

Gabrielle Elena Miller, Ed.D.

CORE COMPETENCIES

- **Strategic Planning:** Experienced in developing and implementing nonprofit strategic plans that yield validated outcomes, create new organizational capacity, and strengthen the long-term engagement of stakeholders.
- **Organizational Leadership:** Skilled in building capacity within complex affiliated organizations with diverse teams; elevating multiple perspectives and building essential programmatic and financial sustainability.
- **Public/Private Partnership Development.** Skilled in building partnerships across diverse stakeholders to embed research-based practices into operations and demonstrate statistically significant improvement over baseline. Strong fundraising and grantmaking record in support of this work.

EDUCATION

Ed.D. Johns Hopkins University, Education/Administration
MS Ed. Johns Hopkins University, Education/Administration
BS Ed. University of Delaware, Education

EXPERIENCE

2017-Present University of Arizona Tucson, AZ

Assistant Vice Provost and Executive Director, Strategic Alternative Learning Techniques (SALT) Center

Responsible for all strategic and operational activities of the University of Arizona's SALT Center, an internationally recognized, independently funded program that strengthens outcomes for at-risk undergraduates. Responsible for securing earned and raised revenue for ~\$4M operating budget. Leadership and supervision of a team of 40FTE and 100 student (part time) staff. Lead efforts to strengthen ties to stakeholders and to develop/embed practices that support the success of all UArizona students. Create and steward funder relationships in collaboration with UArizona Foundation to offset costs for students in need.

2008-2017 Silicon Valley Community Foundation Mountain View, CA

Raising A Reader National Office Redwood City, CA & Baltimore, MD

President & CEO (2013-2017)

Executive Director (2008-2013)

Led Raising A Reader (RAR), a supporting organization of Silicon Valley Community Foundation and the nation's most evaluated non-profit literacy program, at that time operating at more than 2,500 locations nationally.

As CEO, responsible for strategic growth of the two-generational intervention approach for children at high risk for academic failure. Created fundraising program within the organization, nearly doubling revenue during my tenure to ~\$5M annually, despite the recession.

Responsible for national fundraising, securing and stewarding gifts from individuals, corporate foundations and private foundations with more than 85% repeat funding. Engaged state and federal policy partners. Secured a \$4M Innovative Approaches to Literacy competitive grant from the US Department of Education as Principal Investigator. Recognized by the US Department of Education and the White House as a model program.

Ended relationship with third-party and successfully launched internal warehouse and fulfillment function, significantly reducing costs and shipping errors. Led national team of ~20 FTE in Redwood City, CA and Baltimore, MD. Consistently 'clean' audits of finances, inventory and expenditure of federal funds.

Responsible for maintaining strong relationships with RAR's parent organization, Silicon Valley Community Foundation (SVCF) the world's largest community foundation. Actively engaged as a member SVCF's leadership team, built inter-departmental relationships, and reported directly to both RAR's Board of Directors and SVCF's President & CEO.

2006-2008 Reading Is Fundamental Washington, DC

Vice President, Education/Literacy Programs

Senior leadership member with oversight of approximately 3,500 literacy and educational programs operated under the auspices of Reading Is Fundamental (RIF)'s annual \$25M award from the US Department of Education. Led activities to distribute 16 million books to 4.5 million children annually. Supervised a team of 45 FTE and ensured high quality program implementation and compliance with federal regulations. Program services included implementation of RIF's national strategic plan, creation of RIF's multicultural program, financial literacy programs and development/maintenance relationships with local, regional and state agencies essential for program success.

Acted as a key member of RIF's government relations team, assuming a leadership role in support of literacy policy efforts on Capitol Hill and in local districts. Implemented Congressionally-led regional literacy coalition in South Texas to ensure high risk migrant families had access to literacy services as a part of RIF's Multicultural Literacy Initiative.

**1992-2006 Johns Hopkins University/Kennedy Krieger Institute,
Baltimore, MD**

Simultaneous employment with Kennedy Krieger Institute (KKI) and Johns Hopkins University (JHU).

KKI: Multiple roles with increasing responsibility leading to senior position in special education department which provided services across Maryland to students with multiple and complex disabilities. The department was then comprised of 5 programs, 475 employees, and had a \$27M operating budget.

Assistant Vice President, Educational Programs

Senior leadership role responsible for innovative program development, strategic planning, financial sustainability, and strengthening interdepartmental ties between Kennedy Krieger Department of Special Education and JHU School of Education. Maintained primary responsibility for sustainability of model workforce development program through private, state and federal funding. Responsible for facilities, operations, KKI's international adaptive recreation program and food service for the special education department.

JHU: Instructional and clinical supervision roles in graduate special education teacher training program with successively increasing responsibilities culminating in a tenure-track joint faculty appointment.

Assistant Professor, Joint Appointment: Johns Hopkins University and Kennedy Krieger Institute, Department of Special Education

Ranked faculty, tenure-track joint appointment. JHU responsibilities included scholarly research, graduate instruction in special education and general education core courses and practicum oversight. KKI responsibilities included program development as well as clinical and scholarly research.

SELECTED FUNDING/PROGRAM EXPANSION PROJECTS

University of Arizona, (2021-2025) *Professional Development Partnership Between the College of Agriculture and Life Sciences and the SALT Center* \$1M.

University of Arizona, (2020) *General Operating Support/ COVID*. \$250,000.

University of Arizona, SALT Center (2019-2021) *Re-organization of SALT Center and Launch of Bartlett Labs*. \$8M

University of Arizona, SALT Center (2017-Present) *Support for program development and expansion*. ~\$350,000

Masons of California (2013-2015). *Expansion of Raising A Reader in California* \$1,300,000, (2016) \$300,000.

Lisa and Douglas Goldman Fund (2016). *Expansion of Raising A Reader in San Francisco* \$45,000.

Silicon Valley Community Foundation, CEO's Fund. (2016). *Expansion of Raising A Reader in San Francisco Housing Communities*. \$30,000.

Bezos Family Foundation (2015) \$150,000 *Support for Raising A Reader's Digital Program*.

- Foundation for Newark's Future (2014),(2015) *Launch and Expansion of Raising A Reader in Newark, NJ* \$250,000, \$200,000.
- Maryland State Department of Education (2014-2016) US Department of Education, *Race to the Top Grant Amendment, Statewide Launch of Raising A Reader* \$450,000.
- US Department of Education, Innovative Approaches to Literacy (2012-2014) *Engaging Families Through Raising A Reader* \$ 4,000,000.
- Target Corporation (2011, 2012) *Support for Raising A Reader Expansion in San Jose, Phoenix and Baltimore* \$480,000 (combined).
- Annie E. Casey Foundation, Evidence-based Practice Group. (2013). *Raising A Reader: Evaluation of English Learners in San Diego USD, Pilot for RCT*. \$250,000
- W.K. Kellogg Foundation (2011-2013) *Raising A Reader: Closing Racial Inequities Early On*. General Operating Support \$400,000, (2014) *General Operating Support-President's Fund* \$200,000.
- Bernard J. Newcomb Foundation (2011) (2014) *Developing Adaptations of Raising A Reader for Children With Disabilities and Local Capacity Development*. \$150,000, \$150,000
- Jones Family Foundation (2008-2012) *Raising A Reader: Organizational Capacity Building*. \$1,000,000; (2015) *Development of A Digital Program* \$150,000
- Miller, G., Church, R.P., Turner, J., Speedie, L., Manni, L. (2003-2006). The effect of a language structure on the acquisition of reading readiness skills in pre-school students at risk for early reading failure. Investigation funded by Maryland State Department of Education, \$250,000.
- Scarborough, H., Sandak, R., Cutting, L., Sabatini, J, Pugh, K, Church, R., Miller, G. (2003-2008) Adolescent Reading Programs: Behavioral & Neural Effects. Collaborative investigation: Haskins Laboratories, Kennedy Krieger Institute, Educational Testing Service. Funded jointly by the National Institute of Child Health & Human Development (NICHD), Office of Vocational and Adult Education (OVAE), and the Office of Special Education and Rehabilitative Services (OSERS) of the U.S. Department of Education. (IRB NO 03-10-29-02).
- Miller, G. (2002). The effect of an Internet-based career exploration strategy on the ability of students with emotional disturbance to find, organize, and communicate information about career interests. (JCCI RPN # 99-08-12-03). The Kennedy Krieger Institute, Baltimore, MD.
- Miller, G. & Church, R.P. (2002). US Department of Education, Fund for the Improvement of Education. \$1,700,000 for Computer Technology to Expand Distance Learning Opportunities for Students with Disabilities and to Provide Professional Development. Kennedy Krieger Institute, Baltimore, MD.

Miller, G. & Church, R.P. (2002). US Department of Education, Fund for the Improvement of Education \$440,000 to Complete the School-to-Work Instructional Model for the Career and Technology High School. Kennedy Krieger Institute, Baltimore, MD.

Church, R.P. & Miller, G. (2001). US Department of Education, Technology Challenge Grant \$740,000 to Support the Development of a School-to-Work Program Incorporating Distance Learning Technology for Students with Disabilities in the Kennedy Krieger High School Career and Technology Center. Kennedy Krieger Institute, Baltimore, MD.

SELECTED PRESENTATIONS /PUBLICATIONS

Demetriou, C., Miller, G., Grigg-Mason, L., & Salvesen, C. (2019). *A Model Program for the Success of College Students with Attention and Learning Disorders*. Education Sciences & Society. 10(1).

Invited: Keynote and Chapter Contribution: “In Celebration of the International Day of Disabilities” University of Macerata, Italy December, 2018

Berman, I., Wasik, B. & Miller, G. *Paving A Path for English Learners Success*. Grantmakers for Education Annual Conference. Miami, FL. October, 2014.

Miller, G. *The Importance of Early Intervention and Family Engagement in the Development of Literacy Skills* Learning Disabilities Association, 2014 International Conference. Anaheim, CA. February, 2014.

Kreider, H., Morin, G., Miller, G., & Bush, A. (2014) *Promoting Language and Literacy Outcomes Through Shared Reading at Home in Promising Practices for Family Engagement in Out-of-School Time*. H. Kreider and H. Westmoreland Eds. Information Age Publishing. Charlotte, NC.

NATIONAL RECOGNITION/POPULAR PRESS

2015 The White House, *My Brother's Keeper Initiative*: Raising A Reader Named Best Practice. Annie E. Casey Foundation, *Campaign for Grade Level Reading*: Raising A Reader Identified as a Best Practice.

2014 US Department of Education, *Dual Capacity Framework for Family Engagement*: Raising A Reader Identified as a Model Practice. The White House *Initiative on Educational Excellence for Hispanics*: Raising A Reader Recognized as a Best Practice

2012 Clinton Foundation, *Too Small to Fail*, Raising A Reader Identified as a Best Practice.

- 2011 “Engage Children At Home” *USA Today*: Letter to the Editor
“Raising A Reader” New America Foundation Early Ed. Initiative Watch Podcast
“Thoughts on Public Education and Family Engagement” Silicon Valley Education
Foundation ‘Top Ed’ Blog
- 2010 “Must We Have the Digital vs. Print Battle?” *Washington Post Online*: The Answer
Sheet “Superman Can Wait-Parents Hold the Power” *Good Magazine* OpEd

CURRENT PROFESSIONAL SERVICE

2014- Present National Association of Family School and Community Engagement
Member, Founding Board of Directors
Committee Participation: Finance

2013-Present Learning Disabilities Association
Member, National Board
Officer Positions: Treasurer, 2020-21
Committee Participation: Executive Committee, Finance,

2017-Present Editorial Review Board
Learning Disabilities: A Multidisciplinary Journal. Sagamore Publishing.