guide to Developing Acceleration Policies • Change in frequency of LEA use of acceleration options • Change in frequency of acceleration of students from underrepresented subgroups • Academic growth of students who are accelerated disaggregated by subgroup

VITA

PAULA M. OLSZEWSKI-KUBILIUS

EDUCATION

Ph.D. Educational Psychology, Northwestern University, June 1983. Concentration: cognitive development, language development, memory development, early childhood development.

M.A. Northwestern University, 1980.

B.A. St. Xavier College, Chicago, IL, 1977. Major: Elementary Education, Concentration: Science.

CURRENT POSITION

Professor, School of Education and Social Policy, Northwestern University, Since 1996

Director, Center for Talent Development, Northwestern University, 1994-present

UNIVERSITY TEACHING

Child Development: Birth Through Adolescence; Child Psychology (introductory and advanced level); Cognitive Development; Research on the Intellectually Gifted; Curriculum Development for Gifted Programs; Development of Program Models for Academically Gifted Students; Key Issues in the Education of the Academically Talented; Research Methods and Statistics; Theoretical Foundations of Giftedness and Creativity; Advanced Topics in Giftedness; Practicum in Gifted Education.

PROJECTS FOCUSED ON UNDER-SERVED GIFTED STUDENTS

Project Excite: This was a 14 year project that consisted of an intervention designed to increase the number of under-represented students accelerated in mathematics at entrance to high school and prepared for honors level work in science. Students were identified via local norms in grade 3 and provided over 400 hours of supplementary learning experiences from grade 3 through 8. Publications on the project include:

2017 Gifted Child Quarterly Paper of the Year Award, National Association for Gifted Children. Minority achievement gaps in STEM: Findings of a longitudinal study of Project Excite. *Gifted Child Quarterly* (61), 20-39. (Authors Olszewski-Kubilius, P., Steenbergen-Hu, S., Thomson, D., & Rosen, R.)

Gifted Child Quarterly Paper of the Year Award, November 2011, National Association for Gifted Children, The Efficacy of Academic Acceleration for Gifted Minority Students, 49, (2) (Authors, Lee, S-Y., Olszewski-Kubilius, P., and Peternel, G.)

Project OCCAMS (Online Curriculum Consortium for Accelerating Middle School Students). This project is ongoing, initially funded by a Javits grant and subsequently by a grant from the Jack Kent Cooke Foundation. The project involved developing a multi-cultural language arts curriculum that met the English-Language Arts learning standards in Ohio for grade 7-9 and providing it to high potential students who did not meet state standards for gifted services, during grades 7 and 8. Results showed that students performed better than more advantaged

peers on an assessment typically given to 9th graders after freshman language arts. Publications are pending.

PRESENTATIONS/WORKSHOPS (National level only)

Olszewski-Kubilius, P. (November 9th, 2021). Research-Based Models and Practices for Serving Low Income Gifted Students, invited talk for KARG CONNECTED, the Karg Foundation, Frankfurt, Germany.

Olszewski-Kubilius, P. Research-Based Models and Practices for Serving Low Income Students. (2020, March 24th). Annual (virtual) Conference of the European Council for High Ability. Virtual Conference, Budapest, Hungary.

Calvert, W., Robins, J., Sanguras, L., Bright, S., & Olszewski-Kubilius, P. (November 2019). *Developing Accelerated Culturally Responsive Language Arts Curriculum for Middle Schools*. Presentation at the annual conference of the National Association for Gifted Children, Albuquerque, NM.

Olszewski-Kubilius, P., & Steenbergen-Hu, S., (2018, November). *Outcomes of a Federally-Funded Intervention Assessed with Propensity Score Matching*. Presented at the annual conference of the National Association for Gifted Children, Minneapolis, MN.

Calvert, E., Steenbergen-Hu, S., Olszewski-Kubilius, P., Chandler, K. L., Robins, J. H., Cross, T. L., & Cross, J. R. (2018). *A design-based research on developing accelerated online ELA curriculum for under-represented high ability students*. Poster session at the American Education Research Association annual conference, NY, New York.

Olszewski-Kubilius, P., Rushneck, A., Plucker, J., & Young, S. (2017). *Addressing Excellence Gaps through Talent Search Programs: Models for Schools and Districts*. Presented at the annual conference of the National Association for Gifted Children, Charlotte, NC.

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Olszewski-Kubilius, P. & Steenbergen-Hu, S. (2016). *Program models that develop talent: Findings from a longitudinal study designed to increase the achievement of historically under-represented gifted students*. Presentation at the Inaugural European-North American Summit on Talent Development, Washington DC.

PUBLICATIONS

2019, Scholarly Book of the Year, National Association for Gifted Children. Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (Eds.) (2019). *The Handbook of High Performance: Developing Potential into Domain-Specific Talent*. Washington D.C.: American Psychological Foundation.

2020 Finalist, *Prose Awards (Psychology category)*, Association of American Publishers.

2018 Scholarly Book of the Year, National Association for Gifted Children. Olszewski-Kubilius, P., Subotnik, R. F., & Worrell, F. D. (Eds.) (2018). *Talent Development as a Framework for Gifted Education*. Waco, TX: Prufrock Press.

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Olszewski-Kubilius, P. (2015). Talent searches and accelerated programming for gifted students. In S. Assouline, J. Colangelo, N., VanTassel-Baska, A. Lupkowski-Shoplik (Eds.), *A Nation Empowered: How Schools Hold Back America's Brightest Students* (pp. 111-122). Iowa City, IA: University of Iowa.

Olszewski-Kubilius, P. Calvert, E. & Corwith, S. (2015). Serving rural gifted students through supplemental and out-of-school programming. In T. Stambaugh and S. Woods (Eds.) *Best Practices for Serving Gifted Students in Rural Settings*. Waco, TX: Prufrock Press.

Olszewski-Kubilius, P. & Thomson, D. (2014). Talent search. In J. A. Plucker and C. M. Callahan (Eds.), *Critical issues and practices in gifted education. What the research says*. (pp. 633-644). Waco, TX, Prufrock Press.

Cockrell, K., & Olszewski-Kubilius, P. (2012). Psychological barriers affecting the achievement of gifted minority students: A case analysis. In R. Subotnik, C. Callahan, & A. Robinson (Eds.),

Olszewski-Kubilius, P., & Thomson, D. (2012). Gifted education programs and procedures. In W. M. Reynolds, G. J. Miller, & I. B. Weiner (Eds.), *Handbook of Psychology: Educational Psychology (Vol 7)*. Hoboken, NJ: Wiley.

Olszewski-Kubilius, P. (2009). Working with academically gifted students in urban settings: Issues and lessons learned. In J. VanTassel-Baska (Ed.) *Patterns and profiles of low-income gifted learners*. Waco, TX: Prufrock Press.

Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (Eds.) (2019). *The Handbook of High Performance: Developing Potential Into Domain-Specific Talent*. Washington D.C.: American Psychological Foundation.

Makel, M., Olszewski-Kubilius, P., Plucker, J., & Subotnik, R. F. (2017). Top 20 Principles from Psychology for Prek-12 Creative, Talented, and Gifted Students' Teaching and Learning. Washington, DC: American Psychological Association, Center for Psychology in Schools and Education. Available at <http://www.apa.org/ed/schools/teaching-learning/top-twenty-principles.aspx>

Olszewski-Kubilius, P. & Clarenbach, J. (2012). *Unlocking emergent talent: Supporting high achievement of low-income, high-ability students*. Washington D.C.: National Association for Gifted Children.

Olszewski-Kubilius, P. (2010). Gifted adolescents. F. A. Karens & K, R, Stephens (Eds.) *The Practical Strategies Series in Gifted Education*. Waco, TX: Prufrock Press.

Subotnik, R. F., Kolar, C., Olszewski-Kubilius, P., & Cross, T. L. (2010). Editors of a special issue of *Roeper Review*, 32, on developing STEM talent.

Olszewski-Kubilius, P., Limburg-Weber, L., & Pfeiffer, S. (Eds.). (2003). *Early gifts: Recognizing and nurturing children's talent*. Waco, TX: Prufrock Press

GRANTS

Spencer Foundation Grant, \$50,000, How Ability Grouping Impacts K-12 Students' Academic Achievement and Psychosocial Development: A Meta-Analysis of Current Research, 2018-2019.

Jack Kent Cooke Foundation, \$91,001, Online Curriculum Consortium for Accelerating Middle School: Project OCCAMS, 2018-2019.

Online Curriculum Consortium for Accelerating Middle School (OCCAMS), funded by the Javits Program for \$1.2 million in collaboration with the Ohio Department of Education and the College of William and Mary, September 2015- September 2017.

Jack Kent Cooke Foundation, \$131,543, to expand the pipeline of high-achieving, low-income students with access to talent center programs, fee waivers, and scholarships, June, 2015 to July, 2016. Renewed for \$124,700, 2016-2017; Renewed for \$132,000 2017-2018: Renewed for \$132,000, 2018-2019.

Steenbergen-Hu, S., Olszewski-Kubilius, P., & Calvert, E. (2015). School-based executive functioning interventions for improving executive functions, academic, social-emotional, and behavioral outcomes in school-age children and adolescents: A systematic review and meta-

analysis, the Jacobs Foundation and the Campbell Collaboration, \$50,000, funded.

Jack Kent Cooke Foundation, \$50,000 to support Project Excite High School Program, awarded 6-14.

Jack Kent Cooke Foundation, \$150,000 to support low income students to attend CTD summer programs, 6-11 to 8-12.

AT and T, \$50,000 to support a summer program for Project Excite students involving pre-teaching of 9th and 10th grade science and math curriculum, 10-08 to 10-09.

Jack Kent Cooke Foundation, \$596,422 to support Project BLAST: Building, Learning, Achieving, Succeeding Today, 9-07 to 12-10.

Jack Kent Cooke Foundation, \$197,000 to support LIVE: Launch into Verbal Talent with School District 65, 4-05 to 4-07 in collaboration with Evanston School District 65.

Susan R. Corwith, Ph.D.
Curriculum Vitae

PROFESSIONAL PROFILE

Accomplished leader, program administrator, and educator with a proven ability to develop and implement innovative strategies that achieve organizational objectives. Have led key initiatives to expand international outreach, increase equity and access to programming, and diversify revenue streams. Recognized as an expert in program design, standards, program evaluation, and professional development.

EDUCATION

University of Wisconsin-Madison
Ph.D. in Educational Leadership and Policy Analysis
Higher Education Concentration
Dissertation: A Grounded Theory of High-Quality Programs for Academically Talented Youth

University of Wisconsin-Madison
M.S. in Curriculum and Instruction
Reading Teacher (WI 316) & Reading Specialist Certification (WI 317)

University of Wisconsin-Madison
B.S. in Secondary Education
English and Language Arts: Wisconsin Teacher License (WI 300)

PROFESSIONAL EXPERIENCE

Center for Talent Development (CTD) 2007 - Present
Northwestern University, Evanston, Illinois
Associate Director

- Serves as a member of CTD's senior administrative team.
- Oversees the Admissions & Advising department, which responds to inquiries from families, provides educational consulting services, processes all CTD program applications, makes admissions decisions, handles financial aid applications, and facilitates several grant- and donor-funded scholarship programs.
- Oversees CTD's School & Family Services department, which conducts gifted education program reviews, offers professional learning for educators and administrators, provides consulting for school administrators, and assists states and districts with policy development. Creates and implements professional development programming and resources related to talent development in both school and family settings.
- Manages CTD's contract with the Jack Kent Cooke Foundation to support Young Scholars recruitment in the Midwest.
- Oversees CTD's Assessment department, providing school groups and students in K through grade 9 access to above-grade-level assessment for talent identification and program planning. Provides schools with assessment and data literacy training and data analysis.

- Oversees CTD's Marketing and Communications department, which includes donor relations and fundraising. Serves as liaison to the Northwestern University alumni relations and development office.
- Leads the accreditation team, maintaining standards set by Cognia and NCAA. Manages the approval of Advanced Placement courses through College Board. Serves on Cognia accreditation teams.
- Conducts research, publish, and present at local, state, and national conferences.
- Previous responsibilities included oversight of the Center's summer and service-learning programs (PreK – Grade 12).

Phoenix Fundraising Counsel
Madison, Wisconsin
Vice President

2005 - 2007

- Directed capital fundraising campaigns for nonprofit organizations, including campaign design, implementation, and evaluation. Campaign goals ranged from \$1.7M to \$12M.
- Recruited and trained volunteer campaign staff.
- Organized and oversaw campaign major gift and special gift contacts.
- Developed promotional materials, proposals, and information about gift opportunities for prospective donors,
- Collaborated with colleagues on updating strategic initiatives for effective fund development.
- Facilitated strategic planning and outreach programs for nonprofit organizations.

Wisconsin Center for Academically Talented Youth (WCATY)
Madison, Wisconsin

1998-2005

President (2002-2005)

- Set the vision and led the development of the organization's strategic plan in collaboration with the Board of Directors and Advisory Board.
- Cultivated major gifts, prepared corporate and foundation proposals, and managed annual appeal to meet fundraising goal of \$700,000 annually from private sector benefactors.
- Supervised the administration of statewide enrichment and accelerated programs for academically talented students grades 4 through 12, focusing on identification and service to underserved populations.
- Evaluated programs annually and maintained accreditation.
- Advised families, students and educators in academic planning and assessment.
- Served as liaison to state parent and educator networks and with colleges and universities including Lawrence University, Beloit College, and Edgewood College
- Developed an alumni outreach and cultivation program.
- Managed a 7-person office staff and oversaw the management of approximately 100 seasonal employees.
- Developed and administered a \$1.1 million annual budget.

Director of Programs (2001-2002)

- Developed, implemented, and evaluated residential academic, mentorship, and school-year programs for students in grades 4 through 12 and their educators.
- Created and implemented professional development opportunities for educators.
- Completed annual budgeting and reporting and participate in fundraising efforts.

- Consulted with schools statewide on issues in gifted education, with particular emphasis on helping schools identify and serve traditionally underrepresented students.
- Presented at conferences and in school districts on Talent Search and issues in gifted education.
- Built partnerships with state agencies, other nonprofit agencies, and Wisconsin schools to assist in the implementation of programs and services for students.

Program Director (1998-2001)

- Planned, implemented, and evaluated programs for students in grades 4 through 12.
- Consulted with families and schools statewide on issues in gifted education.

University Outreach to Talented and Gifted

1995-1996

University of Wisconsin-Madison, Madison, Wisconsin

Project Assistant

- Coordinated the College for Kids summer academic program.
- Consulted with parents and school districts regarding programs for gifted youth.

TEACHING EXPERIENCE

Northwestern University, School of Education & Social Policy

2009-Present

Evanston, Illinois

Lecturer, Master of Science in Education

- Design and teach professional learning modules
 - Standards & Best Practices in Gifted Education
 - Effective Identification and Program Design
 - Gifted Education Boot Camp
- Taught graduate courses through the Master of Science in Education program
 - MEd 443 Leadership and Advocacy
 - MEd 444 Capstone Project
- Participated in certificate and degree program course review and development

Stoughton Area School District

1995-1998

Stoughton, Wisconsin

Talented and Gifted Coordinator and Title I Teacher

- Coordinated classroom and supplemental programs and services for students in K through grade 4.
- Taught pullout classes for gifted students and Title I Reading courses.
- Developed Differentiated Education Plans.
- Provided training and materials for classroom teachers to assist them in serving both their gifted and Title I students.

Boylan Catholic High School

1994-1995

Rockford, Illinois

English Teacher

- Taught freshman and junior level literature and grammar courses.
- Developed course curriculum and assessments.
- Served as advisor in the student services and support program.

PUBLICATIONS

Corwith, S. & Lee, C.W. (2022). Advocating for implementation. In Johnsen, S., Dailey, D. & Cotabish, A. (Eds.). *NAGC Pre-K-Grade 12 Gifted Education Programming Standards: A guide to planning and implementing quality services for gifted students*. Milton Park, Abingdon, Oxon; New York, NY: Routledge, p. 303-321.

Corwith, S. & Olszewski-Kubilius, P. (2021). Talent search. In Cross, T. & Riedl Cross, J. (Eds.) *Handbook for counselors serving students with gifts & talents*. Waco, TX: Prufrock Press, p. 643-658.

Olszewski-Kubilius, P. & Corwith, S. (2021). Academic planning for gifted students. In Cross, T. & Riedl Cross, J. (Eds.) *Handbook for counselors serving students with gifts & talents*. Waco, TX: Prufrock Press, p. 567-584.

Olszewski-Kubilius, P., Stambaugh, T. & Corwith, S. (2020). Poverty, academic achievement, and giftedness: A literature review. In Stambaugh, T. & Olszewski-Kubilius, P. (Eds.) *Identifying and serving gifted students from low-income households: Unlocking potential*. Waco, TX: Prufrock Press, p. 3-26.

Makel, M., Corwith, S.R., & Olszewski-Kubilius, P. (2020). Talent search programs. In Plucker, J.A. & Callahan, C.M. (Eds.). *Critical issues and practices in gifted education*. Waco, TX: Prufrock Press, p. 457-470.

Corwith, S.R. & Johnsen, S.K. (2020). Gifted programming standards. In Plucker, J.A. & Callahan, C.M. (Eds.). *Critical issues and practices in gifted education*. Waco, TX: Prufrock Press, p. 229-248.

Corwith, S., Makel, M.C., Adelson, J.L., and Olszewski-Kubilius, P. (2020). The purpose and function of talent search programs and their relationship to in- and outside-of-school learning. In Robins, J.H., Jolly, J.L., Karnes, F.A., & Bean, S.M. (Eds.). *Methods and materials for teaching the gifted*. Milton Park, Abingdon, Oxon; New York, NY: Routledge, p. 457-477.

Corwith, S. (2018). Programming for talent development outside of school. In Olszewski-Kubilius, P., Subotnik, R.F., & Worrell, F.C. (Eds.). *Talent development as a framework for gifted education: Implications for best practices and applications in schools*. Waco, TX: Prufrock Press, p. 63-94.

Olszewski-Kubilius, P., & Corwith, S. (2018). Poverty, academic achievement, and giftedness: A literature review. *Gifted Child Quarterly*, 62(1), 37–55.

Olszewski-Kubilius, P., Corwith, S. & Calvert, E. (2015). Serving rural gifted students through supplemental and out-of-school programming. In Stambaugh, T. & Wood, S. (Eds.). *Serving gifted students in rural settings*. Waco, TX: Prufrock Press, p. 239-256.

Corwith, S. & Olszewski-Kubilius, P. (2012). Academic planning for gifted students. In Cross, T., & Cross, J. (Eds.). *Handbook for counselors serving students with gifts & talents: Development, relationships, social issues, and counseling needs/interventions*. Waco, TX: Prufrock Press, p. 477-494.

Corwith, S. & Olszewski-Kubilius, P. (2012). Talent Search. In Cross, T., & Cross, J. (Eds.). *Handbook for counselors serving students with gifts & talents: Development, relationships, social issues, and counseling needs/interventions*. Waco, TX: Prufrock Press, p. 477-494.

Olszewski-Kubilius, P. & Corwith, S. (2011, Summer). Distance education: Where it started and where it stands for gifted children and their educators. *Gifted Child Today*, 34, (3), p. 16-24; 64-65.

SELECTED PRESENTATIONS

Corwith, S. & Calvert, E. (November 2021). "Evaluating Gifted Services: A Critical Best Practice." National Association for Gifted Children, Denver, CO.

Corwith, S., Hinshaw, M., Lupkowski-Shoplik, S., & Assouline, S. (November 2021). "A Key to Equity: Access to Talent Development through Talent Discovery." National Association for Gifted Children, Denver, CO.

Calvert, E., Corwith, S., Olszewski-Kubilius, P., & Steenbergen-Hu, S. (November 2018). "Implications of Supplemental Programs for School-Based Learning: Insights from Super Users." National Association for Gifted Children, Minneapolis, MN.

Cotabish, A., Johnsen, S., Dailey, D., Corwith, S. & Lee, C.W. (November 2018). "Implementing the NAGC Pre-K-Grade 12 Gifted Programming Standards: Strategies & Resources." National Association for Gifted Children, Minneapolis, MN.

Corwith, S. & Morrison, L. (November 2018). "Above-Grade-Level Assessment and Interventions for High-Ability, Low-Income Students." National Association for Gifted Children, Minneapolis, MN.

Corwith, S. (April 21, 2017). "Identification and Talent Development of Gifted Students from Low-Income Households: The Importance of Supplemental Programming." Council for Exceptional Children Conference, Boston, MA

Corwith, S. (February 2, 2017). "Effective Identification & Program Development." Illinois Association for Gifted Children, Naperville, IL

Corwith, S. (November, 2016). "Erasing the Excellence Gap Through Supplemental Programming." National Association for Gifted Children, Orlando, FL.

Olszewski-Kubilius, P., Calvert, E. & Corwith, S. (November, 2016). "Serving Gifted Rural Students Through Supplemental and Outside of School Programming." National Association for Gifted Children, Orlando, FL.

Corwith, S. (August 11, 2015). "Teach & Evaluate for Success: Fostering Talent Development." World Conference for Gifted and Talented Education. Odense, Denmark, August 10-14, 2015.

Corwith, S. & Rosen, R. (September 2014). "Diagnostic Testing & Prescriptive Instruction: A Model for Rigorous, Creative, Student Centered Learning for Academically Talented Students." AdvancEd Annual Conference, Champaign, IL

Corwith, S. & Cichon, K. (February 10, 2014). "Promoting Achievement Beyond Test Scores." Roundtable Discussion, Illinois Association for Gifted Children Conference, Naperville, IL

Corwith, S. & Heine, C. (November 9, 2013). "Gifted Kids May Be Tech Savvy, but Are They Fluent." National Association for Gifted Children Conference, Indianapolis, IN

Corwith, S. (November 17, 2012). "Comparisons of Student Performance and Satisfaction in Individually Paced and Teacher-Led Mathematics Courses." National Association for Gifted Children Conference, Denver, CO

Corwith, S. & Heine, C. (November 4, 2011). "Improving 21st Century Information Fluency Skills." National Association for Gifted Children 58th Annual Convention, New Orleans, LA

Corwith, S. (February 8, 2011). "Classroom Practices and Perceptions of Giftedness Among Teachers in an Accelerated Summer Program." Illinois Association for Gifted Children Conference, Chicago, IL

Corwith, S. (February 7, 2011). "Teaching Math to Gifted Students: Is There a Difference Between Individually Paced and Teacher Led Courses?" Illinois Association for Gifted Children Conference, Chicago, IL

Stambaugh, T., Watson, J., Olszewski-Kubilius, P., Corwith, S. (November 12, 2010). "Leading Extracurricular Academic Programs: How to Develop Talent in Your School." National Association for Gifted Children 57th Annual Convention, Atlanta, GA

Corwith, S. & Thomson, D. (November 12, 2010). "Classroom Practices and Perceptions of Giftedness Among Teachers in an Accelerated Summer Program." Poster Session. National Association for Gifted Children 57th Annual Convention, Atlanta, GA

Corwith, S. (February 8, 2010). "RtI, NCLB, Mandates & Standards: What Really Makes an Effective Program for Gifted Kids?" Illinois Association for Gifted Children Conference, Chicago, IL

Stambaugh, T., Watson, J., Olszewski-Kubilius, P., Corwith, S., Albert, E., & Cooper, B. (November 8, 2009). "A Practical Guide for Developing Talent: A Guide to Saturday and Summer Academic Programs." National Association for Gifted Children 56th Annual Convention, St. Louis, MO

Corwith, S., & Lee, D. (February 2, 2009). "Beach Balls & Books: Summer Programs for Gifted Youth." Illinois Association for Gifted Children Conference, Chicago, IL

Corwith, S., Albert, E., Cooper, B., Rushneck, A., Crowninshield, L. & Johnson, S. (November 1, 2008). "Designing Psychologically and Socially Supportive Residential Programs for Academically Talented Students." National Association for Gifted Children 55th Annual Convention, Tampa, FL

Corwith, S. (May 19, 2008). "A Grounded Theory of High Quality Programs for Academically Talented Students." Wallace Research Symposium, University of Iowa, Iowa City, IA

Corwith, S. (March 16, 2008). "Beach Balls & Books: Attributes of High Quality Summer Programs for Gifted Youth." ASCD Annual Conference, New Orleans, LA

Corwith, S. (October 2004). "Understanding Tests & Assessments." Wisconsin Association for Talented and Gifted Conference, Wisconsin Dells, WI

PROFESSIONAL AND VOLUNTEER ACTIVITIES

Illinois Association for Gifted Children

- President, January 2022 to present
- President Elect, 2019-2021
- Board Member, 2014 to 2018
- Treasurer, January 2016 to 2018

National Association for Gifted Children

- Professional Standards Committee Chair, 2017 to 2019
- Development Committee Member, 2014 to 2017

Council for the Accreditation of Educator Preparation (CAEP), Program Reviewer for Gifted Education Programs, 2012 to Present

Cognia (AdvancEd), Accreditation Team Reviewer for K-12 Institutions, 2015 to Present

Northwestern University Staff Advisory Council, 2011 to 2017

- Human Resources Committee Chair, 2015-2016
- Chair, 2015
- Vice Chair, 2013-2015

Eric Calvert, Ed.D. | Curriculum Vitae



Professional Experience

Associate Director, Northwestern University Center for Talent Development (CTD): 2013 – Present

- Leads the Online Curriculum Consortium for Acceleration Middle School (Project OCCAMS), a project to develop and implement enriched and compacted culturally sustaining English Language Arts curricula in diverse urban schools originally funded through the federal Javits Gifted and Talented Students Education Program and later supported by the Jack Kent Cooke Foundation.
- Designs and conducts action research projects to assist school districts in designing and improving school-based services. Oversees CTD Summer Programs serving approximately 5,000 gifted and advanced students in grades 4-12 in a residential learning environment.
- Oversees CTD Online, CTD's distance learning program serving approximately 2,000 K-12 students annually. Increased enrollment by 50%.
- Oversees the Civic Education Project, which provides service-learning programs to middle and high school students through residential summer programs, spring break programs, and "hybrid" programs combining online learning with onsite experiences.
- Creates and implements professional development programming and resources related to talent development in both school and family settings.
- Serves as a member of CTD's accreditation committee with responsibilities for AdvancED accreditation and NCAA and College Board high school credit-bearing course approvals.

Coordinator for Research, Technology, and Outreach, Northwestern University Center for Talent Development: 2012 – 2013

- Developed professional development resources to help schools use Northwestern University's Midwest Academic Talent Search (NUMATS) as a resource for monitoring and demonstrating academic growth among high ability students and make effective use of data in gifted education service model development and improvement.
- Partnered with K-12 schools to pilot school services plans combining integrated assessment, program design, professional development, and bundled access to CTD's programs for students.
- Served as adjunct instructor for graduate-level courses in gifted education curriculum design and differentiating instruction for Northwestern University School of Education and Social Policy

School Innovation Consultant, International Studies Schools Network: 2011 – 2012

- Developed model curriculum and assessment resources for K-12 schools emphasizing global learning and service-learning.
- Coached urban high school teachers and administrators in the design and implementation of authentic performance tasks aligned with state academic content standards and the ISSN framework.
- Conducted mixed-methods evaluations of schools participating in the International Studies Schools Network. Served on national site review teams for network schools in Denver, Los Angeles, San Antonio, Columbus, and Cleveland.

Adjunct Faculty in Learning Design, Bowling Green State University College of Technology: 2010 – 2011

- Developed new graduate-level course on “Digital Learning Theory,” exploring theory in cognition and educational psychology through a technology lens.
- Redesigned and taught graduate-level courses on research methods in learning design.

Assistant Director for Gifted Education, Ohio Department of Education – Office for Exceptional Children: 2008 - 2009

- Supervised education consultants, policy analysts, and researchers in the Office for Exceptional Children’s gifted education unit.
- Oversaw \$47 million in annual state, federal, and foundation funding for gifted education, accelerated learning opportunities, and talent development programs. Led reform of school funding allocation process to prioritize support to schools serving predominantly low-income and minority student populations to help narrow opportunity gaps in access to advanced learning options.
- Oversaw reform of state standards for gifted education programs to include online learning and hybrid programming among service delivery options.

Assistant Director, Ohio Department of Education – International Education: 2007 - 2008

- Served as first ODE staff member dedicated to international education initiatives.
- Recruited and supported members of the Ohio International Education Advisory Committee, a group of leaders from K-12 and higher education, business, government, and educational foundations convened by the State Superintendent Public Instruction for strategic planning on international education issues.
- Organized a successful “International Education Summit,” featuring Sir Michael Barber (former chief education advisor to Prime Minister Tony Blair), former State Superintendent Susan Tave Zelman, first lady of Ohio Frances Strickland, executives from Ohio-based international businesses and trade organizations, and emerging student leaders around the state.
- Through a partnership with iEARN-USA, developed a pilot project to engage students in 12 Ohio schools in web-based, curriculum-focused international collaborative projects. Secured and administered grant funding to support the program from the Longview Foundation.
- With funding and support from the Martha Holden Jennings Foundation and Time Warner Cable, developed “Think Global Ohio,” a multi-media effort to encourage international education efforts in Ohio schools. As a result of this project, Ohio was honored with the Goldman Sachs Prize for Excellence in International Education and recognized by the Asia Society and George Lucas Educational Foundation via Edutopia.

Education Consultant, Ohio Department of Education – Office for Exceptional Children: 2004 - 2007

- Developed policy on academic acceleration that has since been adapted into a national model by the Institute for Research and Policy on Acceleration at the University of Iowa, the National Association for Gifted Children, and Council of State Directors of Programs for the Gifted.
- Co-developed and managed Project I-GET-GTEd, a federally-funded professional development program combining Moodle-based online modules developed with national experts and locally-facilitated discussion and guided problem solving to deliver high quality professional development at minimal direct cost to school districts.
- Led development of a best-practices guide to identifying and serving “twice exceptional” students (gifted students with disabilities) for Ohio public schools.

Purdue University Gifted Education Resource e Institute: 2000 - 2004

- Served as Youth Programs Director from 2002-2004. Guided by program evaluation research and web analytics data, revised program structure, course offerings, and marketing strategies resulting in 50% growth in weekend enrichment program enrollments and 100% growth in summer program enrollments.
- Coordinated GERI Super Saturday, a 9-week university-based enrichment program for gifted children from 2000-2002.
- Served as the Institute's technology director from 2000 -2003.
- Developed successful partnership with the Korea Science Academy to bring 25 KSA students and teachers to participate in the Institute's summer residential programs.
- With Nancy Bangel and Ola Skyba, piloted a successful hybrid course for pre -service teachers combining online instruction and practicum -based learning.
- With Ola Skyba, conducted an external evaluation of the Purdue Science Bound program, an initiative of Purdue President Martin Jishcke aimed at developing interest in STEM fields and cultivating college readiness among minority and economically disadvantaged youth.
- Managed "Digital Content Development Program" grant, producing online training modules for implementing the Purdue 3-Stage Talent Development Model in K-12 settings.

Paul Bernard & Associates, New York: 1998 - 1999

- Operations manager for management consulting and development business primarily serving clients in media, technology, arts, and entertainment industries.
- Assisted in development and facilitation of training programs for corporate clients including CBS, Fleishman-Hillard, Conde Nast Publications, Morgan Stanley, and AOL Time Warner.

Communication and Language Arts Teacher, Webb City High School, Webb City, Missouri: 1997 - 1998

- Taught speech, debate, and language arts classes for students in grades 9 -12.
- Coached national tournament qualifier in debate, state tournament qualifiers in speech and debate, and regional champion mock trial team.

Education

Bowling Green State University

- Doctor of Education in Leadership Studies – 2012
- Successfully defended dissertation research on gifted education leaders' uses of technology in informing leadership and decision-making.
- Cognate focused on online learning in gifted education and talent development

Purdue University

- Master of Science in Educational Psychology – Gifted Education Emphasis – 2003
- Awarded Presidential Distinguished Graduate Fellowship
- Served term as President of Educational Studies Graduate Students Association

Central Missouri State University (Now University of Central Missouri)

- Earned Bachelor of Science in Secondary Education with teaching certificates in English and speech & theatre education, graduating magna cum laude - 1997.

Teaching, Training, and Mentoring

Courses Taught

- Online and Hybrid Learning Design - Northwestern University, 2020 - Present
- Differentiating Instruction for Gifted Learners – Northwestern University, 2013 - 2015
- Gifted Education Curriculum and Instruction – Muskingum University, 2012
- Educational Technology (graduate and undergraduate sections) – Muskingum University, 2011-2012
- Increasing Engagement: Lessons Schools Can Learn from Social Networks – Ashland University, 2011
- Differentiating with Technology – Ashland University, 2011
- Research Methods in Learning Design - Bowling Green State University, 2011
- Digital Learning Theory - Bowling Green State University, 2010
- Your Brain: A User's Guide - Wisconsin Center for Academically Talented Youth, Summer 2011, 2012
- Introduction to Psychology - Martin W. Essex School for the Gifted at The Ohio State University, 2010
- Introduction to Exceptional Students (Guest Lecturer) - Purdue University, 2003 - 2004

Training and Professional Development

- Developed professional development materials and tools to assist schools in implementing Illinois' Accelerated Placement Act on behalf of the Illinois Association for Gifted Children.
- Developed and facilitated workshops on best and promising practices for identifying and serving diverse gifted students.
- Conducted acceleration policy and procedure development workshop for Madison (WI) Public Schools.
- Conducted professional development workshop on "Technology for Talent Development" for University of San Antonio-based regional gifted education network.
- Developed and delivered webinar in collaboration with the Indiana Department of Education on "Gifted Education Models that Promote Growth."
- Designed and facilitated workshops on incorporating technology in gifted education classrooms for the Hormel Gifted Education Symposium
- Developed and delivered professional development on 21st century skills and college and career readiness for faculty and administrators of the ACE Academy
- Facilitated professional development workshops on project -based learning and performance-based assessment for eight Ohio International Studies Schools Network schools
- Coached a cohort of secondary schools teachers from multiple school districts in a pilot implementation of performance -based assessment tools for the Ohio Department of Education
- Led design and development of hybrid professional development modules for Project I -GET-GTEd, a professional development program for educators working with gifted and talented students
- Developed and delivered professional development programs on academic acceleration for Minnesota educators for the Minnesota Department of Education
- Developed and delivered professional development programs on Ohio's "credit flexibility" initiative for clients including the Auglaize County Educational Service Center, East Central Ohio Educational Service Center, Stark County Educational Service Center, and the Arts and College Preparatory Academy (Columbus)

- Provided professional development programs on academic acceleration and cultivating creativity in the classroom for Lakota Local Schools
- Trained a cohort of Westerville City Schools middle school gifted educators in the use of wikis and social bookmarking tools
- Developed handbooks and training programs for identifying students with exceptional potential in the visual and performing arts for Ohio educators
- Trained cadres of volunteers to conduct onsite evaluation visits for the Ohio Summer Honors Institutes program
- Led teacher and counselor training workshops for the Gifted Education Resource Institute at Purdue University
- Facilitated an independent study short course on web design using the Macromedia suite for pre-service teachers at Purdue University

Grants and Development

Grant Writing

- Project OCCAMS: Co-author (with Paula Olszewski-Kubilius and Tracy Cross) and project director of a partnership between Northwestern University, College of William & Mary, and Columbus (OH) public schools to develop an online -scaffolded accelerated language arts curriculum for diverse schools. Originally funded by the U.S. Department of Education under the Javits Gifted and Talented Education Program at \$1.1 million. Wrote and administered subsequent grant from the Jack Kent Cooke Foundation for \$93,000 to continue to the program in urban schools following the end of the federal grant period. Secured an additional \$130,000 grant from the Jack Kent Cooke Foundation to expand the program to new school districts.
- Campbell Collaboration Grant: Co-author of grant funded at \$100,000 to conduct a meta -analysis of research on the effects of academic acceleration and ability grouping on academic growth and psycho-social development.
- Project I-GET-GTEd: Co-author and primary investigator for a \$1.2 million research and professional development project funded by the U.S. Department of Education under the Javits Gifted and Talented Education Program
- Accelerating Progress: Co-author of a research grant to study the impact of Ohio policy and professional development efforts on local uses of academic acceleration funded by the Institute for Research and Policy on Acceleration at the University of Iowa for \$25,000.
- Think Global Ohio: Co-author and manager of a grant from the Martha Holden Jennings Foundation to pilot online international collaborative projects in Ohio classrooms and develop an online campaign to promote international education in Ohio, funded for \$50,000 with in -kind support from Time Warner Cable.
- Ohio International Education Summit: Co-author and manager of a grant to convene and international education advisory committee for the State Superintendent of Public Instruction and to host an "international education summit." Funded for \$25,000 by the Longview Foundation.
- A Digital Guide for Gifted Curricula Using the Purdue Three-Stage Model. Co-author of a grant with Nancy Bangel with Dr. Sidney Moon as primary investigator to develop digital training materials for teachers, funded for \$13,000 by the Indiana Department of Education.
- ItaP Digital Content Development Grant: Lead author with Dr. Sidney Moon and Dr. Richard Lesh for a grant to developing digital teacher training materials and pilot virtual communities for GERI youth program participants, funded for \$13,000 by the Purdue Multimedia Instructional Development Center.

Grants Administration

- Project director of Project OCCAMS, a program designed to identify and accelerate academically promising students in diverse middle schools to increase subsequent representation of minority and low-income students in Honors, Advanced Placement, and dual enrollment high school courses.
- Ohio Summer Honors Institute Program: Administrator for an Ohio Department of Education - sponsored program awarding \$1 million in grants annually to Ohio colleges and universities to sponsor summer academic programs for high school students. Revisions to program RFP and evaluation procedures contributed to 15% increase in student enrollments, improved representation of minority and economically disadvantaged students, and increased student and parent satisfaction ratings despite program funding reductions.
- Developing and Implementing Written Education Plans: Administrator for a \$68,000 grant from the State of Ohio to the Ohio Association for Gifted Children to study the current state of practice and develop recommendations for individualized education plans for gifted and accelerated students
- Effective Differentiation for Gifted Students in the Regular Education Classroom: Administrator for a \$100,000 grant from the State of Ohio to Dr. Larry Coleman, University of Toledo, to study conditions and resources needed to support differentiated instruction in diverse classroom environments
- Acceleration Policy and Implementation: Administrator for a \$100,000 grant to Dr. W.T. Southern (Miami University) and Dr. Eric Jones (Bowling Green State University) to study acceleration policies and practices in Ohio schools

Professional Memberships

Georgia Association for Gifted Children

- Policy Chair - Coalition for Equity and Access (2021-Present)

Illinois Association for Gifted Children

- Governing Board Member (2016-2020)
- Policy & Advocacy Committee Co-Chair (2017-2020)

Ohio Association for Gifted Children

- Governing Board Member (2013-2017)
- Higher Education Division Chair (2013-2015)
- Technology Committee Chair (2015-2017)
- Publications Committee Member (2012-2017)
- Distinguished Service Award (2017)

National Association for Gifted Children

- Gifted Child Quarterly reviewer (2012 - Present).
- Expert Speakers Program (2016-2018). Presenter for program designed to bring experts in gifted education to under resourced schools and organizations.
- Education Committee (2014-2018).

American Education Research Association

ASCD

International Society for Technology in Education

Other Recent Service

- Advisory Council Member - Universal Plus - Federally funded research project led by the Minnesota Department of Education developing protocols to identify STEM talent in diverse schools (2020 -2025).
- ESSA School Quality Indicator Working Group - Illinois State Board of Education (2018-2019). Appointed member of task force to develop non -test metrics for Illinois' ESSA State Plan.
- Invited Expert Volunteer - Illinois Balanced Accountability Measures workgroup (2018-2019). Presenter and consultant on assessment and growth metrics for Illinois' school evaluation system.
- Ohio Gifted Education Cost Study Work Group - Contracted advisor to Ohio Education Research Center-led workgroup tasked with developing school funding recommendations to the Ohio state legislature (2017-2018).
- Invited Expert Presenter - Illinois Gifted Advisory Council. Advised advisory council appointed by the State Superintendent on implementation of legislation related to academic acceleration and representation of underrepresented gifted and high potential students in Illinois' school accountability system.

Publications

Olszewski-Kubilius, P., Calvert E., Corwith, S., and Rosen, R. (In Press): In the professions and beyond: From potential to eminence. In VanTassel-Baska, J. and Little, C. (Eds.) *Content-Based Curriculum for High-Ability Learners (4th Ed.)*

Steenburgen-Hu, S., Olszewski-Kubilius, P., and Calvert, E. (2020). The Effectiveness of Current Interventions to Reverse the Underachievement of Gifted Students: Findings of a Meta -analysis and Systemic Review. *Gifted Child Quarterly, 64(2)*, 132-165.

Calvert, E. Identification and Assessment in a Talent Development Framework (2018). In Olszewski-Kubilius, P., Subotnik, R., & Worrell, F. (Eds.), *Talent Development as a Framework for Gifted Education*. Waco, TX: Prufrock Press. (2019 Winner - Texas Association for the Gifted and Talented Legacy Book Award).

Steenburgen-Hu & Calvert, E. (2019.) [Review of the book *Identifying Gifted Students: A Practical Guide* by Johnsen, S.K. (Ed.)]. *Teachers College Record*, March 25, 2019.

Steenburgen-Hu, S., Olszewski-Kubilius, P., & Calvert, E. (2017) The direct and indirect effects of school-based executive function interventions on children and adolescents' executive function, academic, social - emotional, and behavioral outcomes: A systematic review. *Campbell Systematic Reviews, 13(1)*, 1-63.

Olszewski-Kubilius, P. & Calvert, E. (2016). Implications of the Talent development Framework for Curriculum Design. In Kettler, T. (Ed.), *Modern Curriculum for Gifted and Advanced Academic Learners*. Waco, TX: Prufrock Press.

Olszewski-Kubilius, K., Corwith, S., & Calvert, E. (2015). Serving Gifted Rural Students Through Supplemental Programs. In Stambaugh, T. & Wood, S.M. *Serving Gifted Students in Rural Settings*. Waco, TX: Prufrock Press. (2015 Winner - Texas Association for the Gifted and Talented Legacy Book Award.)

Colangelo, N.; Assouline, S.G.; Marron, M.A.M.; Castellano, J.A.; Clinkenbeard, P.R.; Rogers, K.; Calvert, E.; Malek, R.; & Smith, D. (2010). Guidelines for developing an academic acceleration policy. *Journal of Advanced Academics, 21*, 179-203.

Calvert, E.C. & Cleveland, E.S. (2005). Extracurricular Activities and Gifted Adolescents. In Moon, S.M. & Dixon, F.A. (Eds.), *The Handbook of Secondary Gifted Education* (pp. 527-546). Waco, TX: Prufrock Press.

Calvert, E. Et al. (2004). *Handbook for Identification of Children Who Are Gifted in the Visual and Performing Arts*. Columbus, OH: Ohio Department of Education.

Bangel, N. J., & Calvert, E. C. (2004). Can gifted education fit in the world of the pre-service teacher? *Understanding Our Gifted, 17(1)*, 13-16.

Calvert, E.C. Tech Talk. (Quarterly technology column) (2010-2016). *OAGC Review*.

Selected Presentations

Calvert, E. (2020). *Making the Most of Universal Screening and Acceleration in a Continuum of Services*. Invited workshop presentation for the Minnesota Council for the Gifted and Talented. Minnesota Department of Education, Minneapolis, MN.

Calvert, E. (2020). *Identifying and Supporting Gifted Children from Underrepresented Populations*. Invited workshop presentation for Washington Local Schools, Toledo, OH.

Calvert, E. (2020). *Closing Opportunity and Excellence Gaps: What We Know*. Illinois Association for Gifted Children Annual Conference, Naperville, IL.

Calvert, E. & Corwith, S. (2020). *Gifted Education in School Improvement: Strategies for Evaluating Quality and Impact*. Illinois Association for Gifted Children Annual Conference, Naperville, IL.

Calvert, E. & Jensen, J.L. (2020). *The Politics of Gifted Education 101: Lessons Learned for Advocates*. Illinois Association for Gifted Children Annual Conference, Naperville, IL.

Calvert, E. (2020). *Talent Development in Curriculum Design*. Invited workshop presentation. Regional Center for Advanced Academic Studies, Sandusky, OH.

Calvert, E. & Welch, C.. (2019). *The State of Our State in Gifted Education*. Illinois Association for Gifted Children Annual Conference, Naperville, IL.

Calvert, E.; Robins, J., Sanguras, L., Bright, S., & Olszewski-Kubilius, P. (2019). *Developing Accelerated Culturally Responsive Language Arts Curriculum for Middle Schools*. National Association for Gifted Children Annual Convention, Albuquerque, NM.

Steenburgen-Hu, S., Olszewski-Kubilius P., Calvert, E., & Corwith, S. (2019). *Factors Attributing to Underachievement of Gifted Students and Interventions to Combat It*. National Association for Gifted Children Annual Convention, Albuquerque, NM.

Calvert, E. & Buishas, J. (2018). *Academic Acceleration: Policy, Procedures, and Programming*. Invited workshop presentation. DuPage Regional Office of Education, Wheaton, IL.

Calvert, E. & Skyba, O. (2017). *Triangular Theory of Geek: Learning and Development in Informal Settings*. National Association for Gifted Children Annual Convention, Minneapolis, MN.

Calvert, E. (2014). *Practical Approaches to Academic Acceleration*. Hormel Gifted and Talented Education Symposium. Austin, MN.

Calvert, E. (2013). *Beyond content delivery: Thinking with the Web*. National Association for Gifted Children Annual Convention Cincinnati, OH.

Calvert, E. (2012). *The Future of Intelligence in a Networked World*. Invited Keynote. Hormel Gifted and Talented Education Symposium, Austin, MN.

Calvert, E. & Smethers-Winters, R. (2012). *Common Core, uncommon learning: Using technology to differentiate curriculum*. Ohio Association for Gifted Children Teacher Academy, Columbus, OH.

Calvert, E. (2012). *Student Engagement: Lessons Global Schools Can Learn from Social Networks*. ISSN Summer Institute, New York.

Calvert, E. & Smethers-Winters, R. (2011). *Beyond Remediation: Technology for Talent Development*. Innovative Learning Environments Conference, Hilliard, OH.

Calvert, E. & Flick, A. (2010). *Credit flexibility: Alternatives to seat time for high school credit*. National Association for Gifted Children Annual Convention, Atlanta, GA.

Calvert, E., & Smethers-Winters, R. (2010). *How the tech world does targeted interventions*. Ohio Association for Gifted Children RTI Conference, Columbus, OH.

Calvert E., & Smethers-Winters, R. (2010). *Click Here if You Like school: Lessons Schools Can Learn from Facebook About Student Engagement*. Northwest Ohio Symposium on Science, Mathematics, and Technology Teaching, Perrysburg, OH.

Herman, T. & Calvert, E. (2010). *Online Engagement: Tools for Making Parents Partners*. Northwest Ohio Symposium on Science, Mathematics, and Technology Teaching, Perrysburg, OH.

Calvert, E. (2010). *Choosing and Using Social Web Tools: A framework for gifted educators*. Ohio Association for Gifted Children Fall Conference, Columbus, OH.

Herman, T. & Calvert, E. (2009, November.) *Mashup to Mastery*. Northwest Ohio Symposium on Science, Mathematics, and Technology Teaching, Perrysburg, OH.

Calvert, E. (2010, March.) *Online Tools for Independent Study*. Ohio Association for Gifted Children Teacher Academy, Columbus, OH.

Brown, E., VanTassel-Baska, J., & Calvert, E. (2006). *Program Models that Work*. National Association for Gifted Children Annual Convention.

Rizza, M.G., Calvert, E., McDonald, J., and Morrison, W (2006).: *An Identification Plan for Students Gifted in Visual and Performing Arts*. European Conference on High Ability.

Jill L. Adelson, Ph.D.

Adelson Research & Consulting, LLC
Email Address: [REDACTED]

EDUCATION

Ph.D. in Educational Psychology, Neag School of Education, University of Connecticut, Storrs, CT. Joint degree in Measurement, Evaluation, and Assessment and in Gifted Education. Cognate in Mathematics Education. Dissertation: *Examining the Effects of Gifted Programming in Mathematics and Reading Using the ECLS-K*. May, 2009.

Certificate in Quantitative Research Methods in Psychology, Department of Psychology, University of Connecticut, Storrs, CT. Research paper: *Using the Propensity Score to Make Causal Inferences: The Effects of Variable Selection and Number and Type of Strata*. August, 2008.

M.A. Ed. in Curriculum and Instruction, The College of William and Mary, Williamsburg, VA. Specialization: Gifted Education. Master's Thesis: *The Gifted Girl and Mathematics: A Study of the Mathematical Attitudes and Self-Concepts of Gifted Girls in the Self-Contained Gifted Fourth and Fifth Grade Classroom and the Impact of External Influences on Them*. August, 2005.

B.A. in Elementary Education, Transylvania University, Lexington, KY. Emphases in Math and Science and in Social Studies. Minor in Psychology. May, 2001.

PROFESSIONAL EXPERIENCE

President and CEO. Adelson Research & Consulting, LLC. 2020 to present.

Research Scientist. Research and Evaluation Department, Duke Talent Identification Program (TIP), Duke University. 2018 to 2021.

Associate Professor. Educational Psychology, Measurement, and Evaluation Program, Counseling and Human Development Department, College of Education and Human Development, University of Louisville. 2015 to 2018.

Assistant Professor. Educational Psychology, Measurement, and Evaluation Program, Educational and Counseling Psychology Department, College of Education and Human Development, University of Louisville. 2009 to 2015.

Independent Measurement and Research Methodology Consultant. Specializing in multilevel modeling, instrument design, and research design. 2007 to 2020.

Independent Educational Consultant. Specializing in gifted education, mathematics education, and grant writing and implementation. 2005 to 2020.

Research Associate. Measurement, Evaluation, and Assessment Program, Department of Educational Psychology, University of Connecticut. 2007 to 2009.

Adjunct Faculty. Department of Educational Psychology, Neag School of Education, University of Connecticut. 2006 to 2008.

Research Associate. Project M³: Mentoring Mathematical Minds and Project M²: Mentoring Young Mathematicians, Neag Center for Gifted Education/Talent Development, Department of Educational Psychology, University of Connecticut. 2005 to 2008.

Graduate/Research Assistant. Center for Gifted Education, Curriculum and Instruction Department, The College of William and Mary. 2004.

Teacher. Grade 4 Self-Contained Gifted and Talented. B. C. Charles Elementary School, Newport News, VA. 2001 to 2005.

SELECT FUNDED RESEARCH GRANTS

STEM+C²

Source: U.S. Department of Education Javits Grant
Role: Co-Principal Investigator
Funding: \$2,449,587
Duration: 2019-2024

Project Launch Plus

Source: U.S. Department of Education Javits Grant
Role: Co-Principal Investigator
Funding: \$2,186,129
Duration Involved: 2019-2020

Project SPARK: Supporting and Promoting Advanced Readiness in Kids

Source: U.S. Department of Education Javits Grant
Role: Co-Principal Investigator
Funding: \$2,500,000
Duration: 2014-2020

STEM Starters+

Source: U.S. Department of Education Javits Grant
Role: External Evaluator
Funding: \$1,998,956
Duration: 2014-2021

Reaching Academic Potential Project

Source: U.S. Department of Education Javits Grant
Role: Evaluator
Funding: \$1,199,121
Duration: 2015-2018

Magnifying Math in the Middle

Source: Kentucky Center for Mathematics, Enhancing Mathematical Development of Gifted/Talented Students grant
Role: Principal Investigator
Funding: \$10,000
Duration: 2014-2015

Updating Middle School Mathematics DTAMS

Source: Institute of Education Sciences (IES)
Role: Evaluator
Funding: \$1,142,973
Duration: 2012-2015

Literacy Patterns across Kentucky

Source: Collaborative Center for Literacy Development (CCLD)

Role: Principal Investigator

Funding: \$10,000

Duration: 2010-2011

A Gift for All? Examining the Effects of Gifted Programming on All Students

Source: Esther Katz Rosen Fellowship for Research and Programs on Giftedness in Children,
America Psychological Foundation (APF)

Role: Principal Investigator

Funding: \$25,000

Duration: 2008-2009

SELECT AWARDS

Award for Excellence in Research, Mensa Foundation, 2017-2018

Pyryt Collaboration Award, American Educational Research Association Research on Giftedness, Creativity,
and Talent SIG, 2018

Early Leader Award, National Association for Gifted Children, 2016

Early Scholar Award, National Association for Gifted Children, 2014

Gifted Child Quarterly Paper of the Year, National Association for Gifted Children, 2013

Gifted Child Quarterly Paper of the Year, National Association for Gifted Children, 2009

SELECT PEER-REVIEWED ARTICLES

Snyder, K. E., Makel, M. C., **Adelson, J. L.**, Crawford, B. F., & Barger, M. M. (2021). Concordance and discordance in implicit beliefs about intelligence and giftedness. *Learning and Individual Differences*, 101971. <https://doi.org/10.1016/j.lindif.2021.101971>

Crawford, B. F., Snyder, K. E., & **Adelson, J. L.** (2020). Exploring obstacles faced by gifted minority students through Bronfenbrenner's bioecological systems theory. *High Ability Studies*, 31(1), 43-74. <https://doi.org/10.1080/13598139.2019.1568231>

Adelson, J. L., Cash, K. M., Pittard, C. M., Sherretz, C. E., Pössel, P., & Blackburn, A. D. (2019). Measuring reading self-perceptions and enjoyment: Development and psychometric properties of the Reading and Me Survey. *Journal of Advanced Academics*, 30(3), 355-380. <https://doi.org/10.1177/1932202X19843237>.

Harbour, K. E., **Adelson, J. L.**, Karp, K. S., & Pittard, C. M. (2018). Examining the relationships among mathematics coaches and specialists, student achievement, and disability status: A multi-level analysis using NAEP data. *The Elementary School Journal*, 118(4), 654-679. <https://doi.org/10.18297/etd/2088>.

Little, C., **Adelson, J. L.**, Kearney, K., Cash, K. M., & O'Brien, R. (2018). Early opportunities to strengthen academic readiness: Effects of summer learning on mathematics achievement. *Gifted Child Quarterly*, 62(1), 83-95. <https://doi.org/10.1177/0016986217738052>.

Robinson, A. **Adelson, J. L.**, Kidd, K., & Cunningham, C. M. (2018). A talent for tinkering: Developing talents in children from low-income households through engineering curriculum. *Gifted Child Quarterly*, 62(1), 130-144. <https://doi.org/10.1177/0016986217738049>. [**Pyryt Collaboration Award; Mensa Award for Excellence in Research**]

- Robinson, A., Kidd, K., **Adelson, J. L.**, & Cunningham, C. M. (2018, May.) What can we learn from “A Talent for Tinkering: Developing Talents in Children from Low-Income Households through Engineering Curriculum”? *Teaching for High Potential*, 62(1), 14-16. <https://doi.org/10.1177/0016986217738049>.
- Rudasill, K. M., Snyder, K. E., Levinson, H., & **Adelson, J. L.** (2018). Systems view of school climate: A theoretical framework for research. *Educational Psychology Review*, 30(1), 35-60. <https://doi.org/10.1177/2332858418815661>.
- Niehaus, K., **Adelson, J. L.**, Sejuit, A., & Zheng, J. (2017). Native language background and academic achievement: Is socioemotional well-being a mediator? *Applied Developmental Science*, 21(4), 251-265. <https://doi.org/10.1080/10888691.2016.1203790>.
- Snyder, K. E., & **Adelson, J. L.** (2017). The development and validation of the Perceived Academic Underachievement Scale. *Journal of Experimental Education*, 85(4), 614-628. <https://doi.org/10.1080/00220973.2016.1268087>.
- Adelson, J. L.**, Dickinson, E. R., & Cunningham, B. C. (2016). A multigrade, multiyear statewide examination of reading achievement: Examining variability between districts, schools, and students. *Educational Researcher*, 45, 258-262. doi:10.3102/0013189X16649960
- Dickinson, E. R., & **Adelson, J. L.** (2016). Choosing among multiple achievement measures: Applying multitrait-multimethod confirmatory factor analysis to measures of state assessment, ACT, and student GPA data. *Journal of Advanced Academics*, 27(1), 4-22. <https://doi.org/10.1177/1932202X15621905>.
- Adelson, J. L.**, Dickinson, E. R., & Cunningham, B. C. (2015). Differences in the reading-mathematics relationship: A multi-grade, multi-year statewide examination. *Learning and Individual Differences*, 43, 118-123. <https://doi.org/10.1016/j.lindif.2015.08.006>.
- Dickinson, E. R., & **Adelson, J. L.** (2014). Exploring the limitations of measures of students' socioeconomic status (SES). *Practical Assessment, Research & Evaluation*, 19(1), 1-14. Available online: <http://pareonline.net/getvn.asp?v=19&n=1>
- Niehaus, K., & **Adelson, J. L.** (2014). School support, parental involvement, and academic and social-emotional outcomes for English Language Learners. *American Educational Research Journal*, 51(4), 810-844. <https://doi.org/10.3102/0002831214531323>.
- Gavin, M. K., Casa, T. M., **Adelson, J. L.**, & Firmender, J. (2013). The impact of advanced geometry and measurement units on the achievement of Grade 2 students. *Journal for Research in Mathematics Education*, 44(3), 478-509. <https://doi.org/10.5951/jresmetheduc.44.3.0478>.
- Niehaus, K., & **Adelson, J. L.** (2013). Self-concept and native language background: A study of measurement invariance and cross-group comparisons in third grade. *Journal of Educational Psychology*, 105(1), 226-240. <https://doi.org/10.1037/a0030556>.
- Rudasill, K. M., **Adelson, J. L.**, Callahan, C. M., Houlihan, D., & Keizer, B. (2013). Gifted students' perceptions of parenting styles: Associations with cognitive ability, gender, race, and age. *Gifted Child Quarterly*, 57(1), 15-24. <https://doi.org/10.1177/0016986212460886>.
- Adelson, J. L.** (2012). Examining relationships and effects in gifted education research: An introduction to structural equation modeling. *Gifted Child Quarterly*, 56(1), 47-55. <https://doi.org/10.1177/0016986211424132>.
- Adelson, J. L.**, McCoach, D. B., & Gavin, M. K. (2012). Examining the effects of gifted programming in mathematics and reading using the ECLS-K. *Gifted Child Quarterly*, 56(1), 25-39. <https://doi.org/10.1177/0016986211431487>. **[GCQ Paper of the Year]**

- Adelson, J. L., & Owen, J.** (2012). Bringing the psychotherapist back: Basic concepts for reading articles examining therapist effects using multilevel modeling. *Psychotherapy: Theory, Research, Practice, Training*, 49(2), 152-162. <https://doi.org/10.1037/a0023990>.
- Adelson, J. L., & Carpenter, B. D.*** (2011). Grouping for achievement gains: For whom does achievement grouping increase kindergarten reading growth? *Gifted Child Quarterly*, 55(4), 265-278. <https://doi.org/10.1177/0016986211417306>.
- Adelson, J. L., & McCoach, D. B.** (2011). Development and psychometric properties of the Math and Me Survey: Measuring third through sixth graders' attitudes towards mathematics. *Measurement and Evaluation in Counseling and Development*, 44(4), 225-247. <http://doi.org/10.1177/0748175611418522>.
- Adelson, J. L., & McCoach, D. B.** (2010). Measuring the mathematical attitudes of elementary students: The effects of a 4-point or 5-point Likert scale. *Educational and Psychological Measurement*, 70(5), 796-807. <https://doi.org/10.1177/0013164410366694>.
- Gavin, M. K., Casa, T. M., **Adelson, J. L.**, Carroll, S. R., & Sheffield, L. J. (2009). The impact of advanced curriculum on the achievement of mathematically promising elementary students. *Gifted Child Quarterly*, 53(3), 188-202. <https://doi.org/10.1177/0016986209334964>. [**GCQ Paper of the Year**]

SELECT CONFERENCE PRESENTATIONS

- Adelson, J. L.,** Robinson, A., Ridgley, L. M., & Mugabo, K. M. (2021, April). *Evidence of effectiveness and excellence gaps: Initial and two replication studies of a STEM intervention*. Paper presented at the 2021 American Educational Research Association Annual Meeting and Exhibition, Virtual.
- Adelson, J. L.,** Makel, M., Coltrane, S., Cyrus, S. R., & Cross, B. (2020, November). *Critical actions to realize equity & excellence: Changing mindsets, policies, & practices*. Presented at the 67th Annual Convention of the National Association for Gifted Children, Virtual.
- Adelson, J. L.,** Robinson, A., Makel, M., Ridgley, L. M., Olszewski-Kubilius, P., Steenbergen-Hu, S., & Little, C. A. (2020, November). *Programs to identify and serve high-achieving students with economic need*. Presented at the 67th Annual Convention of the National Association for Gifted Children, Virtual.
- Adelson, J. L.,** O'Brien, R., Little, C. A., & Pittard, C.* (2019, November). *Promoting gifted program access for learners from underserved populations*. Paper presented at the 66th Annual Convention of the National Association for Gifted Children, Albuquerque, NM.

SELECT WORKSHOPS AND IN-SERVICE INSTRUCTION

Academically and Intellectually Gifted (AIG) Coordinators' Office Hours – Diving Deeper: Making It Happen! Realizing Equity and Excellence in Gifted Education
North Carolina Department of Public Instruction (NCDPI) Division of Advanced Learning and Gifted Education sessions, February 2021, April 2021, February 2022

Gifted Education Think Tank Series

Collaboration between North Carolina Department of Public Instruction (NCDPI) and Duke University Talent Identification Program (Duke TIP), sessions for the state AIG Coordinators throughout the year (in person and virtual), 2018 to 2020

Todd Kettler, Ph.D.

Curriculum Vitae

Associate Professor / Department Chair
Department of Educational Psychology

Baylor University
School of Education

EDUCATION

2012 Ph.D. Educational Psychology, Baylor University, Waco, Texas
1994 M.S. Ed. Curriculum and Instruction, Baylor University, Waco, Texas
1991 B.A. Philosophy, Baylor University, Waco, Texas

JOURNAL EDITOR

Co-editor, *Journal of Gifted Education and Creativity* (2022 –)
Co-editor, *Journal of Advanced Academics* (2017 – 2022)

PROJECTS FOCUSED ON UNDER-SERVED GIFTED STUDENTS

Illuminate Excellence

The Illuminate Excellence is a network of school districts in seeking to improve programs and services for diverse gifted learners through the application of change theory and strategic planning. Partner schools share plans and resources and the research team studies the nuances of leadership and change in gifted education (Principal Investigator, 2021 – 2022)

Project EXPO: Expanding Opportunities in Advanced Academics

Project EXPO seeks to identify typically underserved students in the greater Waco area and use assessment data to match students with opportunities in advanced academic programs to increase college and career readiness. (Principal Investigator, 2022)

Project Promise: A Precollegiate Program for Low-Income Gifted Students

Project Promise consists of four key components: (a) identification of students, (b) courses that match the students' interests and career goals, (c) support to parents and families of advanced students, and (d) development of students' interpersonal relationships with mentors and peers. (Co-Principal Investigator, 2019 – 2022)

Customization of Classroom Practices within the Waco Schools

This research project is a partnership with the Advanced Academics Department in Waco ISD to gather and analyze data regarding identification and achievement of typically under-represented advanced academic students with a goal of expanding identification and learning opportunities in gifted education. (Principal Investigator, 2018 – 2021)

Developing Language Talent: Building an SAT Vocabulary

This project implemented an instructional program in honors and gifted and talented English classes with the purpose of developing advanced language skills in diverse student populations.

The project involved approximately 3500 students in grades six through twelve. (Principal Investigator, 2007 – 2012)

Math 2 the Max

Math 2 the Max was an accelerated mathematics program developed for gifted in a diverse and 90% economically disadvantaged school district. Students selected for the program participated in summer math programs and received differentiated instructional opportunities throughout the school year to develop math skills and positive affect toward math. (Principal Investigator, 2007)

Advanced Placement Spanish in Middle School Project

This USDOE AP Incentive Grant focused on providing advanced Spanish language courses to high ability middle school native Spanish-speaking students. Students continued taking advanced courses into high school as part of gifted and talented services designed specifically for EL students. (Principal Investigator, 2003-2005)

HONORS AND AWARDS

Paper of the Year Award for *Gifted Child Quarterly* (2020)

Lamb, K. N., Boedeker, P., & Kettler, T. (2019). Inequities of identification in gifted education: A statewide application of the twenty-percent equity allowance formula. *Gifted Child Quarterly*, 63, 205-224. doi:10.1177/0016986219830768

Legacy Book Award for Best Scholarly Book in Gifted Education (2016)

Modern Curriculum for Gifted and Advanced Academic Students (Prufrock Press, 2016).

Texas State Advocate of the Year (2012)

Awarded by the Texas Association for the Gifted and Talented for exemplary contributions in support of gifted and talented children in the state of Texas.

Excellence in Research Award, Mensa Education and Research Foundation (2009)

Awarded for the publication of “Gifted education research 1994-2003: A disconnect between priorities and practice” in *The Journal for the Education of the Gifted*, 2008.

SELECTED PUBLICATIONS

Padgett, R. N., Shan, J., Shero, L., & Kettler, T. (*accepted*). Development of a perceptions of online learning scale to assess teachers’ beliefs. *Journal of Psychoeducational Assessment*.

Kettler, T., & Taliaferro, C. (2022). *Personalized learning in gifted education*. Routledge.

Ryser, G. R., McConnell, K., Sanguras, L. Y., & Kettler, T. (2021). *Scales for identifying gifted students (2nd ed.)*. Prufrock Press.

Katz-Buonincontro, J., Hass, R., Kettler, T., Tang, L. M., & Hu, W. (2021). Partial measurement invariance of beliefs about teaching for creativity across U.S. and Chinese educators. *British Journal of Educational Psychology*. 91(2), 563-583.

Kettler, T., & Laird, Y. C. (2020). *Underrepresentation of English-language learners in gifted education and the influence of gifted education policy*. PsyArXiv (Pre-Print).

Chamberlin, S. A., Payne, A. M., & Kettler, T. (2020). Mathematical modeling: A positive learning approach to facilitate student sense making in mathematics. *International Journal of Mathematical Education in Science and Technology*.

Walker, A. M., & Kettler, T. (2020). Developing critical thinking skills in high ability adolescents: Effects of a debate and argument analysis curriculum. *Talent, 10*(1), 21-39.

Lamb, K. N., Boedeker, P., & Kettler, T. (2019). Inequities of identification in gifted education: A statewide application of the twenty-percent equity allowance formula. *Gifted Child Quarterly, 63*, 205-224.

Margot, K. C., & Kettler, T. (2019). Teachers' perceptions of STEM integration/education: A systematic literature review. *International Journal of STEM Education, 6*(2), 1-16.

Puryear, J. S., Kettler, T., & Rinn, A. N. (2019). Relating personality and creativity: Considering what and how we measure. *Journal of Creative Behavior, 53*(2), 232-245.

Kettler, T. & Lamb, K. N., & Mullet, D. R. (2018). *Developing creativity in the classroom: Learning and innovation for 21st century schools*. Prufrock Press.

Mullet, D. R., Kettler, T., & Sabatini, A. (2018). Gifted students' conceptions of their high school STEM education. *Journal for the Education of the Gifted, 41*(1), 60-92.

Kettler, T., Lamb, K. N., Willerson, A., & Mullet, D. R., (2018). Teacher perceptions of creativity in the classroom. *Creativity Research Journal, 30*(2), 164-171.

Mullet, D. R., Rinn, A. N., & Kettler, T. (2017). Catalysts of women's talent development in STEM: A systematic review. *Journal of Advanced Academics, 28*(4), 253-289.

Kettler, T., & Bower, J. (2017). Measuring creative capacity in gifted students: Comparing teacher ratings and student products. *Gifted Child Quarterly, 61*(4), 290-299.

Kettler, T., Oveross, M. E., & Salman, R. C. (2017). Preschool gifted education: Perceived challenges associated with program development. *Gifted Child Quarterly, 61*(2), 117-132.

Puryear, J. S., & Kettler, T. (2017). Rural gifted education and the effect of proximity. *Gifted Child Quarterly, 61*(2), 143-152.

Puryear, J. S., Kettler, T., & Rinn, A. N. (2017). Relationships of personality to differential conceptions of creativity: A systematic review. *Psychology of Aesthetics, Creativity, and the Arts, 11*(1), 59-68.

Kettler, T., & Hurst, L. T. (2017). Advanced academic participation: A longitudinal analysis of ethnicity gaps in suburban schools. *Journal for the Education of the Gifted, 40*(1), 3-19.

Kettler, T., Puryear, J. S., & Mullet, D. R. (2016). Defining rural in gifted education research: Methodological challenges and paths forward. *Journal of Advanced Academics*, 27(4), 245-265.

Kettler, T. (2016). Why are economists evaluating the impact of gifted education? *Journal of Advanced Academics*, 27(2), 81-89.

Kettler, T., Russell, J., & Puryear, J. S. (2015). Inequitable access to gifted education: Variance in funding and staffing based on locale and contextual school variables. *Journal for the Education of the Gifted*, 38(2), 99-117.

Kettler, T. (2014). Critical thinking skills among elementary gifted students: Comparing identified gifted and general education student performance. *Gifted Child Quarterly*, 58(2), 127-136.

Shiu, A., Kettler, T., & Johnsen, S. K. (2009). Social effects of Hispanic students enrolled in an AP class in middle school. *Journal of Advanced Academics*, 21(1), 58-82.

Jolly, J. L., & Kettler, T. (2008). Gifted education research 1994-2003: A disconnect between priorities and practice. *Journal for the Education of the Gifted*, 31(4), 427-446.

Kettler, T., Shui, A., & Johnsen, S. J. (2006). AP as an intervention for middle school Hispanic students. *Gifted Child Today*, 29(1), 39-46.

SELECTED PAPERS PRESENTED

Kettler, T., & McIntosh, J. (2021, January 26). *Toward equity in gifted education using behavior rating scales* [Panel discussion]. Conversations with the Colorado Association for Gifted and Talented, Parker, CO, United States.

Collins, K. H., Bonner II, F. A., Kettler, T., & Hodges, J. (2020, November 10). *Equity of advanced learning opportunities: Improving diversity and enacting justice in public education gifted and talented programming services* [Panel discussion]. Harvard Club of Dallas Fall Meeting, Dallas, TX, United States.

Kettler, T., Payne, A. M., & Scully, M. (2021, December 1-3). *Complex and engaging problem solving using mathematical modeling*. [Paper presentation]. GiftED21 Texas Association for the Gifted and Talented, Dallas, TX, United States.

Kettler, T., & Leibowitz, L. (2021, November 11-14). *Teaching for excellence: Overcoming common barriers to differentiation*. [Paper presentation]. National Association for Gifted Children, Denver, CO, United States.

Kettler, T., Laird, Y. C., Hebda, M. (2021, April 9-12). Gifted education policy and equitable identification for students in gifted education. In J. L. Jolly (Chair). *Advancing equity in gifted education* [Symposium]. American Educational Research Association Annual Meeting, Washington, DC, United States.

Tipton, R., Kettler, T., Robinson, R. L. (2021, April 9-12). Elevated stress among gifted adolescents compared to high school peers. In J. H. Robins (Chair), *Stress and anxiety of gifted students* [Symposium]. American Educational Research Association Annual Meeting, Washington, DC, United States.

Laird, Y. C., & Kettler, T. (2021, April 9-12). Underrepresentation of English language learners in gifted education. In D. Baker (Chair), *Academic achievement and educational opportunities of emergent bilinguals* [Symposium]. American Educational Research Association Annual Meeting, Washington, DC, United States.

Tipton, R., & Kettler, T. (2021, February 23-36). *Twice-exceptional post-secondary students with ADHD: A Phenomenological Study*. [Poster presentation]. National Association of School Psychologists Annual Convention, Bethesda, MD.

Kettler, T., Sussman, C., & Farris, A. (2020, November). *Stress among gifted students and the mitigating role of psychological strengths*. Paper presented at the Annual conference for the National Association for Gifted Children, Washington, DC.

Kettler, T., Jiang, S., & Payne, A. N. (2020, April). *Creativity belief bias among educators: The influence of fixed creative mindset and creative self-efficacy*. Paper presented at the Annual Convention of the American Educational Research Association, San Francisco, CA. [Conference Cancelled due to Covid-19]

Kettler, T. & Sanguras, L. (2019, December). *Seeking diverse talent using the SIGS-2 observational checklist*. Paper presented at the annual GiftED19 conference, San Antonio, TX.

Kettler, T., Renbarger, R., & McDonald, J. (2019, November). *The administrator's role in gifted education*. Poster presented at the Annual Conference of the National Association for Gifted Children, Albuquerque, NM.

Lamb, K. N., & Boedeker, P., & Kettler, T. (2018, April). *Inequities in enrollment in gifted education: A statewide application of the 20% equity allowance formula*. Paper presented at the Annual Conference of the American Educational Research Association, New York, NY.

Kettler, T. (2016, December). *Leadership in gifted education: Essential practices to improve your impact* Paper presented at the Annual Conference of the Texas Association for the Gifted and Talented, Dallas, TX.

SELECTED KEYNOTE ADDRESSES

Kettler, T. (2021, October 11-14). *Measurement of higher-order thinking abilities in giftedness* [Keynote address]. International Congress on Gifted and Talented Education, Ankara, Turkey.

Kettler, T. (2021, March 11-12). *Why creativity and problem solving should be prominent in the gifted curriculum* [Keynote address]. National Curriculum Network Conference, Williamsburg, VA, United States.

Kettler, T. (2019, November). *Developing talent from childhood into early adulthood*. [Keynote address]. Gifted Pathways Conference, Grapevine, TX, United States.

Kettler, T. (2019, April). *The pedagogy of differentiation: Comprehensive approaches for developing talent* [Keynote address]. Ottawa Area Gifted Conference, Holland, MI.

Kettler, T. (2016, February). *The pedagogy of differentiation: Moving from strategies to learning design*. Keynote address at the Ignite the Spark, Fuel the Fire: Leading Differentiation Conference at the University of New South Wales, Sydney, New South Wales, Australia.

Kettler, T. (2015, November). *Modern curriculum for gifted and advanced academic students*. Keynote address at the National Association for Gifted Children, Phoenix, AZ.

Kettler, T. (2015, February). *Diversity in gifted education: Albatross or opportunity*. Keynote address at the Oklahoma Association for the Gifted, Creative, and Talented, Stillwater, OK.

Kettler, T. (2013, October). *Finding excellence in the common. Gifted learners and the common core*. Keynote address at the Montana Federation of Teachers Annual Conference, Belgrade, MT.

Kettler, T. (2010, February). *Components of an exemplary program: From standards to best practice*. Keynote address for the Administrator Institute of the Annual Conference of Arkansans for Gifted and Talented Education, Little Rock, AR.

SELECTED COURSES TAUGHT

EDP 4350 Introduction to the Gifted Child

EDP 4552 Exceptionalities

EDP 5310 Curriculum Development for the Gifted

EDP 5311 Creativity and Strategies for Teaching the Gifted

EDP 5351 Social and Emotional Needs of the Gifted

EDP 5V54 Practicum in Gifted and Talented Education

EDP 6335 Research Practicum in Education

EDP 6350 History and Systems of Psychology with Educational Applications

EDP 6353 Creativity and Problem Solving

EDP 6367 Individual Differences

EDC 6336 Qualitative Research and Data Analysis

EPSY 5105: Nature and Needs of Gifted and Talented Students

EPSY 5120: Program Planning in the Education of Gifted and Talented Students

EPSY 5130: Methods and Materials for Teaching Gifted and Talented Student

EPSY 5140: Creativity in the Classroom

EPSY 6040: Foundations of Educational Psychology

EPSY 6110: Individual Differences, Creativity, and Problem Solving

EPSY 6620: Multicultural Gifted Education

EPSY 6640: Advanced Curriculum and Programming for Teaching the Gifted and Talented

**Curriculum Vitae
Jennifer H. Robins**



Education

- 2010 Ph.D., Baylor University, Waco, TX
Major: Educational Psychology
Cognate: Gifted Education
- 2000 M.S.Ed., Baylor University, Waco, TX
Major: Educational Psychology
Cognate: Gifted Education
- 1998 B.S., Baylor University, Waco, TX
Major: Secondary Education
Cognates: History and Political Science

Professional Employment

- 2018–Present *Director of the Center for Gifted Education and Talent Development and Clinical Assistant Professor, Department of Educational Psychology, Baylor University, Waco, TX*
- 2019–Present *Coeditor-in-Chief, Journal for the Education of the Gifted*
- 2013–2018 *Director of Publications and Professional Development and Clinical Assistant Professor, Center for Gifted Education, William & Mary, Williamsburg, VA*
- 2013–2018 *Managing Editor, Journal for the Education of the Gifted.* Responsible for managing the submissions for the journal, corresponding with authors, and editing the journal.
- 2005–2013 *Senior Editor and Permissions Coordinator, Prufrock Press, Austin, TX*
- 2004 *Acquisitions and Development Editor, Prufrock Press, Austin, TX*
- 2001–2004 *Lead Gifted and Talented Teacher, Dean Highland Elementary, Waco ISD (TX).*

Certifications

- Texas Elementary, Self-Contained (Grades 1–8)
Secondary, History and Government (Grades 6–12)
Gifted and Talented Endorsement (Grades 1–12)

Selected Publications

- Roberts, J. L., Inman, T. F., & Robins, J. H. (Eds.). (in press). *Introduction to gifted education* (2nd ed.). Routledge.
- Matthews, M. S., & Robins, J. H. (2022). Journal editors' role is supporting equity. *Gifted Child Quarterly*, 66(2), 161–162. doi:10.1177/00169862211037708
- Dixson, D. D., Peters, S. J., Makel, M. C., Jolly, J. L., Matthews, M. S., Miller, E. M., Rambo-Hernandez, K. E., Rinn, A. N., Robins, J. H., & Wilson, H. E. (2020–2021). A call to reframe gifted education as maximizing learning. *Phi Delta Kappan*, 102(4), 22–25.
- Robins, J. H., Jolly, J. L., Karnes, F. A., & Bean, S. M. (Eds.). (2020). *Methods and materials for teaching the gifted* (5th ed.). Prufrock Academic Press.
- Roberts, J. L., Inman, T. F., & Robins, J. H. (Eds.). (2018). *Introduction to gifted education*. Prufrock Academic Press.
- Eckert, R. D., & Robins, J. H. (Eds.). (2017). *Designing services and programs for high-ability learners: A guidebook for gifted education* (2nd ed.). Corwin Press.
- Kim, M., & Robins, J. H. (2017). The relationship between low-income middle school gifted students' beliefs about intelligence and their attitudes in school. *International Journal of Social Science and Humanity*, 7(1), 719–722.
- Chandler, K. L., & Robins, J. H. (2015). Curriculum at the Center for Gifted Education: Recommendations for teachers and parents. In J. H. Robins (Ed.), *Gifted education in Ireland and the United States* (pp. 139–161). CTYI Press.
- Robins, J. H., & Jolly, J. L. (2011). Technical information regarding assessment. In S. K. Johnsen (Ed.), *Identifying gifted students: A practical guide* (2nd ed., pp. 75–118). Prufrock Press.
- Johnsen, S. K., Witte, M., & Robins, J. (2006). Students' perspectives of a university-based enrichment program—The University for Young People project. *Gifted Child Today*, 29(1), 56–61.
- Johnsen, S. K., Witte, M., Robins, J., & Feuerbacher, S. (2003). *Project Promise: An enrichment program for students placed at-risk: 2003 annual cumulative report presented to the Waco City Council*. City of Waco.

Selected Presentations at Professional Meetings

- Sulak, T. N., Bagby, J. H., Robins, J. H., Hulsey, D. B., Moten, T., & Pathanjaly, H. (2021, February 3–5). *Behavioral engagement of students with different learning needs* [Asynchronous conference session]. 44th Annual Conference of the Southwest Educational Research Association.
- Toledo Castillo, A., Falcon, A. L., Kaul, K., & Robins, J. H. (2020, February). *Higher educational outcomes of low-income gifted students who attended a summer enrichment program*. Paper presented at the annual meeting of Southwest Educational Research Association, Arlington, TX.
- Stambaugh, T., Little, C. A., Carpenter, A., & Robins, J. H. (2019, December). *Let's talk: Quality curriculum development*. Panel presented at the annual meeting of the Texas Association for the Gifted and Talented, San Antonio, TX.

- Calvert, E., Robins, J. H., Sanguras, L. Y., Bright, S., & Olszewski-Kubilius, P. (2019, November). *Developing accelerated culturally responsive language arts curriculum for middle school*. Paper presented at the annual meeting of the National Association for Gifted Children, Albuquerque, NM.
- Robins, J. H., & Sanguras, L. Y. (2019, November). *Online vs. blended: Lessons learned from a three-year GT accelerated program initiative*. Poster presented at the annual meeting of the National Association for Gifted Children, Albuquerque, NM.
- Sanguras, L. Y., & Robins, J. H. (2019, November). *Staying afloat in a technology-rich classroom*. Paper presented at the annual meeting of the National Association for Gifted Children, Albuquerque, NM.
- Calvert, E., Steenbergen-Hu, S., Olszewski-Kubilius, P. M., Cross, T. L., Robins, J. H., & Sanguras, L. (2019, April). *A design-based research on developing accelerated online English language arts curriculum for underrepresented high-ability students*. Roundtable session presented at the annual meeting of the American Education Research Association, Toronto, Canada.
- Olszewski-Kubilius, P., Calvert, E., Steenbergen-Hu, S., Chandler, K. L., Robins, J. H., Sanguras, L., . . . Cross, J. R. (2018, April). *A design-based study on an accelerated online English language arts curriculum for disadvantaged high-potential seventh–eighth graders*. Poster presented at the annual meeting of the American Education Research Association, New York, NY.
- Kim, M., & Robins, J. H. (2018, January). *The relationship between low-income middle school gifted students' beliefs about intelligence and their attitudes in school*. Paper presented at the annual meeting of the International Conference on Education and Psychological Sciences, Seoul, Korea.
- McIntosh, J., Robins, J. H., & Johnsen, S. J. (2017, November). *Identifying gifted and talented students in Texas*. Paper presented at the annual meeting of the Texas Association for the Gifted and Talented, Houston, TX.
- Roberts, J. L., Inman, T. F., & Robins, J. H. (2017, November). *An introduction to gifted education: What does a beginner need to know?* Paper presented at the annual meeting of the Texas Association for the Gifted and Talented, Houston, TX.
- Kim, M., & Robins, J. H. (2016, March). *Preparing high-ability students from disadvantaged backgrounds for academic achievement, college, and careers*. Poster presented at the 15th annual European Council for High Ability conference, Vienna, Austria.
- Chandler, K. L., & Robins, J. H. (2015, August). *Cultural relevance in the adolescent classroom: Promoting higher level thinking through popular culture*. Paper presented at the 21st Biennial World Conference, Odense, Denmark.
- Chandler, K. L., & Robins, J. H. (2014, December). *Cultural relevance in adolescent classrooms*. Paper presented at the annual meeting of the Texas Association for the Gifted and Talented, Ft. Worth, TX.
- Chandler, K. C., Robins, J. H., & Farah, Y. (2014, December). *Designing curriculum for underserved gifted populations*. Presented at the annual meeting of the Texas Association for the Gifted and Talented, Dallas, TX.
- Chandler, K. L., & Robins, J. H. (2014, November). *What Elvis Presley, Andy Warhol, and Robert Frost have in common: Cultural relevance in the middle school classroom*. Paper presented at the annual meeting of the National Association for Gifted Children, Baltimore, MD.

- Robins, J. H. (2014, September). *Creating a culturally responsive classroom*. Paper presented at The Association for the Gifted (TAG 2014 Fall Institute), Bowling Green, KY.
- Chandler, K. L., & Robins, J. H. (2014, January). *Spotting and developing advanced potential in elementary students from underserved populations: Implications of curriculum research for practice*. Paper presented at the annual meeting of the Hawaii International Conference on Education, Honolulu, HI.
- Chandler, K. C., & Robins, J. H. (2014, June). *Designing curriculum for underserved gifted populations: Implications of research for practice*. Presented at the Professional Summer Institute, The College of William and Mary, Williamsburg, VA.
- Robins, J. H., & Jolly, J. L. (2013, September). *Strategies for creating a culturally responsive classroom*. Paper presented at The Association for the Gifted (TAG 2013 Fall Institute), Bowling Green, KY.
- Chandler, K. L., & Robins, J. H. (2013, August). *Developing the potential of gifted students from underserved populations: Implications of curriculum research for practice*. Paper presented at 20th Biennial World Conference, Louisville, KY.
- McDonald, J. L., & Robins, J. (2009, November). *Closing the disproportionality gap*. Poster session presented at the annual meeting of the National Association for Gifted Children, St. Louis, MO.
- Jolly, J., & Robins, J. (2009, September). *Meeting the needs of diverse gifted students: An overview of current resources in the field*. Paper presented at the Diversity and Developing Gifts and Talents conference, Bowling Green, OH.
- Robins, J., & McDonald, J. L. (2008, October). *Dissecting disproportionality: An explicit look at barriers to identification and service*. Paper presented at the Multicultural Conference on Gifted Education, Dublin, OH.
- Robins, J. (2007, September). *Mentoring at-risk students*. Presentation at the Southeastern Virginia Council of Gifted Administrators (SEVA) conference on Diversity and Excellence: Reaching All Learners, Hampton, VA.
- Johnsen, S. K., Feuerbacher, S., & Robins, J. (2003, November). *Developing talents of students from low-income backgrounds*. Paper presented at the annual meeting of the Texas Association for the Gifted and Talented, Houston, TX.
- Johnsen, S. K., Feuerbacher, S., & Robins, J. (2003, November). *Guiding the social development of diverse gifted students*. Paper presented at the annual meeting of the National Association for Gifted Children, Indianapolis, IN.
- Johnsen, S. K., Witte, M., & Robins, J. (2003, April). *Developing social and academic characteristics among gifted students labeled at risk*. Paper presented at the annual meeting of the International Council for Exceptional Children, Seattle, WA.
- Johnsen, S. K., Witte, M., Robins, J., & Robinson, E. (2002, April). *A follow-up study of inner city gifted and talented students labeled at risk*. Paper presented at the annual meeting of the International Council for Exceptional Children, New York, NY.
- Johnsen, S. K., Robinson, E., Witte, M., Robins, J., & Nolen, A. (2001, November). *The development of higher education aspirations among gifted students labeled at-risk*. Invited Special Session at the annual meeting of the National Association for Gifted Children, Cincinnati, OH.
- Johnsen, S. K., Witte, M., Snapp, C., Robins, J., & Robinson, E. (2001, April). *The collaborative development of higher education aspirations among gifted students*

labeled at risk. Paper presented at the annual meeting of the International Council for Exceptional Children, Kansas City, KS.

Selected Grants

- 2020 Independent Bank Community Grant
Award: \$15,757 (scholarships for 12 gifted students from underrepresented backgrounds to attend summer programming)
- 2019 Independent Bank Community Grant
Award: \$12,000 (scholarships for 12 gifted students from underrepresented backgrounds to attend summer programming)
- 2017–2019 Online Curriculum Consortium for Accelerating Middle School (Project OCCAMS)
Funded: \$75,000 (estimated) for two years
Sponsors: Northwestern University Center for Talent Development, William & Mary Center for Gifted Education, and Columbus (Ohio) City Public Schools
Served as a curriculum developer and teacher trainer and oversaw and participated in the school/district site visits.
- 2015–2017 Online Curriculum Consortium for Accelerating Middle School (Project OCCAMS)
Awarded: \$323,088 through Ohio Department of Education
Sponsor: Jacob K. Javits Gifted and Talented Students Education Program
Served as a curriculum developer and teacher trainer and oversaw and participated in the monthly school/district site visits.

Selected Professional Service

- 2021–Present *Program Chair*, Research on Giftedness, Creativity, and Talent SIG, American Educational Research Association (elected position)
- 2020–2021 *Assistant Program Chair*, Research on Giftedness, Creativity, and Talent SIG, American Educational Research Association (elected position)
- 2017–2018 *Treasurer*, The Association for the Gifted, Council for Exceptional Children (elected position)
- 2016 *Member at large*, The Association for the Gifted, Council for Exceptional Children (elected position)
- 2015 *President-Elect*, The Association for the Gifted, Council for Exceptional Children (elected position)
- 2013–2018 *Member*, National Association for Gifted Children Publications Committee (appointed)
- 2013–2014 *Secretary*, The Association for the Gifted, Council for Exceptional Children (elected position)

Selected Classes Taught

Baylor University

EDP 2350: Teaching Gifted and Talented
EDP 4350: Introduction to the Gifted Child
EDP 4351: Differentiated Instruction
EDP 4650/4651 Internship: Gifted and Talented Part I and II/EC-6
TED 4652/4653 Internship: Gifted and Talented Part III and IV
EDP 5310: Curriculum Development for the Gifted
EDP 5351: Social/Emotional Needs of the Gifted
EDP 5333: Psychology of Learning
EDP 5335: Research in Education
TED 4V98: Special Topics

William & Mary


CRIN G80: Psychology and Education of the Gifted Learner
CRIN G82: Social and Emotional Development and Guidance of the Gifted Learner
EPPL 612: Curriculum/Instruction for Gifted Learners
CRIN G84: Practicum in Gifted Education

Ashley Y. Carpenter, Ph.D.

Curated Curriculum Vitae

Clinical Assistant Professor
Director of Professional Development and Publications
Center for Gifted Education
School of Education

William & Mary
301 Monticello Ave.
Williamsburg, VA 23185



EDUCATION

2019 **Ph.D. Educational Psychology**
Emphasis: Creativity, Gifted Education, and Talent Development
University of Connecticut, Storrs, CT
Advisor: Dr. Del Siegle

2006 **M.A. Science Education**
Emphasis: Secondary
University of South Florida, Tampa, FL

SELECTED PUBLICATIONS

Boyle, C. & **Carpenter, A. Y.**, (in progress). Leveraging school and university partnerships to provide accelerated English Language Arts instruction to gifted and high potential middle school learners. *Gifted Child Today*

Robins, J., Sanguras, L., & **Carpenter, A. Y.**, (in progress) Curriculum development and the role of the teacher: Project O.C.C.A.M.S. an online, culturally responsive, accelerated, language arts curriculum for middle school students. *Gifted Child Today*

Carpenter, A. Y., (2021). Twice-exceptional students. In T. L. Cross & J. R. Cross (Eds.) *Handbook for Counselors Serving Students with Gifts and Talents*, Prufrock Press.

Gubbins, E. J., Siegle, D., Peters, P. M., **Carpenter, A. Y.**, Hamilton, R., McCoach, D. B., ... Long, D. (2020). Promising Practices for Improving Identification of English Learners for Gifted and Talented Programs. *Journal for the Education of the Gifted*, 43(4), 336–369. <https://doi.org/10.1177/0162353220955241>

Carpenter, A. Y., & Hayden, S. M. (2019). Roles in gifted education: A parent's guide. In K. Niles, J. L. Jolly, T. F. Inman, J. F. Smutny (Eds.) *Success strategies for parenting gifted kids: Expert advice from the National Association for Gifted Children* (pp. 299-306). Prufrock Press.

Gubbins, E. J., Siegle, D., Hamilton, R., Peters, P., **Carpenter, A. Y.**, O'Rourke, P., Puryear, J., McCoach, D. B., Long, D., Bloomfield, E., Cross, K., Mun, R. U., Amspaugh, C., Dulong Langley, S., Roberts, A., & Estepar-Garcia, W. (2018, June). *Exploratory study on the identification of English learners in gifted and talented programs*. Storrs: University of Connecticut, National Center for Research on Gifted Education.

SELECTED PRESENTATIONS

Keynote Addresses

Carpenter, A. Y. (2019, October). *Who Are We Missing? Recommendations for Finding & Identifying Our Gifted English Learners*. Delaware Gifted & Talented Professional Learning Conference, Smyrna, DE.

Carpenter, A. Y. (2019, March). *Making Challenging Curriculum Accessible to Twice Exceptional Students*. National Curriculum Networking Conference, Williamsburg, VA.

Invited Sessions

Carpenter, A. Y. (2021, April). Meeting the Needs of *Twice-Exceptional Students in an Online/Hybrid World*. Montana Gifted Association Virtual Conference, Online.

Carpenter, A. Y. (2021, January) *Twice-Exceptional Students*. Focusing on the Future: Career and Academic Planning Experience, Online.

Carpenter, A. Y., (2020, November). *Twice-Exceptional Learners on the Spectrum: Perspectives from an Educator and Parent*. HOPE Summit – University of Virginia, Online.

Carpenter, A. Y., (2020, August). *Twice Exceptional Students during COVID-19*. Virginia Gifted Association Virtual Summer Seminar, Online.

Carpenter, A. Y., (2020, July). *Off to Middle School; Executive Function & Why it is Important*. Pinellas County Schools Gifted Magnet Parent Night, Online.

Carpenter, A. Y., (2019, July). *Understanding 2E -Behavior as a Form of Communication: Find the Root, Solve the Problem*. State of Virginia Symposium Twice Exceptional: Understand Me Conference. Richmond, VA.

Carpenter, A. Y. (2018, July). *Underachiever or twice-exceptional? Characteristics and identification methods for high ability students that struggle in your classroom*. Annual University of Connecticut Confratute, Storrs, CT.

Carpenter, A. Y. (2018, July). *Serving twice-exceptional (2e) students within the constraints of a public education classroom*. Annual University of Connecticut Confratute, Storrs, CT.

Conference Presentations

Carpenter, A. Y. & Hughes, C. (2022, February). *A Roadmap to Communicating Effectively with 2e Parents: Say this; Not that*. 2e @ William & Mary: Twice Exceptional Conference, Online.

Hughes, C. & Carpenter, A. Y. (2022, January). *Say This, Not That: Guidance to Teachers Working with Parents of 2e Students*. Council for Exceptional Children Annual Conference, Orlando, FL.

Carpenter, A. Y. (2021, March). *Hands on Inquiry: K-5 Science Units from the Center for Gifted Education – William & Mary*. National Curriculum Networking Conference, Online.

Langley, S. D. & Carpenter, A. Y. (2021, March). *Advanced math Differentiation Made Meaningful and Manageable: For the Elementary Classroom*. National Curriculum Networking Conference, Online.

Langley, S. D. & Carpenter, A. Y. (2021, March). *Increasing the Cognitive Complexity of Elementary Mathematics: Tiering Tasks for Advanced Learners*. National Curriculum Networking Conference, Online.

Carpenter, A. Y. (2021, March). *Accelerating Middle School Language Arts with Compacted, Culturally-Responsive, Computer-Supported Curriculum*. National Curriculum Networking Conference, Online.

Siegle, D., Gubbins, E. J., & **Carpenter, A. Y.** (2021, March). *15 Tips for Improving Identification of Gifted EL Students*. National Curriculum Networking Conference, Online.

Carpenter, A. Y. (2021, February). *Introduction to Twice-Exceptional Learners*. 2e @ William & Mary: Twice Exceptional Conference, Online.

Carpenter, A. Y., Costis, P., & Hughes, C. (2021, February). *Panel Discussion: Parents of 2E Students at Home, Educators at Work*. 2e @ William & Mary: Twice Exceptional Conference, Online.

Carpenter, A. Y., (2020, November). *Twice-Exceptional Learners on the Spectrum: Perspectives from an Educator and Parent*. HOPE Summit – University of Virginia, Online.

Gubbins, E. J., Puryear, J.S., Hamilton, R., Siegle, D., Mun, R. U., **Carpenter, A. Y.**, . . . Bloomfield, E. (2017, November). *Exploratory study on the identification of English Learners in gifted and talented programs*. Annual Convention of the National Association for Gifted Children, Charlotte, NC.

Siegle, D., Puryear, J. S., McCoach, D. B., Amspaugh, C. M., **Carpenter, A. Y.** (2017, November). *What's happening in gifted programs: Gifted practices in elementary schools and connections to student success*. Annual Convention of the National Association for Gifted Children, Charlotte, NC.

Carpenter, A. Y. (2017, October). *Meeting the needs of high ability students, compacting in secondary science*. New England Conference for Gifted Education and Talent Development, Portland, ME.

Carpenter, A. Y. (2017, July). *Integrating STEM competitions into your middle school gifted program*. Annual University of Connecticut Confratute, Storrs, CT.

Professional Development Sessions

2021

- Carpenter, A. Y. (June 14, 15, & 16, 2021), *Differentiation for High Ability Learners*, St. Gabriel Catholic School, TX. Online
- Carpenter, A. Y. (June 25, 2021), *How to Increase Engagement in an Online Environment*, Camp Launch, W&M, VA. Online
- Carpenter, A. Y. (July 24, 2021), *Gifted Learners*, Camp Launch Focusing on the Future – W&M. Online
- Carpenter, A. Y. (July 28, 2021), *Underachievement in Gifted Learners*, Pinellas County Schools, FL. Online
- Carpenter, A. Y. (September 4, 2021), *W&M Science Units Implementation*, St. Joseph City Schools, MO. Online
- Carpenter, A. Y. (September 12 & 13, 2021), *Differentiation for Gifted Student*. St. Joseph City Schools, MO. Online
- Carpenter, A. Y. (Sept. – Dec. 2021), *Equity Informed Revision of Gifted Local Plan*, Stafford County, VA. Online twice monthly

2020

- Detroit Public Schools & Roeper School
 - Principles of Differentiating Curriculum & Instruction
 - Differentiation with Questions: Increasing Depth and Complexity
 - Curriculum Compacting & Assessment
- Washington Local Schools, OH
 - Twice-Exceptional 101- An Introduction to Bright Students with Learning & Behavioral Challenges

- How to Incorporate Critical Thinking & Complexity into your Language Arts and Social Studies Classes
- St. Joseph, MO - CFGE Science PBL & Project Clarion Units Implementation

TEACHING

Clinical Assistant Professor, William & Mary

Psychology and Education of the Gifted Learner CRIN G80 (online & hybrid)	Fall 2019, 2020, 2021
Addressing the Individual Needs and Talents in the Regular Classroom CRIN G86 (online)	Fall 2021

PROFESSIONAL LICENSE

Florida Teaching Certification	2002-present
- Science Grades 5-9	
- Gifted endorsement (15 semester hours)	2011

PROFESSIONAL EXPERIENCE

William & Mary, Center for Gifted Education, Williamsburg, VA 2019-present

Clinical Assistant Professor

Director of Professional Development and Publications

National Curriculum Networking Conference Coordinator	2019-present
Advanced Placement Summer Institutes Coordinator	2019-present
Summer Professional Institute Coordinator	2019-present
Gifted Endorsement Cohort Coordinator	2019-present
2e@ William & Mary: Twice Exceptional Conference Coordinator	2020-present
Matter of Equity Project – Detroit City Schools & Roeper Institute Professional Development Coordinator	2020-2021
Project OCCAMS – in partnership with Northwestern’s Center for Talent Development Curriculum and Professional Development Coordinator	2019-2020
Project BUMP UP (Jacob K. Javits Grant Funded) in partnership with University of Connecticut Professional Developer	2019 - present

University of Connecticut, Neag School of Education, Storrs, CT

National Center for Research on Gifted Education -Graduate Research Assistant 2016-2019

Systematic Exploration of Gifted Programming: Seeking Promising Practices in Three States (Principal Investigator: Dr. Del Siegle)	
Exploratory Study on the Identification of English Learners in Gifted and Talented Programs (Principal Investigator: Dr. Del Siegle)	

PROFESSIONAL MEMBERSHIP

Virginia Gifted Association Board member	2019-present
Council for Exceptional Children (CEC)	2018-present
National Association for Gifted Children (NAGC)	2014-present

VITA

Tracy L. Cross, Ph.D.

William & Mary
School of Education #3129
Williamsburg, Virginia 23185

Education

- 2015 Ball State University
Certificate in Neuropsychology
Mentor: Dr. Raymond Dean
- 1988 University of Tennessee, Knoxville
Doctor of Philosophy (Ph.D.) degree in Educational Psychology
Dissertation/Committee Chairperson: Dr. Schuyler W. Huck
- 1984 University of Tennessee, Knoxville
Specialist in Education (Ed.S.) degree in Educational Psychology and Guidance
- 1983 University of Tennessee, Knoxville
Master of Science (M.S.) degree in Educational Psychology
- 1982 University of Tennessee, Knoxville
Bachelor of Science (B.S.) degree in Education (with high honors)

Employment

William & Mary, School of Education

- 2009-present **Jody and Layton Smith Professor of Psychology and Gifted Education**
Executive Director of the Center for Gifted Education & Institute for Research on the Suicide of Gifted Students

Dublin City University, Irish Centre for Talented Youth (CTYI)

- 2015-2016 **Fulbright Scholar**
- 2012-present **Adjunct Professor, Dublin City University**
Director of the CTYI Research Centre

Ball State University

- 2005-2009 **Associate Dean for Graduate Studies, Research, and Assessment, Teachers College (TC).**
- 2007-2009 **Founder and Executive Director: Institute for Research on the Psychology of Gifted Students**
- 2005-2009 **Founder and Director of the Doctor of Philosophy Program in Educational Psychology**
- 2000-2009 **George and Frances Ball Distinguished Professor of Psychology and Gifted Studies**
- 1997-2005 **Executive Director, Indiana Academy for Science, Mathematics, and Humanities & (tenured)**
Professor of Psychology - Educational Psychology (Teachers College).

Plus six more positions at Ball State University from 1993-2005

Journal Editorships

- Founding Editor and Co-Editor with Dr. Jennifer Riedl Cross (2020 -2025).** The *SENG Journal: Exploring the Psychology of Giftedness*. Supporting the Emotional Needs of the Gifted.
- Editor-in-Chief (2005-2018).** *Journal for the Education of the Gifted*. The Association for the Gifted (TAG) of the Council for Exceptional Children & SAGE Publishing.
- Editor (2001-2005).** *Roeper Review: A Journal on Gifted Education*. The Roeper Institute & Taylor & Francis.

Editor (1997- 2002). *Gifted Child Quarterly*. National Association for Gifted Children & SAGE Publishing.
Editor (1994-1998). *The Teacher Educator*. Teachers College, Taylor Francis Group- Routledge.
Editor (1994-1997). *Journal of Secondary Gifted Education*. Prufrock Press & SAGE Publishing.
Editor (1995-1997). *Research Briefs*. Research and Evaluation Division, National Association for Gifted Children.

Plus six more editorial positions from 1992-1998.

Juried Publications

- Mammadov, S., Cross, T. L., & Olszewski-Kubilius, P. (2021). A Look Beyond Aptitude: The Relationship Between Personality Traits, Autonomous Motivation, and Academic Achievement in Gifted Students. *Roepers Review*, 43(3), 161-172.
- Frazier, A. D., Cross, J. R., Cross, T. L. & Kim, M. (2021). The Spirit is Willing: A Study of School Climate, Bullying, Self-Efficacy, and Resilience in High Ability Low-Income Youth. *Roepers Review*. 43(1), 1-7.
- Cross, T. L., & Cross, J. R. (2020). An ecological model of suicidal behavior among students with gifts and talents. *High Ability Studies*. DOI: 10.1080/13598139.2020.1733391
- Cross, T. L., & Cross, J. R., Dudnytska, N., Kim, M., & Vaughn, C. T. (2020). A psychological autopsy of an intellectually gifted student with Attention Deficit Disorder. *Roepers Review*, 42(1), 6-24.
- Cross, T. L., & Cross, J. R. (2019). Standing on the shoulders of giants: Opportunity, serendipity and commitment. *International Journal for Talent Development and Creativity*, 7(1/2), 185-200.
- Cross, J. R., Vaughn, C.T., Mammadov, S., Cross, T.L., Kim, M., O'Reilly, C., Spielhagen, F., de Costa, M.P., & Hymer, B. (2019). A cross-cultural study of the social experience of giftedness. *Roepers Review*, 41, 224-242.
- Mammadov, S., Cross, T. L., & Cross, J. R. (2019). In search of temperament and personality predictors of creativity: A test of a mediation model. *Creativity Research Journal*, 31(2), 174-187.
- Cross, T. L., Cross, J. R., & O'Reilly, C. (2018). Attitudes about gifted education among Irish educators. *High Ability Studies*, 29(2), 169-189.
- Cross, T. L., Cross, J. R., Mammadov, S., Ward, T. J., Speirs Neumeister, K. L., & Andersen, L. (2018). Psychological heterogeneity among honors college students. *Journal for the Education of the Gifted*, 41, 242-272.
- Mammadov, S., Cross, T. L., & Ward, T. J. (2018). The Big Five personality predictors of academic achievement in gifted students: Mediation by self-regulatory efficacy and academic motivation. *High Ability Studies*, 29(2), 111-133.
- Cross, J. R., Frazier, A. D., Kim, M., & Cross, T. L. (2018). A comparison of perceptions of barriers to academic success among high-ability students from high- and low-income groups: Exposing poverty of a different kind. *Gifted Child Quarterly*, 62, 111-129. <https://doi.org/10.1177/0016986217738050>
- Cross, T. L., & Cross, J. R. (2017). Maximizing potential: A school-based conception of psychosocial development. *High Ability Studies*, DOI: 10.1080/13598139.2017.1292896
- Cross, T. L., & Cross, J. R. (2017). Introducing the School-Based Psychosocial Curriculum Model. *Gifted Child Today*. 40, 178-182.
- Cross, T. L., & Cross, J. R. (2017). Challenging an idea whose time has gone. *Roepers Review*, 39, 191-194.
- Mammadov, S., Ward, T. J., Cross, J. R., & Cross, T. L. (2016). Use of latent profile analysis in studies of gifted students. *Roepers Review*. 38:3, 175-184, DOI: 10.1080/02783193.2016.1183739
- Coleman, L. J., Micko, K. J., & Cross, T.L. (2015). Twenty-five years of research on the lived experience of being gifted in school: Capturing the students' voices. *Journal for the Education of the Gifted*. 38, 358-376.
- Cross, J. R., & Cross, T. L. (2015). Clinical and mental health issues in counseling the gifted individual. *Journal of Counseling and Development*. 93, 163-172.
- Plus many more juried publications.

Books

Authored/co-authored

- Cross, T. L. & Cross, J. R. (2018). *Suicide among gifted children and adolescents: Understanding the suicidal mind* (2nd ed.). Waco, TX: Prufrock Press
- Cross, T., Aljughaiman, A., Corwith, S., Kim, M., & Chae, N. (2018). *A practical guide to career and future life planning for gifted students in secondary school*. Dubai: Qandeel Publishing Company.

- Cross, T., Aljughaiman, A., Lawrence, C., Gust-Brey, K., & Chae, N. (2018). A practical guide to counseling gifted students. Dubai: Qandeel Publishing Company.
- Cross, T. L. (2018). *On the social and emotional lives of gifted children: Factors and issues in their psychological development* (5th ed.). Waco, TX: Prufrock Press.
- Cross, T. L. (2013). *Suicide among gifted children and adolescents: Understanding the suicidal mind*. Waco, TX: Prufrock Press.
- *Cross, T. L. (2010). *On the social and emotional lives of gifted children: Factors and issues in their psychological development* (4th ed.). Waco, TX: Prufrock Press.
- *Coleman, L. J., & Cross, T. L. (2005). *Being gifted in school: An introduction to development, guidance and teaching* (2nd ed.). Waco, TX: Prufrock Press.
- Cross, T. L. (2005). *Social and emotional lives of gifted kids: Factors and issues in their psychological development* (3rd ed.). Waco, TX: Prufrock Press.
- Cross, T. L. (2004). *On the social and emotional lives of gifted children: Factors and issues in their psychological development* (2nd ed.). Waco, TX: Prufrock Press.
- Coleman, L. J., & Cross, T. L. (2001). *Being gifted in school: An introduction to development, guidance and teaching*. Waco, TX: Prufrock Press.
- Cross, T. L. (2001). *On the social and emotional lives of gifted children*. Waco, TX: Prufrock Press.

Edited/co-edited

- Cross, T. L., & Cross, J. R. (Eds.). (2021). *Handbook for counselors serving students with gifts and talents*. (2nd ed.). Waco, TX: Prufrock Academic Press.
- Cross, T. L. & Olszewski-Kubilius, P. (Eds.). (2020). *Conceptual Frameworks for Giftedness and Talent Development*. Waco, TX: Prufrock Academic Press.
- Cross, J. R., O'Reilly, C. & Cross, T. L. (Eds.). (2017). *Providing for the special needs of students with gifts and talents: Perspectives from international researchers*. Dublin, Ireland: CTYI Press.
- Neihart, M., Pfeiffer, S., & Cross, T. (Eds.). (2015). *The social and emotional development of gifted children: What do we know?* (2nd ed.). National Association for Gifted Children. Waco, TX: Prufrock Press.
- Ambrose, D., Sriraman, B., & Cross, T. (Eds.). (2013). *The Roeper School: A model for holistic development of high ability*. Rotterdam, the Netherlands: Sense.
- *Cross, T. L., & Cross, J. R. (Eds.). (2012). *Handbook for counselors serving students with gifts and talents*. Waco, TX: Prufrock Press.
- Cross, T. L., Coleman, L. J. & Cross, J. R. (Eds.). (2012). *Critical readings on diversity and gifted students: A CEC-TAG educational resource*. Waco, TX: Prufrock Press.
- Ambrose, D., & Cross, T. L. (Eds.). (2009). *Morality, ethics, and gifted minds*. Amsterdam: Springer Science & Business Media.
- *VanTassel-Baska, J., Cross, T. L., & Olenchak, R. (Eds.). (2008). *Social-emotional curriculum for gifted and talented learners*. Waco, TX: Prufrock Press.

*Award winning

Book Chapters

- Cross, J. R., & Cross, T. L. (in press). A catalyst for change: Improving the world through talent development. In R. J. Sternberg, D. Ambrose, & S. Karami (Eds.), *Transformational giftedness: Identifying and developing gifted children who will make the world a better place*. Palgrave Macmillan.
- Cross, T. L., Cross, J. R. (2021). A school-based conception of giftedness: Clarifying roles and responsibilities in the development of talent in our public schools. In R. J. Sternberg & D. Ambrose (Ed.), *Conceptions of Giftedness and Talent*. Palgrave MacMillan.
- Cross, T. L., & Cross, J. R. (2020). An enhanced school-based conception of giftedness. In T. L. Cross & P. Olszewski-Kubilius (Eds.), *Conceptual Frameworks for Giftedness and Talent Development*. Waco, TX: Prufrock Academic Press.
- Olszewski-Kubilius, P., Cross, T. L. (2020). Charting a Course for the Future. In Tracy L. Cross & Paula Olszewski-Kubilius (Ed.), *Conceptual Frameworks for Giftedness and Talent Development*. Waco, TX: Prufrock Academic Press.
- Cross, T. L., Cross, J. R. (2020). Suicide and gifted students. In J. A. Plucker & C M. Callahan (Ed.), *Critical issues and practices in gifted education 3rd ed*. Waco, TX: Prufrock Press.

Funded Grant Proposals

- Cross, T. L., Kim, M. & Cross, J. R. (2020-2025). Camp Launch 3.0. Petters Family Foundation. Grant award: \$4,500,000.
- Cross, T. L. (2022). (two) Virginia Governors Schools (Jefferson Laboratories and Virginia Institute of Marine Science). Virginia Department of Education. Grant Award: \$76,119.
- Cross, T. L. (2021). (two) Virginia Governors Schools (Jefferson Laboratories and Virginia Institute of Marine Science). Virginia Department of Education. Grant Award: \$30,000.
- Cross, T. L. (2020). (two) Virginia Governors Schools (Jefferson Laboratories and Virginia Institute of Marine Science). Virginia Department of Education. Grant Award: \$76,119.
- Cross, T. L. (2019). (two) Virginia Governors Schools (National Aeronautics and Space Administration and Virginia Institute of Marine Science). Virginia Department of Education. Grant Award: \$79,719.
- Cross, T. L., Cross, J. R., & Kim, M. with Patty O'Neill. (2018). Expanding Summer Academic Enrichment Programs: Camp Launch. Petters Family Foundation. Grant award: \$750,000.
- Cross, J. R., Cross, T. L., (2018). Professional Development Grant for Teachers in the Detroit City Schools and the Roeper Schools. Roeper Institute. Grant award: \$145,000.
- Cross, T. L. (2018). (two) Virginia Governors Schools (National Aeronautics and Space Administration and Virginia Institute of Marine Science). Virginia Department of Education. Grant Award: \$76,119.
- Cross, T. L. (2017). (two) Virginia Governors Schools (National Aeronautics and Space Administration and Virginia Institute of Marine Science). Virginia Department of Education. Grant Award: \$73,119
- Cross, T. L. (2016). (two) Virginia Governors Schools (National Aeronautics and Space Administration and Virginia Institute of Marine Science). Virginia Department of Education. Grant Award: \$73,119.
- Cross, T. L., Cross, J. R., & Kim, M. with Patty O'Neill. (2016). Expanding Summer Academic Enrichment Programs: Camp Launch. Petters Family Foundation. Grant award: \$1,000,000.
- Cross, T. L., Chandler, K., Cross, J., Robins, J., & Kim, M. (2015-2018). Project OCCAMS. Subcontract. Jacob K. Javits Gifted and Talented Students Education Program. Partnership with the Ohio Department of Education and Northwestern University: Grant Award: \$305,000.
- Cross, T. L., Cross, J. R., & Kim, M. with Patty O'Neill. (2015). Expanding Summer Academic Enrichment Programs: Camp Launch. Petters Family Foundation. Grant award: \$125,000.
- Cross, T. L., Cross, J., Kim, M. & Chandler, K. (2014). Expanding Summer Academic Enrichment Programs: Camp Launch. Jack Kent Cooke Foundation. Grant award: \$250,000.
- Cross, T. L. (2015). (two) Virginia Governors Schools (National Aeronautics and Space Administration and Virginia Institute of Marine Science). Virginia Department of Education. Grant Award: \$68,500.
- Cross, T. L. (2014). (two) Virginia Governors Schools (National Aeronautics and Space Administration and Virginia Institute of Marine Science). Virginia Department of Education. Grant Award: \$68,500.
- Cross, T. L. (2013). (two) Virginia Governors Schools (National Aeronautics and Space Administration and Virginia Institute of Marine Science). Virginia Department of Education. Grant Award: \$63,654.
- Olszewski-Kubilius, P., Cross, T. L. & Green, N. (2012). Grant to Host a Summit on Underrepresentation and Giftedness. Jack Kent Cooke Foundation. Grant award: \$50,000.
- Cross, T. L., Cross, J. R., Bland, L., Kim, M. & Chandler, K. (2011). Expanding Summer Academic Enrichment Programs: Camp Launch. Jack Kent Cooke Foundation. Grant award: \$750,000.
- Cross, T. L., Dean, Raymond D., & Davis, A. (2009). Grant to Conduct Neuropsychological Studies in Gifted Education. Ball State University. Grant Award: \$50,000.
- Cross, T. L. (2009). Grant to Establish an Electroencephalogram Laboratory. Ball State University. Grant Award: \$8,012.

Plus 23 more funded grants from 1989-2008



Berwyn North School District 98

Tel: (708) 484-6200
Fax: (708) 795-2482
www.bn98.org

*Dedicated to achieving personal,
academic and civic potential*

3/18/22

Dear Javits proposal review committee:

I am writing to express the need for a grant to support advanced learners in the Berwyn North School District 98.

Berwyn North District 98 is a K-8 urban school district just outside of Chicago that services approximately 2,700 students. In District 98, 76% of the student population is considered low income. Students who are English Learners make up 33% of the student population, which is substantially above the state average of 12.9%. The racial/ethnic breakdown of District 98 is 81.8% Hispanic, 11.7% Black, and 4.5% White.

While we strive to maintain inclusivity in all areas of programming, we are aware that our African American student population and Latinx student populations are both underrepresented in all programming for advanced learners. District 98 has built a robust Dual-Language program, and another challenge we face is supporting advanced learners who are in Dual Language classes with more rigorous curriculum opportunities.

For years District 98 has been a champion of students who perform well academically, yet we still have a long way to go. One specific challenge we have faced during the pandemic has been identifying those students who need academic challenge; the traditionally used testing systems are not identifying students equally from all subgroups, and we need to find ways to ensure our identification process is fair and equitable.

Another challenge we face is finding quality ongoing professional development that meets our calendar needs. This PD is vital for teachers to understand the unique needs of gifted students and provide a rigorous curriculum. With the provided professional development, the teachers will ensure the District 98 students have opportunities to explore their gifts and reach their full potential.

If funded, this grant would provide PD opportunities for staff and guide us as we explore new identification methods with confidence. This grant would provide the education and resources that we need to lead the district into the future, by keeping on top of current trends as well as preparing for new challenges that come our way.

Thank you for your consideration,

Rachel Cline

Berwyn North School District Curriculum Specialist



Kankakee School District 111

Dr. Genevra A. Walters
Superintendent of Schools

240 Warren Avenue
Kankakee, IL 60901

March 21, 2022

Dear Javits Proposal Review Committee,

On behalf of Kankakee School District 111, please accept this letter of support for the Center for Talent Development, Center for Gifted Education at the College of William & Mary, and The Center for Gifted Education and Talent Development at Baylor University in the pursuit of the Javits Gifted and Talented Education Program grant. Support from this partnership would support Kankakee School District 111 in better serving our students.

Kankakee School District 111 (KSD), a high-need LEA, serves 4,925 students, PreK-12th grade, from a 48-square mile area consisting of the City of Kankakee, the Village of Aroma Park, and rural communities east and south of Kankakee. Eighty-three percent of our students are considered low income as compared to 48.1% of the state. The primary ethnicity breakdown of our district is 47.8% Black, 31.3% Hispanic, 18.1% White, 2.4% Two or More Races, 0.4% Asian, and 0.1% American Indian. In the district, 16.5% of students are English Learners.

Kankakee School District's vision celebrates the unique diversity our students possess while providing visionary educational opportunities. KSD strives to improve our ability to serve students with barriers and to provide all students the support necessary for successful postsecondary transitions, including providing advanced, relevant and rigorous academic coursework. While we focus on equitable access for all programs, our African American subgroup is underrepresented in advanced opportunities.

Kankakee School District has completed a comprehensive needs assessment with The Northwestern Center for Talent Development. Although supports are available for advanced students, a systematic plan of talent development needs to be further developed. Additional opportunities are needed for professional development as well as ongoing coaching and support to address specific gaps in knowledge necessary for supporting and challenging our advanced learners. Increasing equity and access is a priority for Kankakee School District 111.

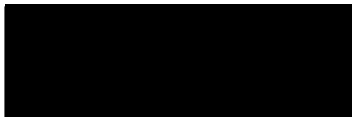
One Community, One District, One Vision for ALL Children

The proposed grant will meet gaps that have been identified through the needs assessment. The benefits of this project include:

- 1) Kankakee School District will have expanded opportunities for talent development pathways through professional development and consulting;
- 2) Creating school-wide “front-loaded” early enrichment opportunities for all students focused on helping all students discover their interests and relative strengths, allowing teachers to observe and encourage behaviors that indicate exceptional academic potential, creating opportunities for students at risk of being overlooked in gifted screening processes to display their strengths, and pre-emptively addressing barriers to fair and accurate assessment of students from underrepresented groups prior to formal screening for gifted identification; and,
- 3) Professional development on providing cognitively challenging curriculum that is culturally responsive and instruction that both accelerates and enriches learning.

I greatly appreciate the ability to provide input for this project and I hope this project will receive favorable consideration. Please do not hesitate to reach out to me at (815) 802-7776 with any questions.

Thank you for your consideration,



Jennifer Way
Director of District Improvement



**WEST CHICAGO
ELEMENTARY SCHOOLS**

Together for Excellence ★ ¡Juntos por la Excelencia!

3/25/22

Dear Javits proposal review committee:

I am writing to express the need for a grant to support advanced learners in West Chicago School District 33.

West Chicago School District 33 is a K-8 urban school district just outside of Chicago that services approximately 3,600 students. 57% of the student population is considered low income. Students who are English Learners make up 62% of the student population, which is substantially above the state average of 12.9%. The racial/ethnic breakdown of the district is 79.9% Hispanic, 3.6% Black, and 12.3% White.

While we strive to maintain inclusivity in all areas of programming, we are aware that our African American student population and Latinx student populations are both underrepresented in all programming for advanced learners. West Chicago School District 33 has built a robust Dual-Language program, and another challenge we face is supporting advanced learners who are in Dual Language classes with more rigorous curriculum opportunities.

For years West Chicago School District 33 has been a champion of students who perform well academically, yet we still have a long way to go. One specific challenge we have faced during the pandemic has been identifying those students who need academic challenge; the traditionally used testing systems are not identifying students equally from all subgroups, and we need to find ways to ensure our identification process is fair and equitable. Additionally, as a dual language district, using tests that are primarily in English, do not provide equitable access to our English Language Learners who are learning in both languages.

Another challenge we face is finding quality ongoing professional development that meets our calendar needs. This PD is vital for teachers to understand the unique needs of gifted students and provide a rigorous curriculum. With the provided professional development, the teachers will ensure the West Chicago School District 33 students have opportunities to explore their gifts and reach their full potential.

If funded, this grant would provide PD opportunities for staff and guide us as we explore new identification methods with confidence. This grant would provide the education and resources that we need to lead the district into the future, by keeping on top of current trends as well as preparing for new challenges that come our way.

Thank you for your consideration

Gloria Trejo

Whitnie Del To

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: [REDACTED]

DATE: 07/14/2021

ORGANIZATION:
Northwestern University
619 Clark Street - Room 117
Evanston, IL 60208-1116

FILING REF.: The preceding
agreement was dated
07/07/2020

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

SECTION I: INDIRECT COST RATES

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	09/01/2020	08/31/2021	[REDACTED] On Campus	Organized Research
PRED.	09/01/2020	08/31/2021	[REDACTED] On Campus	DoD Contracts Only
PRED.	09/01/2021	08/31/2023	[REDACTED] On Campus	Organized Research
PRED.	09/01/2021	08/31/2023	[REDACTED] On Campus	DoD Contracts Only
PRED.	09/01/2020	08/31/2023	[REDACTED] On Campus	Instruction
PRED.	09/01/2020	08/31/2023	[REDACTED] On Campus	Other Sponsored Activities
PRED.	09/01/2020	08/31/2023	[REDACTED] Off Campus	All Programs
PROV.	09/01/2023	Until Amended	[REDACTED]	Use same rates and conditions as those cited for fiscal year ending August 31, 2023.

*BASE

ORGANIZATION: Northwestern University

AGREEMENT DATE: 7/14/2021

Total direct costs excluding capital expenditures (buildings, individual items of equipment; alterations and renovations), that portion of each subaward in excess of \$25,000; hospitalization and other fees associated with patient care whether the services are obtained from an owned, related or third party hospital or other medical facility; rental/maintenance of off-site activities; student tuition remission and student support costs (e.g., student aid, stipends, dependency allowances, scholarships, fellowships), and telecommunication and networking specialized service center charges.

ORGANIZATION: Northwestern University

AGREEMENT DATE: 7/14/2021

SECTION I: FRINGE BENEFIT RATES**

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FIXED	9/1/2020	8/31/2021		All	Federal Programs
FIXED	9/1/2020	8/31/2021		All	Statutory
FIXED	9/1/2020	8/31/2021		All	Grad School Stu. Rate
FIXED	9/1/2021	8/31/2022		All	Federal Programs
FIXED	9/1/2021	8/31/2022		All	Statutory
FIXED	9/1/2021	8/31/2022		All	Grad School Stu. Rate
PROV.	9/1/2022	8/31/2025		All	Federal Programs
PROV.	9/1/2022	8/31/2025		All	Statutory
PROV.	9/1/2022	8/31/2025		All	Grad School Stu. Rate

** DESCRIPTION OF FRINGE BENEFITS RATE BASE:

Salaries and wages.

ORGANIZATION: Northwestern University

AGREEMENT DATE: 7/14/2021

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are charged using the rate(s) listed in the Fringe Benefits Section of this Agreement. The fringe benefits included in the rate(s) are listed below.

TREATMENT OF PAID ABSENCES

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

OFF-CAMPUS DEFINITION: The off-campus rate will apply for all activities: a) Performed in facilities not owned by the institution and where these facility costs are not included in the F&A pools; or b) Where rent is directly allocated/charged to the project(s). Actual costs will be apportioned between on-campus and off-campus components. Each portion will bear the appropriate rate.

FRINGE BENEFITS:

FICA	Retirement
Disability Insurance	Worker's Compensation
Life Insurance	Unemployment Insurance
Health Insurance	Tuition Remission
Dental Insurance	Benefits' Administration
Child Care Assistance	Lump Sum Separation Payments
Extended Sick Leave	Employee Assistance Program
Group Travel Insurance	FSA & HSA Match
Condolence Payments	

As of 09/01/01 Telecommunications and Networking and the Animal Care Facility are specialized service centers.

This Rate Agreement reflects new Fringe Benefits Rates only.

Your next fringe benefit proposal based on actual costs for the fiscal year ending 08/31/2021 is due in this office on 02/28/2022. Your next indirect cost proposal based on actual costs for the fiscal year ending 08/31/2022 is due in this office on 02/28/2023.

Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds \$5,000.

SECTION III: GENERAL

A. LIMITATIONS:

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

B. ACCOUNTING CHANGES:

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

C. FIXED RATES:

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

D. USE BY OTHER FEDERAL AGENCIES:

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

E. OTHER:

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

BY THE INSTITUTION:

Northwestern University



Craig Johnson

(NAME)

Executive vice President

(TITLE)

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

Digitally signed by Darryl W. Mayes - S
DN: c=US, o=U.S. Government, ou=HHS, ou=PSC,
ou=People, 0.9.2342.19200300.100.1.1=2000131669,
cn=Darryl W. Mayes - S
Date: 2021.08.05 07:49:57 -0400

(SIGNATURE)

Darryl W. Mayes

(NAME)

Deputy Director, Cost Allocation Services

(TITLE)

7/14/2021

(DATE) 5133

HHS REPRESENTATIVE: Rebecca Kaplan

Telephone: (212) 264-2069

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

Networked Improvement Community for Equity and Talent Development (NIC-ETD)

Northwestern University

Budget Narrative

Personnel

Professor Paula Olszewski-Kubilius, PI, will devote 0.6 calendar month per year. Dr. Olszewski-Kubilius will be responsible for directing project research activities and will also lead development of project professional development resources on the talent development framework and frontloaded interventions. Starting salary = \$ [REDACTED]

Susan Corwith, Illinois Networked Improvement Community lead, will devote 0.6 calendar month per year. Corwith will be responsible for coordinating formative and “progress report” evaluations of Illinois network partner schools and will lead development and delivery of professional development resources on equity-focused elements of the National Association for Gifted Children K-12 Program Standards. Starting salary = \$ [REDACTED]

Eric Calvert, Project Director, will devote 1.2 calendar month per year. Calvert will be responsible for overall project administration and will also lead development and delivery of project professional development resources on equitable identification practices and equitable academic acceleration policies and practices. Starting salary = \$ [REDACTED]

One assessment coordinator is budgeted for 0.6 calendar months per year. This assessment coordinator will lead development of protocols and data collection tools to be used in onsite formative and “progress report” evaluations of participating school districts. This assessment coordinator will also serve as an expert assessment consultant assisting participating schools with

selection and appropriate use of assessments in gifted identification to assist districts in developing equitable, research-based policies and practices. Starting salary = \$ [REDACTED]

One research project coordinator is budgeted for 1 calendar month per year. This research project coordinator will be responsible for coordinating logistics for onsite evaluations and the annual network conference. This research project coordinator will also provide technical support to educators in participating schools facilitating access and successful use of the online community platform and digital professional development resources. Starting salary = \$ [REDACTED]

All regular faculty and staff are budgeted with an estimated three percent annual salary increase in successive years on September 1st. Northwestern University defines a year based on the University's fiscal year which is September 1st through August 31st.

Fringe Benefits

Employee benefits have been calculated based on the following DHHS approved rates:

9/1/22 - 8/31/23 and thereafter.... [REDACTED] (provisional)

Travel

Domestic travel is budgeted at \$ [REDACTED] in year 2 and \$ [REDACTED] year in years 3 through 5 to cover travel expenses. Travel expenses included airfare (\$ [REDACTED] lodging and per diem (based on GSA travel allowances; first and last day is 75% of per diem).

- School District Site Visits

Each of the four school districts will undergo formative evaluation in either years 2 or 3 and a progress review evaluation in years 4 or 5. Each site visit will be for 2 days in Illinois and is budgeted at \$ [REDACTED] to cover lodging, per diem and mileage for 3 site visit team members (2 staff from other participating LEAs and 1 member of the IHE team). An additional \$ [REDACTED] is budgeted to cover airfare, lodging and per diem for project director to travel from Atlanta to Illinois to participate in one site visit per year in years 2 through 5. Overall Total = \$ [REDACTED]

- Annual Network Schools Conference

Funds are budgeted to cover lodging, per diem, and mileage at \$ [REDACTED] per person for 6 people from each Illinois school district (LEAs) and \$ [REDACTED] for the project director to travel to attend a 2-day annual conference to be held at Northwestern University in Evanston, Illinois. The annual conference will be held in years 2 through 5, with 2 school districts in Year 2 (due to the delayed implementation experimental design being used for the project), and all 4 school participating districts in years 3 through 5. Overall Total = \$ [REDACTED]

Other Direct Costs

Materials and Supplies

\$ [REDACTED] per year in years 2 and 3 is included in the budget, primarily for the cost of standard materials and supplies that pertain directly and specifically to the goals of this project, and all items will be allocated proportionately based on actual project usage. These materials will provide each participating LEA a best practice resource library related to Javits program goals what will complement and supplement original online professional development resources to be

created for the project. These books will be used only for research purposes that pertain directly and specifically to this project. Selected books address the topics of the Talent Development Framework, culturally responsive instructional practices in gifted education and advanced academic programs, equitable practices in gifted identification, social-emotional learning in gifted education and advanced academic programs and designing gifted services that support diverse and twice-exceptional learners.

Consultant Services

████████████████████ per year in years 2 through 4; and \$██████████ in year 5 is budgeted for consultant services. Funds are allocated for College of William and Mary and Baylor University to create online professional development modules for the project focusing on identifying and serving twice exceptional learners; identifying and serving bright English Learners; and integrating culturally responsive instructional practices in coursework and services for gifted and advanced students. Each will receive ██ per year in years 2 through 5 is budgeted for LEA staff. Funds are allocated for a \$██████ stipend to each of the two LEAs contributing staff for conducting site visits to partially reimburse school districts for the cost of substitute teacher pay to allow release time for teachers to participate in onsite visit teams in peer school districts. An external project evaluator (Adelson Research & Consulting, LLC, Jill Adelson, Ph.D.) is budgeted at \$██████ in years 1 and 5, \$██████ in years 2 through 4 at an estimated hourly rate of \$██████ for approximately 54 hours in years 1 and 5, and 27 hours in years 2 through 4. This evaluator will provide critical feedback to the project team related to the development and refinement of observation tools, interview protocols, and rubrics to be used in onsite formative and progress report evaluations. The evaluator will also assist the PI in

developing databases to capture and facilitate analysis and synthesis of student achievement and growth data, disaggregated identification and service data, and qualitative data related to partner district policies and practices. The evaluator will also assist the PI in providing periodic progress reports and the summative project evaluation report to the Department of Education. The evaluator is also budgeted for two 3-day trips per year in years 2 through 5, to attend a site visit and the annual conference per year. Travel costs are budgeted at \$ [REDACTED] per trip to cover airfare, lodging and per diem rates.

Other

[REDACTED] per year in years 3 through 5 is budgeted for *services*. These funds are budgeted for catered meals for the annual network schools conference that will be held at Northwestern University, Evanston, Illinois in Years 2 through 5. It is anticipated that there will be 15 attendees in year 2, and 27 in years 3 through 5. Catered meals are budgeted at \$ [REDACTED] per person.

Total Direct Costs

Year 1: [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]

Indirect Costs

F&A has been calculated based on the following DHHS approved rates:

- [REDACTED] TDC 09/01/22 - 08/31/23 - Predetermined
- [REDACTED] TDC 09/01/23 - 08/31/24 and thereafter - Provisional

The MTDC base includes all direct costs.

Indirect Costs Totals

Year 1: [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]

Total Costs

Year 1: [REDACTED]

Grant Total: \$ [REDACTED]



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

Applicant Information

Legal Name:

Northwestern University

1. Project Objective:

Network schools develop front-loaded, strengths-based enrichment opportunities for all students prior to gifted screening to reduce inequity in pre-screening opportunity to learn and to provide opportunities for students to show potential that may be overlooked in regular instruction.

1.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Formative and "progress report" surveys documenting access to and participation in enrichment programming based on students' relative strength and/or expressed interest prior to gifted screening. Target: 90% of LEA students in primary grades participate in frontloaded enrichment during or prior to grade 3.	GPRA		/		

2. Project Objective:

Network schools review and revise local identification and acceleration policies and practices integrating multiple measures and differentiated approaches to assessment to obtain more valid measurement of linguistically diverse and twice exceptional students.

2.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Formative and "progress report" peer reviews of local identification policies and practices utilizing evaluation rubric based on NAGC K-12 Program Standards. Target: Network LEAs increase rubric ratings to "Meets" or "Exceeds" on "progress report" evaluations for at least 50% of the related items rated "Not yet met" on formative evaluation rubrics.	GPRA		/		

3. Project Objective:

Gifted education specialists, intervention specialists for students with disabilities, school psychologists and other assessment specialists in network schools successfully complete professional development modules on appropriate assessment strategies for students with disabilities.

**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		%
Pre- and post-assessment embedded in professional development module on research-supported practices for fair and valid assessment of potentially gifted students with disabilities. Target: 75% of LEA personnel in listed roles attain mastery scores on post-assessment.	PROGRAM		/		

4. Project Objective:

Network schools develop policies and procedures supporting ensuring that students with disabilities are assessed using valid measures that allow provision of appropriate testing accommodations for students with disabilities in assessment for gifted services and accelerated placements.

4.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Formative and "progress report" peer reviews of local identification policies and practices utilizing evaluation rubric based on NAGC K-12 Program Standards. Target: Network LEAs earn ratings of "Meets" or "Exceeds" on "progress report" evaluation on related rubric items.	PROJECT		/		

5. Project Objective:

Network schools develop policies and procedures supporting collaboration between intervention specialists for students with disabilities and personnel delivering gifted services to ensure that services and supports for disabilities follow students into gifted services and advanced academic settings.

5.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Formative and "progress report" evaluations of local policies and practices utilizing evaluation rubric based on NAGC K-12 Program Standards. Target: Network LEAs earn ratings of "Meets" or "Exceeds" on "progress report" evaluation on related rubric items	PROJECT		/		

5.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Change in the number and percentage of students with disabilities who are screened for gifted identification from the formative LEA evaluation to the "progress report" evaluation for each network LEA. Target: 75% of students with disabilities in network LEA schools are screened for gifted identification prior to grade 4	PROGRAM		/		

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**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		%
Change in the number and percentage of students with disabilities who receive gifted services, who are subject or whole-grade accelerated, and the number and percent of students in "Honors," "Advanced," "AP" and dual enrollment courses who are students with disabilities from the formative LEA evaluation to the "progress report" evaluation for each network LEA. Target: 25% or greater er reduction in underrepresentation of students with disabilities participating in these options.	PROGRAM		/		

6. Project Objective:

Network schools participate in evaluation of local services through the lens of closing "opportunity gaps" that contribute to excellence gaps in learning outcomes and develop and begin implementing specific plans to remove unintended barriers to students and families accessing appropriate services and instruction in elementary and secondary schools.

6.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Change in the number and percentage of students who are members of an underrepresented racial subgroup and/or who are English Learners and/or who are economically disadvantaged who are screened for gifted identification, the number and percentage of students from these groups who receive gifted services, the number and percentage of students from these groups who are subject and/or whole-grade accelerated, and the number and percent of students in "Honors," "Advance," "AP" and dual enrollment courses who are members of these subgroups from the formative LEA evaluation to the "progress report" evaluation for each network LEA.	PROGRAM		/		

7. Project Objective:

Gifted specialists, teachers of honors/advanced/AP courses, principals, guidance counselors, and curriculum specialists in network schools successfully complete professional development modules on integrating culturally responsive instructional practices and supporting diverse learners in gifted services and other advanced learning options.

7.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Pre- and post-assessment embedded in professional development module on integrating culturally responsive instructional practices and creating inclusive learning environments in gifted services and advanced learning options.	PROJECT		/		

8. Project Objective:

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

Network schools increase their use of culturally responsive instructional practices and other supports that promote successful participation and retention in gifted services and advanced academic options for students who are members of underrepresented subgroups.

8.a. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Student and educator surveys administered as part of formative and "progress report" evaluations of network schools disaggregated by subgroup membership regarding perceptions of equity and inclusion in gifted services and advanced learning settings. Target: Mean stakeholder survey ratings on relevant survey items increase by 15% from formative evaluation to "progress report" evaluation.	PROJECT		/	
8.b. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Change in % of students who opt out, withdraw, or are unsuccessful in advanced learning options declines in each network LEA by 15% or more between formative and "progress report" evaluation cycles. Target: % of students who opt out, withdraw, or are unsuccessful in advanced learning options declines in each network LEA by 15% or more between formative and "progress report" evaluations.	PROJECT		/	

INSTRUCTIONS GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION

PURPOSE

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

GENERAL INSTRUCTIONS

Applicant Information

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

Project Objectives Information and Related Performance Measures Data

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

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

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

- **Measure Type:** For each performance measure, select the appropriate type of performance measure from the drop down menu. There are two types of measures that **ED** may have established for the grant program:
 1. **GPRA:** Measures established for reporting to Congress under the Government Performance and Results Act; and
 2. **PROGRAM:** Measures established by the program office for the particular grant competition.

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

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

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

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

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

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



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

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

Name of Institution/Organization

Northwestern 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 # S206A20046

Name of Institution/Organization Northwestern 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 Northwestern 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



**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
Tuttle, C. C., Gleason, P., Knechtel, V., Nichols-Barrer, I., Booker, K., Chojnacki, G., ... Goble, L. (2015). Understanding the effect of KIPP as it scales: Volume I, Impacts on achievement and other outcomes. Final report of KIPP's Investing in Innovation grant evaluation [Middle School; QED]. Washington, DC: Mathematica Policy Research. Retrieved from https://eric.ed.gov/?id=ED560079	The study reported positive, significant effects on mathematics achievement of students attending a network school vs. a non-treatment school.	Study explored school effects on growth and achievement in intervention LEAs vs. growth and achievement in demographically similar LEAs.
Quint, J., Bloom, H. S., Black, A. R., Stephens, L., & Akey, T. M. (2005). The Challenge of Scaling Up Educational Reform. Findings and Lessons from First Things First. Final Report. MDRC.	Students in intervention schools implementing the program which tackles barriers to achievement through a shared leadership community of practice demonstrated significant and sustained achievement gains compared to schools not yet implementing the program.	Study compared students in 5 treatment schools vs. similar non-treatment schools on measures of achievement and student engagement using a comparative interrupted time-series analysis design.

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 # S206A220046