Faculty Grant Productivity

(Active Projects)

Federal
Federal Flow-Through
State
Private & Other
School Districts

Federal

FC2 GenCyber Summer Camp
PI: Nathan Fisk (Educational & Psychological Studies)
Funded by: National Security Agency for $99,975; 03/22/16-03/21/17

This project will develop and pilot a series of cybersecurity summer camp sessions for teachers and students (grades 9-12) both here in Hillsborough County and in the areas surrounding other partnering SUS institutions.

Multilevel modeling of single-subject experimental data: Handling data and design complexities
PI: John Ferron (Educational & Psychological Studies)
Funded by Katholieke Universiteit Lueven for $257,363; 8/1/15-7/31/18

Series of statistical simulations studied designed to examine the usefulness of multilevel models to analyze and meta-analyze data obtained from a variety of single-subject experimental designs (SSED). In the proposed project, we want to study data complexities that are likely to occur when analyzing real SSED data. In the project, the complexities that we will address will be looked at from four interrelated perspectives: (a) the way(s) the complexities can be translated or accounted for in the statistical models, (b) the estimation of the model parameters, which might require more complex estimation procedures including Bayesian and bootstrapping estimation, (c) the way data should be standardized, (d) effect size metrics that can be used to summarize effects for individual participants and studies. We will also look at the statistical consequences of the practices of applied researchers, this is, the way they collect the data or set up the study.

Facilitating Academic Success and Emotional Well-Being among High School Students in Accelerated Curricula
PI: **Shannon Suldo** (Educational & Psychological Studies), Co-PI: **Elizabeth Shaunessy-Dedrick**, (Teaching and Learning)
Funded by the U.S. Department of Education (IES) for $1,500,000; 08/01/15-07/31/19

The purpose of the proposed program of research is to develop a new intervention to increase students' strategies for managing academic demands within accelerated high school curricular programs, specifically International Baccalaureate (IB) and Advanced Placement (AP) courses. The 2-stage multi-component intervention will target the malleable factors the current research team identified as associated with student success within IB and AP courses.

Improved Understanding of Medical and Psychological Needs (I-MAP) in Veterans and Service Members with Chronic TBI
PI: **Shannon Suldo** (Educational & Psychological Studies)
Funded by the James A. Haley Veteran's Hospital for $64,258; 09/26/15-09/25/16

This project will supplement the existing infrastructure of the Veterans' Traumatic Brain Injury Model Systems Program (VA-TBIMS) lifetime study mirrored after the National Institute on Disability and Rehabilitation Research (NIDRR) Model System programs to examine health-care needs for Veterans and Service Members (V/SM) with chronic TBI. Specifically, the study will provide essential foundational information on (1) the long-term physical and mental health effects of TBIs incurred by Veterans and Service Members, (2) chronic rehabilitation needs and (3) the impact of physical and mental health comorbidities on trajectory of disability in the first five years post-injury. Novel mixed methods approaches will be used to evaluate the status of needs identified as well as location, accessibility, and satisfaction of healthcare and rehabilitation services provided to Veterans and Service Members to inform clinical programs about preferences for health care services in chronic stages.

Preparing Leaders for Faculty Roles in Special Education Administration and Policy Studies (SEAPS)
PI: **Jeannie Kleinhammer-Tramill** (Teaching & Learning), Co-PI's: **Vonzell Agosto** (L-CACHE) and **Zorka Karanxha** (L-CACHE)
Funded by the U.S. Department of Education for $1,245,861; 9/1/14-8/31/19

The proposed project is designed to recruit and prepare six doctoral scholars for roles as faculty members who can prepare new generations of special education administrators. Scholars in the project will complete a Ph.D. in Special Education and a Cognate in Educational Leadership and Policy Studies.

Robert Noyce Teacher Scholarship Program for USF Science Majors
PI: **Allan Feldman** (Teaching & Learning), Co-PI's: **Larry Plank** (HCPS), **Luanna Prevost** (Biology), **Benjamin Herman** (Teaching & Learning) and **Gerry Meisels** (CSL)
Funded by the National Science Foundation for $1,199,843; 9/1/14-8/31/19

The NSF Robert Noyce USF Scholarship Program for Science Majors will provide scholarships to majors in biology, chemistry, geosciences and physics to complete a 5-year program of studies that results in the bachelor's degree in the College of Arts and Sciences and the Masters of Arts in Teaching (MAT) degree with certification in secondary science in the College of Education (the Accelerated Bachelor's to MAT in Science Education Program, or Accelerated Program). The USF Noyce Program will also include summer internships in STEM education research for undergraduate freshman and sophomore science majors.

The Effects of Social Capital and Cultural Models on the Retention and Degree Attainment of Women and Minority Engineering Undergraduates
PI: **Gladis Kersaint** (Teaching & Learning); Co-PI's: **Chrystal Smith** (Anthropology); **George MacDonald** (Anchin); **Reggie Lee** (Anchin); **Hesborn Wao** (Internal Medicine)
Funded by the National Science Foundation for $1,499,888; 8/1/14-7/31/18

The purpose of this research is to improve our understanding about how social capital and cultural models contribute to the retention and degree attainment of women and minority engineering undergraduates. Guided by sociological and cognitive anthropological frameworks, we will employ a mixed methods approach to measure the relationship between the social capital and cultural models of engineering success with the retention and degree attainment of women and minority engineering undergraduates in this four year longitudinal study. Our two primary interrelated goals are to: 1) measure the interaction of social capital and cultural models of engineering success to determine its association with the retention and degree attainment of women and minorities, 2) validate cognitive diagnostic assessment, an emergent statistical method, as a reliable method to identify and measure cultural models.

College Assistance Migrant Program (CAMP)
PI: **Ann Cranston-Gingras** (Teaching & Learning)
Funded by the U.S. Department of Education (Office of Elementary and Secondary Education)
for $2,313,194; 7/2014 – 6/2019

The College Assistance Migrant Program (CAMP) will assist students from migrant and seasonal farm worker backgrounds in successfully completing their first year of college and transitioning to complete their bachelor's degrees. Students will be provided intensive, ongoing academic support and necessary financial assistance while immersed in a culturally rich and stimulating higher education environment. The USF CAMP will provide a comprehensive program designed to meet the specific needs of each student in the areas of recruitment, academic support, tuition assistance, residential living, career development, mentorship, and cultural and community enrichment.

High School Equivalency Program (HEP)
PI: **Ann Cranston-Gingras** (Teaching & Learning)
Funded by the U.S. Department of Education (Office of Elementary and Secondary Education)
for $2,111,251; 7/2014 - 6/2019

The High School Equivalency Program for Youth from Migrant and Seasonal Farm worker Backgrounds (HEP) assists youth who have dropped out of school in attaining a GED and transitioning to post-secondary environments. Students also receive vocational evaluation, work adjustment, vocational counseling, life skills instruction and post-secondary placement services to ensure successful transition.

Climate Change Narrative Game Education (CHANGE)
PI: **Glen Smith** (Teaching & Learning); Co-PI: **Allan Feldman** (Teaching & Learning); **Yiping Lou** (Teaching & Learning); **Ping Wang** (CAS,Geology)
Funded by the National Science Foundation for $449,972; 9/2013-8/2016

CHANGE's goal is to help high school students learn complex GCC (Global Climate Change) science by making it personally relevant and understandable. CHANGE proposes to create a prototype curriculum, integrate it into elective Marine Sciences high school courses, and test its efficacy. CHANGE uses: (a) scientifically realistic text narratives about future Florida residents (text stories with local Florida characters, 50-100 years in the future based on GCC), (b) local, place- based approach grounded in west-central Florida Gulf Coast scientific data, (c) a focus on the built environment, (d) simulations based on scientific data to help students learn principles of GCC, and (e) a collaborative science gaming space so students can experience and try to cope with potential long term effect of GCC via role-play and science-based simulation.

Affective Responses to High-Intensity Interval Training
PI: **Marcus Kilpatrick** (Educational & Psychological Studies)
Funded by the National Institutes of Health for $149,500; 5/2013 - 4/2016

This project will investigate the affective and enjoyment responses to two trials of continuous exercise (moderate and vigorous) against two trials of discontinuous, or interval, exercise that involve very high workloads. The project will recruit adults who are overweight and insufficiently active. The project will involve a close partnership with Bayfront Medical Center, Tampa YMCA, Moffitt Cancer Center, and two international (Canadian) scholars.

Tampa Bay Robert Noyce Master Teacher Fellows Program
PI: **Gladis Kersaint** (Teaching and Learning); Co-PI: **Diane Yendol-Hoppey** (Teaching and Learning), Co-PI: **Robert Potter** (Chemistry, CAS), Co-PI: **Larry Plank** (HCPS)
Funded by the National Science Foundation for $1,210,115; 8/2012 – 7/2017

The Tampa Bay Robert Noyce Master Teacher Fellows Program is a partnership effort between the University of South Florida (USF), Hillsborough County Public Schools (HCPS), and Helios Education Foundation (HEF). This program provides stipends to effective mathematics and science teachers who will engage in an extended teacher development program to become effective teacher leaders.

Leadership Preparation in Policy and Community Reform
PI: **William Black** (Leadership, Counseling, Adult, Career & Higher Education) Co-PI: **Leonard Burrello** (Leadership, Counseling, Adult, Career & Higher Education); Co-PI: **Jeannie Kleinhammer-Tramill** (Teaching & Learning)
Funded by the U.S. Department of Education (Office of Special Education and Rehabilitative Services – Personnel Development to Improve Services and Results for Children with Disabilities) for $1,244,835; 10/2011 – 9/2016

This project will prepare eight full time and part time students to become local or state chief officers for special services or policy analysts in state departments of education over the next five years within an integrated course of study with field based internships at the local, state, and federal levels.

USF Robert Noyce Science, Technology, Engineering, and Mathematics (STEM) Scholars Program
PI: **Gladis Kersaint** (Teaching & Learning); Co-PIs: **Allan Feldman** (Teaching & Learning), **Jeff Ryan** (Geology), **Mile Krajcevski** (Mathematics)
Funded by the National Science Foundation (Division of Undergraduate Education)
for $1,204,725; 08/2010 - 7/2016

The USF Robert Noyce (STEM) Scholars program provides $30,000 stipends to 31 graduating seniors, recent graduates, and career changers who are interested in earning their teaching credentials in mathematics or science by enrolling in a one-year accelerated Masters of Arts in Teaching (MAT) program as a full time student. The stipend is intended to cover the cost of attendance (i.e. tuition and fees) and other expenses. In return for this stipend, Robert Noyce STEM scholars will commit to teach for at least two years in one of the following school districts: Hernando, Highlands, Hillsborough, Manatee, Pasco, Pinellas, Polk, or Sarasota.

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Federal Flow-Through

NASA STEM Education Constellation - Network of Evidence-Based STEM Educator Professional Development
PI: Eugenia Vomvoridi-Ivanovic (Teaching and Learning) and **Co-PI: Ruthmae Sears** (Teaching and Learning)
Funded by Texas State University for $200,000; 2/10/15-8/31/19

By creating a national STEM educator professional development model capitalizing on NASA's unique assets, the initiative aims to strengthen the STEM content knowledge and instructional skills of our nation's teachers, thereby resulting in greater student interest and success in STEM-related courses and an increase in the national STEM workforce pipeline.

Healthy Schools Project - HIV/STD Prevention Education
PI: **George Batsche** (Educational & Psychological Studies)
Funded by the Centers for Disease Control and Prevention, awarded by FLDOE) for $266,431; 8/2015 – 7/2016

The project will implement program activities to enable school districts and schools to deliver sexual health education emphasizing HIV and other sexually transmitted diseases (STD) prevention.

FLICC - Florida and Islands Regional Comprehensive Center
PI: **Marilyn Kline** (David C. Anchin Center)
Funded by Educational Testing Service for $672,676; 2/2013 – 9/2016

The project is to support the work of the Florida and the Islands Comprehensive Center @ ETS (FLICC). FLICC is charged with supporting the state educational agencies (SEA) for Florida, Puerto Rico, and the Virgin Islands as they prepare their students for the challenges of college and career. The David C. Anchin Center will provide technical assistance and professional development to support SEA initiatives such as educator evaluation, implementation of the Common Core State Standards, research-based classroom practices, and instructional leadership to foster a collaborative, data-driven culture among educators.

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State

21st. Century Community Learning Centers (21st CCLC)
PI: George Batsche (EPS)
Funded by the Florida Department of Education for $1,300,000; 7/1/15-6/30/16

The project is to provide technical assistance, monitoring and evaluation services to 21st Century Community Learning Centers sub-recipients in Florida.

VSA Arts of Florida
PI: **William Black** (LCACHE)
Funded by the U.S. Department of Education, awarded by FLDOE for $334,000; 7/2015 – 7/2016

Create and maintain a society where all people with disabilities learn through, participate in and enjoy the arts. The project provides educators, parents, and artists with resources and the tools to support arts programming in schools and communities.

Voluntary Prekindergarten Program
PI: **George Batsche** (Educational & Psychological Studies)
Funded by the Florida Department of Education for $117,531; 7/1/15-6/30/16

Provide resources to establish and maintain a regional network of facilitators to assist public schools, Early Learning Coalitions, and private providers in the provision of effective prekindergarten programs.

Student Support Services 2015-2016
PI: **George Batsche** (Educational & Psychological Studies)
Funded by the Florida Department of Education for $1,829,439; 10/2015-9/2016

To provide coordination, development and implementation of quality student services to Florida Schools and to serve as the Department of Education's pivotal point for student services in the state.

Problem Solving/Response to Intervention – 2015-2016
PI: **George Batsche** (Educational & Psychological Studies)
Funded by the Florida Department of Education for $4,623,867; 8/2015-7/2016

The project utilizes Problem-Solving Method and Response to Intervention (PSM/RtI) model to provide training and support to the statewide at-risk and exceptional students to improve academic and behavior outcomes.

RTTT Differentiated Accountability Projects
PI: **George Batsche** (Educational & Psychological Studies)
Funded by the Florida Department of Education for $1,676,430; 8/2015-6/2016

Provide regional support for the implementation of Florida's Race to the Top and Title I School Improvement Grant Initiatives related to Turning Around the Lowest Achieving Schools

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Private & Other

Evaluation of a K-8 Community School Initiative in an Urban School
PI: Jose Castillo (Educational & Psychological Studies)
Funded by: Tampa Metropolitan YMCA for $11,504; 01/01/16-08/31/16

The project is to conduct evaluation of the Sulphur Springs Community School (SSCS). The information collected through the evaluation will be used to inform the ongoing implementation of services delivered through the SSCS. Results will be provided to the Center for Community Schools and Child Welfare Innovation to help inform the implementation of community schools in Florida. Finally, findings from the evaluation will contribute to the national research-base on outcomes associated with the implementation of community schools.

Invitational Leadership Institute 2016-2017
PI: Pat Jones (Teaching and Learning)
Funded by: National Writing Project for $15,000; 05/01/16-08/31/17

Teachers from surrounding counties will attend professional development on how to be a more effective teacher of writing.

Inclusive versus exclusive dieting and the effects on body composition and metabolism.
PI: **William Campbell (**Educational Psychological Studies)
Funded by: The Columbus Foundation for $$10,000; 5/1/15-4/30/16

This study is support by the BioLayne Foundation Fund. It will investigate if a prescribed diet is more or less effective than a diet that has more choices in relation to body composition and metabolism.

Teacher Child Interaction Therapy: An Ecological Approach to Intervening with Young Children Who Display Disruptive Behaviors
PI: **Julia Ogg**, (Educational Psychological Studies), CO-PI: Kathy Bradley-Klug, (Educational Psychological Studies)
Funded by Society for the Study of School Psychology for $3,522; 1/15/15-1/14/16

The proposed study will examine the effect of a model of Teacher-Child Interaction Therapy (TCIT) on preschool student's disruptive behaviors, teacher-child relationships, and teacher skills as well as the acceptability and integrity of implementation

Host to the Journal of Cases in Educational Leadership
PI: **William Black** (Leadership, Counseling, Adult, Career & Higher Education)
Funded by the University Council for Educational Administration (UCEA) for $40,000; 7/2013-6/2016

To host the Peer Reviewed Journal of Cases for Educational Leadership for three years.

Helios STEM Middle School Residency Program: Implementation Grant
PI: **Gladis Kersaint** (Teaching & Learning), **Co-PI: Allan Feldman** (Teaching & Learning), **Cheryl Ellerbrock** (Teaching & Learning), **Robert Potter** (CAS), **Mile Krajcevski** (CAS), **Scott Campbell** (Engineering) **& Sylvia Thomas** (Engineering)
Funded by the Helios Educational Foundation for $2,736,000; 2/2013 – 1/2018

The project supports the implementation of the newly developed STEM middle school teacher education program for two cohorts of prospective mathematics and science teachers. This program is collaboratively developed by the USF teacher education, content, and engineering faculty, content specialists from Hillsborough County Public Schools (HCPS), and the Helios Education Foundation. The aim is to produce and enhance the retention of middle school STEM educators who enter the field ready to teach rigorous content standards, understand the unique learning needs of adolescent learners, and are prepared to teach a diverse student population, including those in high needs environments.

Matching Grant for NSF Robert Noyce Master Teacher Fellows Program
PI: **Gladis Kersaint** (Teaching & Learning)
Funded by the Helios Education Foundation for $225,000; 10/2012 - 10/2017

The Tampa Bay Robert Noyce Master Teacher Fellows (MTF) program is a partnership effort between the University of South Florida (USF), Hillsborough County Public Schools (HCPS), and Helios Education Foundation (HEF). This program provides stipends to effective mathematics and science teachers who will engage in an extended teacher development program to become effective teacher leaders.

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School District

Evaluating the efficacy of the Urban Teacher Residency Partnership Program (UTRPP)
PI: **Danielle Denis** (Teaching & Learning)
Funded by School Board of Hillsborough County for $2,115,530; 1/25/15-12/31/19

The purpose of this research is to study the Urban Teacher Residency Partnership Program, a teacher preparation program at the University of South Florida that offers a clinically-based structure in a place-conscious urban environment.

K-12 Math and Science Partnership

PI: **Yiping Lou** (Educational and Psychological Studies), Co-PI: **Luanna Prevost** (Integrative Biology)
Funded by the School District of Osceola County for $770,066; 1/20/15-6/30/17

The USF team led by Dr. Lou and Dr. Prevost will partner with the Osceola County, Okeechobee County, and Volusia School Districts for the Florida K-12 Mathematics and Science Partnership grant. The objective of the partnership is to increase student achievement in middle and high school sciences through providing professional development to science teachers.

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