

FEF FOCUS

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President's Message

Guided by the belief that education is an essential tool for improving communities and changing lives, the Florida Education Fund continues to seek ways to enhance and amplify the educational opportunities we provide our constituents. As a result of endowment growth and higher legislative appropriations, grants, and unrestricted donations, we have increased the number of Fellowships offered, augmented our support services, and expanded our pre-college academic enrichment programs.

To help improve our communities, we also require our fellows to conduct research to address significant challenges affecting our nation's health, economy and security. We want them to be the world's leaders in innovation and problem solving. As you will read below, McKnight Doctoral Fellow (MDF) Tanisha Hill-Jarrett has met this mandate through her research on neuropsychology. She has published several articles focusing on the effects of brain injury on attention and cognition. According to experts in the field, "[S]ince attention skills are considered a 'building block' of higher level skills (such as memory and reasoning), people with attention or concentration problems often show signs of other cognitive problems as well." Thus, Tanisha is attempting to develop new therapies that will significantly

reduce the impact of brain injury on attention and cognition.

You also will read about McKnight graduates who help fulfill our goals not only by the research they conduct, but by creating opportunities for other students to pursue Ph.D.'s. Our alumna Dr. Cinthia Saturnino of the University of Connecticut, along with co-chair Dr. Rebecca Perren of California State University, San Marcos, another MDF graduate, now leads The PhD Project Committee on Hispanic Excellence, which is part of the White House Initiative on Educational Excellence for Hispanics. The PhD project, like our MDF program, helps students from under represented groups gain admission to graduate school and supports them through their programs.

Our Fellows also fulfill our mission by continuing to help us provide academic support to pre-college students through our Centers of Excellence. As role models and mentors, McKnight Fellows serve as officials and write questions for our competitions in mathematics, reading, history, and writing. In addition, their research on best practices for enhancing student academic skills and subject matter proficiency inform development of our effective and innovative summer reading, writing, science, and applied math camps. Also as you will read, our Ph.D. graduates and matriculates have helped FEF expand our

high and middle school CodeMasters program to not only heighten our pre-college student's awareness and exposure to computer science and mathematics, but also provide opportunities for them to learn how to develop mobile apps to manage an urban center and aquaponics farms. And, even more important, this truly innovative program will help our students understand the significance of agriculture, business management and entrepreneurship. Since most school districts across the nation do not offer these types of programs, we are helping to fill a significant educational gap for poorly funded schools in Miami-Dade County in particular and the United States generally.

Thus, at all levels, our steadfastness and willingness to grow and form new alliances, explore different options, and creatively respond to problems has served us well. We pledge to continue to aggressively pursue new partnerships, new ideas, and new methods for improving our programs and, in turn, the lives of the people we serve.



Dr. Lawrence Morehouse
President & CEO

McKnight Annual Fellows Meeting Speakers Provide Salient Advice

At the 2016 McKnight Annual Fellows Meeting, Guillermo "Willy" Prado told a luncheon crowd about his journey to becoming an impactful scholar and dean of the University of Miami (UM) Graduate School. The first person in his family to attend college, Dean Prado didn't intend to pursue a Ph.D. He earned bachelor's degrees in math and statistics from the University



Dr. Guillermo Prado

of Florida and, three years later, his master's in statistics from the University of Miami. Unready for a full-time position, Prado continued his studies while lecturing and conducting research. Within a few years, he had earned his Ph.D. in epidemiology and public health at UM and has flourished there ever since. Colleagues there describe the affable, energetic dean as a "superstar" and "the best of the best."

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MDF Alumna Dr. Cinthia Satornino: Excellence in Teaching

Along the winding path that led her to doctoral studies in 2010, Dr. Cinthia Satornino's many occupations included financial advisor, university administrator, co-founder of an after school program for at-risk middle school students, and stained glass artist. At key points in her life, she realized her goals required her to know or do something new, meaning she had to return to school or start a new job. She acquired many skill sets in the process, but her journey took a while.



Dr. Cinthia Satornino

Cinthia grew up with her siblings in Orlando, of Colombian and Italian heritage, with parents who emphasized education as a means to success. Still, Satornino sometimes sidelined her formal education in favor of work and philanthropic pursuits. While she was an undergraduate at UCF, she also worked in the financial district and started an after school program for middle school students, but resigned to learn how to run a non-profit. Eventually, she completed her bachelor's degree in liberal studies and engineering/behavioral sciences with a minor in business. Three years later, she

earned her MBA at the University of Florida in marketing, management consulting, and entrepreneurship, and three years after that, Satornino became a McKnight Doctoral Fellow and re-entered academia for her doctoral program in marketing at Florida State University.

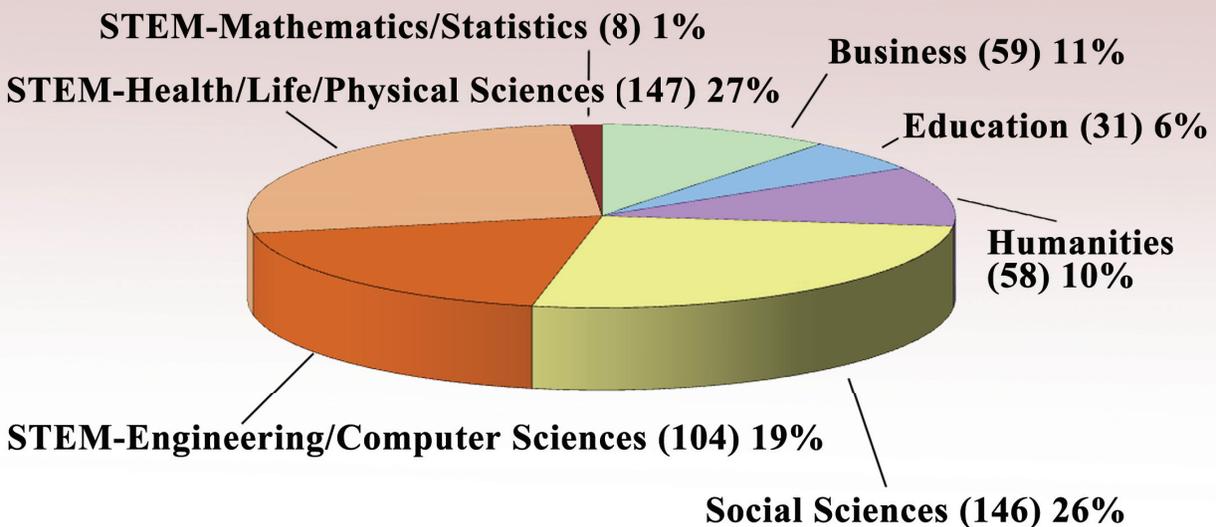
In 2014, she earned her Ph.D. and became an assistant professor of marketing at Northeastern University. She moved to the University of Connecticut this year.

In 2016, she and another McKnight alumna, Dr. Rebeca Perren, were honored by the White House Initiative on Educational

Excellence for Hispanics for their superior work as both university professors and role models. Satornino also has been honored by *Diverse Magazine* as a 2016 Emerging Scholar, and her research has won the 2016 Ronald Copeland Best Paper award and the *Journal of Marketing's* 2016 Excellence in Research Award. Dr. Satornino is also the co-founder of Cordoba Parsons, a business consulting firm.

Since 1984, the McKnight Doctoral Fellowship Program (MDF) has awarded 1,081 Fellowships to African American and Hispanic students. Since the first Fellow graduated in 1988, an unprecedented 553 Fellows have earned Ph.D.'s. This achievement is all the more remarkable, given that the National Research Council reports the average time for doctoral degree completion as 7 years and 3 months, while MDF graduates boast an average completion time of just 5 years and 6 months.

553 MDF GRADUATES



McKnight Annual Fellows Meeting Speakers Provide Salient Advice

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Dr. Prado addressed the audience while standing among luncheon tables, having quickly abandoned the stage following his introduction. Mentoring and networking featured prominently in his life story as well as in his “Ten Rules for Ph.D. Students.” Illustrating rule six (“don’t burn bridges”), Prado recounted his worries when his NIH program officer left in the middle of a grant period; however, he was relieved to learn that the replacement officer was a student he knew from eight years before.

Like Prado, our Annual Meeting reception speaker, Dr. Juan Gilbert, was the first in his family to go to college and later became the first African American to earn a Computer Science Ph.D. from the University of Cincinnati. Now, as endowed professor and chair of the Department of Computer & Information Science & Engineering at the University of Florida, he has made it his mission to advance not only human-centered computing, but also greater inclusion of underrepresented minorities (URMs) in the sciences. Embracing the conference theme, Dr. Gilbert contended that our scholars’ imperative “to meet the demands of a changing world” is particularly multi-faceted. Besides the “standard” academic requirements for research, teaching, and service, URMs in his field must help underrepresented minority communities engage with technology. Furthermore, he believes all McKnights (and all URMs) should help increase the number of culturally responsible researchers of color who excel academically, succeed professionally, and positively impact the community and world.

Dr. Gilbert provided examples of his work that help fulfill this mission. He has launched technology to extend voter acces-



Dr. Juan Gilbert

sibility to the disabled and illiterate without compromising their privacy or independence; a web series, Lab Daze, to illustrate, demystify, and debunk stereotypes about the lives of young scientists; and racing competitions of brain-interface drones. His other projects tackle gun violence, the education of diverse populations, affirmative action, texting while driving, and start-up companies.

While Gilbert uses futuristic technology to address problems, Dr. Rick Kittles mines the molecular past – our DNA, to research the genetics of disease. At a packed Saturday morning session, Dr. Kittles discussed the science of health disparities. The self-described genetic epidemiologist was in graduate school when the Human Genome Project launched, but noticed “no one wanted to study Africa.” With almost half of all genetic variations limited to African populations, science was being constrained. As a doctoral graduate student, and later at Howard University, Dr. Kittles began work toward developing a comprehensive African genealogy database. Dr. Kittles is Professor (Surgery, Public

Health, and Cancer Biology) and Director, Center for Population Genetics at The University of Arizona, as well as co-founder of AfricanAncestry.com, which helps people trace their African lineage. He is interested in the relationship of genetics and environment to cancer risk, particularly prostate cancer. As his research is intensely connected to community and family, he exhorted the audience to also connect their work to a larger purpose.



Dr. Rick Kittles

Besides mastering math and science, he said, you must learn how to interact with other scholars. Science is getting bigger and bigger; it’s “Team

Science,” where you may have to work with “folks not in the same room.” As an example, Kittles described how his work encompasses anthropology, social science, and biology, among other specialties.

To succeed, he elaborated, you must become a good story teller, able not only to explain your research, but also to convince funders, administrators, colleagues, and the public that your work is consequential.

Dr. Guillermo Prado’s Ten Rules for Ph.D. Students

10. Have a tough skin; this is a career of rejection.

9. Choose great mentors, and listen to them. Mentors may be coaches or sponsors and may be helpful in one or more particular areas, such as your career or in one aspect of research. Sometimes you must look for them.

8. Network and surround yourself with the best mentors, colleagues, and teams.

7. Toss the 40 hour work week, but learn to balance work with family.

6. Don’t burn bridges.

5. Get plenty of feedback.

4. Stay focused.

3. Learn to say “no.”

2. Learn to delegate; let others grow.

1. Love what you do and stay humble throughout the process.

McKnight Doctoral Fellow Profile: Tanisha Hill-Jarrett

Tanisha Hill-Jarrett's determination to enter a Ph.D. program in psychology was sparked by her senior project and volunteer work in high school, but even before she attended kindergarten, her mother and grandmother had instilled the value of education and hard work. Their nurturing took her from an idyllic childhood in New Brighton, Pennsylvania, to the University of Pittsburgh on full scholarship. She graduated *summa cum laude* in psychology with a minor in neuroscience and conducted research under the auspices of the University's year-long bridge program before successfully applying for McKnight and the University of Florida.

As a graduate student, Tanisha has compiled an impressive list of honors, presentations and publications. She not only received the 2016 Dissertation Award from the American Psychology Association's Society for Clinical Neuropsychology, she also published the results of her Master's thesis in the *Journal of Brain Injury*. Her study focused on the use of EEG to examine the neural level effects of moderate and severe brain injury on component processes of visuospatial attention. "Spatial attention allows humans to selectively process visual information through prioritization of an area within the visual field," she explains. Some of the com-

mon problems associated with brain injuries include loss of the ability to solve mathematical equations, make sense of letters and numbers, read, engage in sports and other physical activities, and navigate mazes and maps.

As a Ph.D. candidate, Tanisha now focuses her research on traumatic brain injury and uses a cross sectional, between-group design to compare the overall neuropsychological performance and neuroimaging findings of traumatic brain injury survivors to demographically-matched healthy controls.

In addition to publishing the results of her Master's thesis, Tanisha is lead author on four published articles. She also has presented 15 papers at prestigious professional conferences, received three grants, and landed a coveted and important internship at Emory University's Grady Memorial Hospital. What makes these accomplishments truly amazing is the work has been done while pursuing her master's and Ph.D. full time.



MDF Fellow Tanisha Hill-Jarrett

This year, Tanisha will complete her pre-doctoral internship at Grady Memorial, finalizing her clinical training in adult/geriatric neuropsychology. The internship comes after a grueling process known as "the Match," which is akin to the medical student's path to residency. A year before her internship, she and other graduate students tallied their clinical hours, noting details of patient demographics and populations, to be electronically evaluated. These scores were then

used in conjunction with their (four) essays, recommendations, cover letters, and (hopefully) interviews to match them with intern positions. Often, there are more applicants than available positions.

Invited to several interviews prior to her move to Atlanta, Tanisha chose Grady Memorial, describing it as her "perfect internship," because the Hospital is a Level I Trauma Center providing "all aspects of treatment—from acute care all the way up to rehabilitation." As her primary research interest involves the effects of brain injury on attention and cognition, Tanisha is grateful to have opportunities to observe and treat patients with these injuries, while also seeing those with Alzheimer's, dementia, epilepsy, and psychiatric disorders.

Her secondary research interest, "given that aspects of culture permeate both research and clinical practice," is culturally diverse neuropsychological assessment and measurement. Tanisha's research in this area includes using advanced statistical techniques to ensure a measurement tool is equivalent for disparate racial groups and examining whether a standard questionnaire appropriately assesses HIV-positive individuals.

When she chose to pursue psychology back in high school, Tanisha knew she wanted a career where she could treat and induce positive change in diverse patients. Now, with her demonstrated expertise in understanding the biology of behavior, combined with the ability to relate to human experiences, she is poised for just such a career.

Tanisha Hill-Jarrett attributes much of her success in graduate school to the support she receives from the McKnight Doctoral Fellowship Program:

Beyond the abundance of academic and career resources offered, I think the thing that has been the most helpful about the Fellowship is that I have a built-in lifetime network of Fellows (both current and former) who provide me with genuine support. The support ranges from academic to professional to personal support...and the McKnight Fellows and staff are here to see me succeed and are making major moves in the process as well!

I think what is most comforting is to be amongst graduate students and professionals who understand your struggles... The McKnight Fellowship has done an amazing job of fostering a family environment of connectedness, all the while facilitating professional/career development. I feel completely comfortable reaching out to former, more experienced Fellows for advice and also feel like I am at a point where I have experiences to offer to other matriculating Fellows. All you have to do is mention that you're a McKnight Fellow, and there are no questions asked.

...Throughout my time, I have felt incredibly supported, encouraged, and pushed to succeed and complete my doctoral degree. Throughout graduate school, I have attended a number of conferences, but I have never felt as much at home as I do when I attend the McKnight Conferences. In fact, I look forward to reconnecting every time with my McKnight fam!

FEF to Teach Youth to Develop Mobile Apps to Manage An Urban Center/Aquaponics Farm

In keeping with our commitment to expose underserved pre-college students to Science, Technology, Engineering, and Math, beginning this summer, FEF will teach students in Northwest Miami-Dade how to develop mobile apps and use other technology to help market and operate a multifaceted urban center.

The center, called the Thrive Campus in downtown Opa-locka, includes a fully functioning aquaponics farm to address the lack of affordable, healthy food options available in the City, a designated food desert; a commercial kitchen to help grow minority-owned small food businesses; a pop-up market to sell fresh produce grown on the farm as well as goods from local culinary entrepreneurs; an office building that houses all operations of a busy community development corporation and a youth wellness clinic; a community tech center; and an integrated arts charter middle and high school.

Once complete, the Campus will promote urban farm-to-table healthy eating and living and varied new opportunities to stimulate the well-rounded growth and development of residents, 40% of whom live below the federal poverty line.

FEF will work with 30 disadvantaged area residents, students in grades 6 through 12, to help them build and run the multifaceted technology-based service delivery platform that will power and manage the farm and Campus. FEF technology instructors will teach youth the coding, web/app development, and design skills needed to use

and adapt current software and build new mobile apps to design and manage the farm; market the Campus; and meet the ordering and scheduling needs of Campus facilities.

Specifically, students will develop a mobile app that will help them manage their plots at the urban farm—track the entire crops lifecycle and determine crop rotation, farm output, watering and fertilizing schedules—and then price and market their crops to on-site businesses and commercial kitchen tenants.

They also will develop apps to manage booths and provide information on products and vendors selling at the pop-up market and to coordinate use of other facilities, including the commercial kitchen, such as booking time slots for kitchen rentals and public/private demonstrations.

In addition, students will design and create 3-Dimensional prototypes for the farm and other Campus facilities; design branding and marketing posters and other materials to promote Campus work, events, or ideas; and create video and visual documentation

of their processes and achievements for archival and replication purposes.

To help ensure students gain a comprehensive understanding of how the Campus operates and how technology can enhance the activities and benefit users of the Campus, youth also will participate in hands-on activities through this project. They will spend time on the farm learning how to manage and grow fresh produce and keep inventory of tools and supplies. They also will work alongside food entrepreneurs in the commercial kitchen and pop-up market to learn valuable entrepreneurial skills in developing products and creating marketing campaigns and pitches that maximize sales.

The project not only will make sophisticated technology accessible to Opa-locka youth for the first time, but also provide them with their first opportunity to learn to integrate technology, agriculture and business skills to maximize the growing potential of facilities necessary for and useful to their community.

FEF Initiates New State Mobile App Competition for National Achievers & Believers

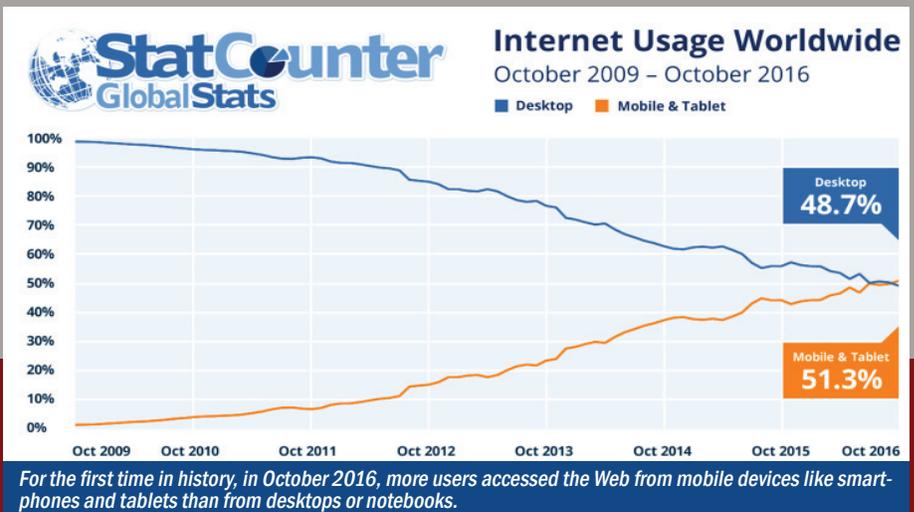
In his support of computer science education, President Obama has said, “if we want America to stay on the cutting edge, we need young Americans...to master the tools and technology that will change the way we do just about everything.” FEF agrees and, since 2009, has offered summer and after school programs that engage underserved students in the challenging programming aspect of computer science.

Now, in March 2017, we are launching our own statewide competition, the NAS Codes App Challenge, to give our National Achievers and Believers an opportunity to learn collaboration, critical thinking, problem solving, STEM and coding skills, as teams create and pres-

ent mobile apps for a chance to win prizes. Challenge teams may use any programming language they choose to develop their apps.

For this first year of the Challenge, the maximum number of teams from our Centers of Excellence, ten, have registered, with all but one competitor listing no prior coding experience. We thus will begin the Challenge day teaching design, computational thinking, and coding skills students can use throughout the day to create their submissions.

This year’s goal is to provide a hands-on learning experience that will spur competitors to continue exploring various aspects of computer science when they return home.



Tribble Award Finalists Discuss Benefits of Membership in National Achievers Society

Each year, FEF presents the Israel Tribble, Jr., State Achiever of the Year Award to recognize the local Achiever of the Year who has demonstrated the greatest leadership and achievement. Printed below are excerpts from the award application essays submitted by this year's finalists.

Molesha Perkins, Santa Fe College Center of Excellence Achiever of the Year



The National Achievers Society (NAS) has made a major impact on my life, providing the opportunities to participate in different community service projects, take on leadership roles, and interact with role models and people in need.

My name is Molesha Perkins, and I was inducted into NAS when I was in 3rd grade in 2008. On induction night, I knew I was joining a truly rewarding program, through which I would start contributing great work to my community. Although I had been involved in the community through different outlets, I knew that no other community service projects would compare to those I would participate in with the National Achievers.

As a part of NAS, I have helped with projects that everyone should have the chance to take part in, because they have been life changing for me and the individuals receiving the benefits. The most memorable projects include Farm Share, which is a USDA food distribution program, and a project with Character Speaks, Incorporated, where I helped produce a video for youth on job interviewing skills.

Another benefit I received from my NAS membership was the opportunity to compete on the History and Culture Brain Bowl team, which I have done since 7th grade. Being a member of that team enabled me to learn more about my culture and different related events throughout history that are not taught in school.

I also received my first leadership opportunity on the team in 8th grade as the Co-Captain, and that same year the coach saw my dedication and determination and

promoted me to team Captain. I held that title through 11th grade and that year led the team to victory in the county and regional competitions.

Also in 11th grade, I was elected vice president of my local NAS chapter and have had several opportunities to run our meetings, enhancing my public speaking skills. I am now the president, with even greater responsibility.

These and other opportunities with NAS have helped me decide my career goals. I would like to become a pharmacist so I can continue helping people in need, distributing necessary medicine and educating people on medications prescribed. As a pharmacist, I look forward to continuing to fulfill the call to service first instilled in me as a member of NAS, by helping contribute to the wellness and good health of people in my community.

Sidney Lyght, Tallahassee Area Coalition Center of Excellence Achiever of the Year



As my senior year ends, so does my participation in this great organization that I have been part of for nearly ten years of my life. Being a part of NAS was inevitable, as my older sister was a member until she graduated from high school and talked about her positive experiences so frequently that I couldn't wait to join. Although I enjoy many aspects of participating in the organization, my favorite by far is attending the Annual NAS State Summit. From the competitions to the educational workshops to the Summit ceremonies, everything about the annual event makes NAS exciting for me.

NAS also has presented me with significant learning experiences in the form of the many academic competitions I have participated in from a young age. I am confident those competitions have helped me develop my analytical thinking and leadership abilities, as well as the desire to continuously work to improve my skills. I honestly do not think I would be the high achieving student or the person I am today without NAS.

Having gained so much from the organization, every now and then I think about its future, which I know will motivate me to support NAS any way I can once I graduate from high school. I understand firsthand the positive effects interacting with former members can have on current students, and I hope to contribute to greater NAS alumni involvement.

Sometimes former Achievers come to speak at the Annual Summit, but we need even more graduates to return to our local Centers. I have enjoyed meeting past members and hearing them talk about their experiences in NAS and in college, and their stories have inspired me to work even harder to surpass their achievements. As I prepare to graduate, I vow to provide the same motivation for NAS members who will follow.

NAS has had a huge positive impact on my life, and I will value the experiences and amazing people I have connected with as a member. I am grateful that I will be able to apply all I have learned here as I move on to the next stage of my education.

Laws of Life Essay Senior Contest Winner Jai Brown: Motivated by Setbacks

Annually, students in grades 3 through 12 compete in the FEF's Laws of Life Essay Contest, which requires them to exercise writing and critical thinking skills as they communicate the principles that guide their lives. Each contestant selects a quotation that expresses a key value and explains in the essay why she or he feels the chosen value is important. Senior Jai Brown based his winning essay on the following quotation:

You may not control all the events that happen to you, but you can decide not to be reduced by them. —Maya Angelou

Hillsborough County COE Adopts High Need Elementary School

Although FEF's Centers of Excellence provide services largely to high achieving honor students inducted into our National Achiever's Society (NAS), one of our oldest Centers has begun to disrupt the pattern in a significant way. This year, the 33-year Hillsborough County COE, led by Dr. Mary Lindsey, has adopted the entire public, Title I Clair Mel Elementary School.

98% economically disadvantaged and 92% racially/ethnically minority.

After receiving a \$2,000 Martin Luther King Day of Service grant from Hillsborough Community College, the COE surveyed families at Clair Mel to determine how to best use the funds to help students. Survey results revealed that families struggle greatly with providing food and clothing due to limited income and unemployment.



Clothes closet, left, and food pantry, right, established at Clair-Mel by the Hillsborough County COE

and science, respectively, which landed the School on the State list of 300 lowest performing elementary schools.

To help students one-on-one with their school work, the Center will open and staff an Academic Enrichment (tutoring) Center on Clair Mel's campus.

Also, last month, although few Clair Mel students meet the NAS 3.5 grade point average requirement, the COE inducted the School's entire 5th grade class, 120 students, into NAS as Believers. Believers are students whom FEF recognizes as academically determined to work diligently to become National Achievers and whom we fully support in that endeavor. "We are going to spend the time, energy, and resources it takes to ensure these students are ready to transition to middle school and also help transform Clair Mel into an 'A school,'" says Dr. Lindsey.



Hillsborough County COE Director Dr. Mary Lindsey and Board Chair Dr. Samuel Wright, back, right, with school officials at food pantry ribbon cutting

In response, the COE and partners first installed a food pantry at the School, stocked with canned and dry goods and other groceries, and later added a clothes closet, filled with clothing, shoes and back packs. To shop at the pantry and closet, families apply with the school social worker.

Now the Center plans to address academic performance at Clair Mel, which received a "D" after the 2016 round of state-wide assessments. On those tests, 36%, 38%, and 40% of students demonstrated proficiency in English language arts, math,

Clair Mel is located in the high need community south and east of downtown Tampa and serves a student body that is



Clair-Mel 5th graders recite the NAS pledge at their NAS Induction Ceremony.

Laws of Life Senior Essay Contest Winner Jai Brown: Motivated by Setbacks

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At the age of 14, I interviewed for a job as a bagger at Publix. I had no prior work experience and was not very hopeful I would land the job. However, the Store Manager asked me whether I had ever volunteered in my local community. I had recently completed volunteer hours at the Second Harvest Food Bank, which is a nonprofit organization that collects, stores and distributes donated food to more than 550 feeding partners in six Central Florida counties. The Store Manager mentioned that Publix is a major sponsor of that organization, and I walked out of the interview with my very first job, just in time.



UCF-McKnight COE Achiever Jai Brown

Soon after, my mom was laid off unexpectedly due to a company reorganization at her job. I became the primary breadwinner in

the household after this giant setback. I was responsible for paying for all utilities and provided my mother with gas money so she could get to interviews around Central Florida. I also had to encourage my mom to remain positive and assure her that things would get better for us. I would sometimes ask my Store Manager for additional hours, as I knew I needed more money to ensure the bills were paid every month. Maintaining steady employment throughout my high school years was tough but critical, because I sustained our household and alleviated my mother's stress.

I learned a great deal about money and finances through this experience. More importantly, I learned that I don't want to settle for a regular job and living from paycheck to paycheck. I came to the realization that I want to be different and carve my own path on a road not traveled by anyone around me. I look forward to starting on that path when I enroll at the University of South Florida in the fall to study electrical engineering.

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Upcoming FEF Events

June 23-24, 2017	MDF New Fellows' Orientation, Tampa
July 23-28, 2017	MDF Summer Research and Writing Institute, Tampa
October 13-15, 2017	MDF Annual Fellows' Meeting, Tampa

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The FEF's mission is to strengthen the larger community by creating and implementing programs and services that lead to greater educational advancement for historically underrepresented groups.

For information on how you may support FEF programs, please call 813-272-2772.

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