

Gabrielle Elena Miller, Ed.D.

EXPERIENCE

2017-Present University of Arizona Tucson, AZ

Assistant Vice Provost, Student Support and Retention Innovation (SSRI)

Bartlett Family Executive Director, Strategic Alternative Learning Techniques (SALT) Center

As Assistant Vice Provost, SSRI responsible for supporting the development and implementation of innovative university wide interventions to support student retention and persistence.

Developed models for campus-wide service continuums, easily accessible to all students (both in person and online) allowing the development of customized supports. In collaboration with the University of Arizona Foundation, secure and grant funds to ensure that financial need is not a barrier to services..

As Bartlett Family Executive Director, SALT Center, responsible for the strategic and operational leadership of the University of Arizona's SALT Center, an internationally recognized, independently funded program that strengthens outcomes for ~700 UA degree-seeking students with mild to moderate learning and attention differences. Program integrity is enhanced by evaluation, innovative project development, strategic growth, and funding, in service of student success and UA strategic goals.

Highlights:

- Innovative engagement with Native leaders in Arizona including clinical partnership with Wassaja Carlos Montezuma Center for Native American Health and an Intergovernmental Agreement with the Pascua Yaqui Tribe.
- International partnerships with University of Macerata, Italy and American University of Iraq, Suleimani (AUIS)
- Development of new innovative models of engagement within the University of Arizona, including the College of Agriculture and Life Sciences, Intercollegiate Athletics, and University of Arizona Police Department.

- Program integrity and excellence are evident through student performance. More than 85% of SALT Center students, all of whom require additional academic and personal support, consistently maintain good academic standing.

- SALT Center's retention and graduation rates for part-time students (those who are the most likely to NOT persist through graduation) consistently exceed UArizona's. SALT Center students entering graduate school also show year over year increases.
- In partnership with UA Foundation, fundraising activity increased SALT Center's endowment from \$2.5M to more than \$15M since 2017. These funds enable grantmaking to students who would not otherwise be able to access SALT Center testing and support service.

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), at that time a supporting organization of Silicon Valley Community Foundation and the nation's most independently evaluated non-profit literacy program.

As CEO, responsible for strategic growth of the two-generational intervention approach for children at high risk for academic failure actively operating at more than 2,300 locations nationally. Developed program service model that incorporated neurobiological underpinnings of language and cognitive development to engage families and caregivers. Launched early STEM programming to expose, engage, and excite children-many of whom had no books in their homes.

Increased earned revenue and created a fundraising program within the organization. Fundraising responsibilities included active involvement in securing and stewarding gifts from individuals, corporate foundations and private foundations with more than 85% repeat funding. Engaged state and federal policy partners. Won competitive \$4M Innovative Approaches to Literacy award from the US Department of Education; assumed responsibilities as Principal Investigator. Recognized by the US Department of Education and the White House as a model program.

Successfully launched an internal warehouse and fulfillment, significantly reducing costs and shipping errors. Led national team members 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 grantmaking activities and the distribution of 16 million books to 4.5 million children annually. Supervised a team of 45 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).

Kennedy Krieger Institute, Baltimore MD.

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

Responsible for innovative program development, leading implementation of strategic plans and ensuring financial sustainability. Led efforts to develop and launch a model workforce development program for high school students with multiple and complex differences—The Kennedy Krieger High School. Anchoring the program was an innovative approach to engaging students who were among those least likely to have opportunities in STEM to participate in work-based learning activities that, for many students, resulted in post-secondary employment in a STEM-related field; most frequently software management and robotics. Stewarded relationships with private and public K-12 partners (state and federal) to launch and grow the program.

Maintained particularly strong interdepartmental ties between Kennedy Krieger's Department of Special Education, JHU School of Education and

Maryland State Department of Education associated with this work.

Johns Hopkins University, Graduate School of Education

Assistant Professor

Held joint tenure-track faculty appointment with Johns Hopkins University and Kennedy Krieger Institute.

Assumed increasing responsible roles in graduate student instruction, pre-service supervision and research spanning both organizations. Instructional responsibility for core courses as well as supervision of pre-service graduate practicum students. Assumed administrative responsibilities as assigned.

Participated in clinical research projects associated with KKI's Department of Neurology. Led MSDE funded early childhood research projects and developed personal research interests in post-secondary transition and career paths of non-traditional learners.

EDUCATION

Ed.D. The Johns Hopkins University, Education

MS Ed. The Johns Hopkins University, Education & Administration

BS Ed University of Delaware, Education

SELECTED FUNDING/PROGRAM EXPANSION PROJECTS

University of Arizona Foundation(2023-Present) *Establishment of the Bartlett Family Endowed Executive Directorship*, University of Arizona
\$1,500,000

University of Arizona Foundation (2023-Present) *Additional funding to the Bruce R and Patricia A. Bartlett Endowed Fund for Research and Best Practices for Alternative Learning Techniques in the SALT Center*. \$1,000,000

University of Arizona Foundation (2022) *Program Advancement/General Operating Support*. \$125,000

University of Arizona Foundation (2020) *Development of a Campus-wide innovative continuum of services for students with ADHD and other learning challenges*. \$250,000.

University of Arizona Foundation (2020) *General Operating Support/COVID*. \$400,000.

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

University of Arizona Foundation 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.

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.

Miller,G., PI. (2021-2014) US Department of Education, Innovative Approaches to Literacy *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.

Miller, G., Church, R.P., and Trexler, M. (2000). Teaching Diverse Learners Using Robotics. In Druin, A. & Hendlar, J. (Eds.) *Robots for Kids: Exploring New Technologies for Learning* (pp.165-192). Morgan Kauffman.

INVITED PRESENTATIONS /PUBLICATIONS

Miller, G. (2023). *“What can higher education and nonprofits learn from each other?”* Turbeville Speakers Series Frances McClelland Institute, University of Arizona College of Human Ecology.

Horowitz, S., Miller, G., Johnson, A., Cannon, A. (2021). *Serving working adult students with learning disabilities: Supporting economic mobility through education.* Guild Education. May, 2021

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

2010 "Superman Can Wait-Parents Hold the Power" *Good Magazine* OpEd

CURRENT PARTNERSHIPS

- 2023-Present Intergovernmental Agreement: Pascua Yaqui Nation, Centered Spirit Program for Behavioral Health Student assessment and community health support.
- 2022-Present Wassaja Carlos Montezuma Center for Native American Health University-based and community innovations for student success
- 2022-Present American University of Iraq, Sulaimani Consultation, training and professional development to build staff capacity in effectively engaging neurodiverse students.

PROFESSIONAL SERVICE

- 2023-Present Scientific Advisor: University of Macerata Macerata, Italy International Committee on the Social Inclusion of Individuals With Disabilities: Project engagement, editorial review.
- 2024-Present Learning Disabilities Foundation of America Member, Board of Trustees
- 2017-2024 Learning Disabilities Association Member, National Board
Officer Positions: Vice Chair, 2022-2023, 2023-2024
Treasurer, 2020, 2021
Committee Participation: Executive Committee, Finance, Executive
Editorial Review Board
Learning Disabilities: A Multidisciplinary Journal. Sagamore Publishing.