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 # S206A220049

Gramts.gov Tracking#: GRANT13594903

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

Closing Date: Apr 11, 2022

Table of Contents

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Application for Federal Assistance SF-424

* 1. Type of Submission:
- [ ] Preapplication
- [x] Application
- [ ] Changed/Corrected Application

* 2. Type of Application:
- [x] New
- [ ] Continuation
- [ ] Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received: 04/11/2022

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: University of Hawaii

* b. Employer/Taxpayer Identification Number (EIN/TIN): [redacted]

* c. UEI: [redacted]

d. Address:

* Street1: Office of Research Services
Street2: 2440 Campus Road, Box 368
* City: Honolulu
County/Parish:
* State: HI: Hawaii
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 96822-2234

e. Organizational Unit:

Department Name: College of Education

Division Name: Center on Disability Studies

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

Prefix: Dr.
* First Name: Hye Jin
Middle Name:
* Last Name: Park
Suffix: Ed.D.

Title: Associate Professor / Associate Director

Organizational Affiliation: Center on Disability Studies

* Telephone Number: [redacted]
Fax Number: [redacted]

* Email: [redacted]

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.206

CFDA Title:

Javits Gifted and Talented Students Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-021622-001

* Title:

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

13. Competition Identification Number:

84-206A2022-2

Title:

FY 2022 Javits Competition

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

Add Attachment | Delete Attachment | View Attachment

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

Culturally and Linguistically Diverse and Twice-Exceptional students Achieving and Matriculating in Science, technology, engineering, and mathematics (STEM) (CLD TEAMS)

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

Tracking Number:GRANT13594903 Funding Opportunity Number:ED-GRANTS-021622-001 Received Date:Apr 11, 2022 06:32:57 PM EDT

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant: HI-001 * b. Program/Project: HI-ALL

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

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 10/01/2022 * b. End Date: 09/30/2027

18. Estimated Funding ($):

* a. Federal	[redacted]
* 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: Ms. * First Name: Naomi

Middle Name:

* Last Name: Chow

Suffix:

* Title: Pre-Award Assistant Manager

* Telephone Number: [redacted] Fax Number: [redacted]

* Email: [redacted]

* Signature of Authorized Representative: Naomi Chow * Date Signed: 04/11/2022

Tracking Number:GRANT13594903 Funding Opportunity Number:ED-GRANTS-021622-001 Received Date:Apr 11, 2022 06:32:57 PM EDT

NOTICE TO ALL APPLICANTS

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.

1236-CLD TEAMS GEPA.pdf | Add Attachment | Delete Attachment | View Attachment

GEPA PROVISION

The University of Hawai‘i, Center on Disability Studies (CDS) has a long history of training, advancing and hiring people from under-represented populations, including individuals with disabilities, Native Hawaiians, Pacific Islanders, and their family members. The Center maintains a longstanding “family and consumer” focus initiative in which university faculty and staff work closely with consumers and family members as partnering researchers and instructors. These initiatives have resulted in broad involvement of consumers and family members in all CDS activities. In addition, all facilities at the University of Hawai‘i are physically accessible, and all training and conferencing activities sponsored through the CDS are fully accessible and accommodated for all individuals with disabilities.

The University of Hawai‘i, as a standing policy, does not discriminate in hiring or admission practices against individuals because of their race, color, religion, age, sex, gender, national origin, disability, or status as a veteran with disabilities. Any discriminatory action can be a cause for disciplinary action. This policy applies to all university programs and facilities including, but not limited to, admissions, educational programs, and employment.

A number of strategies will be used to employ and advance individuals with disability and in minority status in terms of race, ethnicity, and gender for this project. It is particularly important for this project targeting to serve Native Hawaiian, Pacific Island, and Filipino students with or without disabilities and their parents. The following specific strategies will be employed: (a) proactive advertising will be undertaken to encourage applications from individuals from underrepresented groups; (b) project positions will be advertised in media and publications that are specifically distributed to underrepresented groups (e.g., women's business and education groups, and ethnic clubs); (c) steps will be taken to ensure that all activity sites are physically and programmatically accessible to underrepresented groups; and (d) recruiting efforts will focus on targeting consumers and family members for employment positions.

Potential Barriers and Proposed Solutions:

Barrier: Students with hidden or non-visible disabilities, including those individuals with psychiatric, learning, environmental, cognitive, or chronic conditions are traditionally underrepresented.

Solution: The proposed project will actively seek and involve students with disabilities and support them to be successful in the project by providing appropriate accommodations and providing access to necessary assistive technology and resources.

Barrier: Students whose life circumstances, combined to make retention in high school and matriculation in college difficult, who often also battles poverty, and a need for educational support for their weakness while developing their talent.

Solution: This project acknowledges the issue and specifically focuses in providing intervention and support for this group of individuals.

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	University of Hawaii
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix:	Ms.
* First Name:	Naomi
Middle Name:	
* Last Name:	Chow
Suffix:	
* Title:	Pre-Award Assistant Manager
* SIGNATURE:	Naomi Chow
* DATE:	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:
Dr.	Hye Jin		Park	Ed.D.

Project Director Level of Effort (percentage of time devoted to grant): 30

Address:

* Street1: Center on Disability Studies
Street2: 1410 Lower Campus Road, 171F
* City: Honolulu
County:
* State: HI: Hawaii
* Zip Code: 96822-2313
Country: USA: UNITED STATES

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

* Email Address: [redacted]

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:

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: FWA3526

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.

1243-CLD TEAMS HumanSubjects.pdf | Add Attachment | Delete Attachment | View Attachment

Culturally and Linguistically Diverse and Twice-Exceptional students Achieving and Matriculating in Science, technology, engineering, and mathematics (STEM) (CLD TEAMS)

NON-EXEMPT HUMAN SUBJECT RESEARCH NARRATIVE

The Principal Investigator and Co-Principal Investigator for the proposed project currently are on the University of Hawaii (UH) Committee on Human Studies. Upon notice that the grant has been funded, the application will be completed and submitted.

1. Human Subjects Involvement and Characteristics

The **goal** of Culturally and Linguistically Diverse and Twice-Exceptional students Achieving and Matriculating in Science, technology, engineering, and mathematics (STEM) (CLD TEAMS) is to develop new information to identify and provide services to underserved students in gifted education and STEM fields. We will identify Native Hawaiian, Pacific Island, and Filipino (NH/PI/F) high school students with or without disabilities, with special attention to neurodivergent students, having potential in STEM in Hawaii (HI), American Samoa (AS), and the Commonwealth of the Northern Mariana Islands (CNMI). We will outreach 1,800 students and families and serve 345 students in Hawaii, CNMI, and AS, at the 7 college campuses and 23 STEM worksites. In addition, 180 parents of the students, 140 employers, 224 educators and partners, 69 cultural/academic mentors, and 21 science instructors, 23 internship mentors will be trained. Students will engage in hands-on STEM activities, college transition, and mentoring activities on a college campus and work-based learning at STEM worksites. Parents will participate in seminars and service-learning field trips to support student learning and engagement. Teachers will be trained through capacity building institutes (CBI), HIDOE professional development (PD) courses, and UH course. To increase highly qualified educators from these ethnic backgrounds and communities, trained educators will train others in their communities. Employers will be trained by a self-paced online module. TA for the program replicability for all students, particularly low-income, at-risk students will be provided.

2. Sources of Materials

Data about student, parent, mentor, educator, partner, and employer outcomes will be collected by the project staff using culturally appropriate, valid, and reliable measures, explicated in Appendix F of the proposal.

3. Recruitment and Informed Consent

Before recruitment begins, the project will conduct monthly community outreach activities and educator and partner training. Then, we will recruit students from high schools and partner organizations through trained personnel. The student assent form and parent consent form will be developed to ensure their informed consent to participate in the project and provide data. Only students, for whom student and parent assent/consent forms are submitted, will participate in the project. Participation in the project is voluntary. Participants will be informed that they can withdraw at any time with no negative consequences.

4. Potential Risks

The potential risk is minimal. However, there is a risk of others finding out about the information provided, or that unauthorized individuals might gain access to confidential information. To minimize the risk, the project staff will be trained about data security, and the data will be kept confidential using procedures listed below. Some students may also feel tired of being tested and surveyed. They will be allowed to take a break and continue.

5. Protection Against Risk

The following strategies and practices will be used in order to project against risks to participants. Project staff, mentors, and COP will sign a confidentiality agreement form to protect student's confidentiality and be trained in the project data management and security procedures. The PI/internal evaluator will periodically review the project data management and security procedures to assure the adherence to the data management and security procedures. One data security procedure is to assign Project IDs to replace participants' real names. The Project IDs will not be correlated with real names, and data will not be traceable to the participants who completed them. Following administration, names appearing on surveys or

measures will be redacted by the project staff and replaced with the Project ID. The Project IDs will be used to label cases in project databases. Only the PI, Co-PI, and key project personnel will have access to a password protected file that contains a confidential master file matching participants' real names and Project IDs.

All paper forms of data will be stored in locked file cabinets, to which only PI, Co-PIs, and key project personnel will have access. All electronic data files will be password protected, and the passwords will be known only to the key project personnel.

All reports and dissemination materials will present aggregate scores and outcomes, such that individual identities cannot be reconstructed from these data. If any case studies are performed, identities of the participants will be carefully concealed.

6. Importance of the Knowledge to be Gained

Foreseeable risks or adverse effects of project participation are expected to be low. Procedure and measures will be in place to prevent breaches of participant privacy and confidentiality as well as any harm to participants, and the project will develop plans for response if sentinel events should occur. The risks are therefore reasonable in view of the project's expected benefits, which include increased number of students who are identified as promising, pursue rigorous high school coursework, and postsecondary STEM education, leading to STEM careers in the future.

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: 1234-CLD TEAMS Abstract.pdf | Add Attachment | Delete Attachment | View Attachment

The **goal** of this proposed project, **C**ulturally and **L**inguistically **D**iverse and **T**wice-**E**xceptional students **A**chieving and **M**atriculating in **S**cience, technology, engineering, and mathematics (STEM) (CLD TEAMS), is to develop new information to identify and provide services to underserved students in gifted education and STEM fields (***Absolute Priority***). In particular, we will identify Native Hawaiian, Pacific Island, and Filipino high school students with or without disabilities, having potential in STEM in Hawai‘i, American Samoa, and the Commonwealth of the Northern Mariana Islands. It will address ***all 3 competitive preference priorities*** by providing training in the identification and education of gifted students with disabilities, identifying and providing services to them, and promoting equity in student access to educational resources and opportunities. To promote equity in access and make the process inclusive and culturally sensitive, we propose a 4-step identification method (**1**. Expand potential candidates by community awareness activities and educator/partner training. **2**. Identify eligible students based on local school norm (C or higher in STEM subjects) and/or community norm (local STEM activity participation). Trained personnel will also recommend and support students to apply. **3**. Select students based on multiple sources (personal essay/speech/portfolio, recommendation, problem solving performance, and/or interview) with a culturally competent STEM talent search committee, and enroll selected students in the program. **4**. Crosscheck with the national norm-referenced instruments once in the program. For intervention, we will develop a culturally responsive, differentiated, and inclusive CLD TEAMS program, built upon PIs' projects and Renzull's triad enrichment model as well as intervention components with overall moderate effects by WWC reviews. It consists of three components: (1)early college/dual credit course, (2) family engagement, and (3) educator/partner/employer training. With a partnership between high schools, colleges, and employers, through the course, students will engage in hands-on enrichment, college transition, and mentoring on a college campus and work-based learning at STEM worksites. Parents will join service-learning field trips and seminars to support their child's learning and engagement. Educators, partners, and employers will be trained through capacity building institutes, professional development courses, and/or a University of Hawai‘i

course**.** To increase highly qualified educators from target ethnic backgrounds and communities**,** trained educators will train others in their communities. **Phases**: I-Development, Pilot-test, & Preparation (10/2022-8/2024). Objective 1.Develop Community of Practices. 2.Develop CLD TEAMS Model. 3.Culturally adopt, differentiate, pilot-test lessons & assessments. 4.Develop, pilot-test training courses. 5.Revise, pilot-test an employer training course. 6.Improve, pilot-test family engagement and outreach activities. 7.Develop local leadership teams. 8.Recruit internship sites. 9.Establish partnerships with high schools, colleges, and employers. 10.Establish early college/dual credits pathways. 11.Provide training. 12.Conduct awareness activities. 13.Recruit and select students. II-Implementation (9/2024-7/2027) 14.Implement the program in HI, CNMI, and AS. 15.Assess outcomes. III-Dissemination, TA, & Sustainability and Scale-up Plan (9/2026-9/2027) 16.Finalize, package, and disseminate products and findings. 17.Provide TA to schools to replicate. 18.Develop a sustainability and scale-up plan. **Partners** include HI, AS, CNMI DOEs, AS and CNMI UCEDDs, HI Family Engagement Center, Nā Pua No‘eau, STEM employers, and COP members. **Outcomes:** Adding to the GPRA measures, the program will improve students’ mindsets, cultural competence, and attitudes toward STEM learning, leading to behavioral changes (engagement, behaviors like the scientifically gifted) and cognitive improvement (science literacy, achievement). The program will be translated into enhanced STEM and disability identity development, contributing to increased aspiration to enter STEM fields and leadership. We will conduct a **delayed intervention study** to address reearch questions: (1) To what extent and how does the program contribute to changes in the intended outcomes and GPRA measures? (2) To what extent and how do the effects on students sustain? (3) What factors differentiate the effects? We will outreach to 1,800 students and families and serve 345 students at the 7 college campuses and 23 worksites. We will train180 parents, 140 employers, 224 educators/partners, 69 cultural mentors, 21 science instructors, and 69 internship mentors. **Analysis**. Quantitative data will be analyzed using descriptive statistics, regression analysis, and multilevel modeling. Qualitative data will be analyzed using content analysis. A culturally responsive **evaluation** will be conducted to provide feedback and determine effects.

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:** 1235-CLD TEAMS ProjectNarrative.pdf

Add Mandatory Project Narrative File | Delete Mandatory Project Narrative File | View Mandatory Project Narrative File

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

Add Optional Project Narrative File | Delete Optional Project Narrative File | View Optional Project Narrative File

A. Need for the Project

The COVID-19 pandemic had a significant impact on the lives of Native Hawaiians (NH), Pacific Islanders[1] (PI), and Filipinos (F) living in Hawaii (HI), American Samoa (AS), and the Commonwealth of the Northern Mariana Islands (CNMI), due to lack of healthcare coverage, limited accessibility to healthcare facilities and resources, inferior housing conditions, lower income levels, as well as social distancing at odds with their cultural and social values that are community and family oriented (Ho-Lastimosa et al., 2020; Hurley, 2020; Kaholokula et al., 2020; Tin et al., 2020; Torralba, 2020). It also adversely impacted education outcomes (Boonstra, 2020; OECD, 2020; OHA et al., 2020; Russell, 2021). In HI, there was a 9% decrease in college enrollment from 2020 NH public school graduates (Hawai‘i P-20, n.d.), compared to the national average decrease of 7%. In addition, there was a 16% decrease in the number of AP exams takers for SY2019-20, more than double the nationwide decrease.

One solution to address the negative pandemic impacts is to prepare students for science, technology, engineering, and mathematics (STEM) fields. The Bureau of Labor Statistics (2021) reports that from 2019 to 2029, there will be an 8% employment increase with a median wage of $89,780 in STEM occupations compared to non-STEM occupations at a 3.4% increase with a median wage of $40,020 (Zilberman & Ice, 2021). As such, cultivating talents and expanding opportunities for students in STEM is critical (National Association for Gifted Children Math/Science Task Force, 2009). STEM is one of the major areas of gifted and talented education (GATE). In the STEM pathway, a critical juncture is known to be high school (HS); research suggests a strong association between students' interest in STEM at HS and their STEM-degree completion status (Maltese & Tai, 2011; Nugent et al., 2015; Simpkins et al., 2006). Lichtenberger and George-Jackson (2013) also found that for minority students, STEM at HS is key to declaring a college STEM major and long-term success in STEM.

[1] PI includes Carolinian, Chamorro, Chuukese, Fijian, Guamanian, Kosraean, Marshallese, Niuean, Palauan, Papua New Guinean, Pohnpeian, Samoan, Tokelauan, Tongan, and Yapese (Asian Pacific Institute, 2019).

Despite efforts in both GATE and STEM fields, minorities (Blackburn 2013 for STEM | Payne, 2011; Yoon & Gentry, 2009 for GATE) and students with disabilities (SWD; Martin, 2011; NSF, 2013 for STEM | Nicpon, Allmon, & Sieck, 2011 for GATE) continue to be underrepresented. In HI, 44.9 % of schools have a gifted program, but this is less than the national average (Yaluma & Tyner, 2018). The HIDOE gifted education specialist stated that most HS GATE programs are AP courses, and in HIDOE SY2020-21 GATE enrollment report, only 3 out 9 HS have a program in science. In SY2017-18 Civil Rights data, in HI, NH/PI students consisted of 14.5% of GATE enrollment compared with 28.7% of total enrollment. Only 1.4% of GATE enrollment consisted of SWD, compared with 6.6% of total enrollment, the second smallest after Louisiana. Asians are found overrepresented, but subgroups may not be considered (Kitano & DiJiosa, 2002; Yoon & Gentry, 2009). Specifically, Filipinos are currently the second largest ethnic group in HIDOE at 22.42%, behind NH at 25.64% (UHM SEED Office, 2016) and compose nearly half of immigrants. They are categorized as 'Asians' in educational data, but only 43% of them met the proficiency level in math on Smarter Balanced Assessment (SBA) in SY2014-15, compared with 64% of non-Filipino Asians in HI (Halagao, 2016). On the test, 27% of NH, 24% Samoan, and 12% Micronesian met the proficiency. CNMI and AS GATE enrollment data are unavailable, even in the reports focusing on the Pacific (Miller et al., 2016). CNMI Public School System (PSS), serving 48% Filipino, 21% Chamorro, 8% Carolinian, and 13% other PI (Federated States of Micronesia, Palau, Fiji, the Marshall Islands, and others), recognizes few gifted or enrichment programs such as Upward Bound, Math Counts, and Academic Challenge Bowl. In AS DOE, serving 88.9% Samoan, 2.9% Tongan, 0.8% other PI, and 2.2% Filipino, the Director reported no GATE programs. Both AS and CNMI lack of a postsecondary opportunity. This means that many students with potential remain unidentified without services and less likely to be pursuing postsecondary education in STEM.

In 2019 Nation Report Card of 12th grade science, NH/PI scored 137 while Asian scored 166 and White, 161. SWD scored 122 while non-SWD scored 153. In HI, on 2021 SBA, only 35% of students were proficient in science compared with 44% two years ago, and NH and PI students'

math proficiency dropped by about half during the pandemic. Educational attainment impacts employment, so only 7% of NH/PI workers hold STEM jobs, compared with 12% of the U.S. population holding STEM jobs (Asian Americans Advancing Justice Report, 2015). Yet, there was a growth in the share of academic scientists with disabilities from 6% in 1999 to 9% in 2019 while individuals with disabilities make up about 11% of the U.S. population (Bernard, 2021). Recruiting talented people from diverse backgrounds into STEM fields is essential to ensure high-quality research and practice (DO-IT 2013), and working together with people from different backgrounds, experiences, varying cognitive abilities, and disciplines in STEM fields brings about a creative advantage (Packard, 2016). In order to diversify the STEM workforce, there is a need for high-quality STEM education for all students and a dire need to increase access to GATE identification, particularly by those underserved and underrepresented in STEM.

B. Quality of the Project Design

B(1) Specified and Measurable Goal, Objectives, and Outcomes. To address the underrepresentation issue of HI, F, and PI students in GATE, we propose a **C**ulturally and **L**inguistically **D**iverse and **T**wice-**E**xceptional students **A**chieving and **M**atriculating in **S**TEM (CLD TEAMS) project. The main **goal** is to develop and disseminate new information to identify and provide services to the gifted who may not be identified through traditional assessment methods and have been underrepresented in gifted education (***Absolute Priority***). We intend to identify and serve NH, PI, F HS students with or without disabilities, having potential in STEM in HI, AS, and CNMI. This project will also meet all 3 competitive preference priorities (**CPP**) by providing training in the identification and education of gifted students with disabilities, identifying and providing services to them, and promoting equity in student access to educational resources and opportunities. Through our program, we will facilitate this population to become 'promising' in STEM. We use 'promising,' in lieu of 'gifted' (Sheffield, 2012), for our purpose to broaden the participation of the underrepresented groups in GATE (Borland, 2004; Ford, 2003; Renzulli, 2011). Rather than using the traditional, scientific-empirical criteria to judge and label who is gifted or not (e.g., defining giftedness with IQ score), we consider possible

consequences of the identification on the students' education as well as their community. We consider how STEM potential is understood and valued in different cultures and contexts and what students need in order to fulfill the potential in programming. For this project 'promising in STEM' is demonstrating high levels of engagement and achievement in STEM at school and/or in their community, development of STEM and disability identity and community leadership, and matriculation to postsecondary STEM fields.

Innovative, Culturally Appropriate, and Inclusive STEM Talent Identification Method. To promote equity in student access to educational resources and opportunities (***CPP 3***) from the recruitment stage, we will develop and use an innovative 4-step identification method, building upon the 2-step identification method used for Project TEAMS (S206A140012).

STEP 1: Expand pool of students by increasing student, parent, and community awareness about various STEM areas, cultural practices on STEM, STEM in daily life, STEM careers in local areas, college facts, and about CLD TEAMS through monthly information sharing, role model presentations, hands-on activities, and by increasing educators and partners' knowledge and skills of identifying CLD students and twice-exceptional students through training.

STEP 2: Identify eligible students using a local school norm (C or higher in STEM subjects) and/or a community norm (STEM activity participation, including cultural practices such as planting native plants, restoring an ancient fishpond, navigating). The personnel trained in STEP 1 will also recommend students from their schools and organizations, encourage them to apply, allow them to refuse to apply one or more times, and support them to complete an application.

STEP 3: Select students by forming a culturally competent STEM talent search committee and reviewing multiple data sources (i.e., student personal essay/speech video/portfolio, adult - teacher, coach, mentor, parent, or community member- recommendation, case problem solving performance, and/or culturally sensitive student interview) to allow students multiple ways of expression of their potential. After Step 3, selected students will be invited to participate.

STEP 4: Crosscheck student aptitude and ability in STEM with the national norm-referenced instruments (including the ones used by HIDOE such as teacher Renzulli Rating Scales, SBA,

and CogAT and the instruments used by PIs' previous projects such as student's MIDAS and parents and teachers' SIGS). This last step will not affect students' participation in the program but contribute to evaluating the criterion validity and inclusiveness of this non-traditional identification method. This method will be further refined with the input of the **Community of Practice (COP)** members in Phase I of the project. COP comprises groups of people who share a concern or passion about a topic and deepen their knowledge and expertise by interacting on an ongoing basis (Wenger et al., 2002). This COP will consist of five cultural, STEM, college transition, and work-based learning experts from HI, CNMI, and AS and will meet quarterly to provide guidance throughout the program phases.

CLD TEAMS Intervention Program ***(CPP 1, 2, 3)***. We will develop a culturally responsive, differentiated, and inclusive CLD TEAMS program, building upon PIs' projects and Renzulli's Model (see B(4) for details). It will consist of 3 components *as visualized in Appendix G.*

Component 1: Early College/Dual Credit Course. Students will take a 106-hour program course (3 credits) for a school year and summer following. Cultural/academic mentors and science instructors will guide the students to foster sense of belonging by learning with their cultural peers sharing a similar interest. Students will engage in hands-on STEM enrichment activities focused on science, aligned with the Next Generation Science Standards (24 hours), college transition activities (10 hours), and mentoring activities (10 hours) on a college campus and participate in a work-based learning that includes worksite visit, job shadow, and paid summer internship with mentoring by a professional at local worksite; presenting a final showcase; and attending a reverse job fair with potential employers (62 hours). *See topics in Appendix B.* The content will be authentic, relevant, and appropriately challenging and taught by culturally competent, highly qualified staff. In HI, our project science instructor will lead, and in AS and CNMI, a team of trained teacher-counselor will lead. Cultural/academic mentors will teach the college transition and mentoring lessons and mentor a small group of students (5) throughout the program year to nurture students' mindsets (growth and benefit mindsets, grit), cultural and STEM identity, disability identity for those with disabilities, leadership, and college aspiration.

Mentors will hold individual mentoring sessions every other week and communicate with site coordinators about their students. These mentors will be teachers taking professional development (PD), college students, or college educated adults from community or with the same ethnicity as students, who also have a deep cultural understanding, are familiar with college transition, and have teaching or mentoring experiences with the target populations. They will receive on-going training and coaching: 3 half-day summer training to learn about the program, evidence-based strategies, FERPA, their assigned students' characteristics and needs including disability related topics, and Fall program lessons; 2 half-day winter training about Spring program lessons; and during semesters, they will meet a curriculum specialist to demonstrate the lessons prior to teaching to improve their implementation fidelity. Science instructors will teach differentiated hands-on science activities. They will be teachers taking PD, graduate students, or adults who have STEM background and teaching experiences. They will also take 3 half-day summer training and 2 half-day winter training and receive on-going coaching. Internship mentors will guide a small group of students (1 to 5 students) for work-based learning experiences at a worksite during a program year. They will be professionals working at the site and have mentoring or teaching experiences. They will take a 4-hour online employer training module (*See Component 3*) and a 2-hour training about internship expectations, protocols, and evaluation. ***Component 2: Family Engagement.*** Parents will participate in 5 virtual seminars about college and financial literacy and 2 to 3 in-person service-learning fieldtrips. *See topics in Appendix C*. ***Component 3: Educator, Partner, and Employer Training.*** Teachers, counselors, and representative of project partners will take one of 3 types of training. In Spring, a 4-hour capacity building institute (CBI) will be offered to all during the annual Pacific Rim International Conference. To HIDOE educators, 2 HIDOE PD courses will be provided: in Spring (3 credits) on student characteristics and identification, and in Fall to Spring (6 credits) on curriculum and instruction. For Spring course, middle school counselors will also be invited for identifying potential students transitioning to HS. In Summer, a University of Hawaii (UH) Interdisciplinary Disability & Diversity Certificate online course will be offered to a pair of counselor and science

teachers in AS and CNMI. These trainings will be provided in collaboration with UH, HI and AS DOEs, CNMI PSS, AS and CNMI UCEDDs to increase highly qualified (i.e., experienced, fully certified, in-field, and effective) educators from the target ethnic backgrounds and communities. We will support the trained educators to train other educators in their communities. *See Appendix D for topics.* Employers will take a 4-hour self-paced online training course about student characteristics, inclusion and accessibility strategies, mentoring and communication strategies, job accommodations, and Disability Equality Index. When completing it, they will receive a certificate, be recommended as "Best Places to Work for Disability Inclusion," and be invited to a reserve job fair, which will be co-hosted with CDS projects on the student final showcase day. *See Appendix E for topics.*

Target Numbers. The project will outreach to 1,800 students and families; serve 345 students including at least 25% having disability; and train 180 parents, 224 educators and partners, 140 employers, 69 cultural/academic mentors, 21 science instructors, and 69 internship mentors.

Locations. The early college course, offered through UHM, ASCC, and NMC, will take place at the 7 college campuses nearby students' houses: UH at Manoa, Windward CC, Hawaii CC at Kona and Hilo, UH Lanai Education Center, ASCC, and NMC. Internship sites include 23 companies/organizations: 17 sites in HI, 3 in CNMI, and 3 in AS. *See the letters of support.*

Project Phases, Objectives, and Performance Measures.

Table 1. Number of Participants as Students (S), Parents (P), HIDOE Teachers in PD1 & PD2, Employers (Emp), Educators and Partners in CBI, and CNMI and AS in UH Course

Pilot	2023 Spring – 2024 Spring		
Total	S = 110 (22 Student lessons × 5 per lesson), P = 25 (2 Parent lessons & 3 Outreach activities × 5 per lesson/activity), CBI = 10, CNMI + AS = 5, Emp = 5		
Field test	Spring	Summer	Fall
2024	PD1 = 22, Emp = 20, CBI = 20	CNMI = 2, AS = 2	**Cohort 1: S = 115, P = 60** PD2 = 22, Emp = 20

2025	PD1 = 22, Emp = 20, CBI = 20	CNMI = 2, AS = 2	**Cohort 2: S = 115, P = 60** PD2 = 22, Emp = 20
2026	PD1 = 22, Emp = 20, CBI = 20	CNMI = 2, AS = 2	**Cohort 3: S = 115, P = 60** PD2 = 22, Emp = 20
2027	Emp = 20, CBI = 20		
Total for 5 years	S = 345, P = 180, HIDOE PD1 = 66, HIDOE PD2 = 66, Emp = 140, CBI = 80, CNMI = 6, AS =6		

Phases, Objectives, Performance Measures/Outputs are explained below.

Phase I. Development, Pilot-test, & Preparation (10/2022-8/2024)

Obj.1. Develop a Community of Practices (COP). 5 members from HI, CNMI, and AS having expertise in STEM education, NH, PI, F cultures, college transition, and work-based learning recruited. Quarterly meetings held.

Obj.2. Develop CLD TEAMS Model by expanding TEAMS model (S206A140012) to include work-based learning, family engagement, and training for educators, partners, and employers. CLD TEAMS program with 3 components (106-hour early college course with work-based learning, aligned with Renzulli's Model; 9 family engagement sessions; 4 types of trainings)

Obj.3. Culturally adopt, differentiate, and pilot-test student lessons and assessments. 36 lessons and associated assessments developed by adopting and differentiating Hōkūlāni (S362A200035) lessons & assessments for target students with Ford-Harris/Bloom-Banks matrix; pilot-tested with 110 students for cultural appropriateness of content and delivery, user-satisfaction, and outcomes; revised, finalized; mentor/instructor guides, student worksheets, online course created.

Obj.4. Develop and pilot-test CBI, PDs, and UH courses. 1 CBI, 2 teacher PD courses, and 1 UH course syllabi and materials developed; CBI (4 hours) pilot-tested with 10 educators in 3/2023; UH summer course (3 credits) pilot-tested with 5 in 6/2023; course materials revised, finalized; instructor guides, lesson plans, worksheets, and online courses created.

Obj.5. Revise and pilot-test an online employer training course. An online, self-paced training course (4 hours) developed on expectations, roles, responsibilities, mentoring strategies, job accommodations, Disability Equality Index by using Hōkūlāni internship guide and Pacific Alliance employer training; pilot tested in 7/2023 with 5 employers; revised, finalized.

Obj.6. Improve and pilot-test family engagement and outreach activities. An orientation and 5 family engagement seminars developed by revising Hōkūlāni family activities; 2-3 service-learning sites per location recruited; pilot-tested with 15 parents; revised, finalized. Monthly outreach awareness activities developed by revising Nā Pua No‘eau activities; pilot-tested with 10 parents; revised, finalized. Leader guides, worksheets, and online courses created.

Obj.7. Develop local leadership teams. 5 local teams (3 HI-O‘ahu, Hawai‘i, and Lāna‘i, 1 CNMI, 1 AS), consisting of site coordinators and various mentors developed; goals and plan shared; local implementation plan developed; and regular meetings set up.

Obj.8. Recruit internship sites. Hōkūlāni internship sites re-confirmed; new sites recruited; a total of 23 sites (17 in HI, 3 in AS, 3 in CNMI) confirmed; research or place-based field-work sites

Obj.9. Establish a partnership with HS, colleges, and employers. 1 partnership at each of 7 project satellite campuses established; goals and plan shared; collaboration goals and plans set up.

Obj.10. Establish early college/dual credits pathways with colleges and HS. Early college course accounts set up with WCC in HI, ASCC in AS, NMC in CNMI; dual credit set up with HS

Obj.11. Train educators, partners, mentors, and employers. For each cohort in Years 3-5, 22 educators by HIDOE PD 1; 22 by HIDOE PD 2; 20 educators and partners by CBI; 4 AS and CNMI teachers and counselors by UH course; 23 cultural/academic mentors; 7 science instructors; 23 internship mentors; and 40 employers trained. For each cohort, 5 trained educators becoming a trainer to hold a training in their communities.

Obj.12. Conduct awareness outreach activities with partners. 40 students/families/community members outreached per month for 45 months (a total of 1,800).

Obj.13. Recruit and select students using the 4-step method. Method finalized with COP; recruitment and selection process conducted; STEM talent search committee developed with 12 members; each cohort in Years 3-5, 115 students (85-HI, 15-CNMI, 15-AS) enrolled in the program.

Phase II. Implementation (9/2024-7/2027)

Obj.14. Implement the program in HI, CNMI, and AS to 3 cohorts in Years 3,4,5. Early college course, family engagement, and training implemented at each island; implementation fidelity evaluated by site coordinator's observation checklist and mentor self-checklist; process monitored by bi-weekly local team meetings and bi-weekly project leadership team meetings as well as frequent informal conversations; quality across sites assured with process monitoring and prompt problem solving with COP; and progress toward goals quarterly evaluated.

Obj.15. Assess the program effectiveness in achieving the intended outcomes. Research design implemented; data on GPRA and project outcomes collected systematically as planned and in a culturally responsive manner with instruments validated for cultural appropriateness by COP. Preliminary report for each cohort, and summative evaluation report at the end of the project.

Phase III. Dissemination, TA, & Sustainability and Scale-up Plan (9/2026-9/2027)

Obj.16. Finalize, package, and disseminate the products and findings. Program materials assured for accessibility by UDL strategies & Section 508 compliance; copy-edited; packaged with kits; user-guide developed; program model and findings disseminated via the website, national networks such as AUCD, NSF INCLUDES, and state Family Engagement Centers, 8 national/international conferences, publications (monthly e-blasts, quarterly newsletters, 3 journal articles).

Obj.17. Provide technical assistance to schools to replicate the program for all students, particularly low-income and at-risk students. 2 schools committed to adopt the program, TA provided.

Obj.18. Develop a plan to sustain and scale-up the program. A sustainability and scale-up plan developed with COP and site coordinators.

Intended Outcomes. (1) CLD TEAMS will address Javits program GPRA measures. (2) The **project outcomes** are listed as follows. Through the year-long program, **students**' mindsets (growth mindset, benefit mindset, grit), cultural competence (sense of place and belonging), and

attitudes toward learning (sense of excellence and responsibility) and STEM will improve and lead to behavioral changes (engagement, behaviors like the scientifically gifted) and cognitive improvement (science literacy and achievement). It will be translated into enhanced STEM identity development, disability identity, and leadership that will contribute to their increased aspiration to enter postsecondary STEM fields. *See Appendix A Logic Model for benchmarks of outcomes* and *Appendix G Theory of Change Diagram*. **Parents** will increase their understanding of children's potential, interests, disability strengths, and needs, knowledge of college transition process and financial literacy, and support for and engagement in children's learning. **Educators, partners, and mentors** will change attitude and increase their knowledge and skills to identify and teach or mentor the students. **Employers** will improve attitude, knowledge, and skills to create an inclusive work environment and be recognized. (3) Ultimately, the project will contribute to generating new knowledge for gifted and STEM education, increasing highly qualified trained teachers, and enhancing the state/jurisdictions' capacity to identify and serve these students and facilitate their actualization of potential and social contribution.

B(2) Project Design Appropriate to and Effective to Address the Identified Needs

The significant underrepresentation of NH, PI, F students with or without disabilities in GATE and STEM fields was described in A. Further investigation identifies 3 salient reasons: (1) cultural factors; (2) lack of family engagement; and (3) lack of culturally competent teachers, mentors, and role models. To address the barriers, CLD TEAMS will take following approaches.

(1) Cultural Factors: Studies indicate several cultural factors underlying NH students' under-representation in GATE and underachievement (Au, 1980; Awaya, 2001; Martin, 1996; Sing, 1986), which PI and F would also experience: strong valuing of group thinking, conformity, and social peer orientation, not wanting to outshine others; coping response for failure, stress, and risk and confrontation avoidance; student culture denigrating academic achievement; and learning preference for learning by doing and observation. Also, there exists a mismatch between their cultural norms and Western European White male cultural norm underlying STEM content and methodology (Harrison et al., 2006; Kelson et al., 2003; Kerr et al., 2018; Kupferman, 2008;

Migus, 2014; Paige et al., 2016; National Research Council, 2009). Minority students often work toward communal goals, aiming to work and help other people, compared to their other ethnic peers (Dreise & Thomson, 2014). However, success in STEM is often defined as an individual endeavor for individual rewards, rather than as a group process that helps the community. Thus, minority students are at risk of losing motivation and possibly leaving STEM fields (Paige et al., 2016; Miller & Rohrig, 2016). SWD are also marginalized in a 'normal' school culture and STEM learning environment due to inaccessible materials and instruction and remediation based on a medical model of disability and often excluded from challenging STEM courses(Lee, 2011). ***Approach***: A culturally responsive and inclusive approach, considering family and peer relationships (Dreise & Thomson, 2014), cultural identity and affiliation (Kana'iaupuni et al., 2017), and disability culture and identity (Brown, 2002), will be applied to recruitment, identification, program content, instruction, learning and working environment, and assessment to increase students' participation, engagement, and achievement in the program, cultural competence, and socio-emotional well-being (Awaya, 2001; Kisker et al., 2012; Martin, 1996; Martin, et al., 2003; Miller & Rohrig, 2018; Sing, 1989). Refer to B(1) for strategies for recruitment, identification, content, and instruction. While highlighting potential in STEM, rather than weaknesses, we will create an inclusive learning and working environment by accessible materials, use of Universal Design for Learning principles, Section 508 accessibility standards, provision of reasonable accommodations, and promotion of disability culture and identity development. For assessment, not only students' engagement and achievement but also students' mindsets (growth, benefit mindset, grit), cultural competence based on HĀ: BREATH indicators (sense of belonging, place, responsibility, excellence), and leadership for community care and contribution will be evaluated as main outcomes. Final program showcase will be organized to share reflection of learning experiences and developed strengths with their peers, family, and community members. Trained employers will participate to meet students and host a reverse job fair on the day so as to further students' work-based learning beyond our program. Graduates will be linked with college programs such as Nā Pua No'eau program, PIPE internship program,

NSF INCLUDES -TAPDINTO STEM, and disability services during summer for their smooth transition. They will also be invited as peer mentors for a next cohort of students.

(2) Lack of Family Engagement with Children's Education and College Transition: Despite significance of parent involvement in children's STEM learning and college transition (Dabney et al., 2013; Mau & Li, 2018; Nuñez, 2011), studies show that minority families lack financial resources to provide overall academic support (Anderson & Kim, 2006; Crisp & Nora, 2012) and have limited knowledge of college campus and of higher education (Kim & Schneider, 2005). Also, reportedly, indigenous parents may hold the belief that they are not the stakeholders in their children's educational process, thus, less likely to intervene in schooling (Tran et al, 2010). Many minority students are also first-generation college-goers, found to have lower GPA and higher early withdrawal than their non-first generation college peers (Atherton, 2014). As for SWD, parents and teachers tend to perceive that they are incapable of pursuing STEM careers, urging them to pursue other fields (Alston & Hampton, 2000). ***Approach****:* To promote family engagement, we will involve families in setting goals and mindsets with their children from the beginning; facilitate to build and maintain a close relationship with the site coordinators and mentors assigned to their child; keep them informed of our program through bi-weekly session announcements, monthly E-blasts, and quarterly newsletters. In addition, they will receive virtual seminars about college transition and financial literacy and in-person service learning field trips to local STEM worksites every month to attend with their child. For the first-generation college goers, we will host student sessions on a college campus and STEM workplace to help students envision themselves enrolled in college and working at the field.

(3) Lack of Culturally Competent Teachers and Mentors and Role models: **Teachers:** A nationwide survey found that while a majority of teachers acknowledged underrepresentation issues in their districts' gifted programs, less than 33% responded that their districts have made a substantial effort in the past 5 years to address the issue; it has not been a priority (Mitchell, 2019). This condition has worsened during the pandemic according to the HIDOE gifted education specialist. In addition, HS educators lack of access to PD in GATE as the state teacher

PD courses, currently offered, are for elementary and middle school teachers. Moreover, research found that minority students are more likely to be taught by underqualified, out-of-field or inexperienced teachers (Crisp & Nora, 2012; Ejiwale, 2013; Torres et al., 2014) in high poverty schools (Ingresoll & Perda, 2010). They also experience school funding inequities, leading to limited access to challenging, high-quality STEM instruction and further discouraging interest in STEM (Crisp & Nora, 2012; Ejiwale, 2013; Torres et al., 2014). **Mentors**: Many studies report positive effects of mentoring on feelings of connectedness to school, self-efficacy, and social relationships (Wilson et al., 2012) and SWD's taking steps towards their personal, academic, and career goals (Leake et al., 2011), while mitigating SWD's feeling of alienation and disability-related stigma in STEM (National Academies of Sciences, Engineering, and Medicine, 2019). However, minority students and SWD generally receive less mentoring than their well-represented peers and non-SWD (NSF, 2019). **Role Model**: A large body of research indicates the importance of having a role model in STEM (Griffith, 2010; Johnson et al., 2019), particularly for minorities in fostering strong academic role identities, academic performance, and persistence to degree completion (Chemers et al., 2011; Osborne & Walker, 2006) and in participating and achieving in STEM (Aldous et al., 2008). Johnson et al.'s (2019) study suggests that having a role model matching students' race/ethnicity and sharing their identity is essential to increasing their sense of belonging and career aspiration in the STEM fields. Yet, minority students do not have access to role models in STEM, similar to SWD, and it is a major barrier to higher education pursuit (Tran et al., 2014) and building interest in STEM (Alston et al., 2002).

Approach: We will provide three types of training, varied in lengths and routes, to qualified teachers to improve their cultural competence, attitudes, knowledge, and skills in identifying and teaching these groups of students. We will prioritize Title I schools to address school funding inequality issue and train and work with mentors from students' cultural backgrounds or communities. Role models in various ages and in various STEM career stages will share their experiences with participants during recruitment and program. Program graduates who entered college will also be invited as a peer mentor and role model for the next cohort of students.

B(3) Project Design to Build Capacity and Yield Results Beyond the Project Period

The training will enhance the capacity to identify and serve target groups of students. Following training, the trained personnel will collaborate to offer the subsequent training in their local communities. Also, trained mentors and parents, as well as students, are expected to transfer knowledge to their next chapter of life and to local communities. In Year 5, we will develop a sustainability and scale-up plan with COP and site coordinators and provide TA to schools to replicate the program for all students, particularly to low-income and at-risk students, which will attest evidence of sustainability. Altogether, these efforts will contribute to building a local capacity and sustaining the program efforts, yielding similar results beyond the project period.

B(4) Project Design Reflecting Up-to-date Knowledge from Research and Effective Practice

CLD TEAMS program will be built upon the PIs' Project TEAMS (S206A140012) and Project Hōkūlāni (S362A200035). **TEAMS Model** (2014-2021) has a 3-pronged intervention (academic enrichment in science, college transition, mentoring) for HS twice-exceptional students. Its effectiveness was tested with 1,118 students (525 in the intervention and 593 in the control) at 28 HSs in HI, CNMI, AS, NY, AZ, and IA. It had 8.6% of students speaking other languages at home, 84% not knowing anyone in the STEM, and 44.4% of parents not having a college experience. It significantly improved the students' attitudes toward school and science, science achievement, STEM identity, and college and career aspiration in STEM. It has been adopted and utilized by some schools still. However, it did not take a culturally responsive approach as it did not target specific ethnic groups.

Given similar magnitude and reasons for underrepresentation, TEAMS Model was adopted and used for NH HS students by Project Hōkūlāni (2020-23), expecting similar impacts. To promote NH's transition into postsecondary STEM fields, **Hōkūlāni Model** added two new components, a summer STEM internship and family engagement, based on research supporting the benefits of internship as an effective strategy to enhance students' learning experiences in STEM fields and to form a commitment to a STEM career pathway (Salto et al., 2014), especially for minority students (Pender et al., 2010) and SWD (Kendricks & Arment, 2011) and

research highlighting family engagement as a crucial protective factor for minority students' college transition (Hurtado & Carter, 1997; Nuñez, 2011) and disposition towards STEM (Crisp & Nora, 2012; Dabney et al., 2013; Garriott et al., 2014; Mau & Li, 2018; Raque-Bogdan et al., 2013). It currently has 55 students on HI islands, and preliminary results will be available in summer 2022. We expect positive results for high attendance rate and satisfaction level.

For **CLD TEAMS Model,** we will expand the TEAMS and Hōkūlāni Models for broader populations and wider geographic locations (NH, PI, F with or without disabilities having potential in STEM on 3 HI islands, CNMI, AS) and provide training to educators, partners, and employers for a wider impact, not only to the project mentors. Obtaining early college/dual credits through our program will also be added, and internship will be expanded as a series of work-based learning for the reasons indicated in B(2) and evidences described in B(5). Also, **Renzulli's Enrichment Triad Model** (Renzulli, 1976) will be applied in program sequence as it was originally developed for gifted students and has been proven effective to be implemented in a wide variety of settings and with various student populations (Reis & Renzulli, 2004; Renzulli & Reis, 2010), including CLD or SWD (Baum & Owen, 1988), twice-exceptional students, and gifted underachievers (Rey & Renzulli, 2003).

Table 2. Progression Sequence of CLD TEAMS Based on Renzulli's Enrichment Triad Model

Type	**Student Early College Course Lessons**
Type I Enrichment	STEM exploration and interest building; intro to college STEM programs, courses, and pre-requisites; intro of local internship sites and STEM careers; meeting internship mentors and peer interns; worksite visit
Type II Enrichment	Differentiated hands on sessions for scientific and critical thinking skill building; mentoring on mindsets & cultural identity; STEM study, application writing, and interview skills; job shadow and basic skill training for internship

Type III Enrichment	Individual or small group projects as science extension activities; paid internship at worksites with a professional's mentoring and final showcase; connection to future internship opportunities through reverse job fair

B(5) Project Support by WWC *Promising Evidence*

Also, the main components of CLD TEAMS are supported by WWC reviewed studies for having promising (Tier 3) or higher (Tier 2-moderate or 1-strong) evidence. Refer to the *Evidence Form*.

Dual Enrollment Program: A WWC intervention report (Feb. 2017) found Tier 1 effects of dual enrollment program on students' college degree attainment, college access and enrollment, credit accumulation, completing HS, and general HS academic achievement. It also has Tier 3 effects on students' staying in HS, college readiness, and HS attendance. In addition, WCC practice guide (Sept. 2019) recommends engaging and assisting students in completing critical steps for college entry for Tier 3 effects. It also recommends surrounding students with college enrolled or educated adults and peers to build and support their college-going aspirations and providing hands on opportunities to explore different careers and assistance in aligning postsecondary plans with their career aspirations for Tier 4 effects. Aligned with the recommendations, we will provide an early college/dual credit course, including college transition lessons (e.g., campus tour, college application), mentoring lessons (e.g., STEM interest building activities, role model presentations), support from mentors throughout the program, and hands-on science exploration and enrichment activities. Moreover, Rosen (2020) found Tier 1 effects of a work-based learning program, based on a partnership between a HS, a local community college, and one or more STEM employers on students' dual enrollment in a college coursework, total credits earned, cumulative number of Regents exams passed, and attendance. We will build similar local partnerships and work-based opportunities such as worksite visit, job shadowing, paid internship, and mentoring by an industry professional. Also, as part of the core-mindset session, we will provide a growth mindset training, which was found to have Tier 2 effects on students' academic achievement by a WCC intervention report (Jan. 2022).

Family Engagement: The WCC practice guide (Sept. 2019) recommends increasing families' financial awareness and help students apply for financial aid for Tier 3 effects. We will provide financial aid, scholarship, financial literacy, and cost saving seminars for families and students.

Teacher Training: Sherman (2017) reported Tier 3 effects of their college readiness program, consisting of teacher, student, and school support, on students' taking and passing science, math, and English AP courses. Teachers indicated PD activities were most helpful to them. Thus, we will provide different lengths and formats of training to educators, partners, and employers.

B(6) Strategies for Performance Feedback and Continuous Improvement

To ensure performance feedback and continuous improvement, operational procedures include: (1) Bi-weekly Task/Activity Update Meetings of a project leadership team with PIs and coordinators (project/training/family engagement/outreach/data/sites) and each local team meetings managed by a site coordinator; (2) Quarterly Progress Reports describing activities during the preceding quarter, summarizing any progress toward success indicators, describing any delays, barriers, reasons, and solutions, and describing next quarter plan; (3) Quarterly COP Meetings and Partner Meetings updating the progress and receiving feedback for continuous improvement; and (4) Monthly Budgetary Status Review. These will be part of formative evaluation activities of the project. A full evaluation plan is described in Section C(2).

C. Quality of the Management Plan

C(1)Management Plan Adequate to Achieve the Objectives On-time and Within Budget

Table 3 below shows the management plan to achieve the proposed objectives on time and within budget. Refer to for more detailed performance measures/outputs in Section B(1).

C(2) Procedures for Ensuring Feedback and Continuous Improvement/Evaluation

In addition to the procedures to be taken for on-going feedback and continuous improvement described in B(6), a **culturally responsive evaluation** will be conducted to respect and consider participants' cultures and project contexts in the evaluation process (Frierson et al, 2002; Frierson et al, 2010). The PI/internal evaluator has employed the model for many projects. Using the model, the cultural contexts of the project will be described, and the COP members, partners,

mentors, and project staff, sharing lived experiences with participants, will collaborate in collecting data and interpreting, utilizing, and disseminating the findings as evaluation partners. It will increase the likelihood of listening to the voice of participants and trustworthiness and practical usefulness of the evaluation findings. Procedural ethics (e.g., informed consent, confidentiality, protection of participants and communities from harm) and relational ethics (e.g., mutual respect, dignity, the connectedness between the evaluator and the communities) will be observed (Frierson et al., 2010). *See Appendix A for a logic model.* To fully capture the complexity, **mixed methods** will be used (Creswell & Plano Clark, 2017). Quantitative data will provide info on overall and differential program effects by certain factors. Qualitative data will explain why the program did or did not work in particular conditions.

Table 3. Management Plan

Objectives	**Personnel**	**Milestones**
0. Launch a project. (10-12/22)	PI, CP, PC	Fiscal structure established; personnel hired; IRB approvals
I-Development, Pilot-test, & Preparation (Oct. 2022 - Aug. 2024)		
1. Develop a COP. (10-12/22)	PI	5 members recruited; quarterly meetings planned.
2. Develop CLD TEAMS Model by expanding TEAMS model. (10-12/22)	PI, CP, PC, TC, FC, COP	CLD TEAMS program components and lesson schedules developed. See Appendix B, C, D for topics.
3. Culturally adopt, differentiate, and pilot-test student lessons and assessments. (1/23-5/24)	PI, CP, PC, OC, DC, COP	36 lessons and assessments developed, pilot-tested, finalized; mentor guides, student worksheets, online course.
4. Develop and pilot-test CBI, PD, and UH courses. (1-12/23)	PI, CP, TC, DC	1 CBI, 2 HIDOE PDs, and 1 UH course syllabi, materials developed,

		pilot-tested, and finalized; instructor guides, worksheets, online courses.
5. Revise and pilot-test an employer training course. (1-12/23)	PI, TC, CS, DC	online training course developed, pilot tested, finalized; instructor guide, worksheets.
6. Improve and pilot-test family engagement and outreach activities. (1-12/23)	PI, FC, OC, DC	9 family engagement &monthly outreach activities developed, pilot tested, finalized. Leader guides, worksheets, online course.
7. Develop a local leadership team. (1-6/24)	PI, CP, PC, COP	5 local teams and implementation plan for sites developed, operationalized.
8. Recruit internship sites. (11/23-3/24)	PC, COP	23 sites confirmed.
9. Establish partnership with HS, colleges, and employers. (1-6/24)	PI, CP, PC, COP	Partnership at each of 7 satellite campuses established, operationalized.
10. Establish early college/dual credits pathway. (9-12/23)	PI, CP	Early college/dual credit course set up at 3 colleges and HS
11. Train educators, partners, mentors, and employers. (1/24-7/27; refer to Table 1)	PI, CP, PC, TC, DC	HIDOE PD 1 (44) & 2; CBI (20); UH course (4); 23 CA, 7 SI, 40 employers trained and 5 educators becoming a trainer per cohort.
12. Conduct awareness activities with partners. (1/24-9/27)	PC, OC, FC, DC	At least 40 per month, 1,800 in a total.
13. Recruit and select students. (3-6/24; 3-6/25; 3-6/26)	PI, CP, PC, COP, DC	Recruitment activities on all sites; STEM talent search committee developed with 12 members; 115 with 25% SWD enrolled for each cohort.

II. Implementation (Sep. 2024 - July 2027)		
14. Implement the program in HI, CNMI, and AS to 3 cohorts. (9/24-7/25; 9/25-7/26; 9/26-7/27)	All staff	Program implemented with fidelity at each site; continuous quality improvement.
15. Assess the program effectiveness in achieving the intended outcomes. (On-going; reports in each Sep.)	PI, DC	GPRA & project data collected, analyzed; formative & summative evaluation reports.
III-Dissemination, TA, & Sustainability and Scale-up Plan (Sep. 2026 - Sep. 2027)		
16. Finalize, package, disseminate the products and findings. (On-going; packaging by 12/26)	PI, CP, PC, DC	Accessible products and findings disseminated; 8 conference presentations, monthly E-blasts, quarterly newsletters, 3 articles
17. Provide TA to schools to use the program for all students, esp. low-income and at-risk students. (7/26-7/27)	CP, PC, TC, FC	2 schools replicating the program, TA provided.
18. Develop a plan to sustain and scale-up. (1-9/27)	PI, CP, PC, COP	Sustainability and scale-up plan developed.
PI=Principal Investigator; CP=Co-PI; PC=Project Coordinator; TC=Training Coordinator; FC=Family Engagement Coordinator; OC=Outreach Coordinator; DC=Data Coordinator		

Evaluation Plan: Evaluation questions and benchmarks will be finalized with the COP.

Formative Evaluation will be conducted to assure project implementation as planned and participants' progression toward the benchmarks every quarter. Examples are as follows:

(1) Are students recruited in adherence to the selection criteria and process?

Benchmarks: 100% of students meeting the criteria.

(2) Are the project activities implemented as planned?

Benchmarks: Over 90% of planned activities implemented on time without deviation.

(3) Are the target number of students reached?

Benchmarks: Over 90% of the target number (115 per cohort) reached, 25% of them are SWD.

Summative Evaluation will examine the extent to which the project achieves the intended project outcomes and addresses GPRA measures. The **questions** are: (1) To what extent and how does the CLD TEAMS program contribute to change in the intended outcomes over time? (2) To what extent and how does the program effects, if any, sustain? (3) What factors (e.g., student ethnicity, disability status, gender, free-reduced lunch status; parent program involvement status, educational level; school Title I status, gifted education presence, administrator support; community location) differentiate the program effects on the intended outcomes and how?

Research design. To address the questions, a **delayed intervention study** will be used. In Year 3, a double number of student candidates (115 x 2) will be recruited and randomly assigned into the intervention or control group. While the intervention group participates in the program in Year 3 (Cohort 1), the control group will participate in the project monthly community awareness activities, open to public, in Year 3. This group of students will then participate in the program in Year 4 as Cohort 2. While having Cohort 2 in the program, we will recruit Cohort 3 students in Year 4. Cohort 3 will serve as a control group in Year 4 and participate in the program in Year 5. There will not be a control group in Year 5. Cohort 1 and 2 students will be followed up until the project ends to examine any sustained effects on their STEM engagement and postsecondary transition. As an early college course will take place outside of their schools, at college campus and work sites, and after school hours or Saturday, contamination between the groups may be sufficiently controlled over. For parent, mentor, educator, partner, and employer change, a **pre-post study** will be conducted to compare their baseline and post data. To address the GPRA measures, relevant program level and state level data will be collected.

Instruments: *Refer to Appendix F for the outcome measures and reliability and validity.* Commercial instruments will be purchased, and project-based instruments will be developed in Phase I. COP will review the culturally appropriateness of those instruments and administration.

Data Collection: Data will be collected with evaluation partners in a culturally appropriate way

following a data collection schedule. **Data Management**: A cloud-based system will be used to manage data from multiple sites. Its instant syncing feature will allow prompt update and timely data-driven decision making. **Data Analysis:** With quantitative data, outliers will be screened and excluded to reduce the effect of spurious outliers. The number of cases missing per variable, the number of variables missing per case, and the pattern of correlations among variables created to represent missing and valid data will be examined. Missing data is not problematic for a multilevel analysis, but if needed, multiple imputation will be used to replace missing data. As student outcome data is nested within parent or community level data, a multilevel analysis will be used (Bryk & Raudenbush, 1992; Fang, 2006; Hox, 2002; Maas & Snijders, 2003). The parent, mentor, teacher pre-post data will be analyzed using a linear mixed model. To identify moderators, each moderator will be included as a variable in the multilevel or regression model, and a significant interaction term between the intervention and moderator will be looked for. The qualitative data, from the essay type questions or focus groups, will be analyzed using content analysis to find themes and patterns and to generate an answer about each question (Zhang & Wildemuth, 2009). **Interpretation:** Evaluation partners with cultural understanding and sensitivity will review the findings and collaborate to interpret the findings to assure the accuracy, validity, and believability of the findings (Patton, 1991). **Report & Use Plan:** Project staff and COP will use quarterly formative evaluation reports to make a timely, data-driven decision to improve the project quality and fidelity. A summative evaluation report, made at the end of the project, will be used to understand what the overall and sustained effects of the program are, what results occurred with whom and under what conditions, and what are unintended outcomes for dissemination. It will attest the project accountability to Javits Program and suggest effective replication strategies for future users. **Dissemination Plan:** Reports will be used to develop various products appropriate to audiences to promote active use and wide dissemination. Examples include full reports and an executive summary for the Javits Program, project staff, and COP; project newsletters and E-blasts for participants; journals and conference presentations for researchers and practitioners. Those products will be posted on the project

website, and the number of downloads will be collected as evidence of dissemination efforts.

C(3) Time Commitments of the Principal Investigators and Other Key Personnel

The time that PI, Co-PI, and other key personnel are appropriate and adequate to meet the objectives of the proposed project as indicated in Table 4. Refer to Table 3 for abbreviations.

Table 4. Personnel Loading Chart

Obj	PI	CPI	PC	TC	F/OC	DC	Obj	PI	CPI	PC	TC	F/OC	DC
1	.05	0	0	0	0	0	10	.05	.05	0	0	0	0
2	.05	.05	.05	.05	.05	0	11	.1	.05	.05	.15	0	.05
3	.05	.05	.15	0	0.2	.1	12	0	0	.05	0	.20	.05
4	.05	.05	0	.15	0	.05	13	.05	.05	.1	0	0.1	.05
5	0	0	0	.05	0	.05	14	.1	.1	.6	.25	1.25	.1
6	.05	0	0	0	.5	.05	15	.2	0	0	0	0	.4
7	.05	.05	.10	0	0	0	16	.1	.1	.1	0	0	.1
8		0	.05	0	0	0	17	0	.05	.15	.05	.05	0
9	.1	.05	.05	0	0	0	18	.05	.05	.05	0	0	0
T	.40	.25	.40	.25	.75	.25	**T**	.65	.45	1.1	.45	1.60	0.75

D. Quality of Project Services

D(1) Strategies for Ensuring Equal Access and Treatment for Eligible Participants

The key personnel are faculty members of the UHM-Center on Disability Studies (CDS), an interdisciplinary unit to promotes diversity through research, education, training, and service, and have years of experiences working with diverse and underrepresented groups of people. To ensure equal access and treatment for eligible participants the following strategies will be used.

Strategy 1. Use a culturally appropriate, inclusive identification method. A critical barrier is unfair identification by heavily relying on standardized tests, which are oftentimes biased to CLD students and SWD (Boon, Voltz, Lawson, & Baskette, 2007; McBee, 2010; McCoach & Siegle, 2011). Teacher nomination may not be a fair assessment of students' potential as the

cultural value to be humble may discourage students to demonstrate individual excellence in a classroom (Fultz et al., 2013). Core subject teachers, especially teaching science, may hold low expectation and negative implicit attitude toward SWD, resulting in SWD's least progress in science (Ellins & Porter, 2005; Hornstra et al, 2010). To ensure equal access, we will use a 4-step identification method, explicated in B(1), designed to be culturally appropriate and inclusive and will be further refined with the COP's input on cultural appropriateness, fairness, and inclusiveness. The outreach and training efforts to expand a pool of students, use of school norm and community norm, multiple data sources, and encouragement and assistance in completing application by trained educators and partners will contribute to increasing equal access.

Strategy 2: Provide tuition coverage, transportation support, equipment, accessible materials, and accommodations. Target students may lack information about early college courses, internships, and STEM resources, lack teacher, parent, and peer support, and have financial challenges to pay for an early college course, even if interested. Also, they may not have accessible technology for use and are less likely to have reliable transportation to access college or internship sites. Even while engaging in courses or internships, learning materials or work environments may not be accessible. Thus, the project will cover tuition, transportation support (e.g., bus, fuel fee, bus riding training), necessary equipment support (e.g., computer, assistive technology training), and accessibility support (e.g., employing UDL strategies in the course, assuring Section 508 compliance of materials, accommodation training).

Strategy 3. Provide different and flexible options to participate in the program. Students may have other engagements or reliable transportation, so we will provide four options: weekday virtual class, Saturday virtual class, Saturday in-person class, and Saturday hybrid class. If a student misses a class, site coordinators will arrange them to come to another class teaching the same content or provide a recorded file of the class. Assigned mentors will check the students' progress and completion, address any questions, and motivate them to catch up in two weeks, before the next class. Parents may also have time constraints or family obligations even if they have the desire to join family engagement sessions. We will host family sessions by surveying

parents' interests, needs, preferred meeting day, time, and location. Stipends for transportation will be provided. After each session, we will email a summary sheet and share the session materials and resources on the website, SNS, and a shared electronic resource folder.

Strategy 4. Provide culturally responsive, differentiated, and inclusive learning and working opportunities. To ensure equal access and treatment, we will use culturally responsive approach (hands on learning, authentic work-based and service learning, collaboration with cultural peers sharing a similar interest, safe and supportive environment with trained mentors/teachers/partners/parents), differentiated lessons, and inclusive and accessible class and work environment with provision of reasonable accommodations when requested.

D(2) The Likely Impact of the Services on the Intended Recipients

The possible impacts of the CLD TEAMS program are listed in B(1)-intended outcomes. The likelihood of the project achieving such positive impacts appears quite high when considering (a) the sound research-bases of the program; (b) use of evidence-based strategies; (c) systematic research design and generalizability; and (d) replicability.

(a)Sound research-bases of the program: As explained in B(4), the program reflects the up-to-date knowledge from Project TEAMS, Project Hōkūlāni, and Renzulli Triad Enrichment model. Those models were proven effective or promising with CLD or twice-exceptional students.

(b) Use of evidence-based strategies: As stated in B(5), we will employ strategies found effective for these students with promising or moderate evidence according to WWC guidelines.

(c) Systematic research design and generalizability: As described in C(2), to examine the program effects on student outcomes, a delayed intervention design study will be conducted with 345 participants. TEAMS model was 100 hours of intervention for twice-exceptional HS students, and its effect size on project-based science knowledge test was medium (d=0.51). CLD TEAMS, built upon TEAMS, will hold a similar intervention intensity (106 hours) and serve a similar sample, so it is expected to yield a similar effect. Using G*Power, assuming to have a medium size effect (effect size f=.25), to yield 95% power (95% chance of the test having significant results) a total of 210 participants are needed. The target number, 345, is more than

the estimated sample size and seems reasonable considering a possible attrition during a delayed intervention design. Accordingly, it is highly likely that this project will have a high statistical power to estimate an overall program effect as well as examine differential program effects by factors. Studying of subgroups, contexts, and conditions that the program can work effectively with and in will contribute to increasing the generalizability of the project findings.

(d) Replicability: The detailed description of the contexts, participants, and effects of this program from the evaluation reports will guide potential users to make an informed decision about whether the program is suitable for replication or testing in their own settings and figure out strategies for replication. In Year 5 of the project, we will recruit and provide TA to schools that will adopt and replicate the program to all students, particularly low-income and at-risk students (i.e., minorities, SWD). It will generate meaningful information of how a program stemmed out of GATE can be utilized to serve all students' needs and how well this program can be replicated in other contexts and with different populations.

Meeting the application requirements: This proposal addresses all three application requirements. The requirement 1 (the proposed identification methods, as well as gifted and talented services, materials, and methods, can be adapted, if appropriate, for use by all students) will be addressed by Year 5 replicability TA. Regarding the requirement 2 (the proposed programs can be evaluated), the evaluation plan is described in C(2). The requirement 3 is to provide training of personnel in the identification and education of the gifted and in the use, where appropriate, of gifted and talented services, materials, and methods for all students, and training is one of the three components of this program (Refer to B(1) for program components).

E. Quality of Project Personnel

E(1) Encouragement for Employment of Traditionally Underrepresented Groups

UHM-CDS is an equal opportunity employer and minority serving institution. Following UHM and CDS procedures, we will actively support participation, employment, and advancement of underrepresented groups of people and address barriers to their equitable participation (*see GEPA Provision Statement*).

E(2)Diversity of the Team Members. The project team consists of well-trained, diverse, and qualified researchers and educators with successful experience in carrying out several federally funded training, service, and research projects. The team values their affiliation with NH community and its diversity as a diverse group of collective.

Principal Investigator/Internal Evaluator, Hye Jin Park, Ed. D. Associate Professor/Interim Associate Director, CDS, UHM. Dr. Park has her Ed.D. in Curriculum & Teaching; Ed.M. in Evaluation; M.A. in Gifted Education; and M.A. in Educational Psychology. She also identified gifted students and provided family counseling as an educational psychologist and provided teacher and administrator training on gifted education in Korea and has taught gifted education courses at UHM. Having over 20 years of experiences working with exceptional and underrepresented students and their families and teachers, she is currently the PI/Co-PI of 4 U.S. DOE funded projects. Dr. Park also has evaluated 23 federally funded projects. As a PI she will lead the timely implementation of the project, and as an internal evaluator will ensure the project quality and fidelity and progress toward outcomes and lead collaboration with evaluation partners. As the gifted education specialist, she will provide input in all lesson differentiations.

Co-Principal Investigator/Disability & Education Specialist, Kiriko Takahashi, Ph.D., Associate Specialist/Interim Director, CDS, UHM. Dr. Takahashi holds a Ph.D. in Education in Exceptionalities with emphasis on Assistive Technology, Culturally Responsive Teaching, and STEM. She has over 20 years of experience teaching and working with all age, diverse abilities and cultural backgrounds. Originally from Japan, she has served as a PI/Co-PI on 14 US DOE and NSF grants to improve underserved students' STEM outcomes. She is also the PI of HI University Center for Excellence in Developmental Disabilities (UCEDD)and Pacific Basin UCEDD and is networked with all sites of the proposal. As a graduate faculty in SPED and Disability & Diversity at UHM, she will provide guidance on strategies to support SWD and on trainings.

Key Personnel (For complete list of personnel and qualifications, see the budget narrative.)

Project Coordinator/STEM Specialist, Jerrik Feliciano, M.Ed., Junior Specialist, CDS, UHM. Mr. Feliciano holds a B.S. in Mathematics and a M.Ed. in Curriculum Studies ($STEMS^2$)

and is currently the STEM specialist/coordinator for Project Hōkūlani. He has been on several STEM projects for underrepresented students for 9 years. Mr. Feliciano has developed many of the STEM lessons for TEAMS. He is born and raised in HI and is familiar with the local context.

Training Coordinator, Holly Manaseri, Ph.D., Associate Specialist, CDS, UHM. Dr. Manaseri holds her Ph.D. in the Cultural Foundations of Education, M.A. in Educational Leadership, an Advanced Certificate in Educational Leadership, and an Advanced Certificate in Disability Studies. She has over 20 years of experience working with youth as a K-12 teacher and school administrator and training educators as a professor. She will lead the effort in the development and implementation of training courses of the proposed project.

Family Engagement Coordinator–Yoko Kitami, Ph.D., Assistant Specialist, CDS, UHM. Dr. Kitami has developed and led the family engagement activities for several projects. She is a counselor and has a certificate in behavioral health and crisis intervention. For the project, she will develop, organize, and facilitate activities for family along with the Outreach & Content Specialist, other curriculum and content specialists, and site coordinators.

Data Coordinator & Manager -Kendra Nip, M.Ed., Junior Specialist, CDS, UHM. Ms. Nip holds a M.Ed. in Educational Psychology. She is currently pursuing her PhD in Education, focusing on evaluating cognitive assessments for culturally diverse populations. She has over 10 years of experience managing datasets and coordinating the data collection for several multi-site studies in HI, CNMI, and AS. She will keep track of all of the data from the sites.

F. Adequacy of Resources

F(1)Adequacy of Budget The budget narrative explains the expenditures in detail.

Adequacy of the time and budget for key personnel. Table 6-Personnel Loading Chart in C(3) shows the percentage of time the key personnel will devote to achieving the project objectives. Each objective has an adequate amount of personnel time to ensure it is completed in a timely and effective manner. PI and Co-PI will closely monitor their time use and productivity.

Demonstrated commitment from partners. This project is highly supported by partners such as potential COP members; HI DOE, AS DOE, CNMI PSS; AS and CNMI UCEDDs; Nā Pua

No‘eau; Hawaii Family Engagement Center; Pacific Islands Climate Adaptation Science Center; and STEM employers, as indicated in the letters of support in Appendix.

Adequacy of resources and capacity from the PIs' organization. UHM is a Research 1 University in HI. The project will have full access to all university-based resources as well as CDS resources. CDS at UHM, with more than 50 faculty and staff, is an interdisciplinary unit that can draw upon the expertise of various collaborators. PI and Co-PI are the interim director and associate director of the center. CDS encompasses both the HI and Pacific Basin UCEDDs, which are part of a national network of University Centers to provide education, research, training, and service throughout HI and the Pacific. CDS will provide office space, operating equipment, administrative assistance, and dissemination outlets (website hosting, annual Pacific Rim International Conference, and Review of Disability Studies: An International Journal).

F(2) Cost Reasonableness for the Objectives, Design, and Significance of the Project

The requested costs are reasonable to achieve the stated objectives, including developing various products (e.g., lessons and materials of 106-hour early college course, 9 family engagement activities, 3 types of educator training, and 1 employer training), conducting the program, and experimenting the effectiveness of the program in multiple locations (7 satellite campuses and 23 worksites on 3 HI islands, CNMI, AS). The target population to be served are significantly underrepresented and underserved in GATE and STEM fields, this project has potential significance to contribute to generating new information that will assist schools in identifying and providing services to such students and thus, address the absolute priority of the Javits grant.

F(3) Cost Reasonableness for the Number of Persons to be Served and Anticipated Results

Costs are reasonable considering identifying and serving 345 NH, PI, F HS students with and without disabilities who are promising in STEM in 7 locations of HI, CNMI, and AS. These areas are in high need of comprehensive, intensive, and high-quality support to enter GATE and STEM fields. In addition, we will outreach to 1,800 individuals and train 180 parents, 224 educators/partners, 159 mentors, and 140 employers from 23 STEM sites in the time frame.

Other Attachment File(s)

*** Mandatory Other Attachment Filename:** 1238-CLD TEAMS Letters.pdf

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DAVID Y. IGE
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INTERIM SUPERINTENDENT

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DEPARTMENT OF EDUCATION
P.O. BOX 2360
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OFFICE OF THE SUPERINTENDENT

April 1, 2022

Hye Jin Park, Ed.D.
Kiriko Takahashi, Ph.D
Center on Disability Studies
University of Hawaii at Manoa
1410 Lower Campus Road, Bldg. 171-F
Honolulu, Hawaii 96822

Re: Support for Project Culturally and Linguistically Diverse (CLD) and Twice-Exceptional Students Achieving and Matriculating in Science, Technology, Engineering, and Mathematics (STEM) Teams

Dear Dr. Park and Dr. Takahashi:

The Hawaii State Department of Education (Department) is delighted to participate in the project proposed by the Center on Disability Studies at the University of Hawaii at Manoa, application to the U.S. Department of Education, Gifted and Talented Education Program (CFDA 84.206A).

The proposed research project will identify Native Hawaiian, Pacific Islander, and Filipino high school students, with or without disabilities, having potential in STEM using an innovative method. It will develop and offer the selected students an early college/dual credit course (academic enrichment in STEM, mentoring, college transition support, and paid internship), their parents/family monthly engagement activities, and teachers, other educators, and partners training. Through the program, it expects to increase the number and percentage of the underrepresented students newly identified as having potential and served in a gifted program; students' mindsets, engagement, achievement, cultural and STEM identity development, leadership, and aspiration to enter into post-secondary STEM programs; and the number of teachers and other educators receiving training on identification and instruction for gifted students.

As I understand, the role of the Department would be to (1) assist in recruiting schools, teachers, students, and parents for the program; and (2) collaborate in developing and implementing professional development courses for teachers and other educators (Spring/Summer course about student characteristics and identification and Summer/Fall course for instructional strategies and early college course lessons).

I would be pleased to carry out the tasks, stated above, should this proposal be funded.

KTH:ha
c: Office of Student Support Services

ASDOE-SPED DIVISION
Fagaalu, American Samoa
Phone: 633-1323/633-4789

April 4, 2022

Hye Jin Park, Ed.D.
Kiriko Takahashi, Ph.D
Center on Disability Studies, University of Hawai'i
1410 Lower Campus Road, Bldg. 171-F
Honolulu, HI 96822

RE: Support for Project Culturally and **L**inguistically **D**iverse and **T**wice-**E**xceptional students **A**chieving and **M**atriculating in **S**cience, technology, engineering, and mathematics (STEM) (CLD TEAMS)

Dear Drs. Park and Takahashi

I am delighted to have American Samoa Department of Education participate in the project proposed the Center on Disability Studies at the University of Hawai'i at Mānoa, application to the U.S. Department of Education, Gifted and Talented Education Program (CFDA 84.206A).

The proposed research project will identify Native Hawaiian, Pacific Islander, and Filipino high school students with or without disabilities having potential in STEM using an innovative method. It will develop and offer the selected students an early college/dual credit course (academic enrichment in STEM, mentoring, college transition support, and paid internship), their parents/family monthly engagement activities, and teachers, other educators, and partners training. Through the program, it expects to increase the number and percentage of the underrepresented students newly identified as having potential and served in a gifted program; students' mindsets, engagement, achievement, cultural and STEM identity development, leadership, and aspiration to enter into postsecondary STEM programs; and the number of teachers and other educators receiving training on identification and instruction for gifted students.

As I understand, the role of American Samoa DOE would be from Spring 2024 to Summer 2027 to (1) identify two high schools to work with the project; (2) recommend teachers and counselors from the schools to participate in training, (3) collaborate in identifying eligible students from the schools and recommending them to participate in an early college course of the program for three school years (SY2024-2025, SY2025-2026, 2026-2027), (4) assist in recruiting students and parents, and (5) provide school-level data related to the project.
We would be pleased to carry out the tasks, stated above, should this proposal be funded.

Commonwealth of the Northern Mariana Islands

MARIANAS HIGH SCHOOL

"Home of the Mighty Dolphins"

April 08, 2022

Hye Jin Park, Ed.D.
Kiriko Takahashi, Ph.D
Center on Disability Studies, University of Hawai'i
1410 Lower Campus Road, Bldg. 171-F
Honolulu, HI 96822

RE: Support for Project Culturally and **L**inguistically **D**iverse and **T**wice-Exceptional students **A**chieving and **M**atriculating in **S**cience, technology, engineering, and mathematics (STEM) (CLD TEAMS)

Dear Drs. Park and Takahashi,

I am delighted to have **Marianas High School** participate in the project proposed by the Center on Disability Studies at the University of Hawai'i at Mānoa, application to the U.S. Department of Education, Gifted and Talented Education Program (CFDA 84.206A).

The proposed research project will identify Native Hawaiian, Pacific Islander, and Filipino high school students with or without disabilities having potential in STEM using an innovative method. It will develop and offer the selected students an early college/dual credit course (academic enrichment in STEM, mentoring,

P.O. Box 500207, Saipan, MP 96950

college transition support, and paid internship), their parents/family monthly engagement activities, and teachers, other educators, and partners training. Through the program, it expects to increase the number and percentage of the underrepresented students newly identified as having potential and served in a gifted program; students' mindsets, engagement, achievement, cultural and STEM identity development, leadership, and aspiration to enter into postsecondary STEM programs; and the number of teachers and other educators receiving training on identification and instruction for gifted students.

As I understand, the role of our school would be from Spring 2024 to Spring 2027 to (1) recommend training opportunities to teachers and counselors who might be interested, (2) collaborate in identifying about 15 eligible students per school year and recommending them to participate in an early college course of the program for three school years (SY 2024-2025, SY 2025-2026, 2026-2027), (3) assist in recruiting students and parents, and (4) assist in collecting data.

We would be pleased to carry out the tasks, stated above, should this proposal be funded.

P.O. Box 500207, Saipan, MP 96950

Mount Carmel School

"Educating the whole person to see with Christ's eyes."

April 11, 2022

Hye Jin Park, Ed.D.
Kiriko Takahashi, Ph.D
Center on Disability Studies, University of Hawai'i
1410 Lower Campus Road, Bldg. 171-F
Honolulu, HI 96822

RE: Support for Project Culturally and Linguistically Diverse and Twice-Exceptional students Achieving and Matriculating in Science, technology, engineering, and mathematics (STEM) (CLD TEAMS)

Dear Drs. Park and Takahashi

I am delighted to have Mount Carmel School, Saipan, CNMI participate in the project proposed the Center on Disability Studies at the University of Hawai'i at Mānoa, application to the U.S. Department of Education, Gifted and Talented Education Program (CFDA 84.206A).

The proposed research project will identify Native Hawaiian, Pacific Islander, and Filipino high school students with or without disabilities having potential in STEM using an innovative method. It will develop and offer the selected students an early college/dual credit course (academic enrichment in STEM, mentoring, college transition support, and paid internship), their parents/family monthly engagement activities, and teachers, other educators, and partners training. Through the program, it expects to increase the number and percentage of the underrepresented students newly identified as having potential and served in a gifted program; students' mindsets, engagement, achievement, cultural and STEM identity development, leadership, and aspiration to enter into postsecondary STEM programs; and the number of teachers and other educators receiving training on identification and instruction for gifted students.

As I understand, the role of our school would be from Spring 2024 to Spring 2027 to (1) recommend training opportunities to teachers and counselors who might be interested, (2) collaborate in identifying about 15 eligible students per school year and recommending them to participate in an early college course of the program for three school years (SY2024-2025, SY2025-2026, 2026-2027), (3) assist in recruiting students and parents, and (4) assist in collecting data.

We would be pleased to carry out the tasks, stated above, should this proposal be funded.

[redacted]

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www.mountcarmelsaipan.com

University **C**enter for **E**xcellence
In **D**evelopmental **D**isabilities

American Samoa Community College
PO Box 2609 Pago Pago, AS. 96799
PH: 684-699-7061. Email: ucedd@amsamoa.edu

April 7, 2022

Hye Jin Park, Ed.D.
Kiriko Takahashi, Ph.D
Center on Disability Studies, University of Hawai'i
1410 Lower Campus Road, Bldg. 171-F
Honolulu, HI 96822

RE: Support for Project Culturally and **L**inguistically **D**iverse and **T**wice-**E**xceptional students **A**chieving and **M**atriculating in **S**cience, technology, engineering, and mathematics (STEM) (CLD TEAMS)

Dear Drs. Park and Takahashi

I am delighted to have American Samoa University Centers for Excellence in Developmental Disabilities (AS UCEDD) participate in the project proposed the Center on Disability Studies at the University of Hawai'i at Mānoa, application to the U.S. Department of Education, Gifted and Talented Education Program (CFDA 84.206A).
The proposed research project will identify Native Hawaiian, Pacific Islander, and Filipino high school students with or without disabilities having potential in STEM using an innovative method. It will develop and offer the selected students an early college/dual credit course (academic enrichment in STEM, mentoring, college transition support, and paid internship), their parents/family monthly engagement activities, and teachers, other educators, and partners training. Through the program, it expects to increase the number and percentage of the underrepresented students newly identified as having potential and served in a gifted program; students' mindsets, engagement, achievement, cultural and STEM identity development, leadership, and aspiration to enter into postsecondary STEM programs; and the number of teachers and other educators receiving training on identification and instruction for gifted students.
As I understand, the role of AS UCEDD would be to (1) provide input in culturally adopting the program for Pacific Islander and Filipino students with or without disabilities in American Samoa; (2) collaborate to establish an early college course for the program at the American Samoa Community College; (3) assist in recruiting cultural and curriculum experts, site liaisons, teachers, mentors, students, parents, and internship sites; (4) collaborate to conduct training to teachers, other educators, and partners; (5) collaborate to plan and conduct awareness activities and family engagement activities; (6) facilitate the program implementation for three school years (SY2024-2025, SY2025-2026, 2026-2027); (7) assist in collecting and shipping data; and (8) provide input in developing a sustainability and scale-up plan.

We would be pleased to carry out the tasks, stated above, should this proposal be funded. We understand that there will be American Samoa Site Coordinator for this project and we will work with the individual.

Northern Marianas College

CNMI UNIVERSITY CENTER FOR
EXCELLENCE IN DEVELOPMENTAL DISABILITIES
P.O. Box 501250 • Saipan, MP 96950 U.S.A. • Phone: (670) 234-5498 Ext. 6801/6808
• Email: cnmi.ucedd@marianas.edu • website: www.marianas.edu/ucedd

April 7, 2022

Hye Jin Park, Ed.D.
Kiriko Takahashi, Ph.D
Center on Disability Studies, University of Hawai'i
1410 Lower Campus Road, Bldg. 171-F
Honolulu, HI 96822

RE: Support for Project Culturally and **L**inguistically **D**iverse and **T**wice-**E**xceptional students **A**chieving and **M**atriculating in **S**cience, technology, engineering, and mathematics (STEM) (CLD TEAMS)

Dear Drs. Park and Takahashi

I am delighted to have the Commonwealth of Northern Mariana Islands University Centers for Excellence in Developmental Disabilities (CNMI UCEDD) participate in the project proposed the Center on Disability Studies at the University of Hawai'i at Mānoa, application to the U.S. Department of Education, Gifted and Talented Education Program (CFDA 84.206A).

The proposed research project will identify Native Hawaiian, Pacific Islander, and Filipino high school students with or without disabilities having potential in STEM using an innovative method. It will develop and offer the selected students an early college/dual credit course (academic enrichment in STEM, mentoring, college transition support, and paid internship), their parents/family monthly engagement activities, and teachers, other educators, and partners training. Through the program, it expects to increase the number and percentage of the underrepresented students newly identified as having potential and served in a gifted program; students' mindsets, engagement, achievement, cultural and STEM identity development, leadership, and aspiration to enter into postsecondary STEM programs; and the number of teachers and other educators receiving training on identification and instruction for gifted students.

As I understand, the role of CNMI UCEDD would be to (1) provide input in culturally adopting the program for Pacific Islander and Filipino students with or without disabilities in CNMI; (2) collaborate to establish an early college course for the program at the Northern Marianas College; (3) assist in recruiting cultural and curriculum experts, site liaisons, teachers, mentors, students, parents, and internship sites; (4) collaborate to conduct training to teachers, other educators, and partners; (5) collaborate to plan and conduct awareness activities and family engagement activities; (6) facilitate the program implementation for three school years (SY2024-2025, SY2025-2026, 2026-2027); (7) assist in collecting and shipping data; and (8) provide input in developing a sustainability and scale-up plan.

We would be pleased to carry out the tasks, stated above, should this proposal be funded. We understand that there will be CNMI Site Coordinator for this project and we will work with the individual.

Hawai'i Statewide Family Engagement Center

April 1, 2022

Hye Jin Park, Ed.D.
Kiriko Takahashi, Ph.D
Center on Disability Studies, University of Hawai'i
1410 Lower Campus Road, Bldg. 171-F
Honolulu, HI 96822

RE: Support for Project Culturally and **L**inguistically **D**iverse and **T**wice-**E**xceptional students **A**chieving and **M**atriculating in **S**cience, technology, engineering, and mathematics (STEM) (CLD TEAMS)

Dear Drs. Park and Takahashi,

Hawaii Statewide Family Engagement Center (HFEC) is delighted to participate in the project proposed by the Center on Disability Studies at the University of Hawai'i at Mānoa, application to the U.S. Department of Education, Gifted and Talented Education Program (CFDA 84.206A). HFEC is an ongoing statewide structure funded by the U. S. Department of Education, Office of Elementary & Secondary Education. Its mission is to promote and implement high impact activities and policies that build powerful partnerships among family, school, and community to enhance child development and student achievement. The Center promotes family engagement as a learning and equity strategy to improve students' attendance, school engagement, and learning outcomes. HFEC supports schools, educators, and families through training, technical assistance, and resource development.

The proposed research project will identify Native Hawaiian, Pacific Islander, and Filipino high school students with or without disabilities having potential in STEM using an innovative method. It will develop and offer the selected students an early college/dual credit course (academic enrichment in STEM, mentoring, college transition support, and paid internship), their parents/family monthly engagement activities, and teachers, other educators, and partners training. Through the program, it expects to increase the number and percentage of the underrepresented students newly identified as having potential and served in a gifted program; students' mindsets, engagement, achievement, cultural and STEM identity development, leadership, and aspiration to enter into postsecondary STEM programs; and the number of teachers and other educators receiving training on identification and instruction for gifted students.

1410 Lower Campus Road Building 171 F
Honolulu, HI 96822-2313
Phone: (808) 956-5379 | Fax: (808) 956-7878
Email: hfec@hawaii.edu | Web: https://cds.coe.hawaii.edu/hfec/

As we understand, the role of the HFEC would be to (1) promote the program among schools, teachers, students, and parents; (2) collaborate to build a partnership for student college transition between colleges, high schools, and families using the family engagement framework; and (3) collaborate to plan and offer family engagement activities.

We would be pleased to carry out the tasks, stated above, should this proposal be funded.

NĀ PUA NO'EAU- CENTER FOR GIFTED & TALENTED NATIVE HAWAIIAN CHILDREN
UNIVERSITY OF HAWAI'I AT MĀNOA
2600 CAMPUS ROAD
QUEEN LILI'UOKALANI CENTER FOR STUDENT SERVICES
ROOM 113
HONOLULU, HAWAI'I 96822
PHONE: (808) 956-0939 FAX: (808) 956-0411

DATE: March 30, 2022

TO: Hye Jin Park, Ed.D.
Kiriko Takahashi, Ph.D
Center on Disability Studies, University of Hawai'i
1410 Lower Campus Road, Bldg. 171-F
Honolulu, HI 96822

FROM: Kinohi Gomes
UH Mānoa Director, Nā Pua No'eau (Native Hawaiian Student Services)

RE: Support for Project Culturally and Linguistically Diverse and Twice-Exceptional students Achieving and Matriculating in Science, technology, engineering, and mathematics (STEM) (CLD TEAMS)

Dear Drs. Park and Takahashi,

Nā Pua No'eau- The Center for Gifted and Talented Native Hawaiian Children at UH Mānoa is delighted to participate as a collaborator in the project proposed by the Center on Disability Studies at the University of Hawai'i at Mānoa, application to the U.S. Department of Education, Gifted and Talented Education Program (CFDA 84.206A). Nā Pua No'eau has been a University of Hawai'i program since 1989. One of the main focuses of our Center is to provide educational opportunities grounded in Hawaiian culture and language for (with preference to) Native Hawaiian students grades PreK-12. Through campus and community collaboration, student participants and their families will have an increased accessibility to higher educational opportunities and career pathways related to STEM.

The proposed research project will identify Native Hawaiian, Pacific Islander, and Filipino high school students with or without disabilities having potential in STEM using an innovative method. It will develop and offer the selected students an early college/dual credit course (academic enrichment in STEM, mentoring, college transition support, and paid internship), their parents/family monthly engagement activities, and their teachers and other school personnel training. Through the program, it expects to increase the number and percentage of the underrepresented students newly identified as gifted and served in a gifted program and the number of teachers and other educators receiving training on identification and instruction for gifted students.

As we understand, the role of Nā Pua No'eau would be to:
1. Assist in recruiting students and parents for the program;
2. Develop and conduct monthly community, parent, and student outreach activities to increase a pool of potential candidates for the program; and
3. Provide a transition support to the program graduates entering college during summer.

As a collaborator for this proposal, we are committed to assisting with the facilitation of the programmatic functions and tasks listed above.

[redacted]

April 6, 2022

Hye Jin Park, Ed.D.
Kiriko Takahashi, Ph.D
Center on Disability Studies, University of Hawai‘i
1410 Lower Campus Road, Bldg. 171-F
Honolulu, HI 96822

RE: Support for Project Culturally and **L**inguistically **D**iverse and **T**wice-**E**xceptional students **A**chieving and **M**atriculating in **S**cience, technology, engineering, and mathematics (STEM) (CLD TEAMS)

Dear Drs. Park and Takahashi

The US Geological Survey - Pacific Islands Climate Adaptation Science Center (PI-CASC) would be delighted by the opportunity to participate in the project proposed by the Center on Disability Studies at the University of Hawai‘i at Mānoa, application to the U.S. Department of Education, Gifted and Talented Education Program (CFDA 84.206A). PI-CASC supports a collaborative partnership between the US Geological Survey and a university consortium hosted by the University of Hawai‘i at Mānoa, with the University of Hawai‘i at Hilo and the University of Guam. PI-CASC endeavors to grow long-term relationships with Pacific Island communities, managers, and researchers committed to co-producing science and equivalent knowledge to inform sustainable climate adaptation management of natural and cultural resources across the United States Affiliated Pacific Islands.

The proposed research project will use an innovate method to identify Native Hawaiian, Pacific Islander, and Filipino high school students with or without disabilities with potential in STEM. The project will develop and offer the selected students enrollment in an early college/dual credit course (academic enrichment in STEM, mentoring, college transition support, and paid internship), their parents/family monthly engagement activities, and teachers, other educators, and partners training. It is anticipated the project will increase the number and percentage of the underrepresented students newly identified as having potential in STEM. It will also build local capacity by encouraging STEM students’ mindsets, engagement, achievement, cultural and STEM identity development, leadership, and aspiration to enter into postsecondary STEM programs. Further, the project will increase the number of teachers and other educators receiving training on identification and instruction for gifted students. Further, the approach to the project development is also intended to build communities ties around STEM, particularly among groups that have been traditionally under-represented.

As we understand, PI-CASC would: (1) support in development, adoption, and utilization of geographic information system technology embedded science lessons for students in Hawai‘i**,** the Commonwealth of Northern Mariana Islands, and American Samoa; (2) assist in training educators and science instructors to use those lessons; and (3) assist in recruiting potential internship sites on those islands.

We would be pleased to carry out the tasks, stated above, should this proposal be funded.

Educational Prism LLC

A Hawai‘i-based Hawaiian-owned Education Consultant Company

April 1, 2022

Hye Jin Park, Ed.D.
Kiriko Takahashi, Ph.D
Center on Disability Studies, University of Hawai‘i
1410 Lower Campus Road, Bldg. 171-F
Honolulu, HI 96822

RE: Support for Project Culturally and **L**inguistically **D**iverse and **T**wice-**E**xceptional students **A**chieving and **M**atriculating in **S**cience, technology, engineering, and mathematics (STEM) (CLD TEAMS)

Dear Drs. Park and Takahashi,

I am delighted to participate in the project proposed the Center on Disability Studies at the University of Hawai‘i at Mānoa, application to the U.S. Department of Education, Gifted and Talented Education Program (CFDA 84.206A). I am Professor Emeritus at the University of Hawaii at Hilo and Managing Partner for Educational Prism LLC. Over the past forty years I have been a leader in designing learning initiatives for native Hawaiians and other underserved populations in Hawaii and nationally. Included in those experiences are designing culturally appropriate assessment tools and programming in gifted and talented education. I continue to provide guidance, consultation and services to higher education, schools and community groups through Educational Prism LLC.

The proposed research project will identify Native Hawaiian, Pacific Islander, and Filipino high school students with or without disabilities having potential in STEM using an innovative method. It will develop and offer the selected students an early college/dual credit course (academic enrichment in STEM, mentoring, college transition support, and paid internship), their parents/family monthly engagement activities, and teachers, other educators, and partners training. Through the program, it expects to increase the number and percentage of the underrepresented students newly identified as having potential and served in a gifted program; students' mindsets, engagement, achievement, cultural and STEM identity development, leadership, and aspiration to enter into postsecondary STEM programs; and the number of teachers and other educators receiving training on identification and instruction for gifted students.

As I understand, the role of a Community of Practice (COP) member would be to (1) provide advice in refining and finalizing the CLD TEAMS program and implementing it to the target populations in local contexts; (2) provide input in the student recruitment and section process; (3) collaborate to review student applications and select students; (4) participate in a final student presentation; (5) provide input in developing a sustainability and scale-up plan at the end of the project; and (6) assist in recruiting schools, teachers, mentors, students, and parents for the program participation. The compensation for each quarterly meeting (3 hours per each) is [redacted].

I would be pleased to carry out the tasks, stated above, should this proposal be funded.

[redacted]

UNIVERSITY of HAWAI'I HILO

April 07, 2022

Hye Jin Park, Ed.D.
Kiriko Takahashi, Ph.D
Center on Disability Studies, University of Hawai'i
1410 Lower Campus Road, Bldg. 171-F
Honolulu, HI 96822

RE: Support for Project Culturally and **L**inguistically **D**iverse and **T**wice-**E**xceptional students **A**chieving and **M**atriculating in **S**cience, technology, engineering, and mathematics (STEM) (CLD TEAMS)

Aloha mai kākou Drs. Park and Takahashi,

I am excited to participate in the project proposed the Center on Disability Studies at the University of Hawai'i at Mānoa, application to the U.S. Department of Education, Gifted and Talented Education Program (CFDA 84.206A). In my role as Director of Research and Community Partnerships at the University of Hawai'i at Hilo, I have developed programming for almost 30 years focused on empowering students of Native Hawaian, Native Pacific Islander and other local background to explore and succeed in STEM careers.

The proposed research project will identify Native Hawaiian, Pacific Islander, and Filipino high school students with or without disabilities having potential in STEM using an innovative method. It will develop and offer the selected students an early college/dual credit course (academic enrichment in STEM, mentoring, college transition support, and paid internship), their parents/family monthly engagement activities, and teachers, other educators, and partners training. Through the program, it expects to increase the number and percentage of the underrepresented students newly identified as having potential and served in a gifted program; students' mindsets, engagement, achievement, cultural and STEM identity development, leadership, and aspiration to enter into postsecondary STEM programs; and the number of teachers and other educators receiving training on identification and instruction for gifted students.

As I understand, the role of a Community of Practice (COP) member would be to (1) provide advice in refining and finalizing the CLD TEAMS program and implementing it to the target populations in local contexts; (2) provide input in the student recruitment and section process; (3) collaborate to review student applications and select students; (4) participate in a final student presentation; (5) provide input in developing a sustainability and scale-up plan at the end of the project; and (6) assist in recruiting schools, teachers, mentors, students, and parents for the program participation. As a University employee I cannot accept any compensation, but am willing to participation in this COP.

I would be pleased to carry out the tasks, stated above, should this proposal be funded.

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University of Hawaii at Hilo
Research and Community Partnerships
200 W. Kawili St.
Hilo, Hawaii 96720
808-933-0706

Elizabeth D. Rechebei, Ed.D.
[redacted]

Hye Jin Park, Ed.D.
Kiriko Takahashi, Ph.D
Center on Disability Studies, University of Hawai‘i
1410 Lower Campus Road, Bldg. 171-F
Honolulu, HI 96822

March 30, 2022

RE: Support for Project Culturally and **L**inguistically **D**iverse and **T**wice-**E**xceptional students **A**chieving and **M**atriculating in **S**cience, technology, engineering, and mathematics (STEM) (CLD TEAMS)

Dear Drs. Park and Takahashi

I am delighted to participate in the project proposed by the Center on Disability Studies at the University of Hawai‘i at Mānoa, application to the U.S. Department of Education, Gifted and Talented Education Program (CFDA 84.206A). I am a native Pacific Islander from the Northern Mariana Islands with extensive experience working in the Northern Pacific Islands (Federated States of Micronesia, Northern Mariana Islands, the Republic of Palau, and the Republic of the Marshall Islands).

The proposed research project will identify Native Hawaiian, Pacific Islander, and Filipino high school students with or without disabilities having potential in STEM using an innovative method. It will develop and offer the selected students an early college/dual credit course (academic enrichment in STEM, mentoring, college transition support, and paid internship), their parents/family monthly engagement activities, and teachers, other educators, and partners training. Through the program, it expects to increase the number and percentage of the underrepresented students newly identified as having potential and served in a gifted program; students' mindsets, engagement, achievement, cultural and STEM identity development, leadership, and aspiration to enter into postsecondary STEM programs; and the number of teachers and other educators receiving training on identification and instruction for gifted students.

As I understand, the role of a Community of Practice (COP) member would be to (1) provide advice in refining and finalizing the CLD TEAMS program and implementing it to the target populations in local contexts; (2) provide input in the student recruitment and section process; (3) collaborate to review student applications and select students; (4) participate in a final student presentation; (5) provide input in developing a sustainability and scale-up plan at the end of the project; and (6) assist in recruiting schools, teachers, mentors, students, and parents for the program participation. The compensation for each quarterly meeting (3 hours per each) is $250 compensation.

I would be pleased to carry out the tasks, stated above, should this proposal be funded.

Sincerely,

[redacted]

April 7, 2022

Hye Jin Park, Ed.D.
Kiriko Takahashi, Ph.D
Center on Disability Studies, University of Hawai‘i
1410 Lower Campus Road, Bldg. 171-F
Honolulu, HI 96822

RE: Support for Project Culturally and Linguistically Diverse and Twice-Exceptional students Achieving and Matriculating in Science, technology, engineering, and mathematics (STEM) (CLD TEAMS)

Dear Drs. Park and Takahashi,

I am delighted to participate in the project proposed the Center on Disability Studies at the University of Hawai‘i at Mānoa, application to the U.S. Department of Education, Gifted and Talented Education Program (CFDA 84.206A). I have been coordinating campus based and field-based internship learning experiences for undergraduate students on our campus and at several other institutions in both undergraduate and graduate studies for over 20 years. The prospects for collaborating in your project for internship experiences and learning are consistent with our learning model and our efforts to increase and improve an evidence based and practice informed internship for our graduates.

The proposed research project will identify Native Hawaiian, Pacific Islander, and Filipino high school students with or without disabilities having potential in STEM using an innovative method. It will develop and offer the selected students an early college/dual credit course (academic enrichment in STEM, mentoring, college transition support, and paid internship), their parents/family monthly engagement activities, and teachers, other educators, and partners training. Through the program, it expects to increase the number and percentage of the underrepresented students newly identified as having potential and served in a gifted program; students’ mindsets, engagement, achievement, cultural and STEM identity development, leadership, and

SOCIAL WORK PROGRAM
FACULTY OF EDUCTION & SOCIAL WORK
BRIGHAM YOUNG UNIVERSITY–HAWAII • 55-220 KULANUI STREET, BYUH BOX #1923 • LAIE, HI 96762
(808) 675-3537 • https://socialwork.byuh.edu

aspiration to enter into postsecondary STEM programs; and the number of teachers and other educators receiving training on identification and instruction for gifted students.

As I understand, the role of a Community of Practice (COP) member would be to (1) provide advice in refining and finalizing the CLD TEAMS program and implementing it to the target populations in local contexts; (2) provide input in the student recruitment and section process; (3) collaborate to review student applications and select students; (4) participate in a final student presentation; (5) provide input in developing a sustainability and scale-up plan at the end of the project; and (6) assist in recruiting schools, teachers, mentors, students, and parents for the program participation. The compensation for each quarterly meeting (3 hours per each) is $250 compensation.

I would be pleased to carry out the tasks, stated above, should this proposal be funded.

Sincerely,

[redacted]

SOCIAL WORK PROGRAM
FACULTY OF EDUCTION & SOCIAL WORK
BRIGHAM YOUNG UNIVERSITY–HAWAII • 55-220 KULANUI STREET, BYUH BOX #1923 • LAIE, HI 96762
(808) 675-3537 • https://cesd.byuh.edu

April 4, 2022

Hye Jin Park, Ed.D.
Kiriko Takahashi, Ph.D
Center on Disability Studies, University of Hawai‘i
1410 Lower Campus Road, Bldg. 171-F
Honolulu, HI 96822

RE: Support for Project Culturally and **L**inguistically **D**iverse and **T**wice-**E**xceptional students **A**chieving and **M**atriculating in **S**cience, technology, engineering, and mathematics (STEM) (CLD TEAMS)

Dear Drs. Park and Takahashi

We are delighted to have the Mauna Kea Forest Restoration Project (MKFRP) participate in the project proposed the Center on Disability Studies at the University of Hawai‘i at Mānoa, application to the U.S. Department of Education, Gifted and Talented Education Program (CFDA 84.206A). MKFRP is dedicated to the restoration and rehabilitation of the sub-alpine dry forest of Mauna Kea.

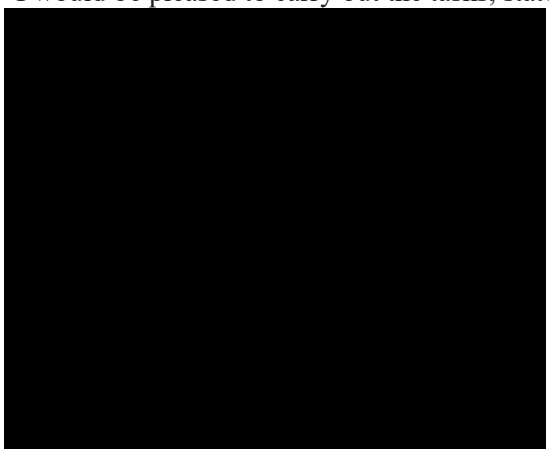
The proposed research project will identify Native Hawaiian, Pacific Islander, and Filipino high school students with or without disabilities having potential in STEM using an innovative method. It will develop and offer the selected students an early college/dual credit course (academic enrichment in STEM, mentoring, college transition support, and paid internship), their parents/family monthly engagement activities, and teachers, other educators, and partners training. Through the program, it expects to increase the number and percentage of the underrepresented students newly identified as having potential and served in a gifted program; students' mindsets, engagement, achievement, cultural and STEM identity development, leadership, and aspiration to enter into postsecondary STEM programs; and the number of teachers and other educators receiving training on identification and instruction for gifted students.

As I understand, the role of an internship site would be to (1) recruit a STEM internship mentor from our workplace who will work with students closely on their internship projects for a year; (2) host a small group of students (about 5 students) for their Spring site visit (8 hours) and Summer 40-hour internship; and (3) discuss how to accommodate the needs of students to work well at our workplace with the project staff on a regular basis. I understand that there will be a one-time $2,000 site support fee per school year for three school years (SY2024-2025, SY2025-2026, SY2026-2027).

In addition, I understand that the project will pay a stipend of $2,400 to an internship mentor (approximately 60 hours for a year x $40/hr). The work scope of the mentor includes: completion of online training modeul, assisting in creating a video clip about our workplace and internship opportunities, meeting students 1 time on campus in Fall and 8 hours at our site in Spring, guiding a

group of students for their 40 hours of internship during the summer, evaluating students' performance and growth, sharing the mentoring experiences with the project staff, and completing pre-post surveys.

I would be pleased to carry out the tasks, stated above, should this proposal be funded.



United States Department of the Interior

FISH AND WILDLIFE SERVICE

Kaua'i National Wildlife Refuge Complex
P.O. Box 1128
Kīlauea, HI 96754
Phone 808-828-1413 / Fax 808-828-6634

April 7, 2022

Hye Jin Park, Ed.D.
Kiriko Takahashi, Ph.D
Center on Disability Studies, University of Hawai'i

Aloha e Dr. Park and Takahashi,

We are delighted to have Kaua'i National Wildlife Refuge Complex participate in the internship program through the Center on Disability Studies at the University of Hawai'i at Mānoa, U.S. Department of Education, Gifted and Talented Education Program (CFDA 84.206A). The U.S. Fish & Wildlife Service believes stronly in creating stewards to help with our mission to conserve and protect the lands and waters for current and future generations. The framework for this program provides the opportunity to build that promise for the future.

The proposed research project will identify Native Hawaiian, Pacific Islander, and Filipino high school students with or without disabilities having potential in STEM using an innovative method. It will develop and offer the selected students an early college/dual credit course (academic enrichment in STEM, mentoring, college transition support, and paid internship), their parents/family monthly engagement activities, and teachers, other educators, and partners training. The program is expected to increase the number and percentage of the underrepresented students newly identified as having potential and served in a gifted program. The program is also designed to help strengthen students' mindsets, engagement, achievement, cultural and STEM identity development, leadership, and aspiration to enter into postsecondary STEM programs; and the number of teachers and other educators receiving training on identification and instruction for gifted students.

The role of an internship site would be to (1) recruit a STEM internship mentor from our workplace who will work with students closely on their internship projects for a year; (2) host a small group of students (about 5 students) for their Spring site visit (8 hours) and Summer 40-hour internship; and (3) discuss how to accommodate the needs of students to work well at our workplace with the project staff on a regular basis. The program will also support a one-time $2,000 site support fee per school year for three school years (SY2024-2025, SY2025-2026, SY2026-2027). In addition, I understand that the project will pay a stipend of $2,400 to an internship mentor (approximately 60 hours for a year x $40/hr). The work scope of the mentor includes: completion of online training module, assisting in creating a video clip about our workplace and internship opportunities, meeting students 1 time on campus in Fall and 8 hours at our site in Spring, guiding a group of students for their 40 hours of internship during the summer, evaluating students' performance and growth, sharing the mentoring experiences with the project staff, and completing pre-post surveys.

If you have any questions, please don't hesitate to contact me at heather_tonneson@fws.gov.
With aloha and gratitude,

Heather Abbey Tonneson
Refuge Complex Manager
Kaua'i National Wildlife Refuge Complex

Pūlama Lānaʻi

April 1, 2022

Hye Jin Park, Ed.D
Kiriki Takahashi, Ph.D
Center on Disability Studies, University of Hawai'i
1410 Lower Campus, Bldg. 171-F
Honolulu, HI 96822

RE: Support for Project Culturally and Linguistically Diverse and Twice-Exceptional students Achieving and Matriculating in Science, technology, enginerring, and and mathematics (STEM) (CDL TEAMS)

Dear Drs. Park and Takahashi,

Pūlama Lānaʻi is pleased to participate in the project proposed by the Center on Disability Studies at the University of Hawai'i at Mānoa, an application to the U.S. Department of Education, Gifted and Talented Education Program (CFDA 84.206A). Pūlama Lānaʻi's mission is to build a sustainable future for the island of Lānaʻi by preserving our culture, building economic opportunity, stewarding our lands and investing in people.

As I understand, the role of our internship site will be to: (1) recruit a STEM internship mentor from our workplace who will work with students closely on their internship projects for a year; (2) host a small group of students (about 5) for their Spring site visit (8 hours) and Summer 40-hour internship, and; (3) discuss how to accommodate the needs of students to work well at our workplace with the project staff on a regular basis. I understand that there will be a one-time $2,000 site support fee per school year for three school years (SY2024-2025, SY2025-2026, SY2026-2027).

In addition, I understand that the project will pay a stipend of $2,400 to an internship mentor (approximately 60 hours for a year x $40/hr). The work scope of the mentor includes: completion of an online training module; assisting in creating a short video about our workplace and internship opportunities; meeting students one time on campus in Fall and for eight hours at our site in Spring; guiding a group of students in their 40 hours of internship during the summer; evaluating students' performance and growth; sharing the mentoring experiences with the project staff, and; completing pre-post surveys.

Pūlama Lānaʻi will continue to support this program should the proposal be funded.

[redacted]

HONOLULU OFFICE 733 Bishop Street, Suite 2000 Honolulu, Hawai'i 96813 Tel 808 237 2001 Fax 808 566 6927 pulamalanai.com
LĀNAʻI OFFICE 1311 Fraser Ave PO Box 630310 Lānaʻi City, Hawai'i 96763 Tel 808 565 3000 Fax 808 565 3881

HUI MAKA‘ĀINANA O MAKANA

P.O. Box 1225 Hanalei, HI 96714 *https://www.huimakaainanaomakana.org*

April 6, 2022

Hye Jin Park, Ed.D.
Kiriko Takahashi, Ph.D
Center on Disability Studies, University of Hawai‘i
1410 Lower Campus Road, Bldg. 171-F
Honolulu, HI 96822

RE: Support for Project Culturally and **L**inguistically **D**iverse and **T**wice-**E**xceptional students **A**chieving and **M**atriculating in **S**cience, technology, engineering, and mathematics (STEM) (CLD TEAMS)

Dear Drs. Park and Takahashi

We are delighted to have Hui Maka‘āinana o Makana participate in the project proposed the Center on Disability Studies at the University of Hawai‘i at Mānoa, application to the U.S. Department of Education, Gifted and Talented Education Program (CFDA 84.206A). The organization’s mission is, “to *perpetuate and teach the skills, knowledge, and practices of our kūpuna (ancestors) through the interpretation, restoration, care, and protection of natural and cultural resources in Hā‘ena, Kaua‘i”*

The proposed research project will identify Native Hawaiian, Pacific Islander, and Filipino high school students with or without disabilities having potential in STEM using an innovative method. It will develop and offer the selected students an early college/dual credit course (academic enrichment in STEM, mentoring, college transition support, and paid internship), their parents/family monthly engagement activities, and teachers, other educators, and partners training. Through the program, it expects to increase the number and percentage of the underrepresented students newly identified as having potential and served in a gifted program; students’ mindsets, engagement, achievement, cultural and STEM identity development, leadership, and aspiration to enter into postsecondary STEM programs; and the number of teachers and other educators receiving training on identification and instruction for gifted students.

As I understand, the role of an internship site would be to (1) recruit a STEM internship mentor from our workplace who will work with students closely on their internship projects for a year; (2) host a small group of students (about 5 students) for their Spring site visit (8 hours) and Summer 40-hour internship; and (3) discuss how to accommodate the needs of students to work well at our workplace with the project staff on a regular basis. I understand that there will be a one-time $2,000 site support fee per school year for three school years (SY2024-2025, SY2025-2026, SY2026-2027).

In addition, I understand that the project will pay a stipend of $2,400 to an internship mentor (approximately 60 hours for a year x $40/hr). The work scope of the mentor includes: completion of online training model, assisting in creating a video clip about our workplace and internship opportunities, meeting students 1 time on campus in Fall and 8 hours at our site in Spring, guiding a group of students for their 40 hours of internship during the summer, evaluating students’ performance and growth, sharing the mentoring experiences with the project staff, and completing pre-post surveys.

I would be pleased to carry out the tasks, stated above, should this proposal be funded.

HUI MAKA‘ĀINANA O MAKANA

P.O. Box 1225 Hanalei, HI 96714 *https://www.huimakaainanaomakana.org*

HUI O HO'OHONUA

Community 501(c)3 Operating in `Ewa, O`ahu HOH808.org

April 5, 2022

1410 Lower Campus Road, Bldg. 171-F
Honolulu, HI 96822

RE: Support for Project Culturally and **L**inguistically **D**iverse and **T**wice-**E**xceptional students **A**chieving and **M**atriculating in **S**cience, technology, engineering, and mathematics (STEM) (CLD TEAMS)

Dear Drs. Park and Takahashi

We are delighted to have Hui o Ho`ohonua participate in the project proposed by the Center on Disability Studies at the University of Hawai'i at Mānoa, application to the U.S. Department of Education, Gifted and Talented Education Program (CFDA 84.206A). Our organization has been engaged in providing `āina-based learning and leadership opportunities for youth for the last 6 years. Although we are still engaged in year one of Project Hōkūlani with your team, we are enthusiastic about the progress and student engagement we already see in our capacity as a project internship host/project mentoring.

The proposed research project will identify Native Hawaiian, Pacific Islander, and Filipino high school students with or without disabilities having potential in STEM using an innovative method. It will develop and offer the selected students an early college/dual credit course (academic enrichment in STEM, mentoring, college transition support, and paid internship), their parents/family monthly engagement activities, and teachers, other educators, and partners training. Through the program, it expects to increase the number and percentage of the underrepresented students newly identified as having potential and served in a gifted program; students' mindsets, engagement, achievement, cultural and STEM identity development, leadership, and aspiration to enter into postsecondary STEM programs; and the number of teachers and other educators receiving training on identification and instruction for gifted students.

As I understand, the role of an internship site would be to (1) recruit a STEM internship mentor from our workplace who will work with students closely on their internship projects for a year; (2) host a small group of students (about 5 students) for their Spring site visit (8 hours) and Summer 40-hour internship; and (3) discuss how to accommodate the needs of students to work well at our workplace with the project staff on a regular basis. I understand that there will be a one-time $2,000 site support fee per school year for three school years (SY2024-2025, SY2025-2026, SY2026-2027).

In addition, I understand that the project will pay a stipend of $2,400 to an internship mentor (approximately 60 hours for a year x $40/hr). The work scope of the mentor includes: completion of online training module, assisting in creating a video clip about our workplace and internship opportunities, meeting students 1 time on campus in Fall and 8 hours at our site in Spring, guiding a group of students for their 40 hours of internship during the summer, evaluating students' performance and growth, sharing the mentoring experiences with the project staff, and completing pre-post surveys.

Our staff will be pleased to carry out the tasks, stated above, should this proposal be funded.

[redacted]

April 8, 2022

Hye Jin Park, Ed.D.
Kiriko Takahashi, Ph.D
Center on Disability Studies, University of Hawai‘i
1410 Lower Campus Road, Bldg. 171-F
Honolulu, HI 96822

NORTH SHORE COMMUNITY LAND TRUST

RE: Support for Project Culturally and **L**inguistically **D**iverse and **T**wice-**E**xceptional students **A**chieving and **M**atriculating in **S**cience, technology, engineering, and mathematics (STEM) (CLD TEAMS)

Dear Drs. Park and Takahashi

North Shore Community Land Trust (NSCLT) is excited to participate in the proposed project by the Center on Disability Studies at the University of Hawai‘i at Mānoa, application to the U.S. Department of Education, Gifted and Talented Education Program (CFDA 84.206A). NSCLT is a community-led 501(c)3 non-profit organization which conducts scientifically informed ecosystem restoration on the north shore of O‘ahu, Hawai‘i.

The proposed research project will identify Native Hawaiian, Pacific Islander, and Filipino high school students with or without disabilities having potential in STEM using an innovative method. It will develop and offer the selected students an early college/dual credit course (academic enrichment in STEM, mentoring, college transition support, and paid internship), their parents/family monthly engagement activities, and teachers, other educators, and partners training. Through the program, it expects to increase the number and percentage of the underrepresented students newly identified as having potential and served in a gifted program; students' mindsets, engagement, achievement, cultural and STEM identity development, leadership, and aspiration to enter into postsecondary STEM programs; and the number of teachers and other educators receiving training on identification and instruction for gifted students.

As I understand, the role of an internship site would be to (1) recruit a STEM internship mentor from our workplace who will work with students closely on their internship projects for a year; (2) host a small group of students (about 5 students) for their Spring site visit (8 hours) and Summer 40-hour internship; and (3) discuss how to accommodate the needs of students to work well at our workplace with the project staff on a regular basis. I understand that there will be a one-time $2,000 site support fee per school year for three school years (SY2024-2025, SY2025-2026, SY2026-2027).

In addition, I understand that the project will pay a stipend of $2,400 to an internship mentor (approximately 60 hours for a year x $40/hr). The work scope of the mentor includes: completion of online training modeul, assisting in creating a video clip about our workplace and internship opportunities, meeting students 1 time on campus in Fall and 8 hours at our site in Spring, guiding a group of students for their 40 hours of internship during the summer, evaluating students' performance and growth, sharing the mentoring experiences with the project staff, and completing pre-post surveys.

I would be pleased to carry out the tasks, stated above, should this proposal be funded.

[redacted]

oceanit
innovation through engineering & scientific excellence

April 8, 2022

Hye Jin Park, Ed.D.
Kiriko Takahashi, Ph.D
Center on Disability Studies, University of Hawai'i
1410 Lower Campus Road, Bldg. 171-F
Honolulu, HI 96822

RE: Support for Project Culturally and **L**inguistically **D**iverse and **T**wice-**E**xceptional students **A**chieving and **M**atriculating in **S**cience, technology, engineering, and mathematics (STEM) (CLD TEAMS)

Dear Drs. Park and Takahashi

We are delighted to have Oceanit participate in the project proposed the Center on Disability Studies at the University of Hawai'i at Mānoa, application to the U.S. Department of Education, Gifted and Talented Education Program (CFDA 84.206A).

Oceanit is a science, technology and engineering company that uses collaboration, innovation and creative thinking to deliver cutting-edge technology, solutions and services to our clients across a wide range of industries. Both scientists and engineers from different fields work together to create breakthrough technology and products in areas such as nanotechnology, sensors, medicine, artificial intelligence, and coastal sustainability.

The proposed research project will identify Native Hawaiian, Pacific Islander, and Filipino high school students with or without disabilities having potential in STEM using an innovative method. It will develop and offer the selected students an early college/dual credit course (academic enrichment in STEM, mentoring, college transition support, and paid internship), their parents/family monthly engagement activities, and teachers, other educators, and partners training. Through the program, it expects to increase the number and percentage of the underrepresented students newly identified as having potential and served in a gifted program; students' mindsets, engagement, achievement, cultural and STEM identity development, leadership, and aspiration to enter into postsecondary STEM programs; and the number of teachers and other educators receiving training on identification and instruction for gifted students.

As I understand, the role of an internship site would be to (1) recruit a STEM internship mentor from our workplace who will work with students closely on their internship projects for a year; (2) host a small group of students (about 5 students) for their Spring site visit (8 hours) and Summer 40-hour internship; and (3) discuss how to accommodate the needs of students to work well at our workplace with the project staff on a regular basis. I understand that there will be a one-time $2,000 site support fee per school year for three school years (SY2024-2025, SY2025-2026, SY2026-2027).

In addition, I understand that the project will pay a stipend of $2,400 to an internship mentor (approximately 60 hours for a year x $40/hr). The work scope of the mentor

includes: completion of online training module, assisting in creating a video clip about our workplace and internship opportunities, meeting students 1 time on campus in Fall and 8 hours at our site in Spring, guiding a group of students for their 40 hours of internship during the summer, evaluating students' performance and growth, sharing the mentoring experiences with the project staff, and completing pre-post surveys.

I would be pleased to carry out the tasks, stated above, should this proposal be funded.

Venture Physical Therapy

April 6, 2022

Hye Jin Park, Ed.D.
Kiriko Takahashi, Ph.D
Center on Disability Studies, University of Hawai'i
1410 Lower Campus Road, Bldg. 171-F
Honolulu, HI 96822

RE: Support for Project **C**ulturally and **L**inguistically **D**iverse and **T**wice-**E**xceptional students **A**chieving and **M**atriculating in **S**cience, technology, engineering, and mathematics (STEM) (**CLD TEAMS**)

Dear Drs. Park and Takahashi

We are delighted to have Venture Physical Therapy participate in the project proposed by the Center on Disability Studies at the University of Hawai'i at Mānoa, an application to the U.S. Department of Education, Gifted and Talented Education Program (CFDA 84.206A). We offer Physical Therapy to all of Maui County so that our residents have a holistic option to manage pain and recover from injuries that they can work, play, and live independently as long as possible.

The proposed research project will identify Native Hawaiian, Pacific Islander, and Filipino high school students with or without disabilities who have potential in STEM using an innovative method. It will develop and offer the selected students an early college/dual credit course (academic enrichment in STEM, mentoring, college transition support, and paid internship), as well as their parents/family monthly engagement activities, and training to their teachers, other educators, and partners. The program expects to increase the number and percentage of under-represented students newly identified as having potential and being served in a gifted program. The project addresses: students' mindsets, engagement, achievement, cultural and STEM identity development, leadership, and aspiration to enter into postsecondary STEM programs, and; the number of teachers and other educators receiving training on identification and instruction of gifted students.

As I understand, the role of our internship site will be to: (1) recruit a STEM internship mentor from our workplace who will work with students closely on their internship projects for a year; (2) host a small group of students (about 5) for their Spring site visit (8 hours) and Summer 40-hour internship, and; (3) discuss how to accommodate the needs of students to work well at our workplace with the project staff on a regular basis. I understand that there will be a one-time $2,000 site support fee per school year for three school years (SY2024-2025, SY2025-2026, SY2026-2027).

In addition, I understand that the project will pay a stipend of $2,400 to an internship mentor (approximately 60 hours for a year x $40/hr). The work scope of the mentor includes: completion of an online training module; assisting in creating a short video about our workplace and internship opportunities; meeting students 1 time on campus in Fall and for 8 hours at our site in Springl guiding a group of students for their 40 hours of internship during the summer; evaluating students' performance and growth; sharing the mentoring experiences with the project staff, and; completing pre-post surveys. I would be pleased to carry out the tasks, stated above, should this proposal be funded.

[redacted]

NĀ WA‘A MAUŌ MARINE STEWARDSHIP PROGRAM

April 05, 2022

Hye Jin Park, Ed.D.
Kiriko Takahashi, Ph.D
Center on Disability Studies, University of Hawai‘i
1410 Lower Campus Road, Bldg. 171-F
Honolulu, HI 96822

RE: Support for Project Culturally and **L**inguistically **D**iverse and **T**wice-**E**xceptional students **A**chieving and **M**atriculating in **S**cience, technology, engineering, and mathematics (STEM) (CLD TEAMS)

Dear Drs. Park and Takahashi,

We are delighted to have Nā Wa‘a Mauō Marine Stewardship Program participate in the project proposed the Center on Disability Studies at the University of Hawai‘i at Mānoa, application to the U.S. Department of Education, Gifted and Talented Education Program (CFDA 84.206A). Nā Wa‘a Mauō means the canoes which sustain us. The Nā Wa‘a Mauō marine stewardship program uses wa‘a (canoes) as vehicles to care for our oceans and creates community-driven stewardship efforts that are scientifically rigorous and culturally rooted.

The proposed research project will identify Native Hawaiian, Pacific Islander, and Filipino high school students with or without disabilities having potential in STEM using an innovative method. It will develop and offer the selected students an early college/dual credit course (academic enrichment in STEM, mentoring, college transition support, and paid internship), their parents/family monthly engagement activities, and teachers, other educators, and partners training. Through the program, it expects to increase the number and percentage of the underrepresented students newly identified as having potential and served in a gifted program; students’ mindsets, engagement, achievement, cultural and STEM identity development, leadership, and aspiration to enter into postsecondary STEM programs; and the number of teachers and other educators receiving training on identification and instruction for gifted students.

As I understand, the role of an internship site would be to (1) recruit a STEM internship mentor from our workplace who will work with students closely on their internship projects for a year; (2) host a small group of students (about 5 students) for their Spring site visit (8 hours) and Summer 40-hour internship; and (3) discuss how to accommodate the needs of students to work well at our workplace with the project staff on a regular basis. I understand that there will be a one-time $2,000 site support fee per school year for three school years (SY2024-2025, SY2025-2026, SY2026-2027).

In addition, I understand that the project will pay a stipend of $2,400 to an internship mentor (approximately 60 hours for a year x $40/hr). The work scope of the mentor includes: completion of online training modeul, assisting in creating a video clip about our workplace and internship opportunities, meeting students 1 time on campus in Fall and 8 hours at our site in Spring, guiding a group of students for their 40 hours of internship during the summer, evaluating students’ performance and growth, sharing the mentoring experiences with the project staff, and completing pre-post surveys.

I would be pleased to carry out the tasks, stated above, should this proposal be funded.

[redacted]

Executive Director

UNIVERSITY of HAWAIʻI® MĀNOA

College of Natural Sciences
Department of Information and Computer Sciences

March 31, 2022

Hye Jin Park, Ed.D.
Kiriko Takahashi, Ph.D
Center on Disability Studies, University of Hawaiʻi
1410 Lower Campus Road, Bldg. 171-F
Honolulu, HI 96822

RE: Support for Project Culturally and Linguistically Diverse and Twice-Exceptional students Achieving and Matriculating in Science, technology, engineering, and mathematics (STEM) (CLD TEAMS).

Dear Drs. Park and Takahashi:

The Laboratory for Applications in Informatics and Analytics is delighted to participate in this project proposed by the Center on Disability Studies at the University of Hawaiʻi at Mānoa and submitted to the U.S. Department of Education, Gifted and Talented Education Program (CFDA 84.206A). The Laboratory for Applications in Informatics and Analytics is part of the Information and Computer Sciences Department, the Hawaii Institute of Marine Biology, and the Hawaii Data Science Institute at the University of Hawaii at Manoa. Our research focuses on novel algorithms and data science to gather insights and solve problems across disciplines, as well as learning data science across subject areas and levels.

The proposed research project will identify Native Hawaiian, Pacific Islander, and Filipino high school students with or without disabilities having potential in STEM using an innovative method. It will develop and offer the selected students an early college/dual credit course (academic enrichment in STEM, mentoring, college transition support, and paid internship), their parents/family monthly engagement activities, and teachers, other educators, and partners training. Through the program, it expects to increase the number and percentage of the underrepresented students newly identified as having potential and served in a gifted program; students' mindsets, engagement, achievement, cultural and STEM identity development, leadership, and aspiration to enter into postsecondary STEM programs; and the number of teachers and other educators receiving training on identification and instruction for gifted students.

As I understand, the role of an internship site would be to (1) recruit a STEM internship mentor

1680 East-West Road, POST 317
Honolulu, Hawaiʻi 96822
Telephone: (808) 956-6049
Fax: (808) 956-3548

from our workplace who will work with students closely on their internship projects for a year; (2) host a small group of students (about 5 students) for their Spring site visit (8 hours) and Summer 40-hour internship; and (3) discuss how to accommodate the needs of students to work well at our workplace with the project staff on a regular basis. I understand that there will be a one-time $2,000 site support fee per school year for three school years (SY2024-2025, SY2025-2026, SY2026-2027).

In addition, I understand that the project will pay a stipend of $2,400 to an internship mentor (approximately 60 hours for a year x $40/hr). The work scope of the mentor includes: completion of online training modeul, assisting in creating a video clip about our workplace and internship opportunities, meeting students 1 time on campus in Fall and 8 hours at our site in Spring, guiding a group of students for their 40 hours of internship during the summer, evaluating students' performance and growth, sharing the mentoring experiences with the project staff, and completing pre-post surveys. I would be pleased to carry out the tasks, stated above, should this proposal be funded. Sincerely,

1680 East-West Road, POST 317
Honolulu, Hawai'i 96822
Telephone: (808) 956-6049
Fax: (808) 956-3548
An Equal Opportunity/Affirmative Action Institution

Letter of Support for new grant proposal to expand and extend our reach

April 07, 2022

Hye Jin Park, Ed.D.
Kiriko Takahashi, Ph.D
Center on Disability Studies, University of Hawai'i
1410 Lower Campus Road, Bldg. 171-F
Honolulu, HI 96822

RE: Support for Project Culturally and Linguistically Diverse and Twice-Exceptional students Achieving and Matriculating in Science, technology, engineering, and mathematics (STEM) (CLD TEAMS)

Dear Drs. Park and Takahashi

We are delighted to have Hōkūlani program participate in the project proposed the Center on Disability Studies at the University of Hawai'i at Mānoa, application to the U.S. Department of Education, Gifted and Talented Education Program (CFDA 84.206A). At Chaminade University of Honolulu's NSM (Natural Science and Mathematics) department we are always looking for new ways of reaching our current and potential students while learning from the teaching of our past and present. With this partnership we hope to spart interest in perspective students sooner by giving them the skill they need for that next step whether it be college or a different career path.

The proposed research project will identify Native Hawaiian, Pacific Islander, and Filipino high school students with or without disabilities having potential in STEM using an innovative method. It will develop and offer the selected students an early college/dual credit course (academic enrichment in STEM, mentoring, college transition support, and paid internship), their parents/family monthly engagement activities, and teachers, other educators, and partners training. Through the program, it expects to increase the number and percentage of the underrepresented students newly identified as having potential and served in a gifted program; students' mindsets, engagement, achievement, cultural and STEM identity development, leadership, and aspiration to enter into postsecondary STEM programs; and the number of teachers and other educators receiving training on identification and instruction for gifted students.

As I understand, the role of an internship site would be to (1) recruit a STEM internship mentor from our workplace who will work with students closely on their internship projects for a year; (2) host a small group of students (about 5 students) for their Spring site visit (8 hours) and Summer 40-hour internship; and (3) discuss how to accommodate the needs of students to work well at our workplace with the project staff on a regular basis. I understand that there will be a one-time $2,000 site support fee per school year for three school years (SY2024-2025, SY2025-2026, SY2026-2027).

In addition, I understand that the project will pay a stipend of $2,400 to an internship mentor (approximately 60 hours for a year x $40/hr). The work scope of the mentor includes: completion of online training modeul, assisting in creating a video clip about our workplace and internship opportunities, meeting students 1 time on campus in Fall and 8 hours at our site in Spring, guiding a

group of students for their 40 hours of internship during the summer, evaluating students' performance and growth, sharing the mentoring experiences with the project staff, and completing pre-post surveys.

I would be pleased to carry out the tasks, stated above, should this proposal be funded.

CLD TEAMS Appendices

Appendix A - Logic Model

Appendix B - Early College/Dual Credit Course Lesson Topics

Appendix C - Family Engagement Activity Topic and Schedule

Appendix D - Educator and Partner Training Module Topics

Appendix E - Employer Online Training Course Topics

Appendix F - Outcome Measures, Reliability, and Validity

Appendix G - Theory of Change Diagram

Appendix A. Project CLD TEAMS Logic Model (Goal: to develop new information to identify and provide services to underserved students in gifted education and STEM fields)

CONTEXT	KEY ACTIVITIES-Continued	OUTCOMES
Adverse pandemic impacts on NH, PI, F communities and academic performance; STEM for future economy and employment; traditional underrepresentation of NH, PI, SWD in gifted education and STEM; F's educational needs unattended; need for diversifying STEM workforce and by increasing GATE access.	internship sites; (9) Establish partnerships with high schools, colleges, and employers; (10) Establish early college/dual credits pathways; (11) Provide training; (12) Conduct awareness activities; (13) Recruit and select students. **II-Implementation :** (14) Implement the program in HI, CNMI, and AS to 3 cohorts; (15) Assess outcomes. **III-Dissemination, TA, & Sustainability and Scale-up Plan** (16) Finalize, package, and disseminate products and findings; (17) Provide TA to schools to replicate; (18) Develop a sustainability and scale-up plan.	**Short-term:** More than 80% improved mindsets (growth, benefit mindsets, grit), cultural competence, attitudes toward learning and STEM-> increased engagement and behaviors of the scientifically gifted **Mid-Term:** More than 80% improved science literacy and achievement ->better developed STEM and disability identity and leadership -> increased intention to enroll in postsecondary STEM programs **Long-Term:** When followed up, more than 70% increased SBA test scores, higher level course taking (gifted, honors, AP, IB, dual credit), and participation of work-based learning, STEM related activities, competitions; more than 80% graduating HS on-time with a regular diploma; more than 70% entering college after graduation; more than 50% majoring in STEM at college. **Broader Impacts:** Improved local capacity to identify and serve the underrepresented students and SWD by increased number of highly qualified educators trained **Intellectual Merits:** Contributing to generating new knowledge in the fields of gifted and STEM
INPUTS	**OUTPUTS**	
-Javits funding -Supplies, equipment, institutional and human resources from 7 college campuses and 23 worksites on HI, CNMI, AS -COP; 5 local leadership teams (3 in HI, 1 in CNMI, 1 in AS); 7 partnership of HS-college-STEM employers -HIDOE, ASDOE, CNMI PSS & other partners -Project staff; 21 science instructors; 69 cultural/academic mentors; 69 internship mentors -Participants: 345 students; 180 parents; 224 educators/partners; 140 employers	**Phase I**: COP, CLD TEAMS Model,106-hour early college/dual credit course, 4-hour CBI, 3 credit HIDOE PD 1, outco6 credit HIDOE PD 2, 3 credit UH course, online employer training course, 9 family engagement activities, and monthly outreach activities developed. 5 local leadership teams (3 HI, 1 CNMI, 1 AS), 23 internship sites, 7 project satellite campuses, 3 dual credit courses set up. Per cohort 68 educators, 40 employers, and 53 project mentors trained. **Phase II**: For 3 cohorts,1,800 outreached; 345 students identified by STEM talent search committee; program implemented with fidelity to 345 students, 180 students, 224 educators/ partners, and 140 employers in HI, CNMI, AS **Phase III:** Accessible products and findings disseminated; TA for replicability test provided; a plan for sustainability and scale-up; newsletters, 3 articles, 8 conference presentations	
KEY ACTIVITIES		
I-Development, Pilot-test & Preparation: (1) Develop COP; (2) Develop CLD TEAMS Model; (3) Culturally adopt, differentiate, pilot-test lessons & assessments; (4)Develop, pilot-test teaching courses; (5) Revise, pilot-test an employer training course; (6) Improve, pilot-test family engagement and outreach activities; (7) Develop local leadership teams; (8) Recruit		

Appendix B. Early College/Dual Credit Course Lesson Topics

Science hands-on Enrichment	Mentoring	College Transition	Work-based Learning
Creative Media	Meet Your Mentors and Small Group Peers & Build a Relationship	Campus Field Trip	Intro to Work-based Learning
Health Science	What Does a Scientist Look Like?	Intro to College and STEM Majors	Meet Your Internship Cohorts
Astronomy	Role Model Presentation 1	College Application, and Personal Essay	Meet Your Internship Mentor
Computer Science	STEM in My Culture	Early College and Dual Enrollment	Spring Internship Site Visit
Soil Science	STEM in Sports	Financial Aid and Scholarships	Job Shadowing
Sustainability	STEM in Music	STEM Prerequisite and Course Planning & Time Management Skills	Summer Internship
	Explore STEM Interests & Career Card Sort	STEM Career Development at College	Reverse Job Fair
	STEM Career Search	STEM Study Skills	
	Job Application & Resume Building	College Student Service Programs	
	Interview Skills	Technology for Learning and Work & Accommodations	

Appendix C. Family Engagement Activity Topics & Schedule

Month	Session Topics	Mode of Delivery	Outcomes
September	Orientation for Students and Families • Intro to the program • Goal setting with students, parents, and mentors • Core mindsets of the program • Pre-data collection	Online or face to face (3 hours)	Parents and students will understand the program, set goals together, and understand the core mindset of the program.
October	College transition process 1 • Understanding your child's interests and searching for appropriate college	Online (1 hour)	Parents will learn how to find their children's interests and how to guide their children to search for the right college.
November	College transition process 2 • Early college/dual enrollment program, internship & completing the application forms	Online (1 hour)	Parents and students will be able to understand what early college/dual enrollment program is, be able to apply their knowledge to executing then, and eventually be able to complete an application.

December	Service-learning field trip 1	Face-to-Face (2 hours)	Parents and students will visit an internship site or other worksite to meet professionals working at the site, learn STEM related work and careers available in their community, understand the significance of their work to address community needs, and participate in service activities.
January	College transition process 3 ● Application and essay writing	Online (1 hour)	Parents and students will learn how to complete a college application and receive insightful tips to write an essay.
February	College transition process 4 ● Financial aid and scholarships	Online (1 hour)	Parents and students will understand and access resources that help pay for students' education.
March	Service-learning field trip 2	Face-to-face (2 hours)	Parents and students will visit an internship site or other worksite to meet professionals working at the site, learn STEM related work and careers available in their community, understand the significance of their work to address community needs, and participate in service activities.

April	College transition process 5 ● Financial literacy & cost saving	Online (1 hour)	Parents and students will learn strategies to budget and save cost and increase financial literacy. Ultimately, they will use the knowledge to make better financial decisions.
May	Service-learning field trip 3	Face-to face (2 hours)	Parents and students will visit an internship site or other worksite to meet professionals working at the site, learn STEM related work and careers available in their community, understand the significance of their work to address community needs, and participate in service activities.
July	Student Final Showcase & Reverse Job Fair Day Post-data collection & Focus Group	Online or Face-to-Face (3 hours)	Parents will learn what their children experienced and gained from the program and how they plan to use the lesson for their future academic and career endeavors. Parents will think about ways to support their children's continuous learning and pursuit of the goals.

Appendix D. Educator and Partner Training Module Topics

Module	Description	Outcomes
Module 1: Understanding of student characteristics and needs	Overview to CLD students' and twice-exceptional students' academic, social, emotional, and developmental characteristics and learning needs	Teachers will increase their knowledge of Native Hawaiian, Pacific Islander, and Filipino (NH/PI/F) high school students with or without disabilities academic, social, emotional and developmental characteristics and learning needs, with special attention to neurodivergent students (e.g., Autism Spectrum Disorder, Specific Learning Disability, Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder, and other neurodivergent disorder
Module 2: Identification Methods	4 Step Identification method for "promising" (Sheffield, 2012) underrepresented students in GATE	Teachers will be able to utilize the 4 step identification method to broaden identification of promising,

		underserved students for GATE participation
Module 3: Instructional and communication strategies	Effective instructional and communication techniques including evidence based strategies of Universal Design for Learning, blended learning, work-based, experiential and service learning	Teachers will be able to apply evidence based strategies of Universal Design for Learning; blended learning; differentiated instruction; work-based, experiential learning; service-learning; and mentoring to support identified students and increase access to rigorous content in STEM pathway courses

Appendix E. Employer Training Module Topics

Module	Description	Intended Outcomes
1. Characteristics and needs	Overview to CLD students' and twice-exceptional students' academic, social, emotional, and developmental characteristics and needs	Employers will increase their knowledge of Native Hawaiian, Pacific Islander, and Filipino (NH/PI/F) high school students with or without disabilities academic, social, emotional and developmental characteristics and needs, with special attention to neurodivergent students (e.g., Autism Spectrum Disorder, Specific Learning Disability, Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder, and other neurodivergent disorder.

2. Strategies to create an inclusive and accessible environment	Training on how to create a more inclusive environment; the need and importance of accessibility in the workplace and how to identify and remove barriers to access; and Universal Design	Employers will increase competence and confidence across the organization to successfully include employees with disabilities in the workplace Learn accepted practices in interacting with individual with disabilities, whether they are current employees, job candidates, or clients as a valued segment of the workforce, increasing likelihood that existing employees feel comfortable disclosing their disabilities
3. Reasonable job accommodations	Training about accommodations under the ADA and cover reasonable considerations to help guide employers on best practices	Employers will increase foundational knowledge on accommodation, disability lived experience in the workplace, ways to increase self-identification and how people with disabilities make business better.

4. Disability Equality Index	Training on the disability equality index, a comprehensive benchmarking tool that helps companies build a roadmap of measurable, tangible actions that they can take to achieve disability inclusion and equality.	Employers will learn about the benchmarks. Companies earning 80 and above will be recognized as "Best Places to Work for Disability Inclusion."
4. Mentoring and communication strategies	Training about effective strategies to communicate and mentor people from CLD backgrounds or individuals with disabilities	Employers will increase skills to communicate and mentor the populations.
After completing this module employers will receive a certificate and be nationally and internationally recognized as the "Best Places to Work for Disability Inclusion."		

Appendix F. Project CLD TEAMS Outcome Measures, Reliability, and Validity

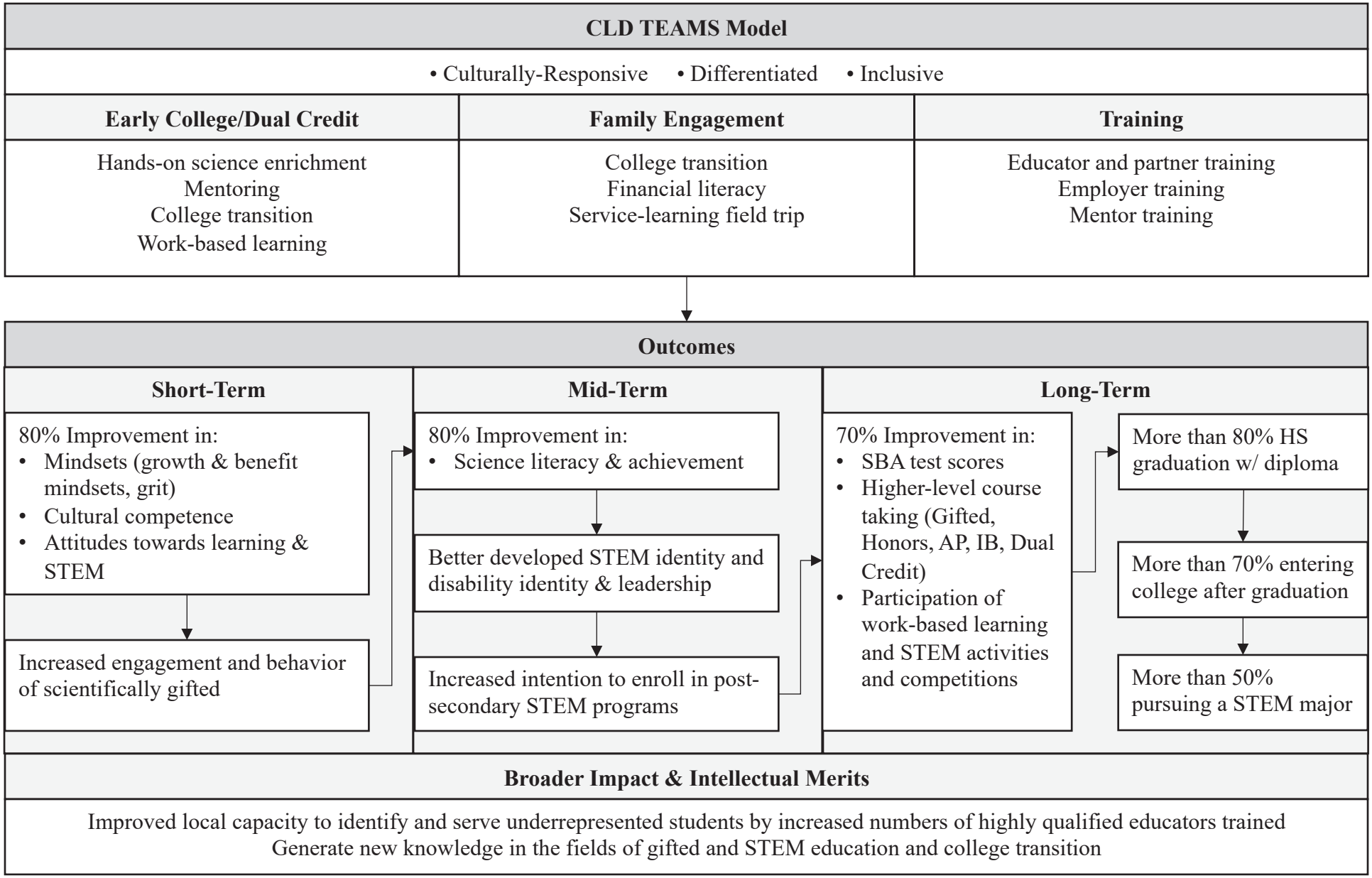
Student Outcome Measures
Growth Mindset Rating Scale (Blackwell, Trzesniewski, & Dweck, 2007) consists of six items, with three items measuring the belief that intelligence is malleable and another three measuring the belief that intelligence is fixed. (Reliability=.78, test-retest reliability is .77 over a two-week period for seventh and eighth graders).
Benefit Mindset (Buchanan & Kern, 2017). As this concept was recently developed, there is not a validated scale. The project will develop a scale using the core traits of benefit mindset.
Grit is defined as trait-level perseverance and passion in achieving long-term goals (see Duckworth et al., 2007). Research conducted among socio-economically and ethnically diverse student populations demonstrated that the scale of grit, composed of two sub-scales (i.e., consistency of interest and perseverance of effort), exhibited sound psychometric properties with respect to criterion-related and predicted validity as well as high reliability: (1) internal consistency ranges from 0.73 to 0.84; and (2) test-retest reliability ranges from .82 to .84 among middle- and high-school students. Two sub-scales, with 5 items representing each, were moderately correlated ($r = 0.59, p < .001$).
Cultural Competence and Attitudes towards Learning will be assessed through a researcher-developed measure, based on the Nā Hopena A‘o framework that identifies NH values (i.e., sense of belonging, place, responsibility, and excellence) that facilitate academic and character development within a NH context (HIDOE, 2015). The measure was developed and used by the PIs’ Project Hokulani with NH students.
Attitudes Towards STEM (Mahoney, 2010) is used for HS students and consists of 24 items with a 1 to 4 rating scale for each of STEM areas; in total 96 items. It has four scales: awareness (6 items), perceived ability (6 items), value (6 items), and commitment (6 items). (Internal reliability = .96, .95, .97, and .96)

Changes in **behaviors characteristics of scientifically talented students** will be assessed with tHokulani characteristic survey made by adopting the science sub-scale of the Scales for Identifying Gifted Students (SIGS; Ryser & McConnell, 2004), literature review, and COP member's input and will be completed by students at the beginning and end of the program. Intern Assessment Form. The project will develop an assessment form by improving Hokulani intern assessment form for the internship mentors to rate the students' performance during the internship and provide qualitative comments at the end of internship.
Scientific Literacy measure consists of seven items from *Program for International Student Achievement (*PISA) 2015 Field Trial Cognitive Items Pool, a central construct for science assessment. It was designed to gauge students' competencies in explaining phenomena scientifically, evaluating and designing scientific inquiry, and interpreting data and evidence scientifically within a range of personal, local/national and global contexts (OECD 2017). Pre- and post-assessment will be collected at the onset and the end of the intervention.
Science & STEM Achievement: (1) Hands on science enrichment lesson content-based science test- Project will develop pre/post assessments based on each lesson/activity to assess specific science concepts and skill development; and (2) STEM Course Grades and SBA Test Scores will be retrieved from school records to identify transfer of concepts and skills to regular science classroom.
STEM Identity: A STEM identity measure, which the researchers used for Project TEAMS, will be used. The researchers adopted the scale, developed by Eagan, Hurtado, Garibay, and Herrera (2012), for high school students. Three constructs are the desire to make a theoretical contribution to science, to be recognized by colleagues for contributions to one's field, and to become recognized as an authority in one's field. (Construct validity by significant correlations with years of studying biology in HS, participating in a pre-college summer research program, and reasons for coming to college)

Disability Identity: From Hahn and Belt (2004)'s survey, we will use 4 items of a sense of positive disability identity and 3 items of belonging with the disability community, using 7-point Likert scale. A sound validity of the items was attested by the principal component analysis (Hahn & Belt, 2004).
Leadership: As adopting Jolly & Kettler's (2004)'s study, we will alter the leadership items of Renzulli-Hartman Scales for Rating Behavioral Characteristics of Superior Students from third person to first person so that it is a self-report, instead of a third-person report. The Renzulli Scales has 10 subscales, and each scale has 10-item four point Likert scale. The stability coefficient is .77, and interrater reliability coefficient is .67. We will also use Jolly and Kettler's (2004) jot down sheet to observe students' leadership behavior during problem solving performance.
Intention to enroll in postsecondary STEM programs: Project developed student pre-post-follow up surveys and focus group.
Student Follow-up, Long-term Outcome Measure
A follow-up survey will be developed to include items asking about SBA test proficiency levels; higher-level course taking (gifted, honors, AP, IB, early college/dual credit); participation of work-based learning, STEM related activities and competitions; high school graduation (on-time, diploma type); college entrance and majors; and perceived impacts of CLD TEAMS program.
Educator, Partner, Employer, Parent, and Mentor Outcome Measures
Based on the training content, pre-post training assessments will be developed by the project. To collect information about demographic, relevant experiences, and baseline status of outcome indicators a pre-survey will be developed. To assess any changes on the outcome indicators, examine their experiences with the program, and obtain feedback for improvement, a post-survey and a focus group questionnaire will be developed.

Note. All instruments will be reviewed by COP for cultural appropriateness before use.

Appendix G. Theory of Change Diagram of CLD TEAMS Program



Hye Jin Park, Ed.D.
Center on Disability Studies, University of Hawai`i at Mānoa
[redacted]

Education

Columbia University, New York, NY May 2008
Doctor of Education in Department of Curriculum and Teaching, Teachers College

- Dissertation: *Lived experiences of Korean gifted education teachers: A collective qualitative case study.*
- Columbia University, Department of Curriculum and Teaching Scholarships

Columbia University, New York, NY February 2007
Master of Education in Measurement, Evaluation, and Statistics, Department of Human Development, Teachers College

- Thesis: *A structural equation modeling of the GIFTOPIA Basic Ability Test-Revised.*

Columbia University, New York, NY May 2005
Master of Arts in Gifted Education, Department of Curriculum and Teaching, Teachers College

- Thesis: *Teachers of color in gifted education.*

Yonsei University, Seoul, South Korea August 2001
Master of Arts in Educational Psy6chology, Department of Education

- Thesis: *A pathway analysis in the relationship of self-concept, perfectionism, and psychological defense mechanism of gifted adolescents.*
- Yonsei University Graduate School Alumni Scholarship

Yonsei University, Seoul, South Korea August 1999
Bachelor of Arts in Education, Department of Education

Recent Positions and Employment

Interim Associate Director, Center on Disability Studies, University of Hawai`i at Mānoa, HI, April 2020-Present

- Collect and analyze the NIRS data, and write a center annual report
- Conduct an annual performance review of faculty
- Lead the center personnel tenure and promotion process
- Provide technical assistance to the Pacific Rim International Conference on Disability and Diversity
- Conduct new employee orientations
- Oversee CDS-wide core human resources, fiscal, administrative, and facility functions
- Coordinate international visiting scholars and their research agendas

Research & Evaluation Coordinator, Center on Disability Studies, University of Hawai`i at Mānoa, HI, 2018-Present

- Provide technical assistance and mentor CDS research and evaluation activities associated with grants and projects
- Conduct evaluation of the Pacific Rim International Conference on Disability and Diversity

Associate Professor, Center on Disability Studies, University of Hawai`i at Mānoa, HI, August 2014–Present
Assistant Professor, Center on Disability Studies, University of Hawai`i at Mānoa, HI, August 2008–July 2014
Researcher, Center on Disability Studies, University of Hawai`i at Mānoa, HI, March–July 2008

- Direct or co-direct project implementation
- Lead a grant writing process to secure extramural funds
- Develop theoretical frameworks, research designs, and evaluation plans
- Lead an interdisciplinary team in developing evidence-based and innovative interventions and related materials (e.g., curricula, lesson plans, and hands-on activities), applying Universal Design for Learning strategies and complying with Section 508 to effectively reach and meet the needs of students with diverse needs and abilities
- Collaborate in planning, designing, implementing, and evaluating professional development training or workshops for teachers, parents, mentors, and community members in an in-person, online, or hybrid format
- Lead in recruiting schools, students, parents, community members, and partners for projects
- Develop instruments and maintain databases
- Analyze quantitative and qualitative data and write technical reports
- Supervise the project team members to assure the fidelity of intervention implementation
- Conduct evaluations and write formative and summative evaluation reports
- Write interim and annual reports
- Lead the collaboration in disseminating project products and findings through publications, conferences, workshops, newsletters, and online postings
- Develop and teach gifted education courses for undergraduate and graduate students
- Supervise project staff, including graduate assistants and junior and assistant specialists, in grant writing, project implementation, and evaluation
- Facilitate a partnership among the center, DOE schools, and communities through communities of practice, meetings, research, demonstrations, presentations, and workshops

Level 1 Cooperating Graduate Faculty in the Educational Psychology (EDEP) at the University of Hawai‘i at Mānoa, March 2020-Present

Level 2 Graduate Faculty for the Disability and Diversity Studies-GCERT (DDS), University of Hawai`i at Mānoa, HI, March 2018-Present

Cooperating Graduate Faculty in the field of Special Education (Med) and Regular Graduate Faculty of the Education (PhD program), University of Hawai`i at Mānoa, HI, March 2014-Present

Institutional Review Board member, University of Hawai`i at Mānoa, HI, July 2012–Present

Research Review Board member, Journal of Postsecondary Education and Disability, July 2012–Present

Senate member, College of Education, University of Hawai`i at Mānoa, HI, 2020-Present

Conference co-chair, 2021 Pacific Rim International Conference on Disability and Diversity

Conference evaluator, 2020, 2021, 2022 Pacific Rim International Conference on Disability and Diversity

Council member, Center on Disability Studies, University of Hawai`i at Mānoa, HI, 2015–2016

Co-Investigator, Korean Science and Math Teacher Professional Development Program for Gifted Education, St. John's University, New York, NY, September 2007–January 2008

- Collaborated to develop and implement a curriculum for a professional development program for gifted education teachers; developed teacher and student surveys and classroom observation checklists to evaluate the effectiveness of NYC gifted education programs and to guide program improvement; analyzed data; wrote a program evaluation report

Federal Grant Funded Projects

- **Project Hokulani Hui** (09/2021-08/2024): *Native Hawaiian Education Program, US Department of Education. $2,760,610. Principal Investigator and Internal Evaluator.* The goal of the project is to address the adverse impacts of the COVID-19 pandemic on Native Hawaiian (NH) youths' educational opportunities and increase the number of NH students transitioning into postsecondary STEM fields.
- **Hawaii Department of Health, Comprehensive Systems of Personnel Project.** $49500. Evaluator. The contract is to develop and administer surveys to in-service and pre-service teacher education and professional development program providers, program managers, service providers, and teachers in the field of early childhood/early intervention to understand effective recruitment and retention strategies and training needs.
- **Project Hokulani** (10/2020-09/2023): *Native Hawaiian Education Program, US Department of Education. $2,459,655. Principal Investigator and Internal Evaluator.* The goal of the project is to create a seamless and supportive STEM education pipeline for NH youths to bolster their aspirations to enter into postsecondary STEM fields.
- **Project Ka Pilina Noeau II** (10/2020-09/2023) *Native Hawaiian Education Program, US Department of Education. $2,392,094. Co-Principal Investigator and Internal Evaluator.* The goal of the project is to refine and replicate the Math and Science Learning Model (MSL Model) to increase STEM engagement and improve the math and science outcomes of Native Hawaiian K to 5th grade students.

- **System of Care at Federated States of Micronesia** (09/2021–08/2024): *Substance Abuse and Mental Health Services Administration, US Department of Health and Human Services. External Evaluator*. The goal of the project is to develop a culturally appropriate system of care and support for families with children ages 0-21 who have severe emotional disturbance issues.
- **Campus Physical Accessibility Study** (03/2019-03/2020): *University of Hawaii SEED Grant Program. $1,000. Principal Investigator.* The goal of the project is to assess the campus physical accessibility using a project-developed user-based campus accessibility survey and the ADA checklist and thus, provide practical suggestions to improve the campus physical accessibility.
- **Hawaii Family Engagement Center** (10/2018-9/2019): *US Department of Education. Co-Principal Investigator*. The goal of the project is to build capacity in Hawaii to develop and sustain strong, productive relationships among schools, parents, and community organizations for child development and achievement.
- **Project Hoʻokuʻi-Phase III: Na Kumu Alakaʻi** (10/2018-9/2021): *Native Hawaiian Education Program, US Department of Education. Internal Evaluator.* The goal of the project is to demonstrate and formalize the Project Hookui model that supports Native Hawaiian students to participate in a dual enrollment or early college program.
- **Project BE A Mathematician (BEAM)** (10/2017–9/2022): *Jacob Javits Gifted and Talented Students Education Program, US Department of Education. $2,447,176. Principal Investigator and Internal Evaluator.* The goal of the multisite cluster randomized controlled research is to scale up and evaluate a culturally responsive, accelerated, and enriched math intervention model designed to increase the number of middle school Native Hawaiian, Native American, Pacific Island, and Hispanic students, identified as "mathematically promising," in Hawai`i, Arizona, and the Commonwealth of the Northern Mariana Islands.
- **Ka Pilina Noeau** (10/2017–6/2021): *Native Hawaiian Education Program, US Department of Education. $1,489,882. Co-Principal Investigator and Internal Evaluator*. The goal of the project is to develop, implement, and replicate the Math and Science Learning Model (MSL Model) to enhance math and science educational services and ultimately improve the math and science outcomes of K–8 Native Hawaiian students, and to support their parents.
- **Project Linking Actions for Unmet Needs in Child Health (LAUNCH) at Federated States of Micronesia** (04/2015–09/2020): *Substance Abuse and Mental Health Services Administration, US Department of Health and Human Services. External Evaluator*. The goal of the project is to promote wellness of children age zero to eight and their mothers.
- **Project Twice-Exceptional Students Achieving and Matriculating in STEM (TEAMS)** (10/2014–09/2021): *Jacob Javits Gifted and Talented Students Education Program, US Department of Education. $2,388,643. Principal Investigator and Internal Evaluator.* The goal of the project is to identify twice-exceptional high school students with disabilities having potential in science and provide a three-pronged support (i.e., academic enrichment in science, mentoring on understanding disability and building interest in STEM, and college transition support) to improve their science achievement and encourage their entrance into postsecondary STEM degree programs. The project examines the effectiveness of the model using a multisite cluster randomized trial. The project sites include 24 schools in Hawai`i, American Samoa, the Commonwealth of the Northern Mariana Islands, Iowa, and New York.
- **Pacific Alliance for Supporting Individuals with Disabilities in STEM Fields Partnership** (10/2009–09/2017): *National Science Foundation. $1,499,995. Evaluator*. The

goal of the project is to increase the number of individuals with disabilities who enter, persist, and graduate with a degree in Science, Technology, Engineering, and Mathematics (STEM) postsecondary education programs in the University of Hawai`i system and ultimately who are employed in the STEM workforce in Hawai`i. The project provides mentoring, academic support, and career support practices at critical junctures from high school to graduate school.

- **Project Hoʻokuʻi–Phase II** (09/2014–08/2017): *Native Hawaiian Education Program, US Department of Education. Evaluator/Data Analyst.* The phase II study expands the project on the multiple sites. The goal of the project is to increase the number of Native Hawaiian high school students who are enrolled in and succeed in the high school–college dual enrollment programs by providing individualized, computer-based accelerated instruction, culturally relevant mentoring and career counseling, and after-school tutorial support.
- **Ka Pilina: AIM Together** (09/2012–08/2016): *Native Hawaiian Education Program, US Department of Education. $1,515,457. Evaluator/Data Analyst.* The goal of the project is to improve math achievement resulting in increased high school graduation rates and college enrollment of all Native Hawaiian youth and those at risk and with disabilities, through face-to-face, evidence-based, and culturally-responsive math instructional strategies, and through computer-mediated learning.
- **Growing Pono Schools** (07/2011–06/2014): *Native Hawaiian Education Program, US Department of Education. $1,500,663. Evaluator/Data Analyst.* The goal of the project is to develop elementary, middle, and high school advisory and multimedia curricula based on culturally based education and appreciative inquiry, and thus improve school climate, pono behaviors, academic engagement, and academic outcomes of Native Hawaiian and other school-aged youth.
- **A Cluster Randomized Study of The Impact of Heuristics Math Teaching vs. Intelligent Tutoring with Community College Students with Disabilities in Algebra I Classes and Continued Participation in More Advanced STEM Course Work**: **Pathways to STEM Project** (10/2010–09/2013): *National Science Foundation. $449,999. Research Design Specialist/Data Analyst*. The goal of the project is to ensure early academic success and persistence in Science, Technology, Engineering, and Mathematics (STEM) disciplines for postsecondary students with disabilities by intervening with two theory and research-based math interventions focused on problem solving skills: heuristic math teaching method and intellectual tutoring system. The individual and combined effects of the intervention strategies will be examined through a cluster randomized trial.
- **Text-to-Speech Software as a Tool for Improving the Unaided Reading Comprehension and Skills of High School Students with Reading Difficulties: Phase II Study** (07/2010–06/2013): *Office of Special Education Programs, US Department of Education. $899,998. Research Design Specialist/Data Analyst*. The goal of the project is to examine the effectiveness of text-to-speech software on the unaided reading vocabulary, comprehension, and rate and academic aspiration and outcomes of high school struggling readers using a multi-site cluster randomized trial.
- **Project Hoʻokuʻi–Phase I** (07/2009–06/2012): *Native Hawaiian Program, US Department of Education. $1,657,642. Evaluator/Data Analyst.* The goal of the project is to increase the number of Native Hawaiian high school students who meet the academic qualifications to participate and succeed in the high school–college dual enrollment program by providing

individualized, computer-based accelerated instruction, culturally relevant mentoring and career counseling, and after-school tutorial support.

- **Project Brabu** (07/2009–06/2012): *Substance Abuse and Mental Health Services Administration, US Department of Health and Human Services. External Evaluator.* The goal of the project is to prevent the onset and reduce the progression of substance abuse, reduce substance abuse-related problems, and build prevention capacity and infrastructure by providing community-based substance abuse prevention and intervention programs in the Commonwealth of the Northern Mariana Islands.
- **Students with Disabilities as Diverse Learners** (10/2008–09/2011): *Office of Postsecondary Education, US Department of Education. $1,095,000. Evaluator*. The goal of the project is to improve the postsecondary education retention and completion rates of students with disabilities through planning, developing, and delivering an organized sequence of professional development activities.
- **Innovative and Sustainable Teaching Methods and Strategies to Ensure Students with Disabilities Receive a Quality Higher Education Project:** *Office of Postsecondary Education, US Department of Education. Evaluator/Data Analsyt.* The goal of the project is to improve faculty knowledge and skills to support students with disabilities in postsecondary education by developing and providing face-to-face and online faculty professional development programs.
- **Kiwila-A Civics Curriculum Project:** *Native Hawaiian Education Program, US Department of Education. Evaluator/Data Analyst.* The purpose of the project is to increase student knowledge of civics and engagement in civic-related activities through developing, implementing, and evaluating culturally responsive civics curricula for middle and high school students.
- **Creating Pono Schools Project:** *Native Hawaiian Education Program, US Department of Education. Evaluator/Data Analyst.* The goal of the project is to improve the understanding of pono behaviors and pono schools, cultural understanding, academic engagement and outcomes, and to contribute to creating a positive school climate for Native Hawaiian students. The project developed, implemented, and evaluated culturally responsive curricula involving video production and gardening activities in elementary, middle, and high school levels.
- **"I" in the IEP Project:** *Institute of Education Sciences. Evaluator. Evaluator/Data Analyst.* The goal of the project is to improve self-determination, knowledge of, and engagement in the IEP process, as well as academic engagement and outcomes, and thus, post-high school transition outcomes of high school seniors with disabilities. The project developed, implemented, and evaluated culturally responsive curricula for students and parents, and professional development materials for teachers. The project was conducted in Hawaii, Alaska, and Arizona to serve Native Hawaiians, Native Alaskans, and Native Americans.
- **"Culturally Responsive" Response to Intervention Strategies Project**: *Native Hawaiian Education Program, US Department of Education. Evaluator/Data Analyst.* The goal of the project is to identify Native Hawaiian students at risk of school failure and provide them with intervention strategies in math and reading that incorporate Native Hawaiian language, values, culture, and traditions at all three levels of RTI process. Tier 1: School-wide instruction and student assessment; Tier 2: Supplementary instruction and progress monitoring; and Tier 3: Intensive instruction and continued progress monitoring. The goal of the intervention is to improve student engagement in learning, which will lead to improved

math and reading performance and in turn reduced the number of Native Hawaiian students' placement in special education programs.

- **Text-to-Speech Software as a Tool for Improving the Reading Comprehension and Overall Reading Skills of Students with Learning Disabilities: Phase I Study**: *Office of Special Education Programs, US Department of Education. Evaluator/Data Analyst*. This study is designed to develop, implement, and test the feasibility of text-to-speech software as an intervention for improving the reading skills of students with learning disabilities in grades 9 through 12, whose reading levels were between the 1.0 and 6.0 grade level equivalency, when they were not using the software (unaided).

Recent Publications in Refereed Journals

Roberts, K., Takahashi, K., & **Park, H. J.** (2018). The impact of Project Hookui participation on Native Hawaiian high school students' perceptions of high school and college coursework. *The High School Journal, 101(3).*

Takahashi, K., Uyehara, L., **Park, H. J.,** Roberts, K., & Stodden, R. (2018). Internship to improve postsecondary persistence for students with disabilities in the STEM pipeline. *Journal of Postsecondary Education and Disability, 31*(2), 179-185.

Park, H. J., Roberts, K., & Delise, D. (2017). The effects of professional development on universal design for instruction on faculty perception and practice. *Journal of Postsecondary Education and Disability*, *30*(2), 123–139.

Park, H. J., Takahashi, K., Roberts, K., & Delise, D. (2016). Effects of text-to-speech software use on the reading proficiency of high school struggling readers. *Assistive Technology: The Official Journal of RENSA*, *3*(29), 146–152.

Takahashi, K., Roberts, K., **Park, H. J.**, & Stodden, R. A. (2016). Mathematics instruction and interventions for students with disabilities. Oxford Bibliographies. DOI: 10.1093/OBO/97801997568100163

Park, H. J., Roberts, K., Takahashi, K., Delise, D., & Stodden, R. (2014). Using text-to-speech software to improve reading outcomes among secondary struggling readers. *Closing the Gap Solutions*, *33*(1), 6–8.

Roberts, K. D., Takahashi, K., **Park, H. J.**, & Stodden, R. A. (2014). Can increased exposure to text through the use of text-to-speech software improve reading skills?: Findings from two pilot studies with high school struggling readers. *The International Journal of Literacies. 19*(4), 89–97.

Choi, K. M., & **Park, H. J.** (2013). A comparative analysis of geometry education on curriculum standards, textbook structure, and textbook items between the US and Korea. *Eurasia Journal of Mathematics, Science, and Technology Education*, *9*(4), 379–391.

Park, H. J., Roberts, K., & Stodden, R. (2012). Practice Brief: Faculty perspectives on professional development to improve efficacy when teaching students with disabilities. *Journal of Postsecondary Education and Disability*, *25*(4), 377–384.

Roberts, K., Takahashi, K., **Park, H. J.**, & Stodden, R. (2012). Supporting struggling readers in secondary school science classes: Text-to-speech software use with the Survey, Question, Read, Recite, Review (SQ3R) reading comprehension strategy. *TEACHING Exceptional Children*, *44*(6), 40–48.

Takahashi, K., Roberts, K., Brown, S. E., **Park, H. J.**, & Stodden, R. (2012). Preparing young adults with disabilities for STEM careers: The Pacific Alliance model. *Impact*, *25*(1), 16–17.

Roberts, K., **Park, H. J.**, Brown, S., & Cook, B. (2011). Universal design for instruction in postsecondary education: A systematic review of empirically based articles. *Journal of Postsecondary Education and Disability*, *24*(1), 4–14.

Im, S. A., & **Park, H. J.** (2010). A comparison of US and Korean students' mathematics skills using a cognitive diagnostic testing method: Linkage to instruction. *Educational Research and Evaluation*, *16*(3), 287–301.

Cho, S. H., Ahn, D. H., Han, S. S., & **Park, H. J.** (2008). Academic developmental patterns of Korean young gifted. *Personality and Individual Differences*, *45*(8), 784–789.

Recent Publications in Book Chapters

Roberts, K., Satlykgylyjova, M., & **Park, H. J.** (2015). Universal Design for Instruction in postsecondary education in *Universal Design in Higher Education* (2nd edition), Harvard Education Press.

Recent Publications in Refereed Conference Proceedings

Park, H. J., Takahashi, K., Nip, K., Reid, T., Feliciano, J., Kitami, Y., & Guillen, A. (2021). Moving online: Transforming an algebra enrichment program for online instruction and impacts on student learning experiences and outcomes. Review of Disability Studies: An International Journal. Retrieved from https://rdsjournal.org/index.php/journal/article/view/1063

Takahashi, K., **Park, H. J.,** Wee, S., Feliciano, J., Kitami, Y., Manoa, J. Reid, T., Guillen, A., & Dabrowski, M. (2021). Going beyond the classroom: Service-learning to apply STEM skills in the community. Review of Disability Studies: An International Journal. Retrieved from https://rdsjournal.org/index.php/journal/article/view/1073

Park, H. J., Roberts, K. D., Takahashi, K., & Stodden, R. A. (2014). Using Kurzweil 3000 as a reading intervention for high school struggling readers: Results of a research study. *CSUN Journal on Technology & Persons with Disabilities.*

Stodden, R. A., Roberts, K. D., Takahashi, K., **Park, H. J.**, & Stodden, N. J. (2012). Use of text-to-speech software to improve reading skills of high school struggling readers. *Procedia Computer Science*, *14*, 359–362.

Roberts, K., **Park, H.J.** & Takahashi, K. (2010). Effectiveness of text-to-speech software features for improving vocabulary, reading comprehension, and reading rate of culturally diverse high school students in Hawaii. In D. Gibson & B. Dodge (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2010* (pp. 1606-1611). Chesapeake, VA: AACE.

Takahashi, K., Roberts, K., **Park, H. J.**, Nagatsuma, R., Iizuka, S., Ohko, T., Takizawa, M., Wada, T., & Saito, T. (2009). Improving reading skills and facilitating web browsing for students with learning disabilities using text-to-speech software. *Proceedings of the 21st Annual Conference of the Japan-United States Teacher Education Consortium* (pp. 27-28).

Recent Article Under Review

Park, H. J. (submitted). Underrepresentation of Native Hawaiians and Pacific Islanders in Gifted Education. *Roeper Review.*

Im, S. A. *&* ***Park, H. J.*** *(submitted). Mathematical mindset scale using the positive norms. Journal of Educational Research.*

Conference Presentations & Posters

Park, H. J., Feliciano, j., Nip, K., &Takahashi, K. (March 2022). *Supporting Native Hawaiian students' transition into postsecondary STEM fields.* Presentation at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.

Park, H. J., Nip, K., & Feliciano, J. (March 2022). *Moving back to in-person math instruction with COVID safety guidelines.* Presentation at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.

Park, H. J. & Nip, K. (March 2021). *Moving online: Transforming an algebra enrichment program for online instruction and the impacts on student learning experiences and outcomes.* Presentation at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.

Park, H. J., Takahashi, K., Nip, K., Wee, S., Reid, T., Feliciano, J., Kitami, Y., Guillen, A., Dabrowski, M., & Hoadley, N. (March 2020). *Supporting indigenous students to be engaged in and achieve better in math and science.* Presentation at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.

Park, H. J., Takahashi, K., Nip, K., Kitami, Y., Feliciano, J., Reid, T., & Hoadley, N. (March 2020). *Identifying and supporting twice exceptional students to enter into a STEM pathway.* Presentation at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.

Park, H. J., Takahashi, K., Nip, K., Wee, S., Reid, T., Feliciano, J., Kitami, Y., Guillen, A., Dabrowski, M., & Hoadley, N. (March 2020). *How can we reach diverse learners? Making math and science lessons relevant for student culture and ability.* Workshop at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.

Park, H. J., Takahashi, K., Nip, K., Kitami, Y., Feliciano, J., Reid, T., & Hoadley, N. (March 2020). *Project TEAMS workshop to support twice exceptional students to enter into postsecondary STEM programs.* Workshop at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.

Uyehara, L., Takahashi, K., Tanaka, N., & **Park, H. J.** (March 2020) *Getting beyond the ocean division: How Hawaii Department of Education faculty connect and engage to serve Native Hawaiian, students with disabilities, and other at-risk students.* Presentation at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.

Park, H. J., Takahashi, K., Feliciano, J., Wee, S., Nip, K., Kitami, Y., & Guillen, A. (January 2020). *Identifying and supporting twice-exceptional students achieve and matriculate into STEM Fields*. Poster at the Hawaii International Conference on Education, Honolulu, HI.

Takahashi, K., **Park, H. J.**, Feliciano, J., Wee, S., Nip, K., Kitami, Y., & Guillen, A. (January 2020). *Reaching ALL learners in STEM: Promising practices for underrepresented students in STEM.* Workshop at the Hawaii International Conference on Education, Honolulu, HI.

Takahashi, K., **Park, H. J.**, Feliciano, J., Wee, S., Kitami, Y., Nip, K., & Guillen, A. (January 2020). *Advancing math and science learning through culturally responsive lessons.* Poster at the Hawaii International Conference on Education, Honolulu, HI.

Park, H. J. & Takahashi, K. (2019, April). *The effects of TEAMS 3-pronged model for supporting high school twice-exceptional students.* Presentation at the American Educational Researchers Association Conference, Toronto, Canada.

Park, H. J., Takahashi, K., Nip, K., Kitami, Y., & Feliciano, J. (2019, March). *Reaching all learners in STEM: Promising practices for underrepresented students in STEM.* Workshop at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.

Takahashi, K., **Park, H. J**., Nip, K., Feliciano, J., & Siscon, S. (2019, March). *Advancing math and science learning through culturally responsive lens.* Poster at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.

Park, H. J., Takahashi, K., Nip, K., Kitami, Y., & Feliciano, J. (2019, March). Twice-exceptional students achieving and matriculating in STEM: Preliminary results of a 5-year study. Poster at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.

Park, H. J. & Takahashi, K. (2018, April). *Culturally responsive enrichment activities for Native Hawaiian and Pacific Island twice-exceptional students.* Poster presentation at the annual meeting of American Educational Researchers Association, New York, NY.

Park, H. J., Takahashi, K., Nip, K., Kitami, Y., & Feliciano, J. (2017, October). *Students with disabilities having potential in science: Identification & services.* Presentation at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.

Uyehara, L., Takahashi, K., Roberts, K., **Park, H. J.**, Hitchcock, C., & Feliciano, J., (2017, October). *Project Hookui: Career exploration, skill building, and early college before high school graduation*. Presentation at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.

Takahashi, K., **Park, H. J.,** & Roberts, K. (2017, May). *How to effectively use TTS to improve reading*. ATLiveEdu Online Conference.

Park, H. J. & Takahashi, K. (2017, April). *Identifying and supporting twice-exceptional students.* Poster presentation at the annual meeting of American Educational Researchers Association, San Antonio, Texas.

Park, H. J., Takahashi, K., Nip, K., Kitami, Y., Siscon, S., & Reid, T. (2016, April). *Project TEAMS: How can we support twice-exceptional students to enter into STEM programs?* Presentation at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.

Takahashi, K., **Park, H. J.**, Feliciano, J., Manoa, J., Siscon, S., & Tokyfuku, J. (2016, April). *Approaching math through a cultural lens.* Workshop at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.

Roberts, K., Uyehara, L., **Park, H. J.**, Hitchcock, C., & Takahashi, K. (2016, April). *Project Hookui: Supporting diverse and inclusive learning from secondary towards postsecondary education.* Presentation at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.

Uyehara, L., Roberts, K., Takahashi, K., & **Park, H. J.** (2016, April). *Project Hookui: To join things together.* Poster at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.

Park, H. J., & Takahashi, K. (2015, November). *How can we encourage students with disabilities having potential in science to enter into postsecondary STEM programs?:*

Project TEAMS. Presentation at the annual meeting of National Association for Gifted Children, Phoenix, AZ.

Park, H. J., Takahashi, K., Nip, K., Siscon, S., Reid, T., & Roberts, K. (2015, May). *An intervention model for twice-exceptional students to achieve and matriculate into STEM fields.* Poster at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.

Toyofuku, J., Takahashi, K., Park, H. J., Manoa, J., Feliciano, J., & Siscon, S. (2015, May). *Ka Pilina interactive workshop on ethnomathematics.* Workshop at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.

Uyehara, L., Roberts, K., & **Park, H. J.** (2015, May). *Project Hookui—Supporting Native Hawaiian students to attend postsecondary education and certification programs*. Poster at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.

Takahashi, K., **Park, H. J.,** Feliciano, J., & Toyofuku, J. (2015, May). *Heuristics or intelligent tutoring system? Results of a study to improve algebra outcomes for community college students.* Presentation at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.

Uyehara, L., Roberts, K., Takahashi, K., & **Park, H. J.** (2015, May). *Pacific Alliance.* Poster at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.

Park, H. J., Takahashi, K., & Roberts, K. (2015, April). *How can we support students with disabilities to enter, persist, and succeed in STEM?* Presentation at the annual Korean American Educational Researchers Association Conference and Workshop, Chicago, IL.

Toyofuku, J., Takahashi, K., **Park, H. J.,** & Feliciano, J. (2015, February). *Pathways to STEM: Investigating the effects of intelligent tutoring system and the heuristic method for teaching mathematics.* Presentation at the annual Hawaii Council of Teachers of Mathematics, Honolulu, HI.

Toyofuku, J., Takahashi, K., **Park, H. J.,** & Feliciano, J. (2015, February). *Ka Pilina Aim Together: Using technology, cultural relevance, and diverse teaching strategies to inspire Hawaii's math students.* Presented at the annual Hawaii Council of Teachers of Mathematics, Honolulu, HI.

Takahashi, K., **Park, H. J.**, Toyofuku, J., Feliciano, J., & Roberts, K. (2014, May). *Pathways to STEM: Math teaching in community college.* Poster at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.

Roberts, K., Takahashi, K., **Park, H. J.**, Brown, S., & Uyehara, L. (2014, May). *Supporting high school and postsecondary students with disabilities through critical junctures in STEM.* Presentation at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.

Takahashi, K., Roberts, K., Uyehara, L., Leong, G., & **Park, H. J.** (2014, May). *Pacific alliance project STEM networking session.* Workshop at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.

Takahashi, K., **Park, H. J.**, & Roberts, K. (2014, May). *Mathematics through local context and blended learning.* Poster at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.

Takahashi, K., **Park, H. J.**, Rayphand, L., Toyofuku, J., Feliciano, J., & Manoa, J. (2014, May). *Hands on mathematics: How to engage secondary grade students in math.* Workshop at

the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.

Roberts, K., Uyehara, L, Takahashi, K., & **Park, H. J.** (2014, May). *Five critical concepts to support the transition of students with disabilities to college.* Presentation at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.

Roberts, K., **Park, H. J.**, Takahashi, K., Bowditch, S., Nip, K., Rayphand, L., & Siscon, S. (2014, May). *Promising results of Kurzweil 3000 text-to-speech software in improving reading skills of struggling high school students.* Presentation at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.

Roberts, K. & **Park, H., J.** (2014, April). *The effects of culture-based education on a predominantly Native Hawaiian school.* Roundtable at the annual American Educational Research Association, Philadelphia, PA.

Park, H. J., Roberts, K., Takahashi, K., & Stodden, R. (2014, April). *Can the Use of Text-to-speech Software Improve Reading Proficiency and Attitudes Toward Reading of High School Struggling Readers?* Roundtable at the annual American Educational Research Association, Philadelphia, PA.

Roberts, K., **Park, H. J.,** Takahashi, K., & Stodden, R. (2014, January). *Text-to-speech software efficacy: Improving reading skills of high school students.* Presentation at the annual meeting of Assistive Technology Industry Association, Orlando, FL.

Roberts, K., Takahashi, K., **Park, H. J.,** & Stodden, R. (2014, January). *Text-to-speech software: Research findings from struggling high school readers.* Presentation at the annual meeting of Assistive Technology Industry Association, Orlando, FL.

Brown, S. E., **Park, H. J.**, Takahashi, K., Nip, K., Uyehara, L., Leong, G., Roberts, K., & Stodden, R. (2013, April). *Impacts of mentoring on students with disabilities in STEM fields.* Poster at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.

Roberts, K., **Park, H. J**., Takahashi, K., Bowditch, S., Hsu, J., Maeda, J., Nip, K., & Rayphand, L. (2013, April). *The efficacy of Kurzweil 3000 text-to-speech software in improving reading skills of high school students.* Poster at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.

Takahashi, K., **Park, H. J.**, Roberts, K., & Maeda, J. (2013, April). *Can high school students improve reading fluency?* Poster at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.

Park, H. J., Roberts, K., Takahashi, K., & Stodden, R. (2013, February). *The effects of text-to-speech software use for improving reading of high school struggling readers.* Presentation at the annual International Technology and Persons with Disabilities Conference, San Diego, CA.

Roberts, K., **Park, H. J.**, Takahashi, K., & Stodden, R. (2013, February). *Pathways to STEM: A cluster randomized study of the impact of heuristics math teaching vs. intelligence tutoring system with community college students with disabilities.* Presentation at the annual International Technology and Persons with Disabilities Conference, San Diego, CA.

Takahashi, K., **Park, H. J.**, Roberts, K., & Stodden, R. (2012, March). *Pathways to STEM: A cluster randomized study of the impact of heuristics math teaching vs. intelligence*

tutoring system with community college students with disabilities. Poster at the annual Pacific Rim International Conference on Disabilities, Honolulu, HI.

Goetz, K., Hsu, J., Maeda, J., Nip, K., **Park, H. J.**, Rayphand, L., Roberts, K., Suri, S., & Takahashi, K. (2012, March). *Overview of Steppingstones: Phase II text-to-speech study: Improving high school students' reading using text-to-speech software.* Poster at the annual Pacific Rim International Conference on Disabilities, Honolulu, HI.

Gushiken, K., Komatsu, J., Takahashi, K., Brown, S., **Park, H. J.**, Roberts, K., & Stodden, R. (2012, March). *Preparing students with disabilities for careers in Science, Technology, Engineering, & Mathematics (STEM): Pacific Alliance in O'ahu high schools.* Poster at the annual Pacific Rim International Conference on Disabilities, Honolulu, HI.

Steven, E. B., Takahashi, K., **Park, H. J.**, Roberts, K., Stodden, R., Gushiken, K., & Komatsu, J. (2012, March). *Development and performance of communities of practice to support students with disabilities in the Science, Technology, Engineering and Mathematics fields*. Poster at Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.

Takahashi, K., **Park, H. J.**, & Roberts, K. (2012, March). *A cluster randomized study of the impact of heuristic math teaching vs. intelligence tutoring system with community college students with disabilities.* Presentation at the annual International Technology and Persons with Disabilities Conference, San Diego, CA.

Takahashi, K., **Park, H. J.**, & Roberts, K. (2012, February). *Development and performance of communities of practice.* Presentation at the annual conference of Hawaii Education Research Association, Honolulu, HI.

Takahashi, K., **Park, H. J.**, & Roberts, K. (2012, January). *A cluster randomized study of the impact of heuristic math teaching vs. intelligence tutoring system with community college students with disabilities.* Poster at the annual conference of Hawaii International Conference on Education, Honolulu, HI.

Brown, S. E., Manaseri, H., Roberts, K., Stodden, R., Takahashi, K., **Park, H. J.**, & Komatsu, J. (2011, November). *Development and performance of communities of practice to support students with disabilities in Science, Technology, Engineering and Mathematics fields.* Poster at the Association of University Centers on Excellence in Disability Annual Conference, Crystal City, VA.

Stodden, B., Roberts, K., **Park, H. J.**, & Takahashi, K. (2011, June). *Pacific Alliance for supporting individuals with disabilities in STEM fields partnership: Achievement and challenges.* Poster at the annual NSF JAM meeting, Washington, D.C.

Takahashi, K., Manaseri, H., Brown, S., **Park, H. J.**, & Roberts, K. (2011, April). *Development of performance of Community of Practice to engage and support students with disabilities in Science, Technology, Engineering, and Mathematics fields.* Poster at the annual Pacific Rim International Conference on Disabilities, Honolulu, HI.

Roberts, K., Hsu, J., Nip, K., Takahashi, K., & **Park, H. J.** (2011, April). *Improving high school students' reading using text-to-speech software: Overview and preliminary results of Steppingstones: Text-to-speech project phase II.* Poster at the annual Pacific Rim International Conference on Disabilities, Honolulu, HI.

Takahashi, K., Komatsu, J., Manaseri, H., Brown, S. E., **Park, H. J.**, Roberts, K., & Stodden, B. (2011, January). *Communities of practice as a vehicle to support students with disabilities in STEM fields.* Poster at the annual Hawaii International Conference on Education, Honolulu, HI.

Stodden, B., Roberts, K., **Park, H. J.**, & Takahashi, K. (2010, June). *Pacific Alliance for supporting individuals with disabilities in STEM fields partnership.* Poster at the annual NSF JAM meeting, Washington, D.C.

Roberts, K., & **Park, H. J**. (2010, April). *The Kiwila Project—Impact of Native Hawaiian culturally responsive civics curricula on students' knowledge of civics and their civic engagement.* Presentation at the annual American Educational Research Association, Denver, CO.

Choi, K. M., & **Park, H. J.** (2010, April). *What creates an achievement gap in geometry literacy between the US and Korea: Curriculum standards, textbooks, or items?* Presentation at the annual American Educational Research Association, Denver, CO.

Im, S. A., & **Park, H. J.** (2010, April). *A comparison of US and Korean students' mathematics skills using a cognitive diagnostic testing method: Linkage to instruction.* Poster at the annual American Educational Research Association, Denver, CO.

Roberts, K., Applequist, K., **Park, H. J.**, & Benitez, J. J. (2010, April). *Improving transition outcomes for culturally and linguistically diverse adolescents: Preliminary findings of putting "I" in IEP project.* Presentation at the annual Pacific Rim International Conference on Disabilities, Honolulu, HI.

Roberts, K., **Park, H. J.**, & Takahashi, K. (2010, March). *The sustained impacts of computer assistive technology, text-to-speech software, on reading of high school students from culturally and linguistically diverse backgrounds in Hawaii.* Presentation at the annual meeting of Society for Information Technology and Teacher Education, San Diego, CA

Roberts, K., Takahashi, K, & **Park, H. J.** (2010, March). *The sustained impacts of computer assistive technology, text-to-speech software, on reading of high school students with learning disabilities in Hawaii.* Presentation at the annual International Technology & Persons with Disabilities Conference, San Diego, CA.

Takahashi, K., Roberts, K., & **Park, H. J.** (2009, September). *Improving reading skills and facilitating web browsing for students with learning disabilities using assistive technology: Results of studies in the US and Japan and implications for future joint study.* Presentation at the annual Japan–United States Teacher Education Consortium, Honolulu, HI.

Park, H. J., Roberts, K., & Brown, S. E. (2009, May). *A needs assessment: What and how to teach postsecondary faculty and staff about the needs of and strategies for students with disabilities.* Poster at the annual Pacific Rim International Conference on Disabilities, Honolulu, HI.

Park, H. J., Roberts, K., Brown, S. E., & McDow, M. (2009, May). *Sustained impact of a professional development program on postsecondary faculty.* Presentation at the Pacific Rim International Conference on Disabilities, Honolulu, HI.

Roberts, K., **Park, H. J.**, & Takahashi, K. (2009, March). *The sustained impacts of text-to-speech software on reading of high school students with reading difficulties in Hawaii.* Presentation at the annual International Technology and Persons with Disabilities Conference, Los Angeles, CA.

Im, S. A., & **Park, H. J.** (2009, February). *A comparison of US and Korean students' mathematics knowledge and skills using the Rule Space Model: Linkage to the curriculum.* Paper presented at the annual meeting of Hawaii Education Research Association, Honolulu, HI.

Certifications

Certificate of Training–IES Summer Research Training Institute on Cluster Randomized Trials (2016); Certificate in Research and Evaluation Reports that Get Attention from University of Hawai`i at Mānoa (2015); Certificate in Multilevel Modeling from Claremont Graduate University (2013); Certificate in Applied Multiple Regression: Mediation, Moderation & More from Claremont Graduate University (2013); Certificate in Social and Behavioral Research from Collaborative Institutional Training Initiative (2013); Certificate in Social and Behavioral Responsible Conduct of Research from Collaborative Institutional Training Initiative (2013); Certificate on Family Educational Rights and Privacy Act (2013); Certificate of Implementation Analysis by The Evaluators' Institute (2011); Certificate of Sample Size and Power-analysis of Cluster-randomized and Multi-site Trials (2010); Certificate of Center for Substance Abuse Prevention on Data Collection Methods (2010); Certificate of Center for Substance Abuse Prevention on Effective and Useful Data Presentations (2010); Certificate of Center for Substance Abuse Prevention on Locating, Hiring and Managing an Evaluator (2010); Certificate on Meta-analysis (2009); Certificate on Sample Size and Power Determination (2009); IST Training Certificate (2008); NYC Teacher Certificate Exams–General and Gifted Education (2007); School Violence Certificate (2007); Child Abuse Certificate (2007); The Torrance Tests of Creative Thinking Certification (2004); The Institutional Review Board Certification (2003); The Wechsler Intelligence Scale for Children Certification (2000); The Wechsler Preschool and Primary Scale of Intelligence Certification (2000); Kaufman Assessment Battery for Children Certification (2000)

KIRIKO TAKAHASHI

Center on Disability Studies, University of Hawai'i Mānoa

[redacted]

EDUCATION

Ph.D.	Education (Exceptionalities/Special Education) University of Hawai'i Mānoa, Honolulu, HI Emphasis: Assistive Technology & Multiculturalism Dissertation: "*Investigating the patterns of text-to-speech software use by adolescent struggling readers: An embedded multiple case study"*
Certificate	Maternal & Child Health Leadership Education in Neurodevelopment & Related Disabilities (MCH-LEND) Training, University of Hawai'i Mānoa, Honolulu, HI
Certificate	Interdisciplinary Certificate in Disability and Diversity Studies, University of Hawai'i Mānoa, Honolulu, HI
M.A.	Learning Disabilities Northwestern University, Evanston, IL
B.S.	Speech (Communication Sciences & Disorders – Learning Disabilities) Northwestern University, Evanston, IL
B.A.	Sociology Northwestern University, Evanston, IL

PROFESSIONAL EXPERIENCE

Sept. 2020 – Current	Interim Director, CDS, University of Hawaii at Mānoa
Aug. 2017 - Current	Associate Specialist, CDS, University of Hawaii at Mānoa
Jan. 2018 - Current	Project Associate Professor, RCAST, The University of Tokyo
Oct. 2009 – July 2017	Assistant Specialist, CDS, University of Hawaii at Mānoa
Oct. 2008 – Oct. 2009	Junior Specialist, CDS, University of Hawaii at Mānoa
Feb. 2008 – Oct. 2008	Junior Specialist, CDS, University of Hawaii at Mānoa
Nov. 2004 – July 2007	Disability Specialist, Northwestern University
Aug. 2000 – Oct. 2004	Learning Disability Specialist, Sacred Heart Schools, Chicago
Jan. 1999 – Dec. 1999	Teacher's Aid, District 65, Evanston, IL

TEACHING EXPERIENCE

Graduate

University of Hawai‘i Mānoa, Honolulu, HI
DIS 699, Directed Reading & Research

DIS 684, Interdisciplinary Teams Development

DIS 681, Multicultural Issues and Disability

SPED 621, Language Arts Strategies: Students with Mild/Moderate Disabilities

Undergraduate

University of Hawai‘i Mānoa, Honolulu, HI
DIS 380, Disability and Diversity

SPED 461, Assessment, Planning, and Instruction for Students with Mild/Moderate Disabilities

Professional Development

Professional Development Education, Empower, Excel (PDE^3) Courses (Hawaii Department of Education)

- Authentic Social Learning: An Inclusive Teaching Model to Support Diverse Learners in STEM
- Ka Pilina: Achieving and Improving Mathematics Outcomes Together
- Culturally Responsive Response to Intervention

SELECT PUBLICATIONS

Yoshitoshi, M., & Takahashi, K. (2020). A Critical Analysis of Court Decision on Mainstream School Attendance of a Child with Medical Care Needs in Japan: A Long Way Towards Inclusive Education. *International Journal of Inclusive Education.* https://doi.org/10.1080/13603116.2021.1888322

Takahashi, K., Kondo, T., Aiko, M., (2019). Developing Services Standards for Students with Disabilities: The Platform of Higher Education and Disability (PHED): A Project Initiative at The University of Tokyo. *Japan, Journal of Learning Disabilities* 28 (4), 406-412.

Takahashi, K., Uyehara, L., Park H.J., Roberts, K., & Stodden R. (2018). Pacific Alliance internship program for postsecondary students with disabilities in STEM. *Journal of Postsecondary Education and Disability.*

Roberts, K.D., Takahashi, K., & Park, H.J. (2018). The impact of Project Hoʻokuʻi participation on native Hawaiian high school students' perceptions of high school and college coursework. *The High School Journal.* 101(3), 199-210. DOI: 10.1353/hsj.2018.0010

Park, H. J., Takahashi, K., Roberts, K. D., & Delise, D. (2016). Effects of text-to-speech software use on the reading proficiency of high school struggling readers. *Assistive Technology: The Official Journal of RENSA*. DOI:10.1080/10400435.2016.1171808.

Park, H. J., Roberts, K., Takahashi, K., Delise, D., & Stodden, R. (2014). Using text-to-speech software to improve reading outcomes among secondary struggling readers. *Closing The Gap Solutions, 33* (1), 6-8.

Roberts, K. D., Takahashi, K., Park, H. J., & Stodden, R. A. (2014). Can increased exposure to text through the use of text-to-speech software improve reading skills?: Findings from two pilot studies with high school struggling readers. *The International Journal of Literacies. 19*(4), 89-97.

Yoshitoshi, M., & Takahashi, K. (2013). Current trends and practices in developing teacher preparation program curriculum on inclusive education: Reflecting on the dual preparation program at the University of Hawaiʻi at Manoa. *Bulletin of Center for Teacher Education and Development*, *Okayama University*, 3, 61-69.

Roberts, K., Takahashi, K., Park, H. J., & Stodden, R. (2012). Supporting struggling readers in secondary school science classes: Text-to-speech software use with the Survey, Question, Read, Recite, Review (SQ3R) reading comprehension strategy. *TEACHING Exceptional Children*, 44 (6), 40-48. (Acceptance Rate=21-30%)

Takahashi, K., Roberts, K.D., Brown, S.E., Park H-J., & Stodden, R.A. (2012). Preparing young adults with disabilities for STEM careers: The Pacific Alliance model. *Impact, 25*(1), 16-17.

Brown, S.E., Takahashi, K. & Roberts, K. (2010). Mentoring individuals with disabilities beyond high school: a review of the literature. *Journal of Postsecondary Education and Disability*, 23 (2), 98-111.

GRANTS & CONTRACTS (Funded)

Principal Investigator. Islands Hub Subaward, NSF-INCLUDES, TAPDINTO STEM, *NSF*, Award #2119902, (8/1/2021 – 07/31/2026)

Principal Investigator. Subaward, Teen Health Needs Assessment, HI Department of Health, (6/1/2021 – 5/31/2022).

Principal Investigator. Expanding COVID-19 ACCESS., *DOHHS, ACL***,** (4/1/2021 – 09/30/2922).

Principal Investigator. *"Ka Kau Mea Nui 2.0"* funded by Native Hawaiian Education Program, U.S. Department of Education, Award #S362A210094. (09/01/2021 – 08/31/2024).

Co-Principal Investigator. "*Project Hōkulani Hui*" funded by Native Hawaiian Education Program, U.S. Department of Education, Award #S362A210073. (09/01/2021 – 08/31/2024).

Principal Investigator. *"Ka Pilina: No'eau II"* funded by Native Hawaiian Education Program, U.S. Department of Education, Award #S362A200037. (10/1/2020 – 09/30/2023).

Co-Principal Investigator. "*Project Hōkulani*" funded by Native Hawaiian Education Program, U.S. Department of Education, Award #S362A200035. (10/1/2020 – 09/30/2023).

Co-Principal Investigator. "*Ho'oku'i IV: 'Ohana Lokahi*" funded by Native Hawaiian Education Program, U.S. Department of Education, Award #362A200008. (10/1/2020-09/30/2023).

Co-Principal Investigator. "*Ho'oku'i III: Na Kumu Alaka'i*" funded by Native Hawaiian Education Program, U.S. Department of Education, Award #362A180010. (09/17/2018-09/16/2021).

Principal Investigator/Director. Hawaii University Center for Excellence in Developmental Disabilities funded by Administration for Community Living, U.S. Department of Health and Human Services, Award # 90DDUC0061(7/1/2018 – 06/30/2023). $2,735,000.

Co-Principal Investigator. "*Ne'epapa Ka Hana (NKH) 2.0: Expanding Native Hawaiian Student Access and Teacher Training from Middle School Mathematics to the STEM Workforce*" funded by Native Hawaiian Education Program, U.S. Department of Education, Award #362A180011. (09/17/2018- 09/16/2021). $949,900.

Principal Investigator. *"Ka Pilina: No'eau"* funded by Native Hawaiian Education Program, U.S. Department of Education, Award #S362A170031. (10/1/2017 – 09/30/2020). $1,489,882.

Co-Principal Investigator. "*Project BEAM* (BE A Mathematician," funded by Jacob K. Javits Gifted and Talented Education Program, U.S. Department of Education, Award #S206A170014 (10/1/2017 – 09/30/2022). $2,447,176.

Principal Investigator/Director. Pacific Basin University Center for Excellence in Developmental Disabilities funded by Administration for Community Living, U.S. Department of Health and Human Services, Award # 90DDUC0022 (7/1/2017 – 06/30/2022). $2,735,000.

Co-Principal Investigator. "*Project TEAMS*, twice exceptional students achieving and matriculating in science" funded by Jacob K. Javits Gifted and Talented Education Program, U.S. Department of Education, Award #S206A140012 (10/1/2014 – 09/30/2019). $2,388,643.

Principal Investigator. "*Project Ho'oku'i*" funded by Native Hawaiian Education Program, U.S. Department of Education, Award #S362A140067 (09/2014-08/2017). $2,111,293.

Principal Investigator. *"Ka Pilina: Achieving and improving mathematics outcomes by bringing secondary & college students together to reach postsecondary education (Ka Pilina:*

AIM Together)" funded by Native Hawaiian Education Program, U.S. Department of Education, Award #S362A120030. (09/1/2012 – 08/31/2016). $1,515,457.

Co-Principal Investigator. *"Pacific Alliance for Supporting Individuals with Disabilities in STEM Fields Partnership"* funded by the National Science Foundation, HRD #09-29079 (10/1/2009 – 09/30/2016). $1,522,636.

Research Facilitator. *"A cluster randomized study of the impact of Heuristic Math Teaching vs. Intelligent Tutoring with community college students with disabilities in Algebra I classes and continued participation in more advanced STEM coursework. (Pathways to STEM)"* funded by the National Science Foundation, HRD #1032075 (10/01/2010 – 09/30/2015). $449,999.

Coordinator. *"Steppingstone: text-to-speech phase 2"* funded by the Steppingstones of Technology Innovation for Children With Disabilities, U.S. Department of Education under Award #H327A100090-01 (07/01/2010 – 6/30/2014). $899,998.

Instructor/LD Specialist. "*American Samoa contract - certificate program*" funded by American Samoa Department of Education Special Education. Taught teachers on assessments and teaching of students with learning disabilities in American Samoa. Conducted fieldwork supervision of teachers. Topics covered: Definition and identification of LD, Reading and LD, Mathematics and LD, and Writing and LD (01/01/2009 – 12/31/2010). $450,000 annually.

Coordinator. *"Culturally responsive response to intervention strategies"* funded by Native Hawaiian Education Program, U.S. Department of Education, Award #S362A080034 (07/01/2008 – 06/30/2012). $1,200,000.

Product Specialist/ Trainer. "*Innovative and sustainable teaching methods and strategies to ensure students with disabilities receive a quality higher education*" funded by the Office of Postsecondary Education, U.S. Department of Education (10/01/2005 – 09/30/2009). $905,516.

RELATED TRAININGS

2009	Thinking Maps Training the Trainers
2008	Teaching All Students, Reaching All Learners: Innovative Ways to Address Disability & Diversity in the University Classroom
2007	Adobe Acrobat Professional Accessibility Training
2006	Certified to conduct WISC & WAIS
2005	Kurzweil Education Systems: Kurzweil 3000 Windows Foundations
2004	All Kinds of Minds: Schools Attuned
2003	DIBELS
2003	Project Read: Framing Your Thoughts
2003	Strategic Instruction Model University of Kansas CRL
2002	Project Read: Reading Comprehension

2002	Great Leaps Reading Program
2002	Read Naturally
2001	Handwriting Without Tears
2000	Orton-Gillingham Multisensory Education

Jerrik I.B. Feliciano, M.Ed

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SUMMARY QUALIFICATIONS

- Experienced in developing and implementing place-based/culturally responsive lessons across the STEM disciplines from k-12th grade and post-secondary.
- Experienced in working with students from minority populations and with disabilities.
- Extensive working experience on federally funded grants in math and science education.
- Experienced in working with teachers, parents, and community members with in/out of school events.

RELATED WORK EXPERIENCE

STEM Specialist/Project Coordinator, Center on Disability Studies September 2011 – Present

- Oversee the development of culturally responsive STEM k-12 lessons for Project BEAM, Ka Pilina No`eau, and Project Hokulani.
- Assisted parent workshop coordinator in developing and implementing workshops for parents of multiple grant funded projects.
- Coordinated and supervised graduate assistants, mentors, and student workers daily to further the development and implementation of multiple projects.
- Assisted in creating and disseminating pre/post-surveys for lecturers and students for Pathways to STEM, a federally funded National Science Foundation math research grant with Honolulu and Windward Community College.
- Assigned to work on the Ka Pilina Project, a federally funded Native Hawaiian Education Program grant investigating ethnomathematics and blended learning strategies with several rural, high-need DOE High Schools on O`ahu. Jobs included event planning, curriculum development and implementation, implementing professional development for teachers, participant recruitment, data collection, and maintenance of information technology (IT).
- Mentored and tutored middle school students, after school, with activities that were culturally relevant to improve their mathematical arithmetic and attitude towards mathematics.
- Coordinated and operated numerous community day events, which engaged parents and students of all ages, to gain STEM content knowledge.
- Delivered college preparation skills to Native Hawaiian and underrepresented participants through project Hoʻokuʻi. Taught classes to help inspire and prepare students to attend college through early college enrollment or after graduation. The lessons taught in the classroom were hands-on place-based/culturally relevant to students.
- Coordinate recruitment of participants, internship sites, and mentors for Project Hōkūlani.

Math Department Tutor, Leeward Community College January 2006 – May 2008

- Aided struggling students with a diverse range of abilities to comprehend the material from their math classes. Student's classes varied from basic remedial math (Math 1b) to Calculus IV (Math 244).
- Utilized example problems to reinforce mathematical concepts by constructing problems applicable to the student.
- Accumulated over a hundred hours as a volunteer in addition to normal work hours.

Volunteer

- Boys and Girls Club
  - Tutored students ranging from k-12 from culturally and linguistically diverse areas two to three hours per week.
- UH Mānoa, College of Education
  - Served as a member on the College of Education senate.
- Center on Disability Studies

  - Served as council chair for one year and served multiple terms as a council member. As a member I help to organize and facilitate bi-annual assemblies for the department.
  - Assumed the role as a chair and member of numerous hiring committees for various projects and CDS department.
- Pac Rim Conference
  - Co-chair of indigenous strain for the 36th annual Pac Rim Conference.
- Best Buddies International
  - Raised money and participated in charity walks.
- Hawaii Foodbank
  - Lead multiple foodbank drives.

EDUCATION

BS in Mathematics, Spring 2010
University of Hawai'i at Mānoa
2500 Campus Road Honolulu, HI 96822

M.Ed. in STEM Curriculum Development, July 2016
University of Hawai'i at Mānoa
2500 Campus Road Honolulu, HI 96822

Highlighted Conference Presentations

Poster presentation co-presenter for *Pathways To STEM: a cluster randomized study to determine the impacts of using Heuristic Math Teaching vs. Intelligent Tutoring System on the Elementary Algebra I class grades and metacognition (problem solving skill) of community college students with disabilities and their continued participation in more advanced STEM coursework.* The 28th Annual Pacific Rim Conference, Hawai'i Convention Center, Honolulu, Hawai'i, May 2012.

Workshop presenter for *Ka Pilina: The Connection in Hawaiian, connects middle school and high school students to improve math concepts using technology, new teaching strategies, and to college mentors. Ka Pilina also connects students to math concepts that incorporate local and Hawaiian culture, daily life skills and to other Science, Technology, Engineering and Mathematics (STEM) areas.* The 29th Annual Pacific Rim Conference, Hawai'i Convention Center, Honolulu, Hawai'i, May 2013.

Invited participating speaker for the *Pacific Alliance Grant*: *Supporting Individuals with Disabilities (IWD) in STEM Fields Partnership (Pacific Alliance) to increase the numbers of IWD in STEM postsecondary education programs and ultimately the STEM workforce in Hawai'i.* The 29th Annual Pacific Rim Conference, Hawai'i Convention Center, Honolulu, Hawai'i, May 2013.

Workshop presenter for *Ka Pilina: The Connection in Hawaiian, connects middle school and high school students to improve math concepts using technology, new teaching strategies, and to college mentors. Ka Pilina also connects students to math concepts that incorporate local and Hawaiian culture, daily life skills and to other Science, Technology, Engineering and Mathematics (STEM) areas.* The 30th Annual Pacific Rim Conference, Hawai'i Convention Center, Honolulu, Hawai'i, May 2014.

Workshop presenter for *Ka Pilina: The Connection in Hawaiian, connects middle school and high school students to improve math concepts using technology, new teaching strategies, and to college mentors. Ka Pilina also connects students to math concepts that incorporate local and Hawaiian culture, daily life skills and to other Science, Technology, Engineering and Mathematics (STEM) areas.* The Hawaii International Conference on Education, Hilton Hawaiian Village, Waikiki, Hawai'i, January 2016.

Workshop presenter for STEM^2: *Looking at innovation and sustainability in education, particularly in the Hawaii context, closely connecting it to the broad approach of Mālama Honua. Bringing instruction to the forefront in the framework of how institutions of education can build off of indigenous knowledge incorporating STEM in an inventive and engaging way that is focused on sense of place.*

Presenter for Hoʻokuʻi: *To increase enrollment of Native Hawaiian students in postsecondary education or in postsecondary education certification (PSEC) programs leading to employment. This will occur through the provision of interventions to help Native Hawaiian high school students enroll in two dual enrollment programs (Running Start and Early Admission) and successfully accumulate college course credits during high school. The 30th* Annual Pacific Rim Conference, Hilton Hawaiian Village, Waikiki, Hawaiʻi, October 2017.

Presenter for Project TEAMS: *To increase the number of high school students with disabilities (SWD), identified as "scientifically promising," who (1) demonstrate high levels of science achievement and (2) intend to or actually enter a postsecondary STEM program.* The *30th* Annual Pacific Rim Conference, Hilton Hawaiian Village, Waikiki, Hawaiʻi, October 2017.

Presenter for Ka Pilina Noʻeau and Project BEAM: *Lessons Learned from Parent Workshops to Improve Parental Attitudes Towards and Involvement with STEM.* The *36th* Annual Pacific Rim Conference, Virtual, March 2021.

Professional Membership

Member of AMS (American Mathematical Society)

References

Available upon request

Holly M. Manaseri, Ph.D.
[redacted]

Education

Ph.D.	2009	Syracuse University	Cultural Foundations of Education
C.A.S.	2008	Syracuse University	Disability Studies
C.A.S.	1995	SUNY Brockport	Educational Administration
M.S.	1993	SUNY Brockport	Educational Administration
B.S.	1988	Nazareth College	Music Education

Experience

Associate Specialist, University of Hawaii at Manoa, 2022- present
Duties: Outreach coordinator; teach courses in Disability Studies certificate program; mentor UCEDD Trainees; provide technical assistance to Pacific Basin University Center on Excellence in Developmental Disabilities.

Associate Professor, University of Rochester, 2018- 2021
Duties: Chair, Educational Leadership Department; Director, Advanced Certificate for Leadership in Disability and Inclusive Practices; Associate Director for k-12 School leadership preparation program for school building and school district certification and master's programs. Courses taught include: Curriculum and Instructional Leadership, Data-Driven School Improvement, EdD Dissertation Seminar Cohort, and Supervision of Administrative Internship. Advisor to 60-80 school leadership candidates, coordinator of k12 EdD program, LEND discipline coordinator (education).

Associate Professor, SUNY Cortland, 2016- 2018
Duties: Coordinator and instructor for Educational Leadership k12 certification programs in school building, school district and school district business leader. Courses taught include Special Programs Administration, Curriculum and Instruction, and Introduction to Special Education.

Assistant Professor, University of Hawaii at Hilo, 2015-16
Duties: Instructor for graduate level courses on inclusive education, learner development and diverse learners for pre-service and in-service teachers.

District Educational Specialist, Hawaii Department of Education, 2013-14
Hilo-Waikea Area Complex, Hilo, Hawaii
Duties: Co-director for the Regional Office of Special Education for the Hilo-Waikea Complex, comprised of 17 schools. Co- Supervised 40 related service providers and staff,

coordinated summer special education programming, home bound instruction and supervised contractual service providers. Worked closely with district administrators to address comprehensive support programs and close achievement gaps.

Academic Officer, Hawaii Department of Education, 2013
Mililani-Leilehua-Wailua Area Complex, Leilehua, Hawaii
Duties: Provided curriculum and instructional support to Mililani-Leilehua-Wailua Complex. Areas of support include: Early College initiative, conducting teacher performance evaluations, implementation of Response to Intervention, and Data Teams implementation.

Leeward Community College Associate of Arts in Teaching program, Hawaii, 2013
Duties: Instructor in the Associate of Arts in Teaching program. Designed and developed Special and Inclusive Education Certificate, a 16 credit online program to equip para - professionals to work effectively in inclusive classrooms.

Center on Disability Studies, Center on Excellence, Office of the Senior Vice President for Research/College of Education, University of Hawaii 2009- 2014
Duties: Assistant Professor for Certificate in Disability Studies and grant management as follows:

Title: Principle Investigator/Coordinator: *"American Samoa Interdisciplinary Studies Program"* funded by the Department of Education, American Samoa.
Description: This program is designed to increase the number of special education teachers in American Samoa who are highly qualified.

Title: Evaluator: *"Project Laulima"* funded by the U.S. Department of Education's Office of Special Education and Rehabilitative Services
Description: The purpose of this grant was to redesign the college's elementary and special education program over the next five years to a dual preparation program.

Title: Project Director: ***"****Pono Choices Teen Pregnancy Prevention Research Study"* funded by Health and Human Services Office of Adolescent Health.
Description: Pono Choices is a teen pregnancy and STI prevention curriculum that uses a Hawaiian cultural base developed through a community collaborative model, tested in a randomized control study in 36 Hawaii middle schools.

Title: Site Coordinator: "*Pacific Alliance for Supporting Individuals with Disabilities in STEM Fields Partnership"* funded by the National Science Foundation.
Description: The Pacific Alliance increases the number of individuals with disabilities in Science, Technology, Engineering, and Math fields in postsecondary education and the workforce.

Instrumental Music Teacher 2001-2003
Waterloo High School, Waterloo, New York

Duties: Instructor of instrumental music, grades 9-12. Responsibilities: directing concert, jazz and competitive marching bands, teaching Music Theory I and Advanced Music Theory, supervising student teachers from Ithaca College.

Principal, Parkland-Brookside Elementary Schools, Greece, New York, 2001
Duties: Instructional leader for Signature School for Math-Science and Technology in two separate elementary buildings with total student population of 700 students. Responsibilities: teacher and staff supervision and evaluation, staff development for Math-Science-Technology integration, implementation of extensive technology upgrades, established community partnership with Rochester Museum of Science and facilitated move to full-inclusion building-based placements.

Assistant Principal, Brooks Hill Elementary School, Fairport, New York, 1999-2001
Duties: Assist in staff and teacher evaluation, student discipline, coordination of building level Gifted and Talented program, training for building level Peer Mediation program, District liaison to Arts in Education. Staff development presentations include: Learning Styles, Differentiation, and Curriculum Mapping initiatives for school of approximately 800 students.

Child-care leave, 1998-1999

Principal, Macedon Elementary School, Macedon, New York 1996-1998
Duties: Instructional leader for K-5 school of 600. Responsible for staff and teacher hiring, supervision and evaluation, implementation of full-day kindergarten program, development of transition plans for pre-school students from Head Start, expansion of summer programs, implementation of CCC Success Maker technology program into every classroom, serving as member of the report card committee, text book committee, chair of building level Committee on Special Education, District representative to Arts in Education. Co-designed and implemented the Macedon Elementary Parent-Child Resource Center, a lending library of books, tapes and interactive activities to facilitate family engagement in literacy.

Instrumental Music Teacher, South Seneca High School, Ovid, New York, 1988-1996
Duties: Instructor of instrumental music, grades 8-12. Responsibilities: director of concert, jazz and competitive marching bands, high school chorus, school musicals and instructor for music theory. Coordinated performances and trips to New York City, Boston, Toronto, Ottawa, and London

Scholarship

Dissertation

Complex Care: Perspectives from Mothers of Children with Complex Medical Needs
Ph.D. in Cultural Foundations of Education Awarded May, 2009
Syracuse University, Syracuse, NY

Publications

Chapters

Bornstein, J. and Manaseri, H. (accepted). *Ability and Belonging: Contested Epistemologies Shaping School Practice.* In Who Decides? Power, Disability, and Education Administration. A volume in the series: Research and Theory in Educational Administration. https://www.infoagepub.com/series/Research-and-Theory-in-Educational-Administration Series Editors: Arnold B. Danzig, San José State University & William R. Black, University of South Florida

Peer-Reviewed Professional Journals

Lipke, Tamara and Manaseri, Holly (2019). *Community Context: Influence and Implications for School Leadership Preparation*. School Leadership Review: Vol.14:1.3. Available at: https://scholarworks.sfasu.edu/slr/vol14/iss1/3

Manaseri, H., Roberts, K., Toms-Barker, L. and Tom, Tammy. (2019). *Pono Choices: Lessons for School Leaders from the Evaluation of a Teen Pregnancy Prevention Program.* Journal of School Health vol 89, issue 3. **https://doi.org/10.1111/josh.12733**

Bornstein, J. and Manaseri, H. (2018). Disability Studies and Educational Leadership Preparation: The Moral Imperative. Review of Disability Studies: An International Journal *vol 14, No 3. Available at: https://rdsjournal.org/index.php/journal/issue/view/Vol%2014%2C%20No%203*

Manaseri, H. and Bornstein, J. (Eds) (2018). *Dismantling Ableism: The Moral Imperative* Special Issue. Review of Disability Studies: An International Journal *vol 14, No 3. https://rdsjournal.org/index.php/journal/issue/view/Vol%2014%2C%20No%203*

Manaseri, H., & Manaseri, C. (2017). *Preparing Educational Leaders for Social Justice: Reimagining One Educational Leadership Program from the Ground Up.* School Leadership Review, 2017. Vol 12, issue 2. Available at: https://scholarworks.sfasu.edu/cgi/viewcontent.cgi?article=1030&context=slr

Manaseri, H., Roberts, K., Stofocik, K., Manuel, N., and Uehara, D. (2014). *Culture as a Protective Factor: The Use of Storytelling in a Teen Pregnancy and STI Prevention Curriculum.* Heath Care: Current Reviews, 2014, 2:3 Available at: http://dx.doi.org/dx.doi.org/10.4172/hccr.1000127

Manaseri, H., Uehara., D. and Roberts, K. (2014). *Making Pono Choices: A collaborative approach to developing a culturally responsive teen pregnancy and sexually transmitted*

*infections prevention curriculum in Hawai'i***.** Maternal Child Health Journal, 2014 Dec;18(10):2332-40. Available at https:// DOI: 10.1007/s10995-013-1395-6 ·

Raphael. R., and Manaseri, H. (Eds.) (2014). *Popular Culture and Disability Special Issue*. Review of Disability Studies: An International Journal. vol. 10, issue 1&2.

Brunson, J., Manaseri, H., Taylor, S. (2009). *Board of Education of the Hendrick Hudson Central School District v. Rowley*. The Encyclopedia of American Disability History. Susan Burch, editor. Available at https://www.academia.edu/26099263/Board_of_Education_v_Rowley

Manaseri, H., Brunson, J., Taylor, S. (2009). *Southeastern Community College v. Davis.* The Encyclopedia of American Disability. Susan Burch, editor. Available at https://www.academia.edu/23664669/_Southeastern_Community_College_v_Davis_

Grant Activity

Title: Project Literate. Date: Submitted June 3, 2017, not awarded. Funder: US DOE Steppingstones of Technology Innovation for Students with Disabilities CFDA 84.327A. Subcontractor with K. Roberts, (lead) Northern Arizona University, K. Takahashi, University of Hawaii at Manoa and H. Manaseri, SUNY Cortland.

Title: Behavioral Health Workforce Education and Training for Professionals and Paraprofessionals. Date: 2014. Funder: U.S. Department of Health and Human Services G02HP27912-01-00 Award amount: $290,167 with D. Uehara, T. Tom and H. Manaseri, University of Hawaii at Manoa.

Title: Pathways to STEM. Date: 2013. Funder: National Science Foundation. Award amount: $442,738 with K. Roberts, K. Takahashi, H. Park and H. Manaseri, University of Hawaii at Manoa.

Title: Project Laulima. Date: 2011. Funder: Office of Special Education and Rehabilitative Services, Department of Education. Award Amount: $1.5 million. With B. Cook, L. Cook, R. Stodden, A. Jenkins and H. Manaseri, University of Hawaii at Manoa.

Title: Interdisciplinary Studies: Pathway to Teacher Education degree completion. Date: (2010). Funder: The American Samoa Personnel Preparation Project, American Samoa Department of Special Education. Award Amount: $342,190. With K. Roberts, H. Manaseri, and K. Takahashi, University of Hawaii at Manoa.

Title: Text to Speech. Date: 2010. Funder: Stepping Stones of Technology Innovation for Children With Disabilities: Award amount: $ 900,000 with B. Stodden, K. Roberts, K. Takahashi, H. Park and H. Manaseri, University of Hawaii at Manoa.

Other Scholarly Work

Manaseri, H., Stofocik, K., Manuel, N., Pellersels, M., Ryder, E., and Roberts., K. (2012). *Pono Choices: A Teen Pregnancy and STI Prevention Middle School Curriculum.* Center on Disability Studies, University of Hawaii at Manoa. http://www.cds.hawaii.edu/ponochoices

Pono Choices is officially listed in the AMCHP Innovation Station database (2019). http://www.amchp.org/programsandtopics/BestPractices/InnovationStation/ISDocs/Implementation%20Handout_Pono%20Choices%202019.pdf

Manaseri, H., Stofocik, K., Manuel, N., Pellersels, M., Ryder, E., and Roberts., K. (2012). *Pono Choices: A Teen Pregnancy and STI Prevention Middle School Curriculum, Parent Night Toolkit.* Center on Disability Studies, University of Hawaii at Manoa. http://www.cds.hawaii.edu/ponochoices

Brown., S. and Manaseri, H. (2010). *Communities of Practice Toolkit*. Pacific Alliance Supporting Students with Disabilities into STEM fields, University of Hawaii Center on Disability Studies. Robert Stodden, principal investigator. https://www.cds.hawaii.edu/pacificalliance/communitiesofpractice/

Gates, D., Davis, S. Harris, P. Healey, L. Hubley, N. Kanter, A., Mamas, S., Manaseri, H., Pelton, L. Ploof, D., Rosenau, N., Shoultz, B., and Walker, P. (2005). *Ordinary Lives, Extraordinary Needs: Assuring Family Life for Children with Complex Health Care Needs*. PEAL Center Report www.pealcenter.org

Peer Reviewed Presentations

Ability and Belonging: Contested Ontology and Epistemology that Shape School Practice November 19, 2020. UCEA Annual Conference. (Virtual). Holly Manaseri and Josh Bornstein, presenters.

Crossing Borders: Issues Facing Rural and Urban Educational Leaders and Implications for Leadership Preparation. April 9, 2019. American Educational Research Association Annual Conference. New York, NY. American Educational Research Association. Holly Manaseri and Tamara Lipke, presenters.

Strengthening the Principal Pipeline in Rural Communities: Partnership as Policy. November 14, 2018. Commonwealth Council for Educational Administration and Management International Conference. Qawra St. Pauls Bay, The Republic of Malta. Holly Manaseri & Christopher Manaseri, presenters.

Leadership for all Learners in the 21st century: The Case for Universal Design for Learning. April 12, 2018. American Educational Research Association Annual

Conference. New York, NY. American Educational Research *Association. Holly Manaseri, presenter.*

Dismantling Ableism: The Moral Imperative for Preparing School Leaders. April 12, 2018. American Educational Research Association Annual Conference. New York, NY. American Educational Research Association. Holly Manaseri & Josh Bornstein, presenters.

Transformational Partnership and the Development of Democratic Leadership. April 13, 2018. American Educational Research Association Annual Conference. New York, NY. American Educational Research Association. Holly Manaseri & Christopher Manaseri, presenters.

Universal Design for Universal Issues: Promising Practices for Educational Leadership Preparation Programs. August 3, 2017, National Council of Professors of Educational Administration. San Juan, Puerto Rico. Holly Manaseri, presenter. Holly Manaseri & Kelly Roberts, preseneters.

Social Justice Leadership. March 30, 2017. New York State Foundations of Education Association, Ithaca, NY. Holly Manaseri & Christoper Manaseri, presenters.

Evidence- based Decision Making in Teen Pregnancy and STI Prevention Research: Lessons from the Pono Choices Study. May, 2013, Office of Adolescent Health Annual Conference. Baltimore, MD. Denise Uehara & Holly Manaseri, presenters.

School-Based Prevention of Teen Pregnancy and Sexually Transmitted Infections Study: Perspectives from Diverse Middle School Youth. April, 2013. Health Disparities Research at the Intersection of Race, Ethnicity, and Disability: A National Conference. Washington, D.C. Holly Manaseri & Denise Uehara, presenters.

Improving Medical Effectiveness and Health Outcomes to Achieve Health Equity through Inter-professional Collaborations. March, 2013. Sixth Health Disparities Conference. New Orleans, Louisiana. Holly Manaseri & Denise Uehara, presenters.

Meaning Making: Dis/Ability in the Digital Age. July, 2012. Pop Culture Association of Australia and New Zealand (POPCAANZ). Melbourne, Australia. Holly Manaseri, presenter.

O I matou e faia: Dreaming of Better Ways to Prepare Teachers in the Pacific. 2012, AERA, Vancouver, B.C. Holly Manaseri & Kelly Roberts, presenters

Refusing with Aloha: Engaging Youth. 2012, Pacific Rim Conference on Disability and Diversity, Honolulu, HI. Holly Manaseri, Michele Pellersels, & Naomi Manuel, presenters.

A Review of Evidence-based Models for TPP. 2012, Pacific Rim Conference on Disabilities, and Diversity, Honolulu, HI. Holly Manaseri & Theresa Arriola, presenters.

Making Pono Choices: A Collaborative Framework for Addressing Health Issues in School-based Settings. 2012, Pacific Rim Conference on Disability and Diversity, Honolulu, HI. Holly Manaseri & Brandon Kobashigawa, presenters.

The Role of Talk Story in a Middle School Health Curriculum. 2011, SWHDPE &R conference Kahuku, HI. Holly Manaseri, Kathleen Stofocik, & Elsie Ryder, presenters.

Engaging Communities of Practices for STEM Pathways. 2011, Pacific Rim International Conference, Honolulu, HI. Kiriko Takahasi, Holly Manaseri, and Steve Brown, presenters.

Culturally Responsive Curricula for Hawaii Youth. 2011, HAHPERD, Oahu, HI. Manaseri, Michele Pellersels, and Naomi Manuel, presenters.

And now a word from the Luddites: The rewards and restrictions of online courses. 2010, EDGE, an International Conference on the Use of Technologies in K-12 and Post-Secondary Education, St. John's, Newfoundland. Linda O´Brien, Sue Novinger, & Holly Manaseri, presenters.

Inching toward Inclusion: Social Foundations in Dual Certification Teacher Education Programs. 2009, American Educational Studies Association Annual Conference, Pittsburgh, PA. Holly Manaseri & Christine Murray, presenters.

Caught on Film: Using film as a means of self-reflection for teachers in a graduate course on diversity. 2009, National Association of Multicultural Education Annual Conference, Denver, CO. Holly Manaseri, Don Halquist, Christopher Manaseri, presenters.

The Moral Imagination: Lessons from Mothers Caring for Children with Complex Needs in Creating Communities of Hope. 2008, American Educational Research Association Conference, New York, New York. Holly Manaseri, presenter.

Developing the Foundations Syllabus: Exploring the American School as a Contested Site. 2007, New York State Foundations of Education Conference, Buffalo, New York. Holly Manaseri, presenter.

Service

Chair, Educational Leadership department Warner School of Education
Education Discipline coordinator, LEND interdisciplinary training program Strong Center for Developmental Disabilities
Associate Director k12 School Leadership program Warner School of Education

Executive board, Rochester Accessible Adventures
Compliance Committee, Mary Cariola
Content Expert, New York State Education Department School Building Leader exam
Wayne Finger Lakes Leadership Institute Advisory Board member
Cayuga-Onondaga Leadership Institute Advisory Board member
Warner School of Education K12 School Leadership Student /Alumni Coordinator
https://www.linkedin.com/groups/8771799/
https://www.facebook.com/groups/307455709928967/

Intercollegiate Service
2019-present Reviewer, SAGE Publications Journal of Educational Policy
2017-present Reviewer, Journal of Mentoring and Teaching
2017-present Reviewer, School Leadership Review

Membership in Professional Organizations
American Educational Research Association (AERA)
International Council of Professors of Educational Leadership
Educational Leaders Without Borders (ELWB)
Genesee Valley Association for the Supervision of Curriculum Development (ASCD)
NYS Council Administrators Department of Education Administration (CADEA), executive board member

YOKO KITAMI, PH.D.

UNIVERSITY OF HAWAII CENTER ON DISABILITY STUDIES
[redacted]

EDUCATION

Ph.D., Educational Psychology, 2019
University of Hawai'i –Mānoa, Department of Educational Psychology, Honolulu, Hawai'i
Dissertation: *"The Influence of Philosophy for Children on Japanese Secondary School Students' Socioemotional Learning"*

M.Ed., Counselor Education, 2008
University of Hawai'i –Mānoa, Department of Counselor Education, Honolulu, Hawai'i

B.A., Psychology, 2002
University of Oregon, Eugene, Oregon

Chinese language and culture study, 1998-9
Beijing Language and Culture University, Beijing, China.

PROFESSIONAL POSITIONS

Junior Specialist-Faculty (2009- Present)

Eleven-month junior specialist position includes assisting in the training of professional and paraprofessional staff, including research, teaching and materials development. Responsible for implementing and assessing literacy approaches, behavioral health, and related group support of chidden, adolescents, parents, teachers. Work with community members from Pacific Islander communities. Provide coordination and project execution. Responsible for demonstrating and contributing knowledge in a research-based program.

LANGUAGES SPOKEN

- Japanese (native level proficiency)
- English (graduate level proficiency)
- Chinese (intermediate conversational level proficiency)

PROFESSIONAL ACTIVITIES

JUNIOR SPECIALIST-FACULTY CENTER ON DISABILITY STUDIES (2009-PRESENT)

Responsibilities Listed Below

Principal Investigator (2020 August to present):Feeling Safe, Being Safe project-Hawaii State Council on Developmental Disabilities

- Work with Hawaii State Council on Developmental Disabilities to support the Feeling Safe Being Safe program training, and certify self-advocates with intellectual and developmental disabilities to help prepare for emergencies.
- Support the Feeling Safe Being Safe program to teach individuals with disabilities and their families and caregivers to prepare for emergencies.

Parent Coordinator & parent, teacher and community outreach education specialist (2016 August to present)

1) Ka Pilina No'eau Project funded by the U.S. Department of Education, Native Hawaiian Education Program(Award#S362A170031) (2016 August to present)

2) Project BEAM funded by the U.S. Department of Education, Jacob K. Javits Gifted and Talented Students Education Program (AwardS206A170014)

- Coordinate three parent workshops.
- Teach mathematics to K-5 students.
- Conduct focus groups.
- Assist with grant writings and parent workshop lesson plans.
- Present conference and provided workshops.
- Support Native Hawaiian parents, children and mentors.
- Administer pre and post surveys.
- Collaborate with Alu Like, a Native Hawaiian Organization to implement parent workshops for Project BEAM.
- Administer surveys of parents.

Field Specialist and Mentor Supervisor (2015 July to present)
Project TEAMS: funded by U.S. Department of Education
Jacob K. Javits Gifted and Talented Education Program. (Award No. S206A140012)

- Conduct follow up interviews and write summaries for future publications.
- Teach college transitions and mentoring to high school students with disabilities.
- Support high school students with disabilities and mentors at project sessions at schools.

- Administer pre and post surveys and conduct focus groups.
- Administer Assessment Scales (MIDAS) and science test
- Help create lesson plans for science.
- Support relationships with mentors and school personnel on Oahu and the Commonwealth of the Northern Mariana Islands (CNMI).
- Manage mentors stipends and organized and obtained science materials.

Principal Investigator (2013 July - May 2014) and **Project Coordinator** (June 2014 - June, 2015)
Hawaii Emergency Preparedness System of Support (HiEPSS): Feeling Safe, Being Safe (July 2013 – June 2015) LOG NO. 14-102-Department of Health-Developmental Disabilities Division (DOH-DDD) Contract

- Manage Hawaii Emergency Preparedness System of Support (HiEPSS) project and expanded program to senior population.
- Introduce and provided three-day Hawaii Emergency Preparedness System of Support (HiEPSS); Feeling Safe Being Safe (FSBS) training to adults with disabilities at the Northern Marianas College in Northern Mariana Islands (Saipan) on October 6-8th 2015.
- Establish a subcontract with new nonprofit agencies on Oahu.
- Create a survey for DOH Data collection and management and evaluation for qualitative and quantitative research.
- Train and employed self-advocates to do office work for the Emergency Preparedness Project at CDS.
- Train facilitators who support self-advocate trainers.
- Design a survey on people with disabilities and disaster preparedness
- Analyze data using SPSS and wrote annual reports for the Department of Health/Developmental Disability Division in 2012 to 2014 and for the Federal Emergency Management Agency (FEMA) grant reports (three reports).
- Disseminate the HI-EP project to community members, first responders, state of Hawaii and Japanese professionals to raise disability awareness.
- Manage annual budget.
- Develop materials for curriculum.

Survey Interviewer, (September 2012-August 2013)
National Core Indicator (NCI) Study

- Survey over 200 adults with disabilities using the National Core Indicators' Adult Consumer Survey.
- Maintain the large data set with a sample of 461 respondents.
- Guide interviewees, arranged meetings and conducted surveys in person in Oahu, Kauai and Big Island.

Evaluator (August 2012 & August 2013)
Palama PreK Boost Camp Summer in 2012 & 2013

- Conduct pretests and posttests, evaluate students who attended the Palama PreK summer program at Palama Settlement (a site that works with Pre-K children), and analyze performance outcomes.
- Use Chinese language to conduct pre & post tests for Chinese immigrant students.

Project Assistant,
Teen Ace for Science (a program for ELL students), Kalakaua Middle School (August, 2012-August, 2013) *Received ACRES Exemplary Program Award CATEGORY 5: Services In Inclusive Environments in 2015*

- Conduct site visits, program implementation and run focus groups.
- Conduct pre-post testing utilizing Woodcock Johnson IV assessment.
- Assist and support students in classroom settings.

Project Assistant, From Chalkboards to Interactive Whiteboards: Promethean IWBs (the Interactive White Board) and Active Classroom (2011-12).

- Direct the choosing of the research site, and communicate with teachers to implement the program.
- Conduct site visits, program implementation and provide support to the schools and community.
- Conduct focus group research of students in both English and Japanese.

Project Assistant, Video self-modeling for at-risk youth positive behavior change at Palama Settlement's In-Community Treatment Program (ICTP) (June 2011)

- Organize and run video self-modeling class using VSM theory.
- Administer the testing and teaching of twenty-one at-risk youths.
- Teach and assist students with at-risk youths in video creation.
- Teach iMovie program use to twenty-one at-risk youths.

Project Assistant, Video self-modeling for a 10-week course, teaching students with Asperger's syndrome (AS) the necessary "Social Skills for the Workplace" for Young Adults with Aspergers for success in the workplace. at Easter Seals Hawaii (November-January 2010)

- Design to help individuals progress through the stages of becoming a competent social communicator through video
- Teach and assist youths with autism in video creation.

Project Administration (2009- 2013)

- Facilitate project purchasing and travel activities, contract and personnel processing for several projects.
- Develop and maintain administration databases and records.
- Oversees administrative functions of research/service projects.
- develop grant proposals, including the processing and electronic submission.

ADDITIONAL PROFESSIONAL EXPERIENCE

Graduate Assistant, CREDE (Center on Research on Education, Diversity and Excellence) Hawai'i, Department of Educational Psychology, University of Hawai'i at Mānoa (August, 2013- 2015)

- Create teachers' professional development workshop videotapes (Feb, 2014).
- Collect and organize data for CREDE project.
- Lead CREDE discussion classes at the University of Hawai'i at Mānoa Department of Special Education (March, 2014).
- Research secondary literatures and wrote sections for a grant proposal on Native Hawaiian education (April, 2014).**Practicum Counselor,** Counseling and Student Development Center at University of Hawai'i at Mānoa, Honolulu, Hawai'i (August 2007–July 2008)
- Counsel university students about mental health issues, family and career problems.
- Organize and run group counseling sessions.
- Provide crisis intervention in person or via suicide prevention hotline.

School-based behavioral health specialist (Practicum), Farrington High School, Honolulu, Hawai'i (January –June, 2007)

- Counsel and advised emotionally and behaviorally troubled youth.
- Collaborate with teachers and staff to develop individualized plans and facilitate positive behaviors and healthy relationships.
- Administer data collection about students' behavior.

Substitute Teacher, Honolulu district, Honolulu, Hawai'i (October, 2005 – March, 2008)

- Instruct a wide variety of students from K-12 and special education classes.
- Teach K-12 classes following lessons
- Design lesson plans and manage classrooms.

Japanese language instructor, A+ program, Moilili Community Center and Thomas Jefferson Elementary School, Honolulu, Hawai'i (September – December, 2004)

- Teach Japanese to elementary school students.
- Create and implement Japanese-language lesson plans.

Research assistant (internship), Department of Psychology, Pacific University, Forest Grove, Oregon (September, 2002 – May, 2003)

- Research the academic retention of students of color at Pacific University.
- Studies the psychological adjustment of immigrants to American society.
- Process data for a psychological study.

Intern and volunteer student tutor, Tom McCall Elementary School, Forest Grove, Oregon (October, 2002 – June, 2003)

- Tutor and mentor special education students and other students.
- Participate in after-school tutoring sessions for elementary school children.

Intern, Office of International Education and Exchange, University of Oregon, Eugene, Oregon (September, 2001 – June, 2002)

- Work with the OIEE director as a liaison with the ISA (International Student Association), a group representing over 1,300 international students at the University of Oregon.
- Plan and help direct 20 students during ISA leadership training seminars.
- Participate in a focus group of international students and OIEE staff to develop plans to recruit and retain international students.

TEACHING EXPERIENCE

Teaching Assistant, DIY 380/602 Foundations in Disability & Diversity at University of Hawai‘i at Mānoa Outreach College 2020, summer I

- Grade and comment students weekly discussions
- Help students to understand assignments

Teaching students K-3, Kapilina No‘eau project May 2020

- Teach K-3 children culturally responsible lessons related to mathematics.

Creating Curriculum, Kapilina No‘eau project May 2020

- Work with a mentor and cultural specialist to modify and create culturally responsible lessons related to mathematics.
- Help students and parents to understand math concepts

Teaching parent workshop, Kapilina No‘eau project May 2019

- Teach parents and children culturally responsible lessons relate to mathematics.
- Help students to understand Native Hawaiian culture and mathematics concepts

Teaching parents workshop Project BEAM fall 2018

- Teach parents and children culturally responsible lessons relate to mathematics theoretical concept

Teaching students mentoring and college transition project TEAM 2015-2018

- Teach mentoring and college transitions

Teaching Assistant, EDEP 768B Educational Psychology at the University of Hawai‘i Manoa August 2017, at University of Hawai‘i Manoa, Honolulu, Hawai‘i

- Co-teaching EDEP 768B: The Psychology of Culture with Dr. Michael Salzmann

Teaching at risk youth: Video self-modeling for at-risk youth positive behavior change at Palama Settlement’s In-Community Treatment Program (ICTP) (June 2011)

- Organize and run video self-modeling class using VSM theory.
- Administer the testing and teaching of twenty-one at-risk youths.
- Teach and assist students with at-risk youths in video creation.
- Teach iMovie program use to twenty-one at-risk youths.

Teaching young adults with Aspergers: Video self-modeling for a 10-week course, teaching students with Asperger's syndrome (AS) the necessary “Social Skills for the Workplace” for Young Adults with Aspergers

- Design to help individuals progress through the stages of becoming a competent social communicator through video
- Teach and assist youths with autism in video creation.

PRESENTATIONS

STATE/LOCAL (HAWAIʻI)

Park, H. J., Takahashi, K., Nip, K., **Kitami, Y**., Feliciano., Reid, T., Hoadley, N. (2020, Mar). "Project TEAMS Workshop to Support Twice Exceptional Students Transitioning to STEM (PDE3)." Four-hours teacher professional development credit course workshop at the 35th Annual Pacific Rim International Conference on Disability and Diversity, Honolulu, Hawaiʻi.

Park, H. J., Takahashi, K., K., Nip, Wee, S., Reid, T., Feliciano, J., **Kitami**, **Y**., Guillen, A., Dabrowski, M., Hoadley, N.(2020, Mar). "How Can We Reach Diverse Learners? Making Math and Science Lessons Relevant for Student Culture and Ability." Workshop presented at the 35th Annual Pacific Rim International Conference on Disability and Diversity, Honolulu, Hawaiʻi.

Park, H. J., Takahashi, K., K., Nip, Wee, S., Reid, T., Feliciano, J., **Kitami**, **Y**., Guillen, A., Dabrowski, M., Hoadley, N.(2020, Mar). "Supporting Indigenous Students to be Engaged in and Achieve Better in Math and Science." Workshop presented at the 35th Annual Pacific Rim International Conference on Disability and Diversity, Honolulu, Hawaiʻi.

Park, H. J., Takahashi, K., K., Nip, Wee, S., Reid, T., Feliciano, J., **Kitami**,**Y**., Guillen, A., Dabrowski, M., & Hoadley, N.(2020, Jan). "Identifying and Supporting Twice-Exceptional Students to Achieve and Matriculate into STEM Fields." Poster presented at the 18th Annual Hawaii International Conference on Education in Honolulu, Hawaiʻi.

Park, H. J., Takahashi, K., K., Nip, Wee, S., Reid, T., Feliciano, J., **Kitami**, **Y**., Guillen, A., Dabrowski, M., Hoadley, N.(2020, Jan). "Advancing Math and Science Learning Through Culturally Responsive Lessons." Workshop presented at the 18th Annual Hawaii International Conference on Education in Honolulu, Hawaiʻi.

Park, H. J., Takahashi, K., K., Nip, Wee, S., Reid, T., Feliciano, J., **Kitami**, **Y**., Guillen, A., Dabrowski, M., Hoadley, N.(2020, Jan). "Reaching All Learners in STEM: Promising Practices for Underrepresented Students in STEM." Poster presented at the 18th Annual Hawaii International Conference on Education in Honolulu, Hawaiʻi.

Park, H. J., Takahashi, K., K., Nip., **Kitami**, Y., Feliciano, J., Reid, T.(2020, Jan). "Fostering Science Potential for Twice Exceptional Students." Workshop presented at the 18th Annual Hawaii International Conference on Education. Pre-conference poster session, Honolulu, Hawaiʻi.

Park, H. J., Takahashi, K., K., Nip, Wee, S., Reid, T., Feliciano, J., **Kitami**, **Y**., Guillen, A., Dabrowski, M.(2019, March). "Advancing Math & Science Learning Through Culturally Responsive Lessons." Team poster session

presented at the 34th Annual Pacific Rim International Conference on Disability and Diversity, Honolulu, Hawai'i.

Park, H. J., Takahashi, K., K., Nip., **Kitami, Y.,** Feliciano, J., Reid, T. (2019, March). "Twice Exceptional Students Achieving and Matriculating in STEM: Preliminary Results of A 5-Year Study." Team poster session presented at the 34th Annual Pacific Rim International Conference on Disability and Diversity, Honolulu, Hawai'i.

Park, H. J., Takahashi, K., K., Nip, Wee, S., Reid, T., Feliciano, J., **Kitami**, **Y**., Guillen, A., Dabrowski, M.(2019, March). "Reaching All Learners in STEM: Promising Practices for Underrepresented Students in STEM." Team workshop session presented at the 34th Annual Pacific Rim International Conference on Disability and Diversity, Honolulu, Hawai'i.

Kitami, **Y.** (2019, March). Chair of the review committee for the Education (Pre-K to Grade 12) panel of the 34th Annual Pacific Rim International Conference on Disability and Diversity, Honolulu, Hawai'i.

Kitamura,Y., Maekawa, A., & **Kitami**, **Y**. (2018, October). "Emergency Preparedness: Ready to Know Your Needs" Presented workshop with a faculty at National Rehabilitation Center for Persons with Disabilities in Japan at the 33nd Annual Pacific Rim International Conference on Disability and Diversity, Honolulu, Hawai'i.

Park, H. J., Takahashi, K., K., Nip., **Kitami**, **Y**., Feliciano, J., Reid, T.(2017, October). "Students with Disabilities Having Potential in Science: Identification &Services" Team presentation session presented at the 33nd Annual Pacific Rim International Conference on Disability and Diversity, Honolulu, Hawai'i.

Kitami, Y. (2016, October). "Video Self modeling by Dr. Peter Dowrick." Guest speaker presentation at EDEP 662 Social Context of Learning class at University of Hawaii Manoa, Honolulu, Hawai'i.

Park, H. J., Takahashi, K., K., Nip., **Kitami**, **Y**., Feliciano, J., Reid, T.(2016, April). "How Can We Support Twice Exceptional Students to Enter into STEM? Presentation presented at the 32nd Annual Pacific Rim Conference on Disabilities, Honolulu, Hawai'i.

Kitami, **Y**., Dewoody, H., & Phelan, L. (2015, April). " Emergency Preparedness for People with Disabilities" Workshop was held at the 31st Annual Pacific Rim Conference on Disabilities, Honolulu, Hawai'i.

Ozaki, R., **Kitami, Y**., Dewoody, H. (2015, March). " The rising Pacific: meeting the needs of people with disabilities and other marginalized groups." Panel

discussion at the Pacific Risk Management Ohana (Primo) Conference, Honolulu, Hawai'i.

Kitami, Y (2015, October). "Video Self modeling by Dr. Peter Dowrick." Guest speaker presentation at EDEP 662 Social Context of Learning class at University of Hawaii Manoa, Honolulu, Hawai'i.

Kitami, Y., Dewoody, H., & Phelan, L. (2014, April). "Hawaii Emergency Preparedness for People with Disabilities". Workshop presented at the 30th Annual Pacific Rim Conference on Disabilities, Honolulu, Hawai'i.

Kitami, Y.(2012, March). "Self-modeling to enhance spoken English competency: An innovative case study". Poster session presented at the 28th Annual Pacific Rim Conference on Disabilities, Honolulu, Hawai'i.

Dowrick, P. W., & **Kitami, Y.** (2011, March). "Youth with Asperger's or behavioral challenges create their own video futures". Poster session presented at the 27th Annual Pacific Rim Conference on Disabilities, Honolulu, Hawai'i.

Kitami, Y., Dowrick, P.W, & JoAnn W.L. (2010, April). "Supporting the Needs of Parents of Children with Autism who Speak English as a Second Language: A Qualitative Pilot Study". Poster session presented at the 26th Annual Pacific Rim Conference on Disabilities, Honolulu, Hawai'i.

Dowrick, P. W., & **Kitami, Y.** (2009, May). "Self-modeling to enhance spoken English competency: An innovative case study". Poster session presented at the 25th Annual Pacific Rim Conference on Disabilities, Honolulu, Hawai'i.

Kitami, Y. (2008). "Hawaii's Invisible Immigrants: A Qualitative Study of Shin-issei, Post-1965 Japanese Immigrants and Their Counseling Needs". Paper presented at the American Counseling Association Conference, Honolulu, Hawai'i.

Kitami, Y. (2007, October). "Hawaii's Invisible Immigrants: Japanese shin-issei". Paper presented at the Hawaii Counseling Association Mini conference, Honolulu, Hawai'i.

REGIONAL (OUTSIDE OF HAWAI'I)

Kitami, Y. (2020, Jan). "Emergency Preparedness; Feeling Safe Being Safe (FSBS)." presented at the Northern Marianas College in Northern Mariana Islands (Saipan).

Park, H. J., Takahashi, K., K., Nip, **Yoko Kitami.** (2019, April). "Fostering Science Potential for Twice Exceptional Students." Workshop presented at the 34th Science Education for Students with Disabilities (SECD) 2019 NSTA Pre-conference Workshop, St. Louis, Missouri.

INTERNATIONAL

Kitami, Y.(2020, Jan). Conference staff and interpreter at the First International Disability Inclusion Symposium on Higher Education and Career at University of Tokyo in Tokyo Japan.

Kitami, Y. (2018, December) Planned and ran a workshop in Suginami prefecture in Tokyo, Japan for emergency preparedness for people with disabilities at Tokyo Woman's Christian University.

Kitami, Y. (2017, December) Planned and ran a workshop in Suginami prefecture in Tokyo, Japan for emergency preparedness for people with disabilities at Tokyo Woman's Christian University.

Kitami, Y.(2010, August). "Video self-modeling and special education". Guest speaker presentation at Hyogo Educational University, Kobe, Japan.

Kitami, Y.(2010, August). "Center on Disability Studies – what we do." Guest speaker presentation on CDS information and research about video self-modeling to Meiji Gakuin University special education faculty, Tokyo, Japan.

Burns-Glover, A., Kawazoe, K., & **Kitami, Y**. (2003, May). "Ethnic identity or anxiety? Mainland versus Hawaii concepts of self". Paper presented at the Western Psychological Association, Vancouver, Canada.

SERVICE ACTIVITIES

DEPARTMENT

Hiring committee chair at Center on Disabilities at the University of Hawaii Manoa July 2020.

Committee chair, review panel for the 34th Annual Pacific Rim International Conference on Disability and Diversity, Honolulu, Hawai'i. March 2020.

Center on Disability Studies (CDS) council member, Center on Disabilities at the University of Hawaii Manoa, Fall 2016 – 2018

Center on Disability Studies (CDS): interpreter & assistant, for Japanese graduate professors and students September, 2018.

UNIVERSITY

Translator for faculty from Bukkyo University at Rehabilitation Hospital of the Pacific and College of Education, University of Hawaii Manoa, February - March 2013

Faculty advisor for Asian Beat Covers, a University of Hawaii student group. Summer 2011 – 2013.

Faculty advisor for Uchat, a student club language exchange program to students to learn a new language at University of Hawai'i – Mānoa, August 2009 - May 2010.

Organizer, International Coffee Hour for international students and domestic students at University of Hawai'i –Mānoa. August 2006– May 2010.

COMMUNITY

Translator and author, Japanese presentation of "Emergency Preparedness: Ready to Know Your Needs" into English. This will be put on the World Health Organization (WHO) website, in progress 2020.

Translator and assistant for guest faculty members from Japan at the Center on Disabilities at the University of Hawai'i Manoa, Sep 2018

Translator, Emergency preparedness manual from Japanese into English for Tokyo Woman's Christian University, Feb 2015

Guest teacher, Japanese culture to Waianae High School students at seminars run by Holomua: GEAR-UP on the Leeward Coast in April 2013 and March 2014 to help students explore college options.

Coordinator, Japanese-language information seminar for Japanese-speaking parents of children with disabilities, May 21, August 20 and October 15, 2011, Honolulu, Hawai'i.

Coordinator, Japanese language workshop for caregivers of children with autism, May 22, 2010, Honolulu, Hawai'i.

Guest speaker, on KZOO Radio (Japanese-language station) to explain autism and announce a Japanese language workshop for caregivers of children with autism. (May 21, 2010).

Researcher, to create VSM videos to help Japanese immigrant child in daily tasks such as speaking to acquaintances, new language acquisition and toilet training (Summer 2010 –2012).

MEMBERSHIPS

American Counseling Association (2008)
American Psychological Association (2010)
Hawaii Counselors Association (2020)
National Career Development Association (2009)
p4c Japan (2017)
The Autism Community in Action (TACA) (2010)

LICENSES AND CERTIFICATES

Licensed Mental Health Counselor (LMHC) Certificate (In progress)
Under supervision of Steven R. Taketa, Psy.D.

Telepsychology Best Practice 101 Series Certificate, April, 2020
American Psychological Association 750 First St. NE, Washington, DC

Career Assessment - The Strong Interest Inventory® Certified Practitioner, August, 2012

Personality and career Assessment – The Myers-Briggs MBTI® Certified Practitioner, August, 2011

Autism Spectrum Disorders Certificate of Completion, December 9, 2010
Mayor's Advisory Committee on Early Childhood, Honolulu, Hawai'i

Behavioral Health Specialist Training Certificate, March 27, 2007
Hawaii Department of Education, Honolulu, Hawai'iCertificate in Family Psychological Interviewing Techniques, July 28, 2006
Japanese Family Counseling Association, Tokyo, Japan.

Crisis Intervention Certificate, February 22, 2006
University of Hawai'i at Mānoa, Department of Counselor Education, Honolulu, Hawai'i

Substitute Teacher Certificate, October 4, 2004 & 2015
Hawaii Department of Education, Honolulu, Hawai'i

Lisa Ann M. Letoto-Ohata

Objective

To work with people of various backgrounds by using my strengths and skills with a focus on children and families in the Native Hawaiian communities. To form collaborations and partnerships in all sectors with the vision to provide opportunities to explore higher education and career pathways that are accessible, engaging, and sustainable.

Experience

March 2007 to Current

Na Pua No`eau, UH Manoa, Program Coordinator Assistant

- Planning, coordinating, and executing programming for children and families in grades PreK through college within the Native Hawaiian Student Services department and Hawaiinuiakea School of Hawaiian Knowledge.
- Responsibilities include, but not limited to, hiring and supervising program staff, develop and integrate researched-based core elements into program curriculum in Native Hawaiian education, provide coordination effort in designing P-20 pathway systems in STEM & the arts, leadership, and health careers, assist and work with the Director on new initiatives and community feedback, and assist with the day to day management of the program.
- Work with other departments within the UH system, specifically at UH Manoa, collaborators and partners in broadening scope of contacts and outcomes. Outreach partners include Hawaii Department of Education Office of Hawaiian Education and Community Engagement Branches, UH Native Hawaiian Science and Engineering Mentorship Program, Project Kuleana, Kamehameha Schools, Lili`uokalani Trust, MA`O Organic Farms, INPEACE, Waianae Neighborhood Place, HI Department of Health, Mapuna Lab (Thompson School of Social Work), Lanakila Pacific, Hawaii Afterschool Alliance, and various public and private schools throughout the State of Hawaii.
- Statewide outreach to students, families, administrators, and educators to promote Na Pua No`eau programs and recruit participants for Hawaiian culturally based education programs focusing on literacy, STEM & the Arts, and career pathways to fulfill grant outcomes. Outreach efforts focus on providing increased access to higher educational opportunities and career pathways related to STEM for students in fields that may be underrepresented by Native Hawaiians.
- Intermittent and seasonal hire filling roles including Daytime Coordinator and Residential Counselor for Summer Institute at UH Manoa, Program Assistant for Super Keiki Dayz, Malama `Aina Marine Debris Research Program, Facilitator for NHEA Student Conference and Kupulau, to name a few.

October 2016 to October 2019

Lanakila Pacific, Meals on Wheels, Kupuna Wellness Manager

- Oversee the daily operation of the Kupuna Wellness programs.
- Managing contract requirements for Group Dining. The Group Dining Program consists of 8 locations on Oahu that serve seniors.
- Responsible for the implementation of an appropriate and effective service delivery system for meals, nutrition education, recreational activities, outreach, volunteer opportunities, and special events.
- Manage outreach team and activities to ensure outreach goals are being met. Advise on a plan of action to reach targeted communities.

- Manage SNAP Outreach program to ensure contract goals are met.
- Collaborate with schools to develop internship programs for both high school and college students.
- Collaborate with other agencies in senior employment training programs and volunteer opportunities.
- Provide presentations and speaker resources for community and business groups.
- Assist with volunteer recruitment, processing of individual requirements (background checks, references, clearances), orientation, and training.
- Conduct weekly meetings with staff and provide ongoing training.
- Manage human resources to include conducting interviews, hiring, training, completing performance evaluations, corrective action, and balancing staffing needs.
- Promote and market Lanakila Pacific, Meals on Wheels, and Kupuna Wellness Centers to ensure successful advocacy, fundraising, community relationships, and program events. Program growth was seen within the first six months of this position with new community partnerships and donations secured.
- Ensure paperwork and reports are completed in a timely manner to be available to report to funders and for billing purposes.
- Review daily meal orders, reports and budget to adjust programs where needed.
- Review and approve fiscal documents for program expenditures, payments, and reimbursements.
- Coordinate 7 major events each year for 100 to 450 people each.

August 2016 to October 2016

Lanakila Pacific, Meals on Wheels Outreach Worker

- Responsible for planning and executing outreach activities through presentations, events, and individual contacts.
- Promote the mission of Lanakila Pacific and Meals on Wheels in the community through sharing of programs and social enterprise division.
- Recruit volunteers and senior participants for Home Delivery and Kupuna Wellness Centers and provide referrals to other community resources as needed.
- Complete intake forms and monthly reports.

April 2012 to March 2012

East-West Center, Housing Front Desk Assistant, Housing Staff Assistant

- Coordinates front desk staff and operations for three graduate student and visitor halls on a university campus.
- Duties include scheduling, hiring and training of new employees, processing time sheets, overseeing office clerk, reviewing and preparing financial transactions and deposits, performance evaluations, and other tasks as assigned.
- Serves as back up for the Reservations Department in processing reservations, answering phones, and assisting residents and guests.
- Responds to after-hours problems and emergencies.

October 2007 to March 2020

Catholic Charities Hawaii, H.A.N.A.I./PRIDE Co-Trainer

- Independent contractor for PRIDE Pre-Service Training with Statewide Foster Families Program.
- On-call trainer for H.A.N.A.I. Pre-Service Training with Statewide Resource Families Program.
- Serve as lead trainer for Training Specialists as needed.

- Provide mandatory training for resource caregivers or potential resource caregivers through the State of Hawaii.

July 2006 to 2011

Department of Human Services Licensed Foster Parent

- Child Specific Foster Home licensed with the State of Hawaii Child Welfare Services for teenage foster children from July 2006 to August 2007.
- General licensed for teens with exceptions for infants with teen moms.
- Respite provider for short term care.
- Provide mentorship and independent living skills training for teens exiting the system.

August 2008 to July 2009

Youth For Christ Hawaii, Community Projects Manager

- Organize and execute community programs including the Center For Tomorrow's Leaders and YFC For Parents radio program.
- Participate on the leadership team in organizing and obtaining donors for sustainable funding.
- Manage donor base for Benevon sustainable funding program.
- Organized and managed Brian Clay's Welcome Home Campaign in August of 2008. Served as liaison between Youth For Christ, Azusa Pacific University, Brian Clay's management team, and events corporate sponsors.

April 2005 to January 2008

Kokua 'Ohana Project, Lead Foster Family Advocate,
Certified PRIDE Trainer & Trainer's Trainer

- Primary duties include recruiting foster/adoptive families for the State of Hawaii Department of Human Services and building support groups within the community with churches, community based organizations, resource agencies, schools, and other non-profit agencies.
- Assist prospective foster/adoptive parents in the general licensing process, provide support services for licensed foster families, adoptive families, and birth families, work cooperatively with other foster care related agencies, and building community partnerships through presentations, meetings, and planning events. Develop and train nine support & resource groups that are self sufficient in both Honolulu and the Waianae Coast that are led by churches, community groups, or resource agencies.
- Oversee a team of advocates in the Leeward Oahu and Maui region in their daily functions and assignments. Previously commuted to Hawaii Island to provide support. Assist the program director as necessary in administrative and supervisory duties. Assist in selection of new hires (candidate screening, interviews, and selection). Train new hires.
- Provide media support through news interviews, community program recording, and designing printed program materials. Develop newsletter articles for internal programs, as well as community publications. Design flyers and printed material using Adobe & Microsoft Office programs. Provide media releases as needed.
- Develop presentations using PowerPoint and other video media for churches, community organizations, and Child Welfare Services. Currently being used program wide by other staff.
- Coordinate and oversee program events as needed.
- Provide PRIDE (Preservice Training for Prospective Foster Parents and Adoptive Parents) training as needed for prospective foster/adoptive parents as both lead trainer and foster parent co-trainer.
- Develop and write training materials for conference workshops and sessions pertaining to foster parenting, working with foster children, and teen mentoring.

November 2002 to July 2004

Youth For Christ Hawaii, Director of Programming & Volunteer Services

- Responsibilities included planning and executing programming for events involving junior high to college students. Work included contacting vendors, negotiating contracts, purchasing services and materials, marketing events to churches, adult youth leaders, and students, processing registrations, applications, and scholarships as necessary, and overseeing the administration aspect of events. I also organized and planned training seminars and youth conferences for adult and student leaders. Part of my work entailed the recruitment, training, and positioning of a volunteer staff of 300. As part of my position, I also worked with a ministry team of 2-4 people. Twice a year, I would assist in the recruitment of sponsors and donors for the organization's fundraising events.
- Major projects that I played a key role in was the statewide Jesus Hawaii Project and Student Survival Kit Distribution in 2003, Christmas Camp for 300 students and adults in 2001, 2002, and 2003, Hawaiian Island Ministries Conference-youth program in 2002 and 2003, One Answer Campaign on Oahu in 2004, and the One Answer Summit (youth conference at the Hawaii Convention Center) in 2004.

Education

Leeward Community College/UH Manoa

- Continuing courses to pursue a degree in Family Resources and Business Management.

American Optometric Association Paraoptometric Education

- June 2001
- Certified Paraoptometric Assistant

University of Hawaii, Manoa

- Summer 1986 to Spring 1987
- Major-Biology

University of San Diego, California

- Fall 1985 to Spring 1986
- Major-Biology

The Kamehameha Schools, Kapalama Campus

- Graduated 1985, High School Diploma

Volunteer and Community Service

January 2014 to Current

Hawaiian Islands Ministry, Volunteer

- Assist with administrative duties prior to the annual conference held in the spring. Duties include preparing volunteer materials, answering phone calls, and setting up a volunteer room on site.
- Recruitment of volunteers for special events.
- Other volunteer areas: registration, ushering, parking attendant

January 2017 to Current

Kalihi Union Church, Ministry Volunteer

- Assist with all aspects of youth ministry including planning and coordinating youth events (Graduation Luncheon, Mission Impossible, Nerf Wars), recruiting volunteers, communicating with students and parents, leading Sunday School with high school students, and working with other ministry volunteers.
- Coordinating special events for Community and Outreach ministries (Harvest Celebration, Resurrection Egg Hunt Packing Party, Celebrate Kalihi, Young Adult care packages). Recruiting and managing volunteers including pre-event time.
- representatives.

July 2008 to May 2010

Heart Gallery Hawaii

- Board Member

August 1999 to Current

EFCA Youth Ministries

- Currently work with a network of churches that pull ideas and resources to host events open to the youth of Hawaii. My main responsibility with this group is to continue to build the network of churches that join us and to build relationships with the youth leaders. I am also used as a resource person for training materials, event planning, and program directing. I also serve as the administrator for the summer youth mission trips every two years. I am mainly responsible for the finances and meal planning on these trips. In addition, I lead a group of youth and assist our group leader with planning and organizing traveling. We've gone to Brooklyn, NY & Salt Lake City, UT and Purdue, IN & Bittersprings, AZ. The core that I work with, include 5 youth directors and pastors from around the island. We are joined by up to 20 different churches at various events that we plan quarterly.

February 2008 to 2010

Foster Family Programs Parent to Parent Mentor Program

- Foster parent mentor providing suggestions and advice on dealing with a number of issues seen in foster care.

June2006 to 2013

Foster Care Training Committee/T.H.E. Collaboration

- Plans and coordinates supplemental training for foster and adoptive families each month. Works in collaboration with a number of other foster care agencies and community groups.
- Coordinates workshops and training for foster teens in assisting them in transitioning, housing, and education after high school.

August 2007 to 2014

Hawaii Adoption Permanency Alliance (HAPA)

- Plans and coordinates National Adoption Month annually. Events include a proclamation ceremony with government officials, National Adoption Day with the Family Court, and an annual conference.

January 2006 to Current

Waikiki Hawaiian Civic Club

- Current Member, Past-President, Past-Secretary
- Foster Family Hui Leader

June 2007 to February 2008

Youth For Christ Hawaii

- Summer Volleyball 2007, Assistant to the League Director.
- Junior High Winter Camp, Assistant Camp Director in December 2007. Responsible for all administrative tasks including purchasing, oversee staffing and program operations, oversee group and housing assignments.
- Volunteer staff and consultant for special projects and events including summer volleyball.

June 2005 to January 2006

Youth For Christ Hawaii

- Junior High Assistant Camp Director
- Responsible for all aspects of administration, planning, purchasing, recruiting volunteers & staff, recruiting students through churches and youth groups, and logistics.
- Trained staff for one week camp.
- Liaison between planning committee, camp director, and organization.

May 1999 to January 2013

Faith Christian Fellowship, Youth Ministries

- Youth Leader for middle school students
- Administrative assistant responsibilities included all aspects of administration, event planning and logistics, purchasing, data base maintenance, budget, and communications.
- Summer volleyball tournament director in 2000, 2001, and 2002 which involved 300 middle and high school students, 100+ volunteers, and 20 churches. Coordinated volunteers, site logistics, scheduling, snacks, and awards. Conducted volleyball training camps and youth leader training to ensure an effective summer program.
- Youth camp assistant director responsible for volunteer staffing and training, site logistics, registration, printed materials, programming, transportation, and meal planning and purchasing. Also functioned as lead female counselor for both students and staff.

1992 to December 2008

Hawaii Paraoptometric Association

- Past President and Charter Member.
- My work with the HPA included producing education seminars and programs for optometric assistants, coordinating and participating in community service projects with nursing homes, schools, and health fairs, and participating in vision screenings with the Hawaii Optometric Association. I also assisted with consulting in office management when needed.

January 1996 to December 2002

American Optometric Association Paraoptometric Section, St. Louis, MO

- As a member of the AOA, I participated in programs that promoted vision awareness throughout the nation. I also worked to develop standardized training and a certification program for optometric assistants nationwide.
- I've served as Member At Large, Secretary, and Communications Chairperson on the Paraoptometric Section Council. During my terms, I was responsible for communications and editing of the Paraoptometric Section

publications and newsletters. I also coordinated the annual survey of all paraoptometric groups nationally. This position required traveling to the mainland a minimum of three to four times a year to attend meetings and work at conventions and conferences.

Skills

- Proficient in PC and Internet use
- Advanced knowledge of online platforms including Zoom, Google Meets, and Microsoft Teams
- MS Office (Word, Excel, PowerPoint, Publisher)
- Adobe Photoshop and PageMaker
- Office Machines (Copiers, Fax Machines, Phone Systems, Postage Meters, Folding Machines, Printers, Scanners)
- 10 Key by touch

Licenses and Certifications

- AOA Certified Paraoptometric Assistant, Certified June 1, 2000
- The Gallup Organization Strengthsfinder: Achiever, Arranger, Empathy, Maximizer and Focus
- PRIDE (Preservice Training for Prospective Foster Parents and Adoptive Parents) Trainer, Certified May 2005
- PRIDE Trainer's Trainer, Certified August 2006
- Haku Ho'oponopono Mentorship Program, Queen Liliuokalani Children's Center (Malia Craver), November 2006
- H.A.N.A.I. (Preservice Training for Foster Parents) Trainer, Certified August 2009
- Crisis Prevention and Intervention, Certified July 2011
- Community Legal Navigator (May 2019)

Awards and Recognitions

- Hawaii Children's Action Network Champions for Children Unsung Hero Award, 2022
- Catholic Charities Hawaii Certificate of Recognition 2013
- Association of Hawaiian Civic Clubs Outstanding Community Volunteer, October 2012
- Waikiki Hawaiian Civic Club Scholarship Recipient, August 2008, August 2009
- Foster Care Training Committee Appreciation Certificate, 2008
- Hawaii Paraoptometric Association Community Service Award Recipient, 1999
- American Optometric Association Community Service Award Nominee, 1999
- American Optometric Association Paraoptometric of the Year Nominee, 1989
- Queen Emma Hawaiian Civic Club Scholarship Recipient, 1985
- St. Francis Hospital Volunteer Scholarship Recipient, 1985
- St. Francis Hospital Volunteer of the Year Award, 1984

References

Kendal Fong
Pastor of Community and Outreach
Kalihi Union Church
2214 N. King Street
Honolulu HI 96819
[redacted]

Kinohi Gomes
Director
Na Pua Noe`au
2600 Campus Road QLCSS 113
Honolulu HI 96822
[redacted]

Geoffrey Ho
Assistant Facilities Coordinator
East-West Center
1711 East-West Road
Honolulu, HI 96848
[redacted]

James Kwong
Student Services Coordinator
Kaimuki Christian School
1117 Koko Head Ave
Honolulu, HI 96816
[redacted]

KENDRA WATANABE NIP

[redacted]

EDUCATION

- PhD in Educational Psychology, University of Hawai‘i at Mānoa, (in progress)
- M.Ed in Educational Psychology- Specialization: Measurement, Statistics & Evaluation, University of Hawai‘i at Mānoa, 2012
- BA in Psychology- Specialization: Behavioral Neuroscience, University of Hawai‘i at Mānoa, 2003

RELEVANT WORK EXPERIENCE

- Data Coordinator (2021-Present), Project Hōkūlani, University of Hawai‘i at Mānoa, Center on Disability Studies, Funded by the U.S. Department of Education, Native Hawaiian Education Program.

  Project Hōkūlani is a 5-component culture, strength and work-based program designed to increase the number of Native Hawaiian students who enter into science, technology, engineering and maths fields after high school graduation. Native Hawaiian culture is infused in all aspects of this program including identification, recruitment, program evaluation, curriculum and other program activities.

  Primary work responsibilities are:
  - facilitate data collection from multiple research sites
  - summarize formative and summative data for data-driven decision making

- Project Coordinator (2017-Present), Project BEAM, University of Hawai‘i at Mānoa, Center on Disability Studies, Funded by the U.S. Department of Education, Jacob K. Javits Gifted and Talented Education Program.

  The overarching goal of Project BEAM is to improve math achievement, especially in the domain of Algebra, and intention to pursue STEM fields among middle school students who identify as Native Hawaiian, Pacific Islander, Filipino, Hispanic and Native American and are enrolled in an accelerated/honors math course. Students complete a multi-component math and culture-based enrichment program consisting of math exploration and hands-on activities as well as project development. Project BEAM is a multi-site research study located in Hawai‘i, Arizona, and CNMI.

  Primary work responsibilities are:
  - oversee the implementation of all project activities across the Hawai‘i research sites
  - recruit and retain collaborative partnerships with participating middle school administrative and instructional staff
  - facilitate the collection of evaluative data used to determine program effectiveness that address project goals

- Project Coordinator/Hawai`i Site Liaison (2015-2020), Project TEAMS, University of Hawai‘i at Mānoa, Center on Disability Studies. Funded by the U.S. Department of Education, Jacob K. Javits Gifted and Talented Education Program.

  Project TEAMS aims to improve science achievement and matriculation to postsecondary programs among twice-exceptional students- students with disabilities and "promise" in science, technology, engineering or math (STEM) areas. Project goals are achieved through implementing a multi-component model encompassing academic enrichment in science, mentoring on disabilities and college transition support. Project TEAMS is a multi-site research study located in Hawai‘i, New York, CNMI and AS.

  Primary work responsibilities are:
  - oversee the implementation of all project activities across the Hawai`i research site
  - recruit and retain collaborative partnerships with participating high school administrative and instructional staff
  - direct the identification of scientifically-promising or gifted students with disabilities
  - facilitate the collection of evaluative data used to determine program effectiveness that address project goals
  - participate in the collaborative development of science, scientific inquiry and communication skill building lesson plans and activities
  - create distance learning modules as the vehicle for professional development/training course for program instructors
  - develop cloud-based data management and tracking system
  - assist the internal evaluator in selecting norm-referenced assessments and developing other program evaluation instruments.
  - coordinate the Project TEAMS professional development course of Hawai‘i high school teachers and counselors including hands-on workshop, and teacher mentoring.

- Project Coordinator (2014-2015), Ka Pilina: Aim Together, University of Hawai‘i at Mānoa, Center on Disability Studies. Funded by the U.S. Department of Education Native Hawaiian Education Program.

  Ka Pilina: Aim Together improved students' algebraic knowledge, skills, and attitudes through a culturally-responsive and blended learning instructional format that also incorporated Universal Design for Learning principles.

  Primary work responsibilities included
  - facilitate the development of a culturally-responsive math curriculum designed for middle and high school students, especially targeting students with Native Hawaiian ancestry
  - coordinate math camps that place the Ka Pilina curriculum within the local Hawai`i community context

- oversee implementation of project activities such as teacher professional development workshops, student mentoring program and family math fairs
- direct the collection of process and outcome data used to evaluate and guide the development of new curriculum and project activities.

- Database Manager/Data Coordinator (2010- 2014), various federally funded research projects, University of Hawai`i at Manoa, Center on Disability Studies

  Data management duties were performed across several federally funded research studies cumulatively targeting a diverse student sample (e.g., Native Hawaiian ancestry, students with disabilities, struggling readers, students from general education classes in grades 4 through 12, as well as, 2 and 4-year college students) and utilizing a wide range of assessment instruments (e.g., attitudes towards mathematics, algebra proficiency, receptive language, self-efficacy, science achievement).

  Primarily responsible for:
  - facilitating the timely collection of all project data
  - creating and managing all project databases
  - developing data collection protocols, consent forms, and project-developed assessments
  - selection of commercially available instruments
  - compiling and extracting necessary data for required reporting, publications, conference proceedings
  - assist in aggregating data and reporting study results

Graduate Assistant/Field Specialist (2010), Steppingstones: Phase 2 Text-to-Speech (TTS) Study University of Hawai`i at Manoa, Center on Disability Studies. Funded by the U.S. Department of Education Steppingstones of Technology Innovation for Children With Disabilities Program.

This research study examined the effectiveness of utilizing a text-to-speech software to access grade-level reading materials among high school struggling readers who receive special education services or were at-risk for receiving services due to reading ability.

Responsibilities included:
- Assisted in the implementation of the TTS software program with at-risk students, students with disabilities, or struggling readers within their general or special education or classroom across various subject areas (e.g. physical science, Language Arts)
- Trained students and teachers how to integrate the TTS software into their daily school routines and assignments.

OTHER EDUCATIONAL RESEARCH EXPERIENCE

- Graduate Student Researcher (2011-2012), Pilot Study: Exploring Differential Item Functioning on the Boston Naming Test (DIF-BNT), University of Hawai`i at Manoa

  The purpose of DIF-BNT was to uncover differential test performance and potential test item biases between university students raised in North America and Hawai`i on a popular test of word-finding ability, the Boston Naming Test. The study also demonstrated the differences between three methods (i.e., classical test theory, item response theory and logistical regression)

SELECTED CONFERENCE PRESENTATIONS

Park, H., & **Nip, K**. (2021, March). *Moving online: Transforming in algebra enrichment program for online instruction & the impacts on student learning experiences and outcomes*. Presentation at the Pacific Rim International Conference on Disability and Diversity.

Takahashi, K., Park, H., Feliciano, J., Wee, S., Kitami, Y., **Nip, K**., Guillen, A., Malmud, M., Dabrowski, M., & Chin, V. (2020, January). *Advancing math and science learning through culturally responsive lessons*. Presentation at the Hawai'i International Conference on Eduation.

Park, H., Takahashi, K., **Nip, K**., Kitami, Y., Feliciano, J. (2019, March). *Twice-exceptional students achieving and matriculating in STEM: Preliminary results of a 5-year study*. Presentation at the Pacific Rim International Conference on Disability and Diversity.

Park, H.J., Takahashi, K., **Nip, K**., Kitami, Y., Siscon, S., & Reid, T. (2016, April). *How can we support twice-exceptional students? Project TEAMS*. Presentation at the Pacific Rim International Conference on Disability and Diversity.

Park, H.J., Takahashi, K., **Nip, K**., Siscon, S., & Roberts, K. (2016, May). *An intervention model for twice-exceptional students to achieve and matriculate and into STEM fields.* Poster presented at the Pacific Rim International Conference on Disability and Diversity.

Roberts, K., Park, H.J., Takahashi, K., Bowditch, S., **Nip, K**., Rayphand, L., & Siscon, S. (2014, May). *Promising results of Kurzweil 3000 text-to-speech software in improving and reading skills of struggling high school students.* Presentation at the Pacific Rim International Conference on Disability and Diversity.

Roberts, K., Park, H.J., Takahashi, K., Bowditch, S., **Nip, K**., Hsu, J., Rayphand, L., & Maeda, J. (2013, April). *Efficacy of Kurzweil 3000 text-to-speech software in improving reading*

skills of high school students. Poster presented at the Pacific Rim International Conference on Disability and Diversity.

PUBLICATIONS

Park, H., Takashi, K., **Nip, K**., Reid, T., Feliciano, J., Kitami, Y. & Guillen, A. (2021). Moving online: Transforming an Algebra enrichment program for online instruction and the impacts on student learning experiences and outcomes. Review of Disability Studies: An International Journal, 17(3), 1-4. https://rdsjournal.org/index.php/journal/issue/view/71/291

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UNIVERSITY TEACHING EXPERIENCE

University of Hawai‘i at Mānoa
Department of Educational Psychology

- Course: EDEP 429: Introductory Statistics during Summer 2013, Summer 2014 and Spring 2016

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COLLEGES AND UNIVERSITIES RATE AGREEMENT

[redacted]

[redacted]

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

TYPE	FROM	TO	RATE(%)	LOCATION	APPLICABLE TO
[redacted]					

TYPE	FROM	TO	RATE(%)	LOCATION	APPLICABLE TO
[redacted]					

*BASE

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

SECTION I: FRINGE BENEFIT RATES**

TYPE	FROM	TO	RATE(%)	LOCATION	APPLICABLE TO
[redacted]					

** DESCRIPTION OF FRINGE BENEFITS RATE BASE:

Salaries and Wages.

(1) University of Hawaii (UH)
(2) Research Corporation of the University of Hawaii (RCUH)

UH (A) Student Employees (including Graduate Assistants)

UH (B) Faculty, Staff, not eligible for vacation

UH (C) Faculty and Staff, eligible for vacation

RCUH (A) Regular Status Employees, less than 50% FTE and all other non-Regular status employees

RCUH (B) Regular Status Employees, 50% FTE or greater but less than 13 months of services

RCUH (C) Employee, 50% FTE or greater and 13 months or more of service

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.

UNIVERSITY OF HAWAII (UH) (1):

UH Fringe Benefit Rates: UNEMPLOYMENT, WORKER'S COMPENSATION, AND TERMINAL VACATION PAYOUT RESERVE.

STATE OF HAWAII Fringe Benefit Rates: FICA, PENSION ACCUMULATION, PENSION ADMINISTRATION, RETIREE HEALTH INSURANCE, OTHER POST-EMPLOYMENT BENEFITS.

The following fringe benefits are specifically identified to each UH employee and are charged individually as direct costs: HEALTH INSURANCE AND GROUP LIFE INSURANCE.

RESEARCH CORPORATION OF THE UNIVERSITY OF HAWAII (RCUH) (2):

RCUH Fringe Benefit Rates: UNEMPLOYMENT, TERMINAL UNUSED SICK LEAVE PARTIAL PAYOUT RESERVE, AND TERMINAL VACATION PAYOUT RESERVE.

The following fringe benefits are specifically identified to each RCUH employee and are charged individually as direct costs: FICA, HEALTH INSURANCE (MEDICAL AND DENTAL), FLEXIBLE SPENDING ACCOUNT (FSA), RETIREMENT, GROUP LIFE INSURANCE, LONG TERM DISABILITY, LONG TERM CARE, WORKERS COMPENSATION.

TREATMENT OF PAID ABSENCES

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

OFF=CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which either rent is directly allocated to the project(s), or activities are conducted in third party space rent free, the off-campus rate will apply. Actual costs will be apportioned between on-campus and off-campus components. Each portion will bear the appropriate rate according to location and purpose. In the case that one rate is required by the sponsor, if more than 50% of a project is performed off-site, the off-site rate will apply.

DEFINITION OF EQUIPMENT
Equipment is defined as tangible nonexpendable personal property (including information technology systems) having a useful life of more than one year and an acquisition cost of [redacted] or more per unit.

This rate agreement updates the fringe benefits only.

NEXT PROPOSAL DUE DATE
An indirect cost proposal based on actual costs for FYE 06/30/22 is due by 12/31/22 and fringe benefit proposal based on actual costs for FYE 06/30/21 is due by 12/31/21.

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:

University of Hawaii

[redacted]

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

[redacted]

Budget Narrative File(s)

*** Mandatory Budget Narrative Filename:** 1237-CLD TEAMS BudgetNarrative.pdf

Add Mandatory Budget Narrative | Delete Mandatory Budget Narrative | View Mandatory Budget Narrative

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

Add Optional Budget Narrative | Delete Optional Budget Narrative | View Optional Budget Narrative

Budget Categories	Salary	FTE	Year 1 2022 Federal	Year 2 2023 Federal	Year 3 2024 Federal	Year 4 2025 Federal	Year 5 2026 Federal	Total Federal
Faculty & Staff Personnel								
1. Hye Jin Park, PI/Internal Evaluator/Gifted Education Specialist (Years 1-2, 0.30 FTE, 1 month overload Years 3 & 4, Year 5 0.25 FTE)	$							
2. Kiriko Takahashi - Co-PI/Disability and Education Specialist (Yr 1-2, 0.20 FTE, Yr 3-5, 1 mo overload)	$							
3. Jerrik Feliciano - Coordinator/STEM Specialist (0.3 FTE)	$							
4. Holly Manaseri - Training Coordinator (year 1 & 2, 0.20, 1 month overload Years 3-5)	$							
5. Yoko Kitami - Family Engagement Coordinator (Year 1-2, 0.20 FTE; 1 month overload Years 3-5).	$							
6. Lisa Letoto-Ohata - Na Pua Noeau Outreach Content Specialist & Comparison Group Coordinator Years 1-3 0.5 FTE, Years 4 & 5, 0.25 fTE)	$							
7. Jerica Manoa - Curriculum Specialist/Cultural Specialist (Year 1-2, 1 mo overload)	$							
8. Kendra Nip - Data Coordinator & Data Manager	$							
9. Data Analyst - TBH	$							
10. Robert Young -STEM specialist/early college course instructor/Oahu site Co-coordinator	$							
11. Dalen Kahiapo- Media, Promotion and Marketing Specialist/Oahu site co-coordinator (0.20 FTE)	$							
12. Hooululahui Perry - Hawaii Site Coordinator (0.15 FTE Years 3-5)	$							
13. Science Curriculum Specialist / Lanai site coordinator-TBD (.20 FTE years 1 & 2, .15 Years 3-5)	$							
14. Curriculum, Content & Cultural Specialist (Filipino & Pacific Islands) - TBD [redacted] hrs/wk (Years 1-2 at 0.50 FTE (2 people, 1 for Filipino, 1 for Pacific Islands)	$							
15. Davin Takahashi - Technology and IT Support (0.20 FTE)	$							
16. CNMI Site Coordinator (TBD) casual hire [redacted] /week/year Year 2; 10 hours/week/year (Years 3-5)	$							
17. American Samoa Site Coordinator (TBD) casual hire [redacted] hours/week/year Year 2; 10 hours/week/year (Years 3-5)	$							
18. Admininistrative Assistant (TBD) - PBA, step 1 [redacted]	$							
19. Science Instructors [redacted] 5 instructors for Years 3-5	$							
20. Mentors - [redacted] - 23 mentors each year in Years 3-5	$							
21. Na Pua Noeau Kumu & Mentors - [redacted] 6 persons	$							
Subtotal Salaries								
Fringe Benefits								
UH Staff @ [redacted]		0.5285						
Casual Hires @ [redacted] (13, 14,16,17,19-21)		0.0225						
Overload @ [redacted] (7 for years 1 & 2; 1,2,4, 5 for years 3 & 4; 2,4,5 for year 5)		0.0225						
Subtotal Fringe								
Total Salaries/Fringe								
Travel								
Local Travel, Ground Transportion and Travel to AS and CNMI								
Total Travel								
Materials & Supplies								
Supplies - Hot Spots, Computers, Office Supplies, and Curriculum Materials.								
Total Materials & Supplies								

[redacted]

Other Direct Costs

Stipends for Students [redacted] 115 students per year in years 3, 4,5)

Tuition and Books ([redacted] -115 students in Year 3, 4,5; 4 teachers tuition & books [redacted] in Years 2-5)

Scholarship for COP members [redacted] each per year x 5 persons)

Incentives for Pilot Study Participants - 155 (15 teachers/educators/partners; 25 parents; 110 students; 5 employers)

Communications

Meeting Costs (lei, food, beverages, notebooks, pens, conference registration)

Duplication/Printing

Internship Site Support Funds

Speaker/Expert Fee or Conference Registration Fee

Meetings/Workshops Space Rental

Total Other Direct Costs

Total Direct Costs

Modified Total Direct Costs (MTDC)

Total Indirect Costs **26%**

Total Costs

BUDGET NARRATIVE

10/01/2022 – 09/30/2027

1. PERSONNEL [redacted]

The personnel costs associated with this project are required to provide for project leadership, project implementation, data collection, data analysis, site collaboration, and dissemination of products and findings.

Principal Investigator/Internal Evaluator/Gifted Education Specialist-Hye Jin Park, Ed. D. Associate Professor/Associate Director, CDS, UHM. (0.3 FTE, Years 1-2; 1 month overload, Years 3 & 4; 0.25 FTE, Year 5) Dr. Park obtained her Ed.D. in Curriculum & Teaching; Ed.M. in Measurement, Evaluation, & Statistics; and M.A. in Gifted Education at Columbia University. She also served G/T students and family as an educational psychologist in Korea and teaches G/T courses at UHM. She is currently the PI of 3 US DOE funded projects, Project Hōkūlani, Project BEAM and Project Hōkūlani Hui. She is also a Co-PI of another US DOE funded project, Ka Pilina No‘eau II, in addition to most recently completed Project TEAMS, which is the basis of the proposed project and these other projects that serve NH students in STEM as well as other underrepresented groups. Dr. Park also has expertise in research and evaluation and has evaluated the 22 federally funded projects, including 11 NHEP funded projects and 4 postsecondary STEM transition projects. For this project, she will lead the timely implementation of the project and work closely with the Co-PI and staff to ensure the project quality and fidelity and achieve outcomes. In addition, she will serve as the gifted education specialist providing inputs in the adjustment of the proposed curriculum for students, educators and employers and will also lead the internal evaluation.

Co-Principal Investigator/Disability & Education Specialist - Kiriko Takahashi, Ph.D., Associate Specialist/Interim Director, CDS, UH Manoa (UHM). (0.20 FTE Years 1-2, 1 month overload Years 3-5). Dr. Takahashi holds a Ph.D. in Education in Exceptionalities (Special Education) from UHM with emphasis on Assistive Technology, Culturally Responsive Teaching, and STEM. She has over 20 years of experience working with children, youth and adults with diverse abilities and cultural backgrounds. Dr. Takahashi has served as a PI, Co-PI, or a Coordinator on 10 US DOE NHEP projects since 2008 as well as Co-PI on two Javits and Gifted and Talented programs, and PI on 2 NSF grants, contributing to improving the NH students' outcomes especially in the STEM pipeline. She is also the PI of Hawaii University Center for Excellence in Developmental Disabilities (UCEDD) and Pacific Basin University Center for Excellence and is networked with all sites (Hawaii, American Samoa and the Commonwealth of Northern Marianas Islands) and has conducted educator trainings. She is also a learning disabilities specialist having her Masters in Learning Disabilities and will provide guidance on strategies to support neurodivergent students. At UH Manoa, she is also a graduate faculty in Special Education and Disability Studies. She will work closely with the PI to co-lead the project and oversee the curriculum adjustments and development, and support for students.

Project Coordinator/STEM Specialist – Jerrik Feliciano, M.Ed., Junior Specialist, CDS, UHM (0.30 FTE). Mr. Feliciano has a B.S. in Mathematics and a M.Ed. in Curriculum Studies (STEMS^2) from UHM and is currently the STEM Specialist/Project Coordinator for Project Hōkūlani and Hōkūlani Hui. He has been working on several NHEP projects for 9 years. Mr. Feliciano has developed many of the lessons implemented for Project TEAMS, which is the foundation of this proposed project. During Years 1-2, he will lead science curriculum development and coordinate the revision with other curriculum, content and cultural specialists.

He is familiar with the local context and has networked with numerous STEM enterprises. His experience will be needed to coordinate the activities of the site coordinators, academic/cultural mentors, mentors for SWDs and G/T, science instructors, kupuna, and internship mentors. He will make sure to manage the day-to-day operations in a timely manner.

Training Coordinator – Holly Manaseri, Ph.D., Associate Specialist, CDS, UHM (.020 FTE Years 1-2; 1 Month Overload, Years 3-5). Dr. Manaseri holds her doctorate in the Cultural Foundations of Education, a Master's in Educational Leadership and holds an Advanced Certificate in Educational Leadership and an Advanced Certificate in Disability Studies. She has over 20 years of experience working with youth as a K-12 teacher and school administrator. In her role as a school administrator she coordinated the Gifted and Talented program. She has been working in higher education for 15 years in teacher and school leadership preparation where she has designed and delivered numerous courses for in person, hybrid and asynchronous delivery for preservice and in-service teachers and school administrators. Dr. Manaseri has expertise in diversity, equity and inclusion (DEI) and is part of a national coaching cadre for the Association of University Centers for Disability. She will lead the effort in the development of educator/partner and employer training and be the lead instructor for the courses offered for the proposed project.

'Ohana (Family) Engagement Coordinator–Yoko Kitami, Ph.D., Assistant Specialist, CDS, UHM (.20 FTE in Years 1-2; 1 month overload, Years 3-5). Dr. Kitami has led the parent and family engagement activities for several NHEP projects. She is a counselor and has a certificate in behavioral health and crisis intervention. She has supported families during the pandemic time by calling and checking how they were doing. For the project, Dr. Kitami will adjust the curriculum in Years 1 and 2 along with the other curriculum, cultural and content specialists and organize

activities for ‘ohana and, facilitate the ‘ohana engagement activities along with the Outreach & Content Specialist, and other curriculum and content specialists.

Nā Pua No'eau Outreach & Hawaii Content Specialist/ Comparison Group Coordinator – Lisa Letoto-Ohata, APT, Native Hawaiian Student Services, Hawai‘inuiākea School of Hawaiian Knowledge, UHM (0.50 FTE, Years 1-3; 0.25 FTE, Years 4-5). Ms. Letoto-Ohta is a program manager for Nā Pua No‘eau, a program originally started for gifted and talented Native Hawaiian children and youth. She has more than 22 years of experience performing outreach activities, educational program coordination and development, and managing outreach teams statewide. For this project, she will be the liaison between the Nā Pua No‘eau program and outreach to families and students for this project, in particular to the families and students who will be in the comparison group. In Years 1 & 2, Ms. Lisa will assist with reviewing the proposed project family engagement activities and content and work with the ‘Ohana Engagement Coordinator.

Curriculum Specialist / Content Specialist – Jerica Manoa, M.A., Junior Specialist, CDS, UHM (Years 1-2, 1 month overload). Ms. Manoa holds an M.A. in Second Language Studies with a specialization in Language Assessment, Measurement & Program Evaluation. She has over 10 years of experience working with K-12 students of diverse cultural backgrounds and various disabilities within the Hawai‘i DOE and addressing a range of academic skills including math, reading, writing, communication and social skills. She has worked on and developed student, parent, teacher, and mentor programs and curricula for six federally funded research projects for K-12 students (as well as their parents, teachers, and community members) of diverse cultural backgrounds. She will work closely with other specialists to develop and/or revise the curriculum in Years 1 & 2.

Data Coordinator & Manager - Kendra Nip, M.Ed., Junior Specialist, CDS, UHM (.20 FTE). Ms. Nip holds a M.Ed. in Educational Psychology with a specialization in measurement, statistics, and evaluation from UHM. She is currently pursuing her PhD in Education, focusing on evaluating cognitive assessments for culturally diverse populations. Ms. Nip has over 10 years of experience managing datasets and coordinating the data collection for several multi-site U.S. Department of Education and National Science Foundation funded research studies in Hawai‘i, and CNMI. She is currently serving as the data coordinator for Project Hōkūlani which serves Native Hawaiian high school students with and without disabilities on the islands of Hawai‘i and O‘ahu. The Data Coordinator and Manager position is essential in keeping track of all of the data from the sites.

Data Analyst - (TBH, 0.2 FTE). Data Analyst will be hired to ensure that we are able to report back to the stakeholders involved in the study for the development of the curriculum and training to the implementation of the intervention. This person will support on-going monitoring of the implementation. The data analyst will work closely with the PI, Co-PI and the Data Coordinator.

STEM Specialist/Early College Course Instructor/ Oahu Site Co-Coordinator - Robert Young, M.A. Junior Specialist, CDS, UHM (0.20 FTE) Mr. Young, former mathematics and science teacher at Ke Kula ‘o Samuel M. Kamakau, will lead the curricula and student learning activity development and revision. He will also coordinate the refinement of activities based on teachers’ feedback and experiences. Further he will teach the dual credit course. Mr. Young led numerous STEM curricula development as the lead developer for NHEP STEM programs including NH textbooks: *Let’s Build a Canoe* (2016), *Let’s Play the Ukulele* (2017), *Let’s Go Fishing* (2017), and *Let’s Make Da Kine* (2017), *Let’s Take Care of the Lo‘i* (2019), and *Let’s Collect Lahaula* (2019), *Let’s Go From Mauka to Makai* (2019), and *Let’s Chant for Rain* (2019). Along with Mr. Dalen Kahiapo, he will coordinate the Oahu site.

Media, Marketing and Promotion Specialist /Oahu Site Co-Coordinator – Dalen Kahiapo, B.A., APT, CDS, UHM (0.20 FTE) Mr. Dalen Kahiapo will be the media, marketing and promotion specialist. He has 19+ years of experience in digital media, visual communications, and incorporating technology into the development of culturally-based curricula and educational programs. In addition, he is a Nā Hōkū Hanohano award-winning graphic artist who has used his experience in visual and digital technology to create innovative learning opportunities for K-12 students statewide. He is a board member of I Ola Lāhui - an organization tasked with responding to the urgent needs of Native Hawaiian and rural communities for behavioral health services. He will create videos for the curriculum and develop and manage the website along with the IT Specialist. In Years 3-5, he will co-coordinate the Oahu site along with Mr. Robert Young.

Hawai‘i Site Coordinator- Ho‘olulahui Erika Perry, (.15 FTE, Years 3-5). Ms. Perry resides in the ahupua‘a of Waikahekahe in the moku of Puna on Lononuiākea (Hawai‘i Island) and is originally born and raised in Hilo, where the Wailuku River enters the Pacific Ocean after descending Mauna Awakea. Her 15+ years of programming experience includes: educational public events, middle and high school environmental science field programs, STEM tournaments, internship programs and environmental education training and research. She will work to coordinate the activities on the Island of Hawaii.

Lana‘i Site Coordinator – TBD Casual Hire (Year 1-2, 0.20 FTE, Years 3-5, 0.15 FTE). A site coordinator from Lana‘i will be hired to work with Lana‘i community and may include West Maui. This individual will have the necessarly qualification to also support the development of the science curriculum that brings together Native Hawaiian cultural context.

Curriculum, Content and Cultural Specialists (TBH, [redacted] for Year 1-2): Two specialists will be hired for the Filipino and other Pacific Island curriculum development

and adjustments. These individuals will have the necessary content and cultural background to adjust the program intervention curriculum in Years 1 & 2.

Technology and IT Support - Davin Takahashi, B.S. APT, CDS, UHM (0.20 FTE). Mr. Davin Takahashi has a B.S. in Computer Science from UHM. He is currently managing computer hardware and software for three U.S. DOE funded projects. He will ensure that all technology equipment and software are updated and maintained for use for the program and also work with the Media, Promotion and Marketing Specialist to maintain project website and help the data manager in creating a database system. He will also monitor any equipment loans and assist in teaching how to use learning and assistive technology.

CNMI Site Coordinator – TBH (Year [redacted] CNMI Site Coordinator will be hired to recruit schools, participants and network with employers. The individual should be from the island and familiar with the local issues and needs. This coordinator will work closely with Co-PI who has a working relationship with the CNMI site.

AS Site Coordinator – TBH ([redacted]. AS Site Coordinator will be hired to recruit schools, participants and network with employers. The individual should be from the island and familiar with the local issues and needs. This coordinator will work closely with Co-PI who has a working relationship with the AS site.

Administrative Assistant (0.30 FTE, Years 1-4; 0.15 FTE, Year 5, TBH). Equal opportunity employment practices will be utilized in the hiring of an administrative assistant. An administrative assistant with strong organizational capabilities is necessary to ensure the project, administratively, runs smoothly. This position will require an ability to work with all project staff. The position will also require an individual skilled in electronic filing, record keeping,

formatting documents, tracking budgets, arranging for travel, assisting with meeting arrangements, and processing paperwork for subcontracts, stipends, etc. 25% of AA time will be used for administrative work, and 5% of the time will be used for programmatic work.

Science Instructors [redacted], TBH). Five Science instructor will be hired to teach the curriculum during years 3 through 5. Science instructors will be compensated at [redacted] for approximately 60 hours per year of instructional and preparation time. Science instructors will work closely with Project Coordinator and Oahu science instructors and co-coordinators.

Mentors [redacted] Mentors will support participating students throughout their involvement. Mentors should have a good understanding of the local cultural context and have willingness to support the students. Mentors will meet with the students for about 14 hours a month. Each mentor will work with approximately 5 students, thus 23 mentors will be hired each year during the implementation time for a total of 115 students per cohort.

Nā Pua No‘eau Kumu and Mentors ([redacted]). Mentors and Kumu will be supported for implementation of some activities in collaboration with Nā Pua No‘eau.

2. FRINGE BENEFITS - [redacted]

All employee benefits at the University of Hawai‘i are negotiated as part of the professional contract and are consistent as follows for all employees. The faculty and staff fringe benefit rate is currently estimated to be 52.85 %, varying slightly from one person to the next based upon the type of plan taken by each employee. Casual hire (science instructors & mentors) fringe benefit rate is 2.25%. Overload fringe benefit rate is 2.25%.

3. TRAVEL (employees and participants): A total of [redacted] in Years 1-5). Travel funds are requested for each year of the project and include local travel (mileage and bus for participants) and travel to implementation sites (AS and CNMI) as well as for conference presentations. The funds are requested to implement the activities at college campuses, community sites, and internship sites. In Years 1-4, PI and/or Co-PI or other staff will travel for site visits for recruitment, fidelity of implementation and presentation of findings. Automobile mileage for local employees will be paid at the rate approved by UH (generally the federal rate), currently at [redacted] per mile. Travel cost is reasonable given the round trip airfare to CNMI is approximately [redacted] and flight cost to AS is [redacted] on average.

	Year 1	Year 2	Year 3	Year 4	Year 5
AS flight	[redacted]				
CNMI flight					
Mainland Conference					
Mileage /Ground Transportation					
Bus (participants)					
Interisland Travel					
Hotel/Per Diem					
Total					

4. SUPPLIES: A total of [redacted] for the 5 years is requested as supply funds to directly support project activities. Most of the supplies will be purchased in year 1 to set up the lessons and activities. In addition, tablets and iPads with keyboard will be purchased for the students and mentor use. It is estimated that for 345 students we will require approximately [redacted]/student, which is [redacted] The rest of the funds are for general office supplies including staff and mentor computers, software, projectors, chargers, storing cabinets, and other replacement supplies, such as paper towels, wipes, cleaning supplies, batteries, paper, pens, markers, name

tags, promotional materials such as t-shirts and project branded items for participants and families.

5. OTHER

· **Student stipends:** A total of [redacted] for the 3 years of implementation (Years 3-5) is requested to provide [redacted] per student for their participation in the Work-based internship as part of the program intervention during summer ([redacted]/student x115 students x 3 cohorts).

· **Tuition and books:** A total of [redacted] is requested to pay student's tuition/dual enrollment credit and books or supplies that are required for taking the course in Years 3-5 [redacted] x115 students x 3cohorts) and also tuition for the summer Disability and Diversity Certificate course for teachers and counselors from AS and CNMI (4 educators x [redacted]/year in Years 2-5 Summer).

· **COP member scholarship:** A total of [redacted] is requested for the 5 years to provide [redacted] per COP member for their commitment and input during quarterly meetings to ensure program integrity.

· **Incentives for Pilot Study Participants**: A total of [redacted] is requested as incentives. Incentives (gift cards or consumables) will be provided for the development of curriculum and activities for student participants, educators and employers. Incentives are calculated at 130 participants for Year 1 at [redacted] and 25 participants in Year 2 at [redacted] (Total of 155 participants - 15 teachers/educators/partners; 25 parents; 110 students; 5 employers).

· **Communication:** A total of [redacted] for the 5 years is requested for communication funds. This request is to cover the cost of communication for project staff, mentors, and students on three islands. This may include web-based platforms, phones, e-mail, and Internet access.

· **Meeting costs:** A total of [redacted] for 5 years is requested. Meeting costs are requested to provide program flexibility to facilitate meetings to be held with COP members, staff, and mentors. Such costs include lei, food, and beverage. These items are an integral part of the Hawaiian and the Pacific cultures, and it is a necessary part of all meetings held by project team members. In addition, meeting costs may also include conference/capacity building institutes registration fees. In Years 1 & 2, we anticipate the cost to be higher for numerous meetings to be held with stakeholders and curriculum specialists across the sites. In addition, there will be a kick off capacity building institute to have everyone on board.

· **Duplicating-Printing**. A total of [redacted] for the 5 years is requested for printing and copying of regular project records; correspondences; and the printing of intervention and dissemination materials. This will involve the printing of student, parent, and mentor guidebooks and lesson materials, consent forms, project brochures and newsletters in color, and briefs.

· **Internship Site Support Funds.** [redacted] Support funds are provided to internship sites to host the students and mentor students. In Year 2, we will meet with all 23 internship sites and establish an agreement for their commitment for having students at their sites. In Year 2, [redacted] will be paid for their commitment and have their mentor participate in the employer training over the three years. In subsequent years in Years 3 & 5, each site will receive additional [redacted] as mentor stipends for mentors who are assigned to the project. In Year 4, each site will receive [redacted], which includes the stipends to the mentor and for replenishing any depleted materials the interns used at their sites. The site support will support in purchasing of materials that students need for their science experiments and independent study at the sites.

· **Speaker / Expert Fee or Conference Registration Fee.** A total of [redacted] is requested to provide speaker/expert fees and conference participation fee to Scientists from

Filipino, Pacific Island and Native Hawaiian backgrounds for video recording and/or speaking at trainings, and at capacity building institutes. Each speaker/expert fee or conference registration fee is calculated at [redacted] In Years 1 and 2, we will be recruiting 14 Science Experts to speak from various cultural backgrounds. In subsequent years, we will invite a speaker to speak to educators and employers at Pacific Rim Conference on Disability & Diversity.

· **Facilities/Space Rental.** A total of [redacted] for the 5 years is requested for facilities use at internship and meeting sites, community centers for hosting ‘ohana engagement, conducting professional development, capacity building institutes, and renting space for student intervention. The cost ranges at sites from [redacted]

6. DIRECT COSTS [redacted]

7. MTDC [redacted]

The Modified Total Direct Cost (MTDC) reflects the total of direct costs minus student stipends, student tuition and books.

8. INDIRECT COSTS: [redacted] 26% indirect cost rate for off-campus research is applied. More than 50% of the project work will be performed off campus, and no additional on-campus space will be required.

9. TOTAL COSTS: [redacted]

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

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

See Instructions.

Applicant Information

Legal Name:

University of Hawaii

1. Project Objective:

I-Development, Pilot-test, & Preparation (10/2022-8/2024)
Obj.1. Develop a Community of Practices (COP). (10-12/2022)

1.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By Dec. 2022, 5 to 6 COP members, who have expertise in STEM education, Native Hawaiian (NH), Pacific Islander (PI), Filipino (F) cultures, college transition, and/or work-based learning will be recruited from HI, CNMI, and AS. Quarterly meetings held.	PROJECT	5	/		

1.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By Dec. 2022, a quarterly COP meeting plan will be made.	PROJECT		/		

2. Project Objective:

Obj.2. Develop CLD TEAMS Model built upon TEAMS Model.

2.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By Dec. 2022, the CLD TEAMS program with 3 components (early college/dual credit course, family encouragement, training) will be designed.	PROJECT	3	/		

3. Project Objective:

Obj.3. Culturally adopt, differentiate, and pilot-test student lessons and assessments. (1/2023-5/2024)

3.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
From Jan. 2023 to March 2024, 36 early college/dual credit course lessons and associated assessments will be developed by adopting and differentiating Hokulani lessons and assessments for target students using Ford-Harris/Bloom-Banks matrix.	PROJECT	36	/		

3.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
From Jan. 2023 to March 2024, the lessons will be pilot-tested with 110 students for cultural appropriateness of content and delivery, user-satisfaction, and outcomes.	PROJECT	110	/		

3.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By May 2024, mentor and instructor guides, student worksheets, and assessments will be finalized and posted on an online teaching platform.	PROJECT		/		

4. Project Objective:

Obj.4. Develop and pilot-test Capacity Building Institute, HIDOE Professional Development (PD) courses, and UH course. (1-12/2023)

4.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By Feb. 2023, a 4-hour Capacity Building Institute (CBI) syllabus and materials will be developed.	PROJECT		/		

4.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By May 2023, a 3-credit UH Interdisciplinary Certificate in Disability and Diversity course syllabus and materials will be developed.	PROJECT		/		

4.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By April 2023, a 3-credit HIDOE teacher PD course 1 and by Nov. 2023 a 6-credit HIDOE teacher PD course 2 syllabi and materials will be developed.	PROJECT		/		

4.d. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
In March 2023, the CBI course will be pilot tested with 10 educators from HI, CNMI, and AS during Pacific Rim International Conference.	PROJECT	10		/	

4.e. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
In June 2023, the online UH course will be pilot tested with 5 educators and counselors from CNMI and AS.	PROJECT	5		/	

4.f. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By Dec. 2023 course syllabi, instructor guides, lesson materials, and worksheets will be finalized and posted on an online teaching platform.	PROJECT			/	

5. Project Objective:

Obj.5. Revise and pilot-test an online employer training course. (1-12/2023)

5.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By June 2023, a 4-hour, self-paced online employer training course on student characteristics and needs, expectations, roles, responsibilities, mentoring and communication strategies, job accommodations, and the Disability Equality Index will be developed by revising Hokulani internship guide for employers and Pacific Alliance employer training.	PROJECT			/	

5.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
In July 2023 the training course will be pilot tested with 5 employers from different companies or organizations.	PROJECT	5		/	

5.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By Dec. 2023 the training course will be finalized.	PROJECT			/	

6. Project Objective:

Obj.6. Improve and pilot-test family engagement and outreach activities. (1-12/2023)

6.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio			%
By Feb. 2023 5 family engagement online seminars will be developed by improving Hokulani family activities for target populations.	PROJECT	5		/		

6.b. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio			%
In March 2023 the seminars will be pilot tested with 10 parents from HI, CNMI, and AS during Pacific Rim International Conference.	PROJECT	10		/		

6.c. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio			%
By Dec. 2023, 2 to 3 service-learning field trip sites at each of 5 islands will be identified and recruited.	PROJECT	10		/		

6.d. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio			%
By June 2023, 12 monthly outreach activities will be developed by improving Na Pua Noeau activities.	PROJECT	12		/		

6.e. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio			%
From July to Oct. 2023, the outreach activities will be pilot tested with 15 parents from HI, CNMI, and AS.	PROJECT	15		/		

6.f. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio			%
By Dec. 2023 the leader guides, materials, and worksheets of both family engagement and outreach activities will be finalized and posted on an online teaching platform.	PROJECT			/		

7. Project Objective:

Obj.7. Develop local leadership teams. (1-6/2024)

7.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By May 2024, 5 local teams (3 HI, 1 CNMI, 1 AS), consisting of site coordinators, cultural/academic mentors, and science instructors, will be developed.	PROJECT	5		/	

7.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By June 2024, based on shared goals, objectives, and project management plan, a site-specific implementation plan and regular meetings will be set up at each site.	PROJECT			/	

8. Project Objective:

Obj.8. Recruit internship sites. (11/2023-3/2024)

8.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By Dec. 2023, Hokulani internship sites will be re-confirmed to participate.	PROJECT			/	

8.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By March 2023, additional sites will be recruited for a total of 23 sites, and the site and mentor descriptions and videos will be posted on the project website.	PROJECT	23		/	

9. Project Objective:

Obj.9. Establish a partnership with high schools, colleges, and employers. (1-6/2024)

9.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By May 2024, a partnership between high schools, local colleges, and employers will be established by local teams at each of 7 project satellite campuses.	PROJECT	7		/	

9.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By June 2024, partnership goals and plans and regular meeting schedules will be made and added to each site specific implementation plan.	PROJECT			/	

10. Project Objective:

Obj.10. Establish early college/dual credit pathway with colleges and high schools. (9-12/2023)

10.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By Dec. 2023 a 3-credit early college/dual credit course will be set up with WCC, ASCC, and NMC.	PROJECT	3		/	

10.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By Dec. 2023, a dual credit approval will be obtained from local high schools.	PROJECT			/	

11. Project Objective:

Obj.11. Train educators, partners, mentors, and employers. (1/2024-7/2027)

11.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
For each cohort in Years 3-5, a total of 161 personnel (22 educators by HIDOE PD 1; 22 by HIDOE PD 2; 20 educators and partners by CBI; 4 AS and CNMI teachers and counselors by UH course; 23 cultural/academic mentors, 7 science instructors, and 23 internship site mentors by project training sessions; and 40 employers by a self-paced online course) will be trained.	PROJECT	161		/	

11.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Each year at least 5 trained educators will become a trainer who can hold a training in their communities.	PROJECT	15		/	

12. Project Objective:

Obj.12. Conduct awareness activities with partners. (1/2024-9/2027)

12.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
From Jan. 2024 to Sept. 2027, 40 students, families, and community members will be outreached every month, in a total of 1,800.	PROJECT	1,800		/	

13. Project Objective:

Obj.13. Recruit and select students using the 4-step method. (3-6/2024; 3-6/2025; 3-6/2026)

13.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By every March of Years 3-5, a STEM talent search committee will be formed with 12 people including COP, project key staff, and outside members.	PROJECT	12		/	

13.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
For each cohort in Yrs 3-5, 115 students (85-HI, 15-CNMI, 15-AS) will be enrolled in the program. Using a delayed intervention design, in Yr 3, a double number of student candidates (115 x 2) will be recruited and randomly assigned into the intervention or control group. While the intervention group participate in the program in Yr 3 (Cohort 1), the control group students will serve as a control group in Yr 3 as participating in the project monthly community activities, open to public, in the year. They will participate in the program in Yr 4, instead (Cohort 2). Then, in Yr 4, while having Cohort 2 students participate in the program, we will recruit Cohort 3 students who will serve a control group in Yr 4 participate in the program in Yr 5. There will not be a control group in Yr 5.	PROJECT	115		/	

14. Project Objective:

II. Implementation (9/2024-7/2027)
Obj.14. Implement the program in HI, CNMI, and AS to 3 cohorts in Years 3,4,5. (9/2024-7/2025; 9/2025-7/2026; 9/2026-7/2027)

14.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
For each cohort, the CLD TEAMS program (early college course, family engagement, and training) will be implemented in HI, CNMI, and AS with fidelity and of high quality.	PROJECT			/	

15. Project Objective:

Obj.15. Assess the program effectiveness in achieving the intended outcomes and GPRA measures. (On-going. Reports every September in Years 3-5)

15.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
While implementing the program in Years 3-5, following the research designs, data on the project-specific outcomes will be collected systematically as scheduled and in a culturally responsive manner using instruments validated for cultural appropriateness by COP.	PROJECT			/	

15.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
For each annual report, the program data, related to the 8 GPRA indicators, will be collected, analyzed, and reported.	GPRA			/	

15.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By September 2025 and by September 2026 a preliminary data analysis report will be made, and by September 2027 a summative evaluation report will be made.	PROJECT			/	

16. Project Objective:

III-Dissemination, TA, & Sustainability and Scale-up Plan (9/2026-9/2027)
Obj.16. Finalize, package, and disseminate the products and findings. (Packaging by 12/26; on-going)

16.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By Dec. 2026, all program materials will be assured for accessibility by Universal Design Learning strategies and Section 508 compliance standards; be final copy-edited; and be packaged with kits and a user-guide.	PROJECT			/	

16.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Until the end of the program, the program model and findings will be disseminated via the project website, AUCD and NSF Includes national networks, 8 national/ international conference presentations, and publications (monthly e-blasts, quarterly newsletters, and 3 journal articles).	PROJECT		/		

17. Project Objective:

Obj.17. Provide technical assistance to schools to use the program for all students, particularly low-income and at-risk students. (7/2026-7/2027)

17.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By July 2026, two schools will be recruited to adopt and replicate the program.	PROJECT		/		

17.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
From July 2026 to July 2027, a technical assistance will be provided to the schools.	PROJECT		/		

18. Project Objective:

Obj.18. Develop a plan to sustain and scale-up the program. (1-9/2027)

18.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By Sept. 2027, a sustainability and scale-up plan will be developed with COP and site coordinators.	PROJECT		/		

Tracking Number:GRANT13594903 Funding Opportunity Number:ED-GRANTS-021622-001 Received Date:Apr 11, 2022 06:32:57 PM EDT

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

University of Hawaii

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: 07/01/2018 To: 06/30/2023 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS

The Indirect Cost Rate is ____ %.

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

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

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

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

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

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

Name of Institution/Organization	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.	
University of Hawaii		

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

Tracking Number:GRANT13594903 Funding Opportunity Number:ED-GRANTS-021622-001 Received Date:Apr 11, 2022 06:32:57 PM EDT

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

IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES

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

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

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

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
Dual Enrollment Program U.S. Department of Education, Institute of Education Sciences, What Works Clearninghouse (Febraury 2017). Dual Enrollment Programs. Retreived from https://ies.ed.gov/ncee/wwc/InterventionReport/671 This report was prepared under Version 3.0 of the WWC Handbook (p.1).	(p.1, Table 1 on p. 2) Dual enrollment programs were found to have medium to large (Tier 1) effects on students' college degree attainment, college access and enrollment, credit accumulation, completing high school, and general high school academic achievement. It also has small (Tier 3) effects on students' staying in high school, college readiness, and high school attendance.	(p. 4) Early college high schools aimed to provide underserved students with exposure to and support in college while they are still in high school. Target students are traditionally underrepresented in college, such as first-generation college students, those from low-income families, and/or members of underrepresented racial or ethnic minority groups. These study samples overlap with both populations (underrepresented groups) and settings (high schools and early college/dual credit program) proposed for the project.
Mentoring, college transition support, family engagement U.S. Department of Education, Institute of Education Sciences, What Works Clearninghouse (September 2019). Heling Students Navigate the Path to College: What High Shools Can Do. Retreived from https://ies.ed.gov/ncee/wwc/PracticeGuide/11. This practice guide was prepared under Version 1.0 of the WWC Handbook (p.4).	(Table 2 on p. 6; p. 6; checklist on p. 11) The practice guide recommends 'engage and assist students in completing critical steps for college entry (e.g., financial aid, college application, college search, college visit)' and 'increase families' financial awareness, and help students apply for financial aid (workshop about college affordability, scholarship, financial aid; assisting in filling out financial aid)' for having promising (Tier 3) effects. Also, it recommends 'surround students wtih adults and peers who build and support their college-going aspirations' (e.g., college enrolled or educated adults, peers who plan to attend college, hand on opportunities to explore different careers and assitance in aligning postsecondary plans with their career aspirations) for having low (Tier 4) effects.	(p.31) Low-income and first generation high school students often face challenges in completing the steps to college tnry, such as college admissions tests, searching for colleges, submitting college applications, and selecting a college. These study samples overlap with both populations and settings proposed for the project.
Internship/work-based learning Rosen, Byndloss, Parise, Alterman, & Dixon (2020). Bridging the school-to-work divide: Interim implementation and impact findings from New York City's P-Tech 9-14 Schools. Available at https://eric.ed.gov/?id=ED605308. Meets WWC Group Design Standards without Reservations	(p. iii) This intervention model is a partnership between a high school, a local community college, and one or more STEM employer partners that focuses on preparing students for both college and careers within a six-year timeframe. Its significant effects include passing English Regents exam to a community	(p. 20-21) 9th graders were followed up for three years. They were predominantly Black and Hispanic, and come from low income families. The model was implemented in NYC. This study sample overlap with both populations (minority students, low SES) and settings (high school-community college-employer partnership) proposed

under review standards 4.0. (https://ies.ed.gov/ncee/wwc/Study/89770)	college admissions standard, cumulative total credits earned, cumulative number of Regents exams passed with a score of 65 or higher, and attendance. Students were eligible to dual ernoll in a college coursework in earlier years than their comparison group counterparts. (p.14) The specific work-based opportunities available, such as workplace visits, job shadowing, internships, guest speaking, and mentoring by an industry professional.	for the project.
Teacher PD Sherman, Darwin, Talylor, & Song (2017). Final Report of the Impacts of the National Math + Science Initiativ's (NMSI's) College Readiness Program on High Shool Students' Outcomes. Available at https://eric.ed.gov/?id=ED577450 Meets WWC Standards with Reservations under review standards 3.0. (https://ies.ed.gov/ncee/wwc/Study/86107)	NMSI College Readiness Program aims at promoting STEM education in high school to improve students' readiness for college. It provides teacher, student, and school support to promote high school students' success in math, science, and English AP courses, with focus on students traditionally underrepresented in these AP courses. (p. ii) The intervention schools significantly more increased in the share of students taking and passing AP tests in the subjects than comparison schools, and the effect size is promising (Tier 3). Teachers found the PD activities to be the most helpful support they received. (p.3) Teacher supports are a ciritical component of this program, and teachers are supported through traiing, access to content specialists, and cross-grade level teams to help align instruction across grades.	(6-7; Tables 1-4 on pp 8-9) 10th-12th graders and their math, science, and English teachers in Colorado and Indiana schools having about 53% of students eligible for free or reduced price lunch, about 13% taking AP exams, and about 4.5% passing AP exams. This study samples overlap with both populations (high school teachers, high school students) and settings (high schools) proposed for the study.
Growth Mindset U.S. Department of Education, Institute of Education Sciences, What Works Clearninghouse (January 2022). Growth Mindset: Supoprting Postsecondary Success. Retrieved from https://ies.ed.gov/ncee/wwc/InterventionReport/719 This report was prepared under Version 4.0 of the WCC Handbook (p. 1).	(p1; Figure 1, p4; p6) Growth Mindset interventions were found to have potentially positive effects on academic achievement (Tier 2-moderate effects) though it may result in little or no change in college enrollment, and little or no change in progressing in college (no discernible effects).	(p.2) "Growth mindset intervientions were implmented in postsecondary settings to target students who are entering or are in their first semester of college, particularly tose who may interprete early academic difficulties as an idnication that they do not have-and cannot develop-the ability to succeed academically in college." On average, the intervention frequency was about 30 minutes, delivered through online or in-person. (p3) Students were exposed to growth mind concepts and promoted to apply the concepts. (Table 4 p. 6) Participants include 21% first generation, 26% PELL Grant eligible students. The intervention was conducted either at the start of a student's first year of college enrollment or around the time that students complete their first or midterm course exams. These study samples overlap with both the populations (percentage of first generation and PELL grant eligible students, not race/ethnicity) and settings (this study students will be ernolled in an early college course, mostly for the first time, and take the course at the college campuses) proposed for the project.

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
Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C. B., & Smither Wulsin, C. (2016). Teaching secondary students to write effectively (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).	*(Table 1, p. 4) Recommendation 1 ("Explicitly teach appropriate strategies using a Model – Practice – Reflect instructional cycle") is characterized as backed by "strong evidence."* *(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.*	*(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.*

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
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).	*(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.*	*(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.*
Bettinger, E.P., & Baker, R. (2011). The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring. Stanford, CA: Stanford University School of Education. Available at https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf *Meets WWC Group Design Standards without Reservations under review standards 2.1 (http://ies.ed.gov/ncee/wwc/Study/72030).*	*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.* *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.* *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).*	*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.*