

Victor "James" Young, Ph.D., BCBA
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Education

- 2016-2020 Ph.D. Interdisciplinary Learning and Teaching
Cognate: Special Education with a focus in
Early Childhood
University of Texas at San Antonio
San Antonio, Texas
- 2013-2015 M.A. Teaching
Elementary Education and Adult Education
The University of the Incarnate Word
San Antonio, Texas
- 2008-2012 B.A. Interdisciplinary Studies
Reading and Special Education
The University of the Incarnate Word
San Antonio, Texas

Work Experience

February 2023 – Present **Manager of Communication and Early Learning Supports,**
District of Columbia Public Schools, District of Columbia

Provide operational stability of elementary and secondary self-contained program classrooms for students with Autism and Developmental Disabilities. Supervise a team of 10 centrally based specialist who serve as applied behavioral analysis coaches who provide supports to teachers and paraprofessionals. Develop overall program strategy and clear, specific, and performance measures for multiple projects and operational priorities; and translates targets into individual work goals and deliverables for other team members. Help manage the analysis and presentation of data and progress of data0driven initiatives for senior management team and external audiences; communicates progress to key stakeholder groups. Implement high-level initiatives and pro-actively help adjust program approach based on district needs, priorities, and resources.

Oct 9th 2023 – February 2023 **Director of Early Childhood Education Performance,**
Kennedy Krieger Institute, PACT, Baltimore MD

Serve as a subject matter expert on the development and implementation of conducting and translating research into evidence-based-practices, developmentally appropriate practices for both typical and atypical development, curriculum development and implementation, specialized instruction (including accommodations, adaptations, and universal design), and implementation

of ongoing quality improvement methods and models across early education settings. Oversee, develop, and facilitate all staff training and coaching related to areas of subject matter expertise. Develop and monitor fidelity measures for both trainers and trainees. Implement an evidence-based, reflective coaching model to build provider capacity in developmentally appropriate practices and standards-based educational content. Ensure grant and programmatic goals and priorities are clearly defined and articulated. Ensure these goals and priorities are implemented on time, within scope, and according to strategic plan.

Jan 18th 2022- Oct 8th 2023 **SUPER Fellowship Program Project Administrator**, Johns Hopkins University, Baltimore MD

Develop, analyze, and create materials with feedback from multiple stakeholders and content experts to produce school readiness enrichment modules (Early Numeracy, Language & Literacy, Social Emotional Learning, Transdisciplinary Teaming, Family Engagement, & Cultural Competency). Facilitated conversations and partnerships for next steps enrichment series for children with disabilities and their families, including provider and teacher trainings. Utilizes knowledge of quality literature, theories of innovation and operational expertise to help external collaborator's improvement teams develop goals and strategies to achieve those goals. Facilitated communication and reports for Local, State, and Federal partners and provide in depth knowledge of data management and statistical analyses. Organized cross-functional unit activities in support of goals; including the coordination and facilitation of meetings, knowledgeable of operations and implementations deadlines. Co-wrote and received funding for Part D Federal grant Personnel Development to Improve Services and Results for Children with Disabilities: Preparation of Related Services Personnel Serving Children with Disabilities who have High-Intensity Needs - \$1,250,000. Through research and stakeholder engagement perform analysis, and give recommendations based on expert knowledge, analytical skills, and communication in detailing with complex issues related to services birth to 5 in the early childhood education field. Participated in the development of communications tools, outreach to stakeholders, early childhood policy development, and program implementation through involvement with the Division for Early Childhood of the Council for Exceptional Children.

July 1st 2021 – Jan 17th 2022 **Special Student Services Coordinator (Early Childhood Special Education)**, Richardson ISD, Richardson TX

Coordinated and provided training and support for personnel, which may include teachers and instructional aides. Ensure compliance with federal and state law, State Board of Education rule, and the local board policy in the area of special education. Support Pre-k 3, Pre-k 4, and Early Childhood Special Education expansion initiatives and developed systemic structures and processes for implementation. Compile, maintain and file all district, state and federal reports, records and other documents required. Supervised a team of Program and Behavior Specialist. Communicated with staff, parents and community on the district's mission and special population's policies and programs. Develop training options and/or improvement plans to ensure the best operation in the area of special populations.

Jan 1st 2021 – Jun 30th 2021 **Inclusion Facilitator**, New Jersey Coalition for Inclusive Education

Design and conduct workshops, facilitate small groups in planning and problem-solving, coach individuals and school teams, and develop a variety of learning options to accommodate a variety of adult learner needs. Assist in writing RFP submissions such as developing language to support NJCIE in building sustainable inclusive communities. Develop and conduct adult education sessions; empower others to use tools to plan for students who present the most challenges to participation in general education classes, demonstrate excellent oral and written communication skills, organizational skills for product and task production, and instructional technology. Develop written guidance, strategies, plans, and other communications that promote high quality. Provided a variety of services to facilitate change for students with disabilities and their families. Aid in individualized school-based support, provide presentations and coaching around best practices in inclusive education with a focus on co-teaching, UDL, modification and accommodation, and differentiation.

Mar 1st 2020 – Jun 30th 2021 **Applied Behavior Analyst Co-Instructor**, ABA Retake

Provide mentoring and coaching on the principles of applied behavior analysis for new practitioners in the field working towards certification.

Aug 1st 2020 – Jun 30th 2021 **Visiting Assistant Professor**, Wells College, Aurora NY

Engaged in grant writing, resource management, student field supervision. Manage and oversee Special Education curriculum in alignment with State and local policies. Aid in support for First Generation supports, assist in student advising for graduation. Coordinate the transition of virtual, hybrid, and in-person instruction. Led students in pilot study and help present results while providing operational guidance for program to adhere to the Association for Advancing Quality in Educator Preparation (AAQEP).

July 1st 2019 – Jun 30th 2020 **Special Education Program Specialist**, Edmond Public Schools, Edmond Oklahoma

Lead district wide training initiatives including mentorship and professional growth of staff. Monitor instructional and managerial processes to ensure that Early Childhood Special Education program activities are related to program outcomes and use these findings for corrective action and improvement. Supervise and support 14 campuses. Coordinate caseloads and transition planning for Part C to Section 619 Part B services. Contribute to the recommendation of sound policies directed toward program improvement. Recommend budget and cost estimates for appropriate programs and compile budget data as needed to apply for and secure grant funds. Demonstrate the use of developmentally, culturally, and linguistically appropriate evidence-based teaching approaches that effectively enhance learning and development in the context of individual curriculum goals. Develop models and processes for integration of Individualized Education Programs, and/or therapeutic and behavioral objectives and strategies into daily activities, instruction, and routines. Support teachers in assessment administration, results analysis, interpretation of results for instruction, and identification of curriculum accommodations, supports, and modification needs. Implement practices for ongoing quality improvement. Conduct classroom observations of staff, and develop/plan ongoing professional learning plans based on observations. Develop long term strategies to train, coach,

and supervise child development and education staff on implementation and application as appropriate. Collaborate with members of the leadership team to outline and achieve annual program goals, collect data, and contribute to grant reports. Establish criteria for measuring success (both formally and informally) and implement continuous quality improvement processes for analyzing data (at programmatic, personnel, and individual child levels) to identify and recommend needed interventions/changes to executive leadership for final decision and endorsement.

Aug 1st 2019 – Aug 30th 2021 **Independent Contractor**, Region 20 Education Service Center (TEA)

Present at the Special Education Academy and collaborate with stakeholders. Providing consultation and expertise on early childhood and education programs.

Aug 1st 2018 – Aug 30th 2021 **Independent Contractor**, Region 1 Education Service Center (TEA)

Present at Early Childhood Conference and offer trainings, Providing consultation and expertise on early childhood and education programs.

Aug 1st 2018 – Jun 30th 2019 **Lecturer**, University of Texas at San Antonio, San Antonio TX

Oversaw on-site field experiences for pre-service teachers. Taught introduction of educational philosophies, methodologies, and evidence-based practices. Taught IDS 2013 Intro to Learning and Teaching in a Culturally Diverse in-person and assisted with SPE 5613 Legal Issues in Special Education online.

Jan 1st 2016 – Jun 30th 2019 **Special Education Teacher**, Northeast ISD, San Antonio TX

Provided research-based specialized instruction to address the instructional goals and objectives contained within each student's IEP. Recognized as part of the Special Education Leadership Cohort. Wrote two Walmart grants for outdoor play opportunities for children receiving services through early childhood special education in a variety of settings. Assessed student progress and determines the need for additional reinforcement or adjustments to instructional techniques. Collaborated and consulted with educational professionals and community service providers (i.e., social services, public health, medical providers etc.) regarding the needs of students. Provided consultation to classroom teachers regarding classroom adaptations, instructional modifications, adaptive equipment, behavior modification plans and other similar instructional interventions to meet the needs of students with disabilities students to meet their IEP goals. Review accommodations and/or adaptations needed for the child to access, participate, and learn within and across daily activities and routines. Establish reporting and documentation methodologies.

Aug 1st 2015 – Dec 30th 2015 **Teacher**, San Antonio ISD, San Antonio TX

Employed and implement a classroom structure and consistency to encourage student responsibility, cooperation and mutual respect consistent with district policies and procedures. Establish and maintain classroom management in the classroom, school premises or during school activities. Employ various teaching techniques, methods and principles of learning to enable students to meet their IEP goals. Provide direction, supervision and evaluation of educational assistants as directed. Schedule team meetings and work cooperatively with child study team members and others in developing instructional goals and strategies.

Aug 1st 2013 – Jun 30th 2015 **Teacher**, St. John Berchmans Catholic School, San Antonio TX

Supported accreditation team and district reorganization initiatives. Maintained campus website Provide classroom adaptations, instructional modifications, adaptive equipment, behavior modification plans and other similar instructional interventions to meet the needs of students with disabilities. Develops and implements annual Individualized Educational Program (IEP) plans for students to include: present levels of educational performance, special education needs, instructional goals and objectives, and the special education and related services required to meet those goals.

Nov 1st 2011 – May 30th 2012 **Conference Assistant**, Dreeben School of Education, The University of the Incarnate Word, San Antonio TX

Organized the development for two conferences: “What’s Hot in Literacy for 2012”and the International Conference of Cultural and Social Aspects of Research. Coordinated volunteers, assisted with programming, coordinated speakers, hotels, and transportation. Participated in budget negotiations and assisted with conference processes during and follow up events.

Aug 1st 2008 – May 30th 2012 **Student Services**, The University of the Incarnate Word, San Antonio TX

Organized supports and aid for First Generation students and advised course work for degree sequence. Led admissions for tour groups, family and student orientations, orientation leader Supported in efforts through TRiO Student Support services by planning events (outing, student moral, tutoring services, mentorship program).

Volunteering Experience

July 1st 2021 – Present **Division for Early Childhood of the Council for Exceptional Children**

Served on as an Executive Board Member- Member at Large, Co-Chair DEC Exploration Series, and Policy and Advocacy Committee. Through these experiences, I have advocated and supported policies for children and families Birth-5. Supported with stakeholder engagement, provide feedback and

guidance to school systems, and help make recommendations for policies and procedures. Served as the Maryland State lead for advocating for childcare funding and fulling funding IDEA. Coordinate with DEC early childhood local, state, and national partners.

Recognitions and Services

- 2022-2023 Division for Early Childhood of the Council for Exceptional Children – Co-Chair DEC Exploration Series
- 2022-2024 Division for Early Childhood of the Council for Exceptional Children – Policy and Advocacy Committee
- 2021-2024 Executive Board Member – Member at Large Division for Early Childhood of the Council for Exceptional Children
- 2018-2019 Northeast Independent School District Leadership Cohort
- 2018 Play: A preschool program for children with disabilities literacy intervention. (The Frost Play Research Collection).
- 2008-2016 Bill and Melinda Gates Millennium Scholars Program. Bill and Melinda Gates Foundation.

Licenses

- Texas Licensed Behavior Analyst #3282
- Oklahoma Licensed Behavior Analyst Board #1-20-41029

Behavioral Certifications

- Board Certified Behavior Analyst #1-20-41029

Texas Teacher Certifications

- Texas Certified Special Education – Grades (EC-12)
- Texas Certified Generalist Grades (EC-6)
- Texas Certified Generalist Grades (4-8)

Oklahoma Teacher Certifications

- Oklahoma Educator Certified Early Education (Prek-3)
- Oklahoma Educator Certified Elementary Education (1-8)
- Oklahoma Educator Certified Mid-Level English (5-8)
- Oklahoma Educator Certified Mid-Level Math for High School Credit (5-8)
- Oklahoma Educator Certified Science (5-8)
- Oklahoma Educator Certified Social Studies (5-8)
- Oklahoma Educator Certified Mild-Moderate Disabilities (Prek-12)
- Oklahoma Educator Certified Severe-Profound/Multiple Disabilities (Prek-12)

In-Progress Work

Young, V. J., & Riggleman, S. (na). DEC Exploration Series – Understanding ABA in early childhood: DEC explores best practices 0-8. Product for Division for Early Childhood of the Council for Exceptional Children. (In Progress)

Young, V. J., & Boyle, E. (na). Beyond Gender Roles: Male caregivers breaking stereotypes. In Friesen, A., & Mitsch, M. (Eds.), *Advancing equity and inclusion in early childhood education*. IGI Global (with Editors)

Publications - Articles

Young, V. J., Egorin-Hooper, S., Sanchez, M., Sanchez, J., & Sanchez, J. (2023). DEC at the intersection: The 5 r's: An immigrant family's message about equitable practices in ei/ecse. *Young Exceptional Children*, 26(3), 183-186.
<https://doi.org/10.1177/10962506231195578>

Young, V. J. (2023). Message from the executive board. *Young Exceptional Children*, 26(2), 63-63. <https://doi.org/10.1177/10962506231171781>

Publications - Book Chapters

Young, V. J. (2022). Early childhood/Early childhood special education. In Pankake, Abrego, & Abrego (Eds.), *The administration and supervision of special programs in education* (5th ed.) Dubuque, IA: Kendall Hunt Publishing Company.

Sutterby, J., & **Young, V. J.** (2020). Early childhood/Early childhood special education. In Pankake, Abrego, & Abrego (Eds.), *The administration and supervision of special programs in education* (4th ed.) Dubuque, IA: Kendall Hunt Publishing Company.

Young, V. J. & Young, A. (2020). Places and spaces: Inclusion starts in one place, Morgan's Wonderland. In Sabo-Risley, C. & Moore, M. R. (Eds.), *Play in American Life: Volume 2*. Schertz, TX: Cibolo Creek Press

Keynote Speaker

Young, V.J., (2023). Equity in Early Intervention. Presented at Babies Can't Wait: Early Intervention in Georgia Conference and Early Childhood Intervention Summit, Atlanta, GA.

National Presentations

Walsh, S., **Young, V. J., & McCarty, L. (2023).** What's Happening in Washington, DC: 118 Congress, Leadership Activities and Future Directions. Presented virtually for the Division for Early Childhood of the Council for Exceptional Children Webinar.

Lewis, K., Gundler, D., Weglarz-Ward, J., Shaffer, L., **Young, V. J., & Purcell, M. (2023).** Us vs Them to Us AND Them: One Word Can Change the Trajectory. Presented at Council of Exceptional Children Convention & Expo 2023, Louisville, KY.

Kemp, P., Purcell, M., Weglarz-Ward, J., Shaffer, L., Gundler, D., & **Young, V. J. (2023).** DEC Showcase: It's Not the Destination, It's the Journey: DEC's Commitment to Racial Equity. Presented at Council of Exceptional Children Convention & Expo 2023, Louisville, KY.

Walsh, S. & **Young, V. J., (2022).** What's Happening in Washington, DC: What You Can Do to Support Children and Families. Presented virtually for the Division for Early Childhood of the Council for Exceptional Children Webinar.

Young, V. J., & Schwartz, A. (2022). DEC Policy and Advocacy Community of Practice Meeting: Policy 101. Presented virtually for the Division for Early Childhood of the Council for Exceptional Children Webinar.

Young, V. J., Shanty, L., Nnoli, K., Boyle, B., & Gillon, N. (2022). Connecting the Dots: Skills, Routines, and Interdisciplinary Practices. Submitted to the Division for Early Childhood 38th Annual International Conference on Young Children with Disabilities and their Families, Chicago, IL.

Nnoli, K., Shanty, L., **Young, V. J., Boyle, B., & Gillon, N. (2022)** It All Adds Up: Using Early Math Skills in the home to promote development. Submitted to the Division for Early Childhood 38th Annual International Conference on Young Children with Disabilities and their Families, Chicago, IL.

Young, V. J., Sheldon, P., Burnett, A., & Munson, C. (2022) Unspoken Stories: Families of Children with Disabilities. Submitted to the Division for Early Childhood 38th Annual International Conference on Young Children with Disabilities and their Families, Chicago, IL.

Shanty, L., Nnoli, K., **Young, V. J.**, Boyle, B., Gillon, N., & Leger, C. (2022) Powerful stories of family engagement: How to build a partnership. Submitted to the Division for Early Childhood 38th Annual International Conference on Young Children with Disabilities and their Families, Chicago, IL.

Young, V. J., Sheldon, P., Munson, C., & Burnett, A. (2022) Individuals Behind the “Dis:-Ability. Accepted at the Council for Exceptional Children 2022 Convention and Expo, virtual convention.

Young, V. J., Sheldon, P., Munson, C., & Burnett, A. (2022) Navigating Narratives of ECSE Trauma. Accepted at the Southern Early Childhood Association and South Carolina Early Childhood Association Conference, Myrtle Beach, SC.

Young, A. & **Young, V. J.** (2021) Early Childhood Administrators: Building Relationships with Families. Accepted at the Council for Exceptional Children Conference 2021 L.I.V.E

Young, V. J., & Young, A. (2020). Building Relationships: Mothers’ Voices on Children with Autism. Presented at the 71st Annual Southern Early Childhood Association Conference, Tulsa, OK.

Panozzo, M. & **Young, V. J.** (2019). Queering conversation of the “other” with preservice teachers through children and ya texts. Accepted at the International Literacy Association Conference, New Orleans, LA.

Young, V. J. (2019). Learning to empower teachers: Growing professional learning communities. Accepted at Association of Teacher Educators Annual Meeting, Atlanta, GA.

Young, A. & **Young, V. J.** (2017) Enhancing active resiliency through perceptual narratives in an individual with HIV. Poster accepted for presentation at the 5th Annual National LGBTQ Health Conference, Chicago, IL.

Regional/State/Local Presentations

Young, V. J., Shanty, L., Nnoli, K., Boyle, E., & Hur, R. E. H. (2022). Inequities unpacked: Addressing the intersectionality of school readiness risk factors for children with disabilities. Presented virtually at the Diversity and Inclusion Conference for Johns Hopkins University.

Young, V. J., Sheldon, P., Burnett, A., Munson, C. (2021). Individuals behind the “Dis”-Ability. Young Scholars Event hosted by the Wells College Education Program.

Young, V. J. (2021) The Power of Language in Inclusive Pre-K. Contracted for November 3, 2021 by Region 1 Education Service Center - TEA.

Young, V. J. (2021) Talking the talk: Utilizing language for early literacy skills. Accepted for Early Childhood Symposium 2021 held by Region 1 Education Service Center - TEA.

Young, V. J. (2021) Language and early literacy skills for children with speech delays. Accepted for Region 1 Education Service Center - TEA.

Young, V. J. (2021) Virtual learning stresses: Taking data. Accepted at the Spring Inclusion Leadership Conference held virtually by New Jersey Coalition for Inclusive Education.

Young, V. J. & Young, A. (2021) “Your stress... My stress... Our stress...”. Presented virtually at the Oklahoma Council for Exceptional Children conference.

Young, V. J. (2019) Addressing the Gap with Data Driven decisions: Ways to collect data. Accepted at the Special Education Academy (SEA) Access to Success: *Bridging The Gap* held by Region 20 ESC, San Antonio, TX.

Young, V. J. (2019) Inclusion Interventions: Helping make the chaos manageable. Accepted at the Early Childhood Conference 2019 held by Region 1 ESC, South Padre Island, TX.

Young, V. J. (2019) Advocating for those without voices. Presented at Start Seeing Diversity Conference held at St. Philip’s College, San Antonio, TX.

Young, V. J. (2019) Multiple baseline approach: Early childhood inclusion interventions. Presented at the COEHD 9th Research Colloquium, San Antonio, TX.

Panozzo, M., & **Young, V. J.** (2019). Taboo topics: Using literature to help teachers and students understand the “other”. Presented at the 7th Annual Texas Association for Literacy Education Annual Conference, Waco, TX.

Young, V. J. (2018) Addressing Behavior through purposeful teaching of language in early childhood inclusion classrooms. Presented at the Early Childhood Conference 2018 held by Region 1 ESC, South Padre Island, TX.

Young, V. J., Gonzalez, J., & Horowitz, R. (2018) Mild to moderate disabilities in early childhood settings: Letting language and learning happen. Presented at the 6th Annual Texas Association for Literacy Education Annual Conference, Canyon, TX.

Young, V. J., Gonzalez, J., & Horowitz, R. (2018) I’m not difficult, I’m a learner: Understanding/Misunderstood language and behaviors in early childhood inclusion classrooms. Presented at the 6th Annual Texas Association for Literacy Education Annual Conference, Canyon, TX.

Young, V. J. & Sutterby, J. (2017) Navigating Latina/o Identity through LGBT YA Literature. Presented at the National Latino Children’s Literature Conference, San Antonio, TX.

Grant Activity

Managed or Lead: External and Internal Grants

Personnel Development to Improve Services and Results for Children with Disabilities: Preparation of Related Services Personnel Serving Children with Disabilities who have High-Intensity Needs - \$1,250,000 – Yr 23 (Awarded)

Project EnRICH: Enhancing Culturally Responsive Training in Applied Behavior Analysis to Improve Outcomes for Children with Disabilities with High Intensity Needs is an opportunity over 5 years. The goal of this grant is to increase the number of nationally certified and state licenses behavior analysts in school settings who are able to deliver culturally and linguistically responsive, evidence-based practices (EBPs) to children with disabilities with high-intensity needs.

Funding Sources: US Dept. of Education/OSERS/OSEP

Primary Role- Co-PI

IDEALS Institute – Johns Hopkins University School of Education - \$2 million Yr 2022-2023

The SUPER (Special Education Leaders Uniting Policy, Early Intervention, and Research) Fellowship Program is a unique partnership between the Maryland State Department of Education (MSDE) Division of Early Intervention and Special Education Services and the IDEALS Institute at the Johns Hopkins University (JHU) School of Education. Through this program, promising fellow with backgrounds in education and policy collaborate with MSDE leaders and JHU researchers on critical initiatives for cohort-based professional learning and employment opportunity. The program connects education policy professionals and mentors to two fellowship strands, each with a separate focus. These strands have been developed based on pre-identified needs outlined by MSDE DEI/SES. Through the program, fellows gain hands-on experience, expert mentorship, high-quality professional learning, and the opportunity to apply for future employment. MSDE and IDEALS will be able to make greater progress on these focal issues by adding the capacity of trained professionals to their teams on short-term projects, with the option of continuing promising initiatives.

Funding Sources: Maryland State Department of Education Division of Early Intervention and Special Education Services

Primary Role: Project Administrator

Funded: External and Internal Grants

Maryland Elevates Grant: Early Childhood for Children with Developmental Delays and Disabilities - SUPER Fellowship Expansion – \$200,000 - Yr 2022 (Awarded)

This project is an expansion of the ongoing SUPER Fellowship project. Within the current SUPER project, online school readiness modules are being developed within the ECSE (Early Childhood Special Education) Personnel Standards, to target EI/ECSE providers' knowledge and

practices for engaging children and families in pre-academic skills development to address kindergarten readiness. These modules currently would reach professionals newer to service in EI/ECSE programs. To increase the impact of the modules, we propose with the expansion project, to develop a framework of training extensions that would include face-to-face (F2F) training resources, based on the modules, for greater outreach to professionals at any point in their EI/ECSE careers.

Primary Role: Co-Grant Writer, Project Lead

Wells Endeavor Foundation, Aurora, NY - \$4,500 Awarded \$4,500 Yr 2020

This project *Individuals behind the “Dis-ability* aims to give selected students the opportunities to engage with perspectives of individuals they may not have had the opportunity to meet otherwise. Due to COVID-19 many restrictions have been placed on Education majors with limited field work opportunities. In alignment with the Wells College statement mission to “Educate students to think critically, reason wisely, and act humanely as they cultivate meaningful lives,” this project aims to give students the opportunity to engage in a qualitative video analysis case study reviewing the personal narratives of individuals with disabilities.

Primary Role: Grant Writer

Wells Endeavor Foundation, Aurora, NY - \$4,300 Awarded \$4,300 Yr 2020

Building Educational Leaders - Wells T.E.A.C.H (Team for Educational Advocacy, Change, and Hope) is an organization for students that is meant to cultivate active change agents and future leaders in Educational policy and Curriculum that impact our Pk-12 schools. This group provides the opportunity for preservice teachers to serve in leadership roles. Establishing an organization that can succeed despite changes that may happen in the faculty offers stability and longevity to the program. The members of the organization will also be a subsection of the program’s students and offer programmatic feedback, suggestions, and insight to faculty. The Faculty Advisors have served on and/or participated in similar organizations as students in their own programs. The experiences proved to be beneficial and they are aware of how these organizations function.

Primary Role: Co-Grant Writer

Fox Run Elementary School, San Antonio, TX - \$5,000- Awarded \$2,000 Yr 2018

The Enrichment of Learning through Outdoor Play: Focus Area – Quality of Life project is a collaborative effort to create diverse outdoor learning spaces for at-risk populations. The main goal is to create learning opportunities for students in Prek, Preschool Program for Children with Disabilities, and Alternative Learning Environments to improve the quality of their education experience through a multimodality environment.

Walmart Community Grant Program – Grant Request # 44940955 Walmart and the Walmart Foundation Walmart Facility # 8262

Primary Role: Grant Writer

Non-Funded or Pending: External and Internal Grants

Stranahan Foundation \$300,000 - Yr 2024 (Pending)

Supporting an Early Childhood Intervention Continuum builds on the Continuum of Education and Service that it provides to children with and without disabilities from disproportionately marginalized groups. *Supporting an Early Childhood Intervention Continuum* is a project that is unique in its design because it will foster the development of a state-wide demonstration site for Maryland’s early childhood workforce. This evidence-based ECHO model influences our integration of medical coaching research to support the early childhood workforce staff capacity and professional development across our three programs and early childhood settings: Early Head Start, Childcare, Preschool & Pre-K and Institutes of Higher Education

Primary Role: Co-PI, Grant Writer, Project Lead

Lever for Change – The LEGO Foundation: Build a World of Play Challenge – DKK \$200,000,000 - Yr 2022 (Non-Funded)

Play Together addresses the accessibility equity gap of safe and meaningful playful learning opportunities for under-resourced families. Our approach is rooted with a significant focus on building partnerships within communities that are racially and financially disenfranchised. Play Together understands that success is only possible through joint ownership from local stakeholder(s) and national experts for a unified goal of supporting children. We seek to empower and encourage parents with the resources to prioritize play in a systematic effort to move beyond making options “available”. Play Together aims to foster child-led play to nurture lasting developmental benefits. In alignment with LEGO’s dedication to developing lifelong learning, the SDGs 4.7 & 11.7, and IDEALS mission: we aim to support urban families from marginalized communities. We believe that our impact will have lasting community effects as it targets early developmental needs that address health disparities, obesity in minority communities, and early intervention supports.

Primary Role: Co-Grant Writer, Project Lead

Young Scholars Program – The Foundation for Child Development 2023, New York, NY - \$225,000- Yr 2022 (Non-Funded)

Enhancing the Early Childhood Educator Alternative Certified Workforce: A Case study developing early numeracy pedagogy. This case study focuses on empowering and supporting alternative certified early childhood education public school teachers through targeted professional development training in early numeracy pedagogy to influence district-wide policy

and structures. The aim of this research is to provide targeted early numeracy professional development to ACTs that will have a direct impact on BIPOC PreK-aged student outcomes.

Primary Role: Grant Writer

New Jersey Coalition for Inclusive Education Inc, Newark, NJ - \$150,000- Yr 2021 (Non-Funded)

NJCIE is building sustainable inclusive communities through our deeply held innovative values. The focus is on bringing together resources and expertise to meet the needs of all children. The Behavioral Support Group for Inclusive Education is pushing the boundaries of evidence-based practices with our efforts to generalize services otherwise limited to self-contained classrooms. All-inclusive practices and supplementary supports and services are portable to any classroom. Our organization as a whole provides services to all stakeholders and we actively seek to ensure children with disabilities have the supports they need to be successful.

Comcast NBC Universal Community Impact – Grant Request # (2021-36088) Primary Role: Co-Grant Writer

Wells Endeavor Foundation, Aurora, NY - \$5,500 Yr 2020

“Move with STEAM Packs” was designed to three main Aspects in the Education Program’s AAQEP (Association for Advancing Quality in Education Preparation) report. “Move with STEAM Packs” to be used within coursework to increase student engagement. This project is to curate the comments and evidence found in the report regarding: Aspect: Develops and implements quality clinical experiences, where appropriate, in the context of documented and effective partnerships with P-12 schools and districts Aspect: Learners, learning theory (including social, emotional, academic); application of learning theory in practice Aspect: Content Knowledge/Pedagogical Knowledge OR Professional Knowledge.

The design of the “Move with STEAM Packs” are to prepare students with hands on materials to be used to grasp Learning Theories and then be able to use these skills to create new “Move with STEAM Packs” for their Field Experience and Student Teaching coursework. Urban school districts historically often have limited resources. It is the purpose of this project to help student find the STEAM materials can be found in materials throughout their daily lives.

Primary Role: Grant Writer

Fox Run Elementary School, San Antonio, TX - \$30,000 (Requested \$27,750)

Yr 2019-2022

The Social Emotional Learning: Building a Community of Support project stemmed from a need our school community identified as an area of growth. Problematic student behaviors rooting from a lack of social emotional awareness from staff set forth a plan to develop new training for teaching staff. The SEL committee formally known as the PBIS committee seeks to transform

the school environment through the development of teacher training to foster Social Emotional practices and awareness to its staff in order to innovate new relationship building and well-considered plans for enriching classroom instruction.

Teacher Development Grant – Grant Request

McCarthy Dressman Education Foundation

Primary Role: Grant Writer

Fox Run Elementary School, San Antonio, TX - \$5,000 Yr 2018

The Enrichment of Learning through Outdoor Play: Focus Area – Quality of Life project is a collaborative effort to create diverse outdoor learning spaces for at-risk populations. The main goal is to create outdoor spaces for students in Prek, Preschool Program for Children with Disabilities, and Alternative Learning Environments to provide learning environments for diverse learners.

Walmart Community Grant Program – Grant Request # 44944473 Walmart and the Walmart Foundation Walmart Facility # 765

Primary Role: Grant Writer

Courses Taught

Undergraduate:

- IDS 2013 Intro to Learning and Teaching in a Culturally Diverse (2018/2019)
- EDUC 105 Teaching in a Diverse Society (Fall/Spring 2020)
- EDUC 215 Issues in Multicultural and English Language Learner Education (Fall 2020)
- EDUC 226 Building Classroom Community (Spring 2020)
- EDUC 307 Teaching Students with Disabilities (Spring 2020)
- EDUC 408 Students with Disabilities Practicum (Spring 2020)
- EDUC 309 Elementary Methods Practicum (Fall 2020)
- EDUC 402 Elementary Methods: Teaching Mathematics (Fall 2020)

Graduate:

- SPE 5613 Legal Issues in Special Education (2018) * Online

Guest Lecture

Undergraduate:

- EDSP 321 The Young Child as Scientist (2022)
- EDUC 3335 Advocacy for Exceptional Learners (2022)
- RDG 3803 Writing Development and Processes (2016/2017)
- EDUC 3349 Special Education Assessment and Evaluation (2014)

Graduate:

- ADED 6388 Effective Teams and Groups (2015)

Volunteering

2023 – Moveable Feast

2022 – IMPACT Delaware Cohort 1, Module 4 ABA Synchronous class

2022 - IMPACT Scoring Competency Demonstrations

2020 - Upward Bound Program at Buffalo State College - Fall Speaker Series: Education and Success

2019 - Make Roo: Nanny Consulting Training – Presentation on working with children with disabilities

Program Review

- Publications and Products Advisory Committee (2021-2022)
- TRiO Student Support Services Advisory Board for Wells College (2020-2021)
- TRiO Student Support Services (Assistant) – Academic Retention, Purchase orders, Inventory, Facilitation of events (2008-2012)
- Accreditation Team Archdiocese of San Antonio Catholic Schools (2014-2015)

Reviewer for Professional Journal

- DEC Recommended Practices Monograph - Leadership
- Journal of Literacy Research - Editorial Assistant 2016
- International Journal of Multicultural Education

Conference Proposal Reviewer

- Literacy Summit: “What’s Hot in Literacy for 2012”
- The International Conference of Cultural and Social Aspects of Research

Committees Served

- DECIDE – DEC’s Consortium for Innovation in Doctoral Excellence - 2022
- Equity Leadership Team – 2021-2022
- WARPC (Wells Anti-Racial Pedagogy Committee) – 2020-2021
- Technology Committee – 2013-2015
- Social Emotional Learning Committee – 2016-2019
- Campus Improvement Committee - 2015
- PBIS campus committee member – 2018-2019
- Professional Development Planning committee – 2016-2019

Past & Current Professional Memberships

- Latino Association for Behavior Analysis (LABA)
- Mexican American Civil Rights Institute (MARCI)
- Council for Exceptional Children
 - Division of Early Childhood
 - Executive Board Member - MAL
 - Policy and Advocacy Committee
 - Division on Autism and Developmental Disabilities
- National Association of Special Education Teachers
- Southern Early Childhood Association
- Texas Association for Literacy Education
- National Association for the Education of Young Children
- National Education Association
 - Special Education Professionals
 - Policy Works: Educational Issues