

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

The National Professional Development Program

CFDA # 84.365Z

PR/Award # T365Z160155

Grants.gov Tracking#: GRANT12100959

OMB No. 1894-0006, Expiration Date: 11/30/2017

Closing Date: Feb 19, 2016

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

| | | |
|--|--|--|
| * 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application | * 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision | * If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/> |
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| | |
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| * 3. Date Received: <input type="text" value="02/19/2016"/> | 4. Applicant Identifier: <input type="text"/> |
|--|--|

| | |
|--|---|
| 5a. Federal Entity Identifier: <input type="text"/> | 5b. Federal Award Identifier: <input type="text"/> |
|--|---|

State Use Only:

| | |
|---|---|
| 6. Date Received by State: <input type="text"/> | 7. State Application Identifier: <input type="text"/> |
|---|---|

8. APPLICANT INFORMATION:

| | |
|---|--|
| * a. Legal Name: <input type="text" value="Butler University"/> | |
| * b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="35-0867977"/> | * c. Organizational DUNS: <input type="text" value="0795731920000"/> |

d. Address:

| |
|--|
| * Street1: <input type="text" value="4600 Sunset Avenue"/> |
| Street2: <input type="text"/> |
| * City: <input type="text" value="Indianapolis"/> |
| County/Parish: <input type="text"/> |
| * State: <input type="text" value="IN: Indiana"/> |
| Province: <input type="text"/> |
| * Country: <input type="text" value="USA: UNITED STATES"/> |
| * Zip / Postal Code: <input type="text" value="46208-3443"/> |

e. Organizational Unit:

| | |
|--|-------------------------------------|
| Department Name: <input type="text" value="College of Education"/> | Division Name: <input type="text"/> |
|--|-------------------------------------|

f. Name and contact information of person to be contacted on matters involving this application:

| | |
|---|--|
| Prefix: <input type="text"/> | * First Name: <input type="text" value="Taura"/> |
| Middle Name: <input type="text"/> | |
| * Last Name: <input type="text" value="Edwards"/> | |
| Suffix: <input type="text"/> | |

| |
|--|
| Title: <input type="text" value="Director"/> |
|--|

| |
|--|
| Organizational Affiliation: <input type="text"/> |
|--|

| | |
|---|----------------------------------|
| * Telephone Number: <input type="text" value="317-940-9766"/> | Fax Number: <input type="text"/> |
|---|----------------------------------|

| |
|---|
| * Email: <input type="text" value="tbedward@butler.edu"/> |
|---|

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.365

CFDA Title:

English Language Acquisition State Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-121115-001

* Title:

Office of English Language Acquisition (OELA): National Professional Development Program CFDA Number 84.365Z

13. Competition Identification Number:

84-365Z2016-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Project Prepare, Advocate, Collaborate, and Empower at Butler University

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

| | |
|---------------------|---|
| * a. Federal | <input type="text" value="2,027,155.00"/> |
| * b. Applicant | <input type="text" value="0.00"/> |
| * c. State | <input type="text" value="0.00"/> |
| * d. Local | <input type="text" value="0.00"/> |
| * e. Other | <input type="text" value="0.00"/> |
| * f. Program Income | <input type="text" value="0.00"/> |
| * g. TOTAL | <input type="text" value="2,027,155.00"/> |

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

| | |
|---|---|
| <p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Taura Edwards</p> | <p>TITLE</p> <p>Director</p> |
| <p>APPLICANT ORGANIZATION</p> <p>Butler University</p> | <p>DATE SUBMITTED</p> <p>02/19/2016</p> |

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

| | | |
|--|--|--|
| 1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance | 2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award | 3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change |
| 4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: <input type="text" value="Butler University"/> * Street 1: <input type="text" value="4600 Sunset Avenue"/> Street 2: <input type="text"/> * City: <input type="text" value="Indianapolis"/> State: <input type="text" value="IN: Indiana"/> Zip: <input type="text" value="46208-3443"/> Congressional District, if known: <input type="text" value="IN-007"/> | | |
| 5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: | | |
| 6. * Federal Department/Agency: <input type="text" value="US Department of Education"/> | 7. * Federal Program Name/Description: <input type="text" value="English Language Acquisition State Grants"/> CFDA Number, if applicable: <input type="text" value="84.365"/> | |
| 8. Federal Action Number, if known: <input type="text"/> | 9. Award Amount, if known: \$ <input type="text"/> | |
| 10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="n/a"/> Middle Name <input type="text"/> * Last Name <input type="text" value="n/a"/> Suffix <input type="text"/> * Street 1 <input type="text" value="n/a"/> Street 2 <input type="text"/> * City <input type="text" value="n/a"/> State <input type="text" value="IN: Indiana"/> Zip <input type="text"/> | | |
| b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="n/a"/> Middle Name <input type="text"/> * Last Name <input type="text" value="n/a"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/> | | |
| 11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Taura Edwards"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="n/a"/> Middle Name <input type="text"/> * Last Name <input type="text" value="n/a"/> Suffix <input type="text"/> Title: <input type="text"/> Telephone No.: <input type="text"/> Date: <input type="text" value="02/19/2016"/> | | |
| Federal Use Only: | | Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97) |

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDOcketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

| | | | |
|--|----------------|-------------------|-----------------|
| | Add Attachment | Delete Attachment | View Attachment |
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CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

| | |
|--|--|
| * APPLICANT'S ORGANIZATION Butler University | |
| * PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE | |
| Prefix: <input type="text"/> | * First Name: <input type="text" value="Taura"/> Middle Name: <input type="text"/> |
| * Last Name: <input type="text" value="Edwards"/> | Suffix: <input type="text"/> |
| * Title: <input type="text" value="Director"/> | |
| * SIGNATURE: <input type="text" value="Taura Edwards"/> | * DATE: <input type="text" value="02/19/2016"/> |

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Project PACE (Prepare, Advocate, Collaborate, & Empower) Butler University, Indianapolis, IN

Indiana has a shortage of licensed English as a New Language (ENL) teachers. Many Indiana schools are providing ENL services through literacy coaches, special education teachers, content area teachers, or paraprofessionals who have little to no training in teaching ENL.

Federal funding will allow our partnership to promote improved EL academic achievement and enriched content area and English language development instruction of EL students through the attainment of the following goals: **Goal 1.** 20 unlicensed teachers or paraprofessionals from partnership schools who currently hold bachelors' degrees in licensable content areas will earn a content area teaching license with an ENL dual license. **Goal 2.** 60 practicing, licensed teachers from partnership schools will add an ENL license to existing content area license. **Goal 3.** College of Education (COE) ENL, reading, special education, and early childhood faculty will collaborate with each other and with representatives of Indiana immigrant communities to integrate systematically ENL theory, research, and practice throughout the curriculum. **Goal 4:** COE faculty will engage in ongoing licensure program assessment and improvement for supporting K-12 EL students. These goals will address the following grant priorities:

Absolute Priority-Providing Professional Development to Improve Instruction for English Learners. Eighty teachers will complete ENL licensure coursework and university faculty will collaborate with key stakeholders to integrate systematically ENL theory, research, and practice throughout the curriculum.

Competitive Preference Priority 1—Moderate Evidence of Effectiveness The theoretical and research framework for our ENL licensure program integrates the TESOL Standards for P-12 Teacher Education Programs, evidenced-base practice from the What Works Clearinghouse (WWC), and other best-practices theory and research in educational practices for which there are no studies that meet the WWC criteria. Classroom interaction, peer tutoring, and academic discourse (Calderon, Hertz-Lazarowitz, & Slavin, 1998; Saunders, 1999; Saunders & Goldberg, 1999), in depth, integrated, sustained vocabulary instruction and development (August, et al., 2009; LeSaux, et al., 2010; LeSaux, et al., in press), guided reading (Calderon, Hertz-Lazarowitz, & Slavin, 1998), writer's workshop with explicit language instruction (Kim, et al., 2011), and supportive content instruction (August, et al., 2009; Brown, et al. 2010) are examples of instructional practices that meet the WWC criteria and which form an integral component of our program model. The project evaluation will use a quasi-experimental design that meets the What Works Clearinghouse Evidence Standards with Reservations. The team will engage in an ecobehavioral analysis of classroom instructional practices and analyze the data in three ways: molar descriptions, molecular descriptions, and product-process analysis. This analysis will show the probability relationships between instructional practices, EL student language and academic behavior, and EL student outcomes on the WIDA ACCESS 2.0 language proficiency assessment. The project will compare outcomes for EL students of project participants with similar non-participants using an Analysis of Covariance (ANCOVA).

Competitive Preference Priority 2—Improving Parent, Family, and Community Engagement

As part of the teacher preparation curriculum revision, university faculty members and project participants will collaborate with EL students, their families, and their communities to develop workshops on culturally responsive instruction for schools and college/career readiness workshops for parents.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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Project Prepare, Advocate, Collaborate, & Empower (PACE)

Central Indiana, like many urban centers and suburban areas, is experiencing unprecedented growth in the number of EL students enrolled in schools. According to the Indiana Department of Education (IDOE), Indiana had 61,359 English learner (EL) students enrolled in public, private, and charter schools as of the 2014-2015 academic year. This represents a 92% increase in EL students over the past decade. The challenges facing Indiana schools come not from numbers of EL students alone, however. The influx of refugees from Burma/Myanmar, Iraq, The Congo, Eritrea, Somalia, Bhutan, China, Afghanistan, and Syria bring additional complexity related to the increasing cultural, linguistic, and educational diversity of the EL students and their families. Currently, for example, 259 languages are spoken by students and their families in Indiana schools.

Despite the rapidly growing need, there is a palpable shortage in Indiana of licensed ENL teachers and content area teachers with expertise in teaching EL students. Indiana has only 597 certified ENL teachers teaching in public, charter, and private schools (a ratio of 103 students per ENL certified teacher). However, since the IDOE does not track the person providing direct ENL instruction to students, there is no way to know if these teachers are actually serving any EL students.

As a consequence of the teacher shortage, many Indiana schools are providing ENL services through literacy coaches, special education teachers, content area teachers, or paraprofessionals who have little or no training in teaching ENL. According to our discussion with IDOE representatives (2/3/2016), "Indiana does not have enough EL teachers in order to provide federally mandated English language development services. Many ELs are being served

by bilingual paraprofessionals under the supervision of an ENL teacher for ELD (English language development) services. These paraprofessionals often have 1-3 days of training.” Currently, under Indiana law, teachers who earned Indiana licenses before 2002 (under Bulletin 400 and Rules 46-47) may teach ENL without any ENL coursework. IDOE representatives are exploring the possibility of proposing changes in these policies but are concerned about how they will provide affordable pathways for these existing ENL teachers and paraprofessionals to earn ENL licensure.

Furthermore, the teacher shortage has led to the reality that some content area teachers and ENL teachers do not have a valid teaching license. This means that some EL students in public schools and many EL students in private and charter schools are being taught by teachers who have neither content area nor ENL teaching licenses.

With funding from USDOE, we propose to address the urgent needs of EL students through a comprehensive professional development program that is directed toward increasing the capacity of both practicing public school teachers and paraprofessionals, and university preservice teacher licensure candidates to serve the growing number of EL students in Central Indiana and thereby to increase the academic engagement, achievement, and language development of Indiana’s EL students. We will achieve these goals through collaboration and strategic partnerships among Butler University, MSD Washington Township, Indianapolis Public Schools, Kokomo School Corporation, the Indiana Department of Education, the Immigrant Welcome Center, and the families of the associated EL students enrolled in these districts.

With funding from USDOE, we will provide direct support for local schools through series of initiatives that will help them move into compliance with federal civil rights laws and

policies for EL students. First (Goal 1), we will provide a comprehensive development program for unlicensed teachers and/or bilingual paraprofessionals from Central Indiana schools who currently hold bachelors' degrees in licensable secondary content areas (e.g. Mathematics, English/Language Arts, Social Studies, Science, or World Languages). This development program will enable 20 unlicensed teachers and paraprofessionals to earn both content area and ENL teaching licenses. Second (Goal 2), we will provide a training program for educators who already possess existing content area licenses. This program will enable 60 licensed teachers to add an ENL license to their existing teaching license. Third (Goal 3), we will address the needs of pre-service and newly licensed K-12 educators entering the classroom for the first time, by reviewing, revising, and deepening current ENL coursework for undergraduate and graduate students in the Butler University College of Education to ensure that all program completers are fully prepared to educate EL students and to collaborate skillfully with EL parents, families, and communities to promote EL college and career readiness.

The Butler University College of Education has had an ENL licensure program since 2007, and both our undergraduate and graduate ENL licensure programs were awarded state and national accreditation through the IDOE and NCATE. In our teacher preparation courses, the College of Education has worked to fully integrate ENL learning theory, research, and practice throughout and across our elementary, secondary, and special education licensure programs. In addition to this integration, elementary education candidates are currently required to complete either two semesters of Spanish language courses or one ENL pedagogy class. Secondary education candidates must complete two specific ENL courses. In recent years several other courses have added ENL components, but in our revision of the existing ENL licensure coursework, we propose to collaborate with reading, early childhood, and special education

faculty to develop new ENL instructional modules in these areas of the curriculum. Creation of these modules will allow additional course instructors to host rich classroom discussions that focus on the unique learning challenges of EL students and exploration of appropriate classroom differentiation of instruction. Providing the modules will also allow Butler students enrolled in elementary education, special education, reading, and early childhood courses to have a more consistent and systematic development of their ENL knowledge, dispositions, and skills in their preparation for educating Indiana EL students. The Indiana Department of Education has already expressed keen interest in including these modules in their professional development series, to which we have already contributed 2 well-received modules, and which are freely available online to educators across the state.

As a key component of our revision of our ENL undergraduate and graduate licensure programs (Goal3)—a revision that will additionally serve to inform the training of the 80 teachers served under Goal 1 and Goal 2)—we recognize the essential role of EL families as necessary partners in the educational process and that we ourselves as teacher educators still have much to learn from our local immigrant communities. We will therefore partner with “Natural Helpers” from the Indianapolis Immigrant Welcome Center (IWC) to build relationships with the EL families. The EL families, through the empowerment and training provided by Natural Helpers, will work directly with participating teachers to help the teachers become more culturally knowledgeable and responsive. In turn, this family-teacher relationship will create an opportunity for participating teachers to support the families in understanding college and career readiness for their EL students.

The not-for-profit Immigrant Welcome Center of Indianapolis (IWC) is the ideal partner to help us to accomplish this objective. Fortunately, Butler University’s Center for

Citizenship and Community developed a vibrant partnership with the IWC in 2010. The IWC is a resource for the growing community of immigrant newcomers to Indianapolis that connects newcomers directly to the resources, services, and opportunities they need to fully participate in the economic, civic, social and cultural life of the community. They accomplish this mission, in part, through their Natural Helpers Program. Natural Helpers are established Indianapolis immigrants who understand and remember the challenges of moving to a new place, learning a new language, finding a job and establishing a home in the United States. As earlier immigrants themselves, the Natural Helpers are fluent in the languages and cultural traditions of the communities they have chosen to serve. They are community members who often still live and work in immigrant neighborhoods and who assist immigrants and refugees in finding and building relationships with community organizations and services. The collaboration with the Natural Helpers will help licensure candidates to develop the funds of cultural competence knowledge, skills, and dispositions necessary for educators to partner respectfully and effectively with EL families.

In October 2015, the Butler Center for Citizenship and Community brought Butler ENL faculty together with the IWC director and center leadership, under the auspices of the Welcoming Cities Initiative, to collaborate in creating cultural competency workshops for K-12 schools throughout the state. The Welcoming Cities Initiative is a national movement of cities to create more inclusive communities that value and embrace their immigrant communities and support immigrants' social integration and economic development. The IWC already has existing materials for training center volunteers, but would like to reach more broadly into K-12 schools because members of the immigrant communities served by the IWC have expressed concerns that the schools are often not welcoming places for immigrant families. At the same time, area

schools have also contacted the IWC asking for help in better supporting their EL students who are immigrants and refugees. Just after our initial exploratory meetings with the IWC, the grant notice was released, thereby intensifying the urgency and potential for our future collaboration. With support of the grant, we propose to have Natural Helpers, university faculty, and ENL licensure candidates collaborate to create and deliver newly designed cultural competency workshops in and for K-12 schools and to facilitate community workshops for EL parents, families, and communities to support EL students in becoming college and career ready.

Finally (Goal 4), we will empirically evaluate the impact of our ENL licensure program on teacher instructional practices and EL student language acquisition. Our ENL licensure program has been in place since 2007. Since its inception our curricular review of this program has primarily relied upon our own observations, data from key course assessments, and on limited qualitative feedback from program completers. This grant will provide the time and resources necessary to engage in a much more rigorous qualitative and statistical analysis of our candidates' and completers' instructional practices and their impact on EL student academic engagement, language production, and English language acquisition in K-12 schools. We anticipate our data sets and the accompanying analysis and implications will be met with great interest from IDOE, from the Indiana TESOL and national TESOL affiliate organizations, and from other teacher education programs across the US. It is therefore our intent to present these data at national meetings and to publish findings in appropriate journals.

In summary, in the needs assessment that preceded the development of this grant, our team identified pressing needs and have identified the following action plan items which will promote improved EL academic achievement and enriched ELD instruction of EL students: 1) In collaboration with our partnership districts, produce greater numbers of licensed teachers with

English as a New Language (ENL) certification to serve as skilled content area teachers and as ENL specialists in K-12 schools; 2) in collaboration with our teacher education program colleagues and community partners, review and revise the existing Butler University College of Education teacher licensure curriculum and create ENL modules to support instruction to integrate culturally and linguistically responsive instructional/assessment approaches and college/career readiness for EL student throughout the teacher licensure curriculum; and 3) with the support and expertise of our external reviewer, conduct in-depth empirical testing of our instructional model's efficacy and engage in program development.

Quality of the Project Design

Project Prepare, Advocate, Collaborate, & Empower (PACE) is an initial collaboration between Butler University, MSD Washington Township, Indianapolis Public Schools, Kokomo School Corporation, the Indiana Department of Education, and the Immigrant Welcome Center. Teachers from additional public schools, charter schools, and private schools will be added to the project as partners if funded. This project will increase the capacity of university and K-12 school faculty to serve the growing number of EL students in Central Indiana through a comprehensive professional development and licensure program.

The primary purpose for this project is to increase the academic engagement, achievement, and language development of EL students. To address the shortage of licensed ENL teachers and content area teachers prepared to educate EL students, prepare at a deeper level all of the undergraduate students in the Butler University College of Education to educate EL students, support our ENL licensure candidates in collaborating with parents, families, and communities to promote EL college and career readiness, and rigorously test the curriculum and instruction of our program model, we propose the following goals, objectives, and outcomes:

Goal 1. 20 unlicensed teachers or paraprofessionals from partnership schools who currently hold bachelors' degrees in licensable content areas will earn a dual content area teaching license and an ENL teaching license.

Objective 1.1 Recruit 20 candidates from partnership schools. Priority will be given to bilingual candidates.

Objective 1.2 Analyze transcripts to ensure that candidates meet the requirements for admission into our Graduate Initial Licensure Program (GILP).

Objective 1.3 Ensure that candidates have passed the Indiana CORE content area assessment(s) that match the intended content area license.

Objective 1.4 Provide initial content area licensure and ENL licensure coursework that is grounded in state and national professional standards (content area and TESOL) as well as on research-based instructional practices for EL students as identified by the What Works Clearinghouse.

Objective 1.5 Provide licensure candidates with instructional coaching in implementing research-based instructional practices for EL students.

Measurable outcomes: 20 candidates will complete both the initial content area and ENL licensure program and pass the content area and EL licensure assessment.

Measuring effectiveness: document review, surveys, interviews

Priorities addressed: Absolute Priority, Competitive Preference Priority 1

Goal 2. 60 practicing, licensed teachers from partnership schools will add an ENL license to existing content area license.

Objective 2.1 Recruit 60 candidates from partnership schools.

Objective 2.2 Analyze transcripts to ensure that candidates meet the requirements for admission into our ENL Licensure Program.

Objective 2.3 Provide ENL licensure coursework that is grounded in state and national professional standards (content area and TESOL) as well as on research-based instructional practices for EL students as identified by the What Works Clearinghouse.

Objective 2.4 Provide licensure candidates with instructional coaching in implementing research-based instructional practices for EL students.

Measurable outcomes: 60 candidates will complete ENL licensure program and pass the EL licensure assessment.

Measuring effectiveness: document review, surveys, interviews

Priorities addressed: Absolute Priority, Competitive Preference Priority 1

Goal 3. College of Education (COE) ENL, reading, special education, and early childhood faculty will collaborate with each other and with representatives of Indiana immigrant communities to integrate systematically ENL theory, research, and practice throughout the curriculum.

Objective 3.1 College of Education (COE) ENL, reading, special education, and early childhood faculty will develop and refine course modules to integrate ENL theory, research, and practice into the reading, special education, and early childhood curriculum. These modules will be grounded in state and national professional standards (content area and TESOL) as well as in

current research on best practice instructional approaches for EL students as identified by the What Works Clearinghouse.

Objective 3.2 COE faculty and ENL licensure candidates will collaborate with Natural Helpers from the Immigrant Welcome Center to create, pilot, and refine parent and family involvement and cultural competency modules/workshops to support EL student college and career readiness.

Measurable outcomes: A minimum of 5 course modules and a parent and family involvement workshop series to support EL student college and career readiness will be developed.

Measuring effectiveness: document review, surveys, and observations

Priorities addressed: Absolute priority, Competitive Preference Priority 1, Competitive Preference Priority 2, Invitational Priority 2

Goal 4: COE faculty will engage in ongoing licensure program assessment and improvement for supporting K-12 EL students.

Objective 4.1 Develop a protocol of research-based practices for EL students based on the research in the What Works Clearinghouse in addition to other research-based instructional practices for EL students that are aligned with the TESOL K-12 Teacher Education Standards.

Objective 4.2 Use the research-based practices protocol, the results of ESCRIBE ecobehavioral analysis of EL student academic and language behavior in candidate classrooms, stakeholder feedback, EL student assessment data, licensure candidate assessment data, and student teaching observations to evaluate the elementary, secondary, ENL, and special education teacher education curriculum to identify areas for improving curriculum and instruction to provide research-based instructional support for K-12 EL students.

Objective 4.3 Revise teacher education courses and research-based practices protocol to address findings from the teacher education curriculum evaluation.

Measurable outcomes: protocol development and refinement, annual data summary, qualitative evidence of change in teacher education curriculum (course syllabi, assessment descriptions and rubrics, etc.,)

Measuring effectiveness: document review, ecobehavioral analysis, ANCOVA (language proficiency growth)

Priorities addressed: Absolute priority, Competitive Preference Priority 1

The expected outcomes of this project are improvement of an already high quality program, program evaluation design development, and creating capacity and tools for ongoing curricular improvements. We will carry out these goals and objectives in the context of a nationally recognized teacher education program. The specific goals and objectives for this project were developed in collaboration with university education faculty members, Butler Center for Citizenship and Community, local school district teachers and ENL/bilingual education directors, representatives from the Indiana Department of Education, the director of the Immigrant Welcome Center of Indianapolis, and community members and educational/social service providers who are members of the Indianapolis Mayor's Welcome America Immigrant Task Force. Furthermore, our College of Education programs are grounded in national teacher education standards and high-quality educational theory and research. Finally, the project model will evolve over time in response to stakeholder feedback and data from our project evaluations.

The Butler University College of Education is recognized at both the state and national levels as an outstanding teacher education program. We have been accredited by the National

Council for Accreditation of Teacher Education (NCATE) since 1953. All of our licensure areas, thirteen Specialized Professional Associations (SPAs), are designated with national recognition. This program review process allows for continuous improvement and curricular changes to better meet student learning outcomes. For over 12 years, we have had nearly 100 percent placement of graduates who were licensed and looking for a position in the field in every licensure area that college offers. The COE received the 2015 National Model of Excellence awarded by the Association of Independent Liberal Arts Colleges for Teacher Education in January 2015. The Model of Excellence Award identifies outstanding programs in professional teacher education that serve as tangible models of quality in the areas of moral and ethical dimensions of the learning community; partnerships; liberal arts; and global awareness and action. Our Graduate Initial Licensure Program (GILP) 31 credit hours includes the following courses: ED 480 Foundations of Teaching Children with Differences, ED 583 Characteristics of Children Needing Mild Intervention, ED 492 Special Education Law, ED 450 Introduction to Secondary Education, ED 529 Teaching Reading in the Content Areas, ED 534a Topical Seminar: Inclusive Pedagogy for Diverse Learners, ED 528 Issues in Curriculum & Instruction (Secondary Content Methods), ED 528A Secondary Curriculum and Instruction Field Experience Lab, ED 438 Seminar for the Secondary Clinical Capstone Experience, ED 580 Secondary Student Teaching **OR** ED 581 Secondary Intensive Field Experience, ED 530/531 Foundations in Effective Teaching and Leadership, Part I & II.

Both our undergraduate and graduate ENL licensure programs are nationally accredited through the NCATE-CAEP/TESOL Specialized Professional Associations (SPA), and aligned with the Standards for P-12 Teacher Education Programs. Our licensure program is structured around the 5 TESOL standards: Language, culture, instruction, assessment, and professionalism.

Underneath these standards, we integrate current theory, research, and professional practice on how EL students develop cognitively, academically, and linguistically and we support our candidates in creating inclusive educational environments and providing culturally and linguistically responsive instruction. Curricular components that reflect best practices as identified by the **What Works Clearinghouse** are identified with bolded font in the description below. Our program devotes significant instructional time to addressing the following research based practices:

| Culture & Socio-cultural Contexts | Social and Academic Language Acquisition | | | Professional-ism, advocacy & developing shared leadership for educating EL students |
|--|---|---|--|---|
| | Listening/speaking | Reading | Writing | |
| Critical race theory (Delgado & Stefancic, 2012) Bilingual bicultural identity development | Classroom interaction Instructional conversations (Calderon, et al., 1998; Saunders, 1999; Saunders & Goldberg, 1999) | Guided reading/reading strategy instruction (Calderon, et al., 1998) Peer tutoring (Saenz, Fuch, & Fuch, 2005) Similarities and difference in first and second language development Critical literacy Phonemic awareness, | Writing workshop (Calderon, et al., 1998; Kim, et al., 2011) | <u>Undergraduate and graduate:</u> Legal issues/rights Co-teaching (Honigsfeld & Dove, 2010) Program effectiveness (Collier & |

| | | | |
|---|--|--|--|
| (Benet-Martinez & Haritatos, 2005) Cultural integration (Banks, 2007) Parent, family, and community involvement (Quiocho & Daoud, 2006) | | phonics, fluency, and comprehension In depth, integrated, sustained vocabulary instruction and development (August, et al., 2009; LeSaux, et al., 2010; LeSaux, et al., 2014) Schematic connections (Calderon, Hertz-Lazarowitz, & Slavin, 1998) Sheltered content/language integrated instruction (August, et al., 2009; Brown, et al. 2010) Translanguaging instructional approaches (Calderon, Hertz-Lazarowitz, & Slavin, 1998; Creese and Blackledge, 2010; Cummins, 2009) Language and academic assessment (Gottlieb, 2006) WIDA Standards for differentiating content and English language development instruction and assessment | Thomas, 2007) Second language acquisition research (Cummins, Krashen, Vygotky, etc) Teacher inquiry (Nelson & Slavit, 2008) <u>Graduate:</u> School change projects Job-embedded coursework Leading professional development |
|---|--|--|--|

The topics listed and studies cited are representative of the research on which we base these topics. The list is not inclusive of every topic and research that we integrate into the model.

These standards, topics, and research in the previous table are integrated throughout the following courses that licensure candidates complete: UG=undergraduate at 20 credit hours total,

G=graduate at 18 credit hours total: ED408 Foundations of Effective Reading Instruction UG/G, ED465 Second Language Acquisition and Assessment UG/G, ED490 Assessment of Students with Special Needs UG/G, ED 497/534a Topical Seminar: Inclusive Pedagogy for Diverse Learners UG/G, ED498 Methods for Teaching Multilingual Learners UG/G, ED467 Standards-Based Professional Practices for Multilingual Learners G, Student teaching UG.

Our program has demonstrated some evidence of effectiveness in terms of EL student achievement from our previous Title III NPD Award. In this project, practicing content area teachers completed two ENL courses, ED497 Inclusive Education for Multilingual Learners and ED498 Methods for Teaching Multilingual Learners for professional development and teacher license renewal. In Indiana, using student test scores as an indicator for program effectiveness is problematic because the state standardized achievement test is rarely, if ever, consistent from year to year and the state does not disaggregate EL student achievement test scores by language proficiency level. During the period of our previous grant project (2007-2013) for example, the IDOE changed the cut scores for English language proficiency levels on the annual state English language assessment, the effect of which changed which students were and were not classified in the ENL subgroup. In another example, the IDOE moved the general standardized testing window from fall to spring.

As a result of these testing events, there were only two consecutive years during the previous grant project in which the test did not have a significant change for EL students: academic years 2009-2010 and 2010-2011. During these two academic years, our participating professional development schools experienced an average positive percentage growth for their EL subgroups on ISTEP+, Indiana's state standardized assessment. Participation school scores improved in math by 24.6% and on the English language arts portion by 25%, whereas by

comparison, the state average percentage change in test scores for the total population of EL students was a positive 19.1% and 22.8% respectively. It is significant to note that during these same two academic years (2009-2011), all of our partnership districts received simultaneously an influx of new EL students who were refugees, some of whom had limited or interrupted formal schooling. The Indiana Department of Education has confirmed the efficacy of the grant project by recognizing our former grant project teachers and partnership schools for their outstanding work with EL students. Several content area teachers who participated in our former project were videotaped teaching by the IDOE for the state Excellent Teacher Project. Furthermore, one of the former project's participating schools was identified as a "School to Watch" by the National Forum to Accelerate Middle Grades Reform for its exceptional teaching of EL students.

Despite these positive indicators of program quality, we have identified some areas in which we want to continue to develop our curriculum and instructional practices. The participants in our previous grant identified the following course components as being the most effective at changing their beliefs and professional practices with their EL students: 1) Job-embedded coursework, 2) data-driven, teacher developed school change projects, and 3) weekly, sustained teacher collaboration. We learned about the power of teachers engaging in collaborative projects that emerge from student-identified needs within a structure that provides time and opportunity to transform the ways that teachers see themselves in schools and in their relationships with each other. This transformation in teacher roles is important because in many schools ENL practitioners are often viewed as the only educators responsible for the education of EL students; content area teachers are sometimes viewed as having no role or little responsibility for educating these students (Brooks, Adams, & Morita Mullaney, 2010). Yet EL students need both skilled content area teachers *and* properly prepared ENL teachers, all of whom see

themselves as having the capacity, agency, and the responsibility for teaching and advocating for their needs.

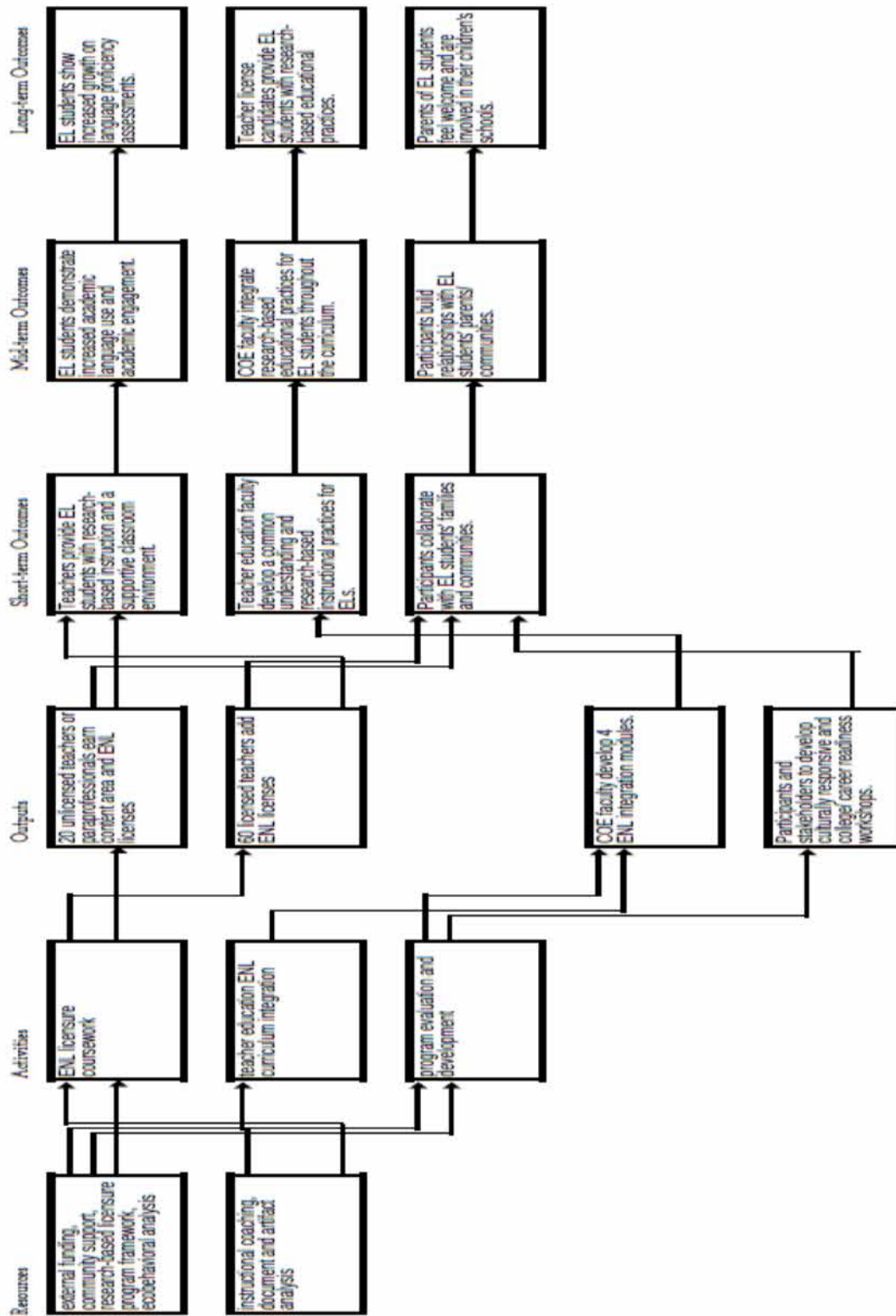
In our partnership schools we saw these roles shift in many schools after the first cohorts of teachers had completed 6 graduate hours; we expect to see even greater shift as more teachers earn 18 graduate hours in our proposed ENL licensure program. School change projects pushed project teacher participants to take on expanded roles as EL advocates and teacher leaders who inspire and support their colleagues for improved instruction of and meaningful interactions with ELs. As teachers changed their beliefs and professional practices, they shared these pedagogical and personal shifts with their colleagues, resulting in a changed school culture that more deeply valued ELs as contributing members of the school community and which recognized EL academic potential. What we learned prompted us to integrate a stronger teacher advocacy component into our ENL licensure coursework, but the opportunity for sustained partnership over a 5 year period with administrators and teachers working on deep structural change in schools will help us to understand even more profoundly the school transformation process, the systemic opportunities and challenges, the relationship building, and the instructional practices necessary for creating more equitable schools for EL students, and for their parents, families, and communities. The insights that we gain from this process will directly shape the transformation of our teacher education program in general, and more specifically our ENL licensure program.

We will begin this transformation of instruction and curriculum by having our participants engage in an inquiry-based advocacy project during which ENL licensure candidates collaborate with immigrant parents, families, and communities to develop the parent engagement and cultural components of our model. Participants will learn from parents and community members as they collaborate to create more culturally responsive schools. This collaborative

proximity will foster authentic family-school relationships and will help EL parents and families develop a deeper understanding of how the Indiana educational systems work. These improved relationships will empower parents and families to work with educators to prepare ELs for college and career. We want to model for our students that the learning must always flow in two directions and educators have much to learn from EL students and their parents, families, and communities. The resulting cultural workshops for educators and college and career readiness workshops for parents will position ENL licensure candidates as advocates for EL students and help them to develop a sense of agency in designing, implementing, and sustaining school change projects to benefit EL students.

Ongoing additional curriculum and instructional improvements to our program model will be guided by the annual grant evaluation that will rely heavily on quantitative and qualitative data from our evaluation model, evaluation of participant work and teaching, and feedback from families, community stakeholders, and program completers.

See the following logic model for a summary of the project resources, activities, outputs, and outcomes:



Quality of the Project Personnel

Butler University is an equal opportunity institution “committed to enhancing the diversity of the student body and our faculty and staff... It is the policy of the University to provide equal opportunities for employment and advancement for all individuals regardless of age, gender, race, religion, color, disability, veteran status, sexual orientation, national origin, or any other legally-protected category” (Butler University website, 2015). Each member of the project’s team was selected based on the unique capacities he/she brings to his/her role in project planning, implementation, and/or evaluation of the project. These members have strong practical, academic, and research experience in ESL/Bilingual education, teacher education, professional development schools, language and literacy development, multicultural education, and evaluation. The following faculty will comprise the project leadership team:

Dr. Kathryn Brooks (.4 FTE) will serve as the principal investigator (PI). She is currently an associate professor of Multilingual and Exceptional Learners at Butler University. Her Ph.D. is from Kansas State University in Curriculum and Instruction with an emphasis on transforming schools to provide research-based instructional and cultural support for K-12 EL students. Her past job experience includes working as an elementary and secondary ENL teacher and Indiana Department of Education Language Minority and Migrant Education specialist. Furthermore, Dr. Brooks managed two Title III National Professional Development (NPD) grants for Kansas State University and she served as the PI for a Title III NPD grant at Butler University. She has researched and published articles on how content area teachers and school administrators develop a sense of agency and advocacy for supporting EL students, shared leadership models for educating EL students, and on the instructional conditions that promote EL student academic engagement and academic language production.

PACE Project Manager (1.0 FTE) will be hired to serve as a school liaison, research and instructional assistant, and instructional coach. This person will have K-12 school teaching experience teaching EL students. Preference will be given to bilingual/multilingual candidates with at least 5 years of teaching experience and/or a master's degree in education with an emphasis on working with EL students.

The Office of Educational Innovation and Evaluation at Kansas State University will serve as the external evaluator for the project. Cindy Shuman, Ph.D., will serve as the lead evaluator and facilitate the evaluation activities throughout the project. Dr. Shuman has evaluated over seventy-five federally funded projects, including projects designed to improve teaching and learning. OEIE has extensive expertise and has conducted evaluation for over 350 projects totaling over \$400 million, including many projects sponsored by the U.S. Department of Education. Additionally, OEIE has experience evaluating federal grants using quasi-experimental design. OEIE has also been the evaluator on previous OELA NPD grants in both Kansas and Texas.

Dr. Susan Adams will serve as an instructor and advisor for the project. She is an assistant professor of Middle Secondary Education at Butler University. She earned her Ph.D. from Indiana University in Language Education with an emphasis on multicultural education and teacher professional development. She managed a Title III NPD grant for Butler University for four years. Dr. Adams has researched and published articles on race and pedagogy, shared leadership models for educating EL students, and how content area teachers and school administrators develop a sense of agency and advocacy for supporting EL students.

Dr. Brooke Kandel-Cisco will serve as an instructor and advisor for the project. She is an associate professor of graduate education and director of the Masters in Effective Teaching and Learning program at Butler University. She earned a Ph.D. in Educational Psychology/Hispanic Bilingual Education at Texas A&M University. In the past, Dr. Kandel-Cisco has served as a Senior Research Associate at the State of Texas Education Research Center. She has researched and published articles on reading strategies used by bilingual learners and educational leadership in multilingual schools.

Jessica Feeser, the ESL/bilingual education director for Indianapolis Public Schools, will serve as a project advisor. She was a participant in 2 previous Title III NPD grants.

Haley Frischcorn, the ESL/bilingual education director for MSD Washington Township, will serve as a project advisor. She was a project manager for a previous Title III NPD grant.

3 teacher representatives will serve as project advisors. They will be selected from the cohort of project participants.

Three Natural Helpers representing different immigrant communities will serve as project advisors. Natural Helpers are trained volunteers with the Immigrant Welcome Center. They help immigrant and refugees with transitioning to life in Indianapolis. Natural Helpers are earlier immigrants themselves who understand the challenges of moving to a new place, learning a new language, finding a job and establishing a home in the United States. They live and work in immigrant neighborhoods and assist immigrants and refugees with finding community organizations and services.

Quality of the Management Plan

The principal investigator, 2 ENL professors, and a representative from the elementary, secondary, and multilingual and exceptional learners programs will collaborate to hire a project manager for Project Prepare, Advocate, Collaborate, & Empower (PACE). With the support of the principal investigator and project evaluator, the project manager will assume responsibility for the daily administration of project tasks that will ensure the attainment of project goals and objectives. The principal investigator will support the project manager by ensuring that university resources are made available to project personnel as appropriate, collaborating to develop and deliver the graduate coursework, and sharing the responsibility for research and instructional coaching. The principal investigator and ENL professors/consultants will work in conjunction with the project manager to support university curriculum integration. The project evaluator will not be involved in the daily implementation of the grant. Her role will be to evaluate the effectiveness of grant activities in reaching the goals, objectives, and desired outcomes of the project. She will work with project personnel to use the data collected to improve the structure and content of the project. The Management Plan below lists the goals, objectives, enabling activities/person responsible, timelines, and milestones for the project.

PI=principal investigator. PM=project manager. AB=advisory board

Goal 1. 20 unlicensed teachers or paraprofessionals from partnership schools who currently hold bachelors' degrees in licensable content areas will earn a content area teaching license with an ENL dual license.

Objective 1.1 Recruit 20 candidates from partnership schools. Priority will be given to bilingual candidates.

Person responsible: PM, with support from PI and district administrators. **Timeline:** January-April years 1 & 3. **Deliverables/Milestones:** 20 teachers recruited to start years 2 and 4 in the GILP+ENL licensure programs;

Objective 1.2 Analyze transcripts to ensure that candidates meet the requirements for admission into our Graduate Initial Licensure Program (GILP).

Person responsible: PM with support from PI. **Deliverables & Timeline:** February-May years 1 & 3. **Deliverables/Milestones:** Admission of 20 teachers recruited to start years 2 and 4 in the GILP+ENL licensure programs.

Objective 1.3 Ensure that candidates have passed the Indiana CORE content area assessment(s) that match the intended content area license.

Person responsible: PM with support from PI. **Timeline:** May years 1 & 3.

Deliverables/Milestones: Admission of 20 teachers recruited to start years 2 and 4 in the GILP+ENL licensure programs.

Objective 1.4 Provide initial content area licensure and ENL licensure coursework that is grounded in state and national professional standards (content area and TESOL) as well as in current research on best practice instructional approaches for EL students as identified by the What Works Clearinghouse.

Person responsible: Brooks, Adams, Kandel-Cisco, other Butler COE faculty. **Timeline:** Years 2 & 4-GILP Coursework, Years 3 & 5-ENL Coursework.

Year 2-GILP + ENL Cohort1 & Year 4-GILP + ENL Cohort 2:

| | | | |
|--------------------------------------|--------------------------|--------------|---------------|
| Summer II Y2/4 | Fall Y2/4 | Spring Y2/4 | Summer I Y2/4 |
| ED480, ED583, ED492, ED450, ED529 | ED534a, ED528, ED528a | ED438, ED580 | ED530, ED531 |

Year 3-GILP + ENL Cohort1 & Year 5-GILP + ENL Cohort 2:

| | | | |
|--------------|---------|-----------|-------------|
| Summer II Y3 | Fall Y3 | Spring Y3 | Summer I Y3 |
| ED408, ED490 | ED498 | ED465 | ED467 |

Deliverables/Milestones: 20 teachers will complete GILP+ENL coursework.

Objective 1.5 Provide licensure candidates with instructional coaching in implementing research-based instructional practices for EL students.

Person responsible: PM, PI. **Timeline:** September-April years 2-5. **Deliverables/Milestones:** 20 teachers receive instructional coaching years 2-5.

Goal 2. 60 practicing, licensed teachers from partnership schools will add an ESL license to existing content area license.

Objective 2.1 Recruit 60 candidates from partnership schools.

Person responsible: PM, with support from PI and district administrators. **Timeline:** January-April years 2 & 4. **Deliverables/Milestones:** 60 teachers recruited to start years 3 and 5 in the ENL licensure programs.

Objective 2.2 Analyze transcripts to ensure that candidates meet the requirements for admission into our ENL Licensure Program.

Person responsible: PM with support from PI. **Timeline:** February-May years 2 & 4.

Deliverables/Milestones: Admission of 60 teachers recruited to start years 3 and 5 in the ENL licensure program.

Objective 2.3 Provide ENL licensure coursework that is grounded in state and national professional ENL standards as well as on research-based instructional practices for EL students as identified by the What Works Clearinghouse.

Person responsible: Brooks, Adams, and Kandel-Cisco. **Timeline:** Years 3 & 5-ENL Coursework

Year 3-ENL Cohort 4 & Year 5-ENL Cohort 4:

| Summer II Y3 | Fall Y3 | Spring Y3 | Summer I Y3 |
|----------------------|---------|-----------|-------------|
| ED408, ED490, ED534a | ED498 | ED465 | ED467 |

Objective 2.4 Provide licensure candidates with instructional coaching in implementing research-based instructional practices for EL students.

Person responsible: PM, PI. **Timeline:** September-April years 2-5. **Deliverables/Milestones:** 40 teachers receive instructional coaching years 2-5. 20 additional teachers receive instructional coaching in years 3 & 5.

Goal 3. College of Education (COE) ENL, reading, special education, and early childhood faculty will collaborate with each other and with representatives of Indiana immigrant

communities to integrate systematically ENL theory, research, and practice throughout the curriculum.

Objective 3.1 College of Education (COE) reading, special education, and early childhood faculty will develop and refine course modules to integrate ENL theory, research, and practice into the reading, special education, and early childhood curriculum. These modules will be grounded in state and national professional standards (content area and TESOL) as well as in current research on best practice instructional approaches for EL students as identified by the What Works Clearinghouse.

Person responsible: PI, PM, COE faculty. **Timeline:** 1 module each year for years 2-5, Completed by June. **Deliverables/Milestones:** 4 course modules.

Objective 3.2 COE faculty and ENL licensure candidates will collaborate with Natural Helpers from the Immigrant Welcome Center to create, pilot, and refine parent and family involvement workshops and cultural competency module to support EL student college and career readiness.

Person responsible: PI, PM, COE faculty, ENL licensure candidates, and Natural Helpers.

Timeline: Year 1 June-workshop and module complete, Year 2 June-piloting complete, Year 3 January-revisions complete, additional revisions completed as needed based on stakeholder feedback. **Deliverables/Milestones:** parent and family involvement workshop, cultural competence module

Goal 4: COE faculty will engage in ongoing licensure program assessment and improvement for supporting K-12 EL students.

Objective 4.1 Develop a protocol of research-based practices for EL students based on the research in the What Works Clearinghouse in addition to other research-based instructional practices for EL students that are aligned with the TESOL K-12 Teacher Education Standards.

Person responsible: PI, PM, AB. **Timeline:** June Year 1. **Deliverables/Milestones:** Protocol.

Objective 4.2 Use the research-based practices protocol, ecobehavioral analysis of EL student classroom interaction in candidate classrooms, stakeholder feedback, EL student assessment data, licensure candidate assessment data, and student teaching observations to evaluate the elementary, secondary, ENL, and special education teacher education curriculum to identify areas for improving curriculum and instruction to provide research-based instructional support for K-12 EL students.

Person responsible: PI, PM, AB. **Timeline:** June years 2-5. **Deliverables/Milestones:**

Documentation of data-informed course improvements (course syllabi, assessment descriptions & rubrics, etc).

Objective 4.3 Revise teacher education courses and research-based practices protocol to address findings from the teacher education curriculum evaluation.

Person responsible: PI, PM, COE faculty. **Timeline:** Years 2-5 June. **Deliverables/Milestones:**

Documentation of data-informed course improvements (course syllabi, assessment descriptions & rubrics, etc).

Evaluation Plan

Comprehensive program evaluation, informed by current research and integrated into all program components, will be an essential part of this ED NPD project. The evaluation plan

includes formative evaluation to assess performance and provide feedback for project improvement, and summative evaluation to determine the degree of success in achieving project goals and determine impact on EL student learning. The project evaluation will involve analyses of intervention participant impacts and outcomes compared to a control group, longitudinal data tracking of outcomes, and continuous review of GPRA measures and program implementation and fidelity.

The Office of Educational Innovation and Evaluation (OEIE), affiliated with Kansas State University and the College of Education, will serve as external evaluator and will design and implement the evaluation in collaboration with the project team. Dr. Cindy Shuman, Acting Director, will lead the evaluation team, overseeing evaluation design and implementation. Established in 2000, OEIE's evaluation design and implementation adheres to the American Evaluation Association's Guiding Principles for Evaluators and the Program Evaluation Standards of the Joint Committee on Standards for Educational Evaluation. OEIE is a full service evaluation center employing fourteen full-time professional staff members with expertise in evaluation design, strategic planning, project development, quantitative and qualitative methods, data analysis, survey design, and database development. Our multidisciplinary team includes professionals from education, curriculum and instruction, psychology, public policy, business and administration, adult education, sociology, mathematics, communications, and computer science. More information on OEIE evaluation projects is available at <http://oeie.ksu.edu/>.

OEIE will work with project leadership to refine evaluation questions, benchmarks, and metrics. Based on the proposed project plan, the following questions will be used to guide the evaluation efforts: 1) What are the impacts of the project on EL student academic engagement, achievement, and language acquisition? 2) What are the impacts of the project on teacher

instructional practices? 3) To what extent have project goals and objectives been met? 4) To what extent have project initiatives been implemented? (Fidelity of Implementation)

Evaluation strategies include methods that: 1) utilize multiple evaluation approaches, 2) draw on both qualitative and quantitative methodologies, 3) employ multiple evaluative research methods, and 4) triangulate data for more robust findings where possible. Input from various stakeholders will ensure that salient issues are captured and represented from multiple perspectives. Evaluation tools and instrumentation will include: document review of student record data; document review of course syllabi and key assessments, interviews and/or focus groups to assess participant perceptions of project implementation and impacts; web-based surveys of participants; and observation during site visits/annual meetings. A directed content analysis (Hsieh & Shannon, 2005) will guide the analysis of documents. Survey methodology will be based upon Dillman (2014), using the Tailored Design Method, and focus groups will incorporate the Krueger and Casey (2009) approach to effective qualitative research. For surveys, Dillman recommends multiple contacts and the use of social exchange theory to increase survey response. OEIE typically uses this approach in survey development and administration, and often achieves a 50-60% response rate. Similarly, Krueger and Casey have provided a framework for organizing and conducting effective focus groups.

The evaluation will use a quasi-experimental design that meets the What Works Clearinghouse Evidence Standards with Reservations. Prior to the beginning of the grant initiatives the evaluation team will work with the PI and project team to identify a teacher cohort for comparison in the study. This comparison group will be drawn from the district partners on the project and matched on the various characteristics of the treatment group, such as being in the same schools, similar levels of teaching experience, teaching the same grade levels, etc.

Baseline equivalence testing will be conducted to ensure that any differences between the groups found in the outcome after project implementation can be attributed to the intervention rather than to pre-existing differences between groups. The baseline testing will include data from pre-test scores on teacher knowledge of research-based instructional practices for EL students, classroom observations of instructional practices using the observational protocol developed from the ENL licensure program theoretical/research framework, and quantitative analysis of classroom ecobehavioral variables and EL student academic and language behaviors-see description of ESCRIBE below. The experimental group will be non-randomly selected, comprised of teachers who complete participation agreements. These agreements will outline activities and expectations related to this professional development initiative. The comparison group of teachers will not take part in any of the planned activities/professional development provided through the grant.

As noted in the project narrative of this proposal, the project team has focused on designing activities that will allow them to empirically evaluate teacher instructional practices and EL student outcomes. The project team will use the Ecobehavioral System for the Contextual Recording of Interactional Bilingual Environments (ESCRIBE) throughout the project to gather rich data from participant classrooms. The team has research and publication experience using this instrument to understand the probability relationships between teacher practices and student language and academic behaviors. Data from ESCRIBE can be analyzed in 3 ways: molar descriptions, molecular descriptions, and product-process analysis. Molar descriptions show the percentage of time during the observations in which each of the coded variables occurred (Arreaga-Mayer & Perdomo-Rivera, 1996). The molecular descriptions

calculate the conditional probability of two or more variables occurring within a proximal period of time (Arreaga-Mayer & Perdomo-Rivera, 1996).

As an assessment, ESCRIBE focuses on: a) interactions between ecology/context, teacher, and peers in classroom; (b) probability relationships of students' behaviors and language uses; (c) evaluation of changes in the base rate of variables following intervention; and (d) identification of critical program elements for enhancing student outcomes. The observations quantify classroom conditions, teacher behaviors, and student behaviors through the coding of variables within these categories using momentary time sampling in 15 second intervals. The analysis can then examine the relationship between these variables and growth in student test scores (dependent variables) on reading, writing, speaking and listening on the WIDA ACCESS 2.0 assessments. Through this structured process, data on the following independent variables for teachers will be collected: materials used, teacher focus, language of materials, teacher language, teacher behavior, classroom interaction/instructional grouping configurations. Independent variables for students will include: student activity and student language use. The project team will work in conjunction with the external evaluators in the analysis of these data sets using an Analysis of Co-Variance (ANCOVA) methodology comparing student scores on the WIDA ACCESS 2.0 assessments to students of teachers in the control group to see the relationship between student language development and the grant activities. A process-product analysis will provide an analysis of the teacher and contextual variables (teacher focus, language use, instructional activity, student grouping configurations, etc.) and the student academic and language behaviors (language used, language production, academic activity, etc) to help us understand which teacher, contextual, and student variables are most closely connected to EL student growth on the language proficiency assessment, ACCESS 2.0, for each of the four

language domains measured. The project estimates that assessment scores will be available from at least 400 EL students for the analysis.

Summative evaluation will assess overall success of the project including individual and integrated components. Collected data will be used to capture and demonstrate achievements of the award on all project elements including: coursework and instructional coaching for achieving ENL licensure, development and refinement of course modules, and program licensure assessment and improvement. The project will continue to track progress and outcomes after the award period using project-developed tools and methods. The OEIE will collaborate with the project team to develop a detailed timeline for data collection, analysis, and reporting.

The OEIE will conduct an annual site visit to collect data from key project leaders and stakeholders regarding project perceptions and to provide project leadership with evaluation findings. An annual report will include: progress toward project outcomes, efficacy in achieving objectives, broader impacts of the project, and recommendations for the upcoming project year. The final report will summarize recommendations and project outcomes. Additional details on the evaluation are described in the following table.

| Goal 1: 20 unlicensed teachers or paraprofessionals from partnership schools who currently hold bachelors' degrees in licensable content areas will earn a content area teaching license with an ENL dual license. Objective 1.1 – Objective 1.5 | | | |
|---|---|-------------------------------------|-----------------|
| Evaluation Method | Data Sources | Data Collection/Analysis | Timeline |
| Process Evaluation and Comparative Analysis | Project records Teacher feedback Pre-post test scores | Document Review Survey/Interview | Years 2 -5 |

| | | | |
|---|---|--|-------------------|
| | (licensure vs. representational form) | | |
| Goal 2: 60 practicing, licensed teachers from partnership schools will add an ENL license to existing content area license. Objective 2.1 – Objective 2.4 | | | |
| Evaluation Method | Data Sources | Data Collection/Analysis | Timeline |
| Process Evaluation and Comparative Analysis | Project records Teacher feedback Pre-post test scores | Document Review; Survey/Interview content analysis and descriptive statistical analysis | Years 2 -5 |
| Goal 3: College of Education (COE) reading, special education, and early childhood faculty will collaborate with each other and with representatives of Indiana immigrant communities to integrate systematically ENL theory, research, and practice throughout the curriculum. Objective 3.1 –Objective 3.2 | | | |
| Evaluation Method | Data Sources | Data Collection/Analysis | Timeline |
| Process Evaluation and Program Feedback | Project Records Feedback from: Licensure Candidates; Faculty ; IWC; Parent/Family | Document Review; Survey and Observation data content analysis and descriptive statistical analysis | Years 1-5 |
| Goal 4: COE faculty will engage in ongoing licensure program assessment and improvement for supporting K-12 EL students. Objective 4.1 – Objective 4.3 | | | |
| Evaluation Method | Data Sources | Data Collection/Analysis | Timeline |
| Outcome and | Program Records | Document Review; | Pilot test Year 2 |

| | | | |
|---|--|--|----------------------|
| Comparative Analysis of student achievement scores on WIDA ACCESS assessments | ESCRIBE data Student Achievement – WIDA ACCESS scores in reading, writing, speaking and listening | Analysis of Co-Variance (ANCOVA) of observation and student achievement data ANCOVA | – annually to Year 5 |
|---|--|--|----------------------|

The project will collect data required under the Government Performance and Results Act (GPRA). Program enrollment and completion data from Butler will be reported for measures 1-3: The number and percentage of program participants who complete the preservice program, the number and percentage of program participants who complete the inservice program., and the number and percentage of program completers, as defined by the applicant under measures 1 and 2, who are State certified, licensed, or endorsed in EL instruction. Measures 4-6 will be collected through survey data to be collected through the project evaluation: The percentage of program completers who rate the program as effective in preparing them to serve EL students, the percentage of school leaders, other educators, and employers of program completers who rated the program as effective in preparing their teachers, or other educators, to serve ELs or improve their abilities to serve ELs effectively, and the percentage of program completers who rated the program as effective, as defined by the grantees, in increasing their knowledge and skills related to parent, family, and community engagement.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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DEPARTMENT OF HEALTH & HUMAN SERVICES

Program Support Center
Financial Management Service
Division of Cost Allocation

Room 732
1301 Young Street
Dallas, TX 75202
PHONE: (214) 767-3261
FAX: (214) 767-3264

March 14, 2014

Robert J. Marcus
Executive Director, Financial Planning, Budgets & Grants
Butler University
4600 Sunset Avenue
Indianapolis, IN 46208-3485

Dear Mr. Marcus:

A copy of an indirect cost Rate Agreement is being faxed to you for signature. This Agreement reflects an understanding reached between your organization and a member of my staff concerning the rate(s) that may be used to support your claim for indirect costs on grants and contracts with the Federal Government.

Please have the original signed by an authorized representative of your organization and fax it to me, retaining the copy for your files. Our fax number is 214-767-3264. We will reproduce and distribute the Agreement to the appropriate awarding organizations of the Federal Government for their use.

An indirect cost proposal, together with the supporting information, is required to substantiate your claim for indirect costs under grants and contracts awarded by the Federal Government. Thus, your next proposal based on actual costs for the fiscal year ending 05/31/2017 is due in our office by 11/30/2017.

(b)(6)

Arif Kajim
Director
Division of Cost Allocation

Enclosures

PLEASE SIGN AND FAX A COPY OF THE RATE AGREEMENT

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1350867977A1

DATE:03/14/2014

ORGANIZATION:

FILING REF.: The preceding agreement was dated

Butler University

01/14/2010

4600 Sunset Avenue

Indianapolis, IN 46208

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: Facilities And Administrative Cost Rates

RATE TYPES: FIXED FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)

EFFECTIVE PERIOD

| <u>TYPE</u> | <u>FROM</u> | <u>TO</u> | <u>RATE(%)</u> | <u>LOCATION</u> | <u>APPLICABLE TO</u> |
|-------------|-------------|------------|----------------|-----------------|---|
| PRED. | 06/01/2009 | 05/31/2014 | 56.00 | On Campus | All Programs (1) |
| PRED. | 06/01/2014 | 05/31/2018 | 38.00 | On Campus | All Programs (2) |
| PROV. | 06/01/2018 | 05/31/2020 | | | Use same rates and conditions as those cited for fiscal year ending May 31, 2018. |

*BASE

(1) Direct salaries and wages including vacation, holiday, sick pay and other paid absences but excluding all other fringe benefits.

(2) Total direct costs excluding capital expenditures (buildings, individual items of equipment; alterations and renovations), that portion of each subaward in excess of \$25,000 and flow-through funds.

ORGANIZATION: Butler University

AGREEMENT DATE: 3/14/2014

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

EQUIPMENT DEFINITION:

Equipment means an article of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

FRINGE BENEFITS:

FICA
Retirement
Disability Insurance
Worker's Compensation
Life Insurance
Unemployment Insurance
Health Insurance

The next indirect cost proposal based on actual cost for fiscal year ending 05/31/2017, is due in our office by 11/30/2017.

ORGANIZATION: Butler University

AGREEMENT DATE: 3/14/2014

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Office of Management and Budget Circular A-21, and should be applied to grants, contracts and other agreements covered by this Circular, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

Butler University

(b)(6)

Bruce E. Arick

(NAME)

VP - Finance + Admin.

(TITLE)

3/25/2014

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(b)(6)

Arif Karim

(NAME)

Director, Division of Cost Allocation

(TITLE)

3/14/2014

(DATE) 5030

HHS REPRESENTATIVE: Denise Shirlee

Telephone: (214) 767-3261

From the What Works Clearinghouse

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Metropolitan School District of
WASHINGTON TOWNSHIP
"Superior Schools in a Supportive Community"

Nikki C. Woodson, Ph.D., *Superintendent*

February 17, 2016

Samuel Lopez
United States Department of Education
Office of English Language Acquisition

I am writing this letter to express the support of the Metropolitan School District of Washington Township in Indianapolis, Indiana for the Butler University College of Education's (COE) application for the National Professional Development (NPD) Program for "Project Prepare, Advocate, Collaborate, & Empower (PACE)." We have a long-term partnership with the COE for teacher preparation and professional development, and we view the proposed project as a natural extension of this partnership.

We participated in their previous NPD project and found it to be valuable in supporting teachers in creating more supportive classrooms and schools for English learning (EL) students. One of our schools, Westlane Middle School, participated in the previous grant-funded project and approximately half of its faculty participated in the professional development initiative. Toward the end of the NPD project period, the school was named as a "School to Watch" by the The National Forum to Accelerate Middle Grades Reform (The National Forum[®]) for its exceptional work with EL students. Other schools, such as our high school, created school change projects such as our Bridge program for supporting the College and Career readiness of EL students, which are still in place today, five years after the end of the previous project.

Though we have continued with EL professional development in our district, we still have a pressing need to have more content area and language development teachers licensed in teaching English as a New Language (ENL). Washington Township has an EL population of nearly 20%; the district was one of six in the state that received Immigrant Influx funds to help support our new, diverse population. These funds are not sufficient to provide substantial training to our teachers. Additionally, we receive new refugees monthly, many of whom have needs our staff has not been trained to meet. We are certain that both ENL and content area teachers need expertise in research-based professional practices for educator EL students.

We believe that this professional development partnership will benefit our students, teachers, administrators, and Butler University faculty as we learn from and with each other as well as from the immigrant communities about how to best educate and build relationships with our EL students and their families. If you have any question or want to discuss this partnership further, please do not hesitate to contact me.

Sincerely,

(b)(6)

Jon Milleman, Ph.D.
Assistant Superintendent



February 17, 2016

To Whom It May Concern:

Indianapolis Public Schools is excited about the possibility to continue our partnership with the Butler University College of Education by including the National Professional Development (NPD) grant to support teachers in becoming highly effective teachers in teaching students who are English learners.

Due to the short timeframe between the release of the grant request for proposals and the submission date for the grant, we did not have sufficient time to get school board approval prior to grant application submission. However, upon Butler University receiving notification of the award, we will request IPS board approval for the extension of our partnership to include the NPD partnership. Although we support the submission of this application we cannot guarantee future approval from our school board.

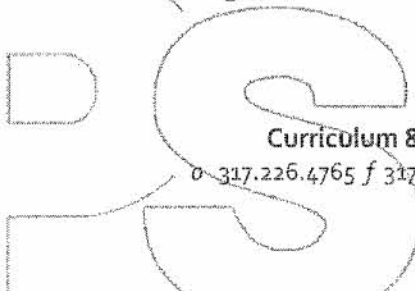
Dr. Brooks is a leader in the field of English learner education in the state of Indiana. This grant will allow her to utilize federal funds to increase the number of teachers who are highly qualified to teach English learners. The timing is impeccable as the need for specially trained teachers in English as a New Language coursework continues to grow throughout the city of Indianapolis.

As the English as a Second Language Coordinator, I am hopeful that Dr. Brooks will receive this grant and approval to proceed from the IPS school board (pending) so that our staff, students, and families will be able to benefit from this wonderfully unique opportunity.

Sincerely,

(b)(6)

Jessica Feeser
Coordinator, English as a New Language



Curriculum & Instruction: Indianapolis Public Schools

317.226.4765 | 317.226.4610 | 4501 E. 32nd St., Indianapolis, IN 46218

www.myIPS.org
PR/Award # 13652160155



February 16, 2016

Dear Sir or Madam:

Please accept this letter of support for Butler University College of Education's Project PACE (Prepare, Advocate, Collaborate, and Empower). The Immigrant Welcome Center welcomes the opportunity to support this proposal. We are collaborative partners with Butler and the educational institutions that will be supported through this grant to promote improved English-language academic achievement, enriched content area support for EL students, and EL development instruction for English language-learning students.

Thousands of immigrants and refugees arrive in Indianapolis each year and face a number of challenges that affect their health, education, career potential, and success in a new country. As a community organization that provides volunteer assistance and community resources to newly-arrived immigrants and refugees in Indianapolis, we understand the barriers to successful integration based upon language deficiencies.

Established in 2006, the Immigrant Welcome Center empowers immigrants by connecting them to the people, places and resources that enable them to build successful lives and enrich our community. To date, we have served more than 8,000 individuals and families through our staff and our volunteer immigrant leaders called Natural Helpers. Our 80+ Natural Helper volunteers are first-generation, bilingual immigrant leaders in the community, from 30+ countries speaking more than 40 languages, who are passionate about assisting newcomers.

If the grant is awarded, our Natural Helpers will collaborate with educators and paraprofessionals to integrate systematically ENL theory, research, and practice throughout the curriculum by developing lessons in cultural understanding and sensitivity on the vast number of ethnicities and nationalities represented in Indianapolis today.

We believe that the Immigrant Welcome Center's participation in this project will better equip educators and paraprofessionals in their knowledge and understanding of the subtle nuances of culture that will be experienced in their schools and classrooms. This will lay the foundation to improve the academic engagement, achievement, and language development of Indiana's English language learning students and their families which, in turn, enables our new neighbors to forge the pathway to self-sufficiency and to become more fully engaged, thriving members of the cultural, civic, and social life of Indianapolis.

If you have further questions about our relationship, you are welcome to contact me at 317.808.2340 or tdowns@immigrantwelcomecenter.org. Thank you for your consideration.

(b)(6)

Terri Morris Downs
Executive Director

Christopher P. Felts, President
Barnes & Thornburg

Karen L. Friss, Vice President
Eli Lilly & Company (Retired)

David Sklar, Secretary
Jewish Community Relations Council

Rick Miller, Treasurer
E.D. Bullard Company CEO (Retired)

Angela D. Adams
Indiana University

Janet D. Arnold
Visit Indy

Neelay K. Bhatt
PROS Consulting Inc.

Donald Braid, Ph.D.
Butler University Center for Citizenship and Community

Tom Morales, Immediate Past President
Morales Group

Amy Minick Peterson, Founder
Decorate

Maria Pimentel-Gannon
Independent Consultant and Trainer

Shelley A. Stewart
Cummins Inc.

A legacy of Sara I. and Albert G. Reuben

Immigrant Welcome Center
Southeast Community Services
901 Shelby Street, Suite B300
Indianapolis, IN 46203-1151
(317) 808-2326

immigrantwelcomecenter.org

PR/Award # T365Z160155

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**Indiana
Department of Education**

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

February 10, 2016

Marianna Vinson, Deputy Director
United States Department of Education
Office of English Language Acquisition

Dear Ms. Vinson,

This letter serves to extend the support of the Indiana Department of Education for this National Professional Development Program grant application. We believe this initiative will further the State of Indiana's goals to develop a strong workforce of highly trained teachers for all English learners and create a cohort of teachers who are culturally competent and prepared to work with linguistically and culturally diverse students.

Indiana believes in the importance of recruiting, developing and retaining excellent educators in order to ensure the English learner program can achieve its objectives. In order to provide appropriate support and instruction to English learners, teachers must be highly trained in language acquisition. To make this happen, LEAs and schools must provide the personnel necessary to effectively implement English learner programs, close achievement and opportunity gaps, and provide the essential professional development to teachers and administrators. With this grant, the Indiana Department of Education believes that this institution of higher education will further the mission to ensure equity and high quality for all English learners through the activities proposed in the grant.

The Indiana Department of Education pledges our utmost support and commitment to this program. If funded, this program will meet a critical need and allow us to better serve the students and families in our state. We are excited about this opportunity and look forward to strong positive results for the participating school corporations, their faculty, their students and their families.

Respectfully,

(b)(6)



Charlie Geier
Director of Early Learning and Intervention
Indiana Department of Education
115 West Washington Street
Indianapolis, IN 46204

February 11, 2016

Kathryn Brooks, Ph.D.
Associate Professor – Education
Butler University, College of Education
4600 Sunset Ave
Indianapolis, IN 46208



Office of Educational
Innovation and Evaluation

<http://www.oeie.ksu.edu>

Dear Dr. Brooks:

I am pleased to provide this letter of support for the Office of Educational Innovation and Evaluation (OEIE) to serve as the evaluator for the *ED NPD "Project Prepare, Advocate, Collaborate, & Empower (PACE)"* project. OEIE has a successful track-record of providing effective and meaningful program evaluation that provides sound evidence on the impact of initiatives by understanding what works, under what circumstances, and why.

As a full service evaluation office, OEIE has conducted program evaluation for a broad range of state and nationally funded projects, including many U.S. Department of Education projects. Principal Evaluators within the office have extensive expertise in program evaluation design, curriculum development, instrument development and program assessment and evaluation. A Statement of Qualifications and Capacity is included with this letter.

Assessment performance and evaluation for this project is envisioned as the application of systematic research methods to assess program design, delivery, and effectiveness. More specifically, the purpose of program evaluation is to provide empirical information that is useful to program developers, program managers, policy makers, and other stakeholders. Evaluation activities are focused not only on outcomes and organizational directives, but equally on the quality of program design and delivery prerequisites for achieving maximum impact.

Formative evaluation will provide feedback to improve the project, including coursework and instructional coaching for achieving ENL licensure, development and refinement of course modules, and program licensure assessment and improvement. This approach aligns with the need to capitalize on lessons learned and provide best practices for program improvement. Summative evaluation will address overarching questions regarding project outcomes. The evaluation will also include annual project reporting. The evaluation plan is multidimensional in nature and aligned with the overall ED NPD national goals.

Thank you and we look forward to working with you and your team on this important project.

(b)(6)

Cindy Shuman, Ph.D.
Acting Director, Office of Educational Innovation & Evaluation

Statement of Qualifications and Capacity

Office of Educational Innovation and Evaluation (OEIE)



Kansas State University
College of Education
2323 Anderson Avenue, Suite 220
Manhattan, KS 66502

Phone: 785-532-5930
FAX: 785-532-7185
<http://www.oeie.ksu.edu>

Contact:

Cindy Shuman, Ph.D.
Acting Director, OEIE

cshuman@k-state.edu
785-532-3463

Background:

The Office of Educational Innovation and Evaluation (OEIE) conducts program evaluations of both large- and small-scale projects for a broad range of clientele in educational institutions, governmental agencies, and foundations. OEIE was established in 2000 and is affiliated with Kansas State University, College of Education. OEIE has conducted evaluation services for over 350 projects totaling over \$400 million sponsored by the National Institutes of Health, National Science Foundation, U.S. Department of Agriculture, U.S. Department of Education, Kansas Board of Regents, Kansas State Department of Education, Kansas Department of Health and Environment, U.S. Department of Homeland Security, private foundations and organizations, and many others. Additional details about funded projects and services can be found on the OEIE website at www.oeie.ksu.edu. Evaluation design and implementation at OEIE adheres to the American Evaluation Association's Guiding Principles for Evaluators and the Program Evaluation Standards of the Joint Committee on Standards for Educational Evaluation.

Evaluation Team:

OEIE is a full service evaluation office with fourteen full-time professional staff members including evaluators, project development and computer specialists, as well as part-time special projects research assistants and graduate and undergraduate research assistants. This multidisciplinary team compliments each other's skills and possesses the education, fieldwork experience, and research abilities relevant to the nature and scope of diverse projects. The OEIE team has wide-range expertise in: adult education, business administration, curriculum and instruction development, information technology, institutional leadership, communications, mathematics, psychology, public policy, sociology and statistics. Further, OEIE offers cultural diversity and perspectives based on staff members' international experiences and competencies gained through involvement in evaluation activities. All OEIE evaluators are active American Evaluation Association (AEA) members and participate in numerous professional development opportunities.

OEIE projects are supported by an evaluation team led by a principal evaluator. Capitalizing on the diverse backgrounds and areas of expertise, OEIE staff utilizes well-established research methods and tools (e.g., mail and on-line surveys, focus groups, one-on-one interviews, and content analyses) and are constantly in search of innovative approaches in evaluation (e.g. theory-based evaluation, oral history and mixed method approaches to evaluation).

Technical Resources:

The OEIE office employs a technical programmer with the capacity to develop web-based forms and customized databases and has the capability to use PolyCom-1 and Zoom video conferencing to conduct meetings, interviews and focus groups across the state, nationally and internationally. In addition to quality professional staff, OEIE has the required equipment and technical capabilities to conduct field work (e.g., digital voice recorders, transcribers, digital cameras, and on-line video conferencing). The office uses the latest version of SPSS Statistics and designs and administers surveys using the Qualtrics on-line survey system. Features available through this survey system include:

- Question options: scale, multiple choice, ranking, semantic differential, and short answer formats;
- Conditional branching to customize survey response options with skip patterns;
- Survey distribution options: via specific e-mail addresses or an open web-link;
- A dedicated and secure web server;
- Translation of surveys into any language;
- Automated email message reminder system to maximize response rates; and
- Graphic flexibility for survey designs and result summaries.

Evaluation Process:

OEIE provides high-quality, efficient, responsive program evaluations that support data-driven decision making. The approach is based on W.K. Kellogg Foundation's framework for evaluation. The organization's goal is to provide evaluation services that:

- Strengthen projects by providing ongoing, systematic information that enhances evaluation of projects during their life cycle, and whenever possible, outcome data to assess the extent of change;
- Use multidisciplinary approaches with a range of techniques to address important project questions;
- Address contextual issues to identify problems and opportunities;
- Create a participatory process that values multiple perspectives and involves a representation of people who care about the project;
- Allow for flexibility so as to adapt and adjust to the needs of an evolving and complex project; and
- Build capacity that encourages ongoing self-reflection and dialogue on the part of every person involved with the evaluation.

Specific activities may vary based on the design and scope of a particular evaluation, but typical components include:

- Measuring success in achieving the intended outcomes of the project or program;
- Assessing the implementation process and how it impacts project/program outcomes;
- Providing relevant data and feedback to address any needed mid-course corrections; and
- Providing user-friendly reports and presentations to promote data-driven, evidence-based decision making.

United States Senate

February 17, 2016

Honorable Libia Gil
Assistant Deputy Secretary and Director
United States Department of Education
Office of English Language Acquisition
400 Maryland Ave. SW
Washington, DC 20202

Dear Ms. Gil:

As Senator from the State of Indiana, I believe it is important that Indiana's students have access to the tools they need to learn and grow. Butler University, in partnership with Indianapolis Public Schools, Kokomo School Corporation, Metropolitan School District of Washington Township, the Indiana Department of Education and the Immigrant Welcome Center, is working strategically to develop a comprehensive professional development program that will prepare educators to effectively serve the growing number of EL students in Marion County and Howard County, both geographically located in central Indiana. The partnership is seeking funds through the National Professional Development Program to develop the project, entitled PACE (Prepare, Advocate, Collaborate, & Empower).

Indiana, like most states, is experiencing population growth through an increase in immigration. According to the U.S. Census Bureau, 8.5% of the population in Marion County, which is the state's most populous county, is foreign born and 12.4% of the population speaks a language other than English. The Indiana Department of Education (IDOE) had 60,787 Limited English Proficient (LEP) students enrolled in the 2014-15 academic year. There is a significant need to provide a comprehensive development program that will increase the number of ENL licensed educators.

Faculty from Butler University's College of Education in collaboration with its partners, will develop a professional program designed to improve English Language (EL) academic achievement of EL students in Central Indiana. The program will include integration of ENL theory, research and practice into K-12 curriculum, an increase in the number of pre-service and in-service teachers from the partnership schools with ENL licenses, and continuous assessment and improvement in the licensure program.

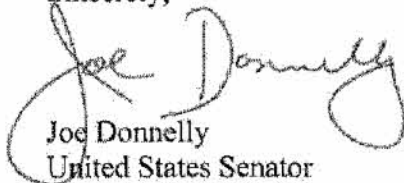
It is expected that the teachers who participate in the training and implementation of the plans will demonstrate increased effectiveness through the active engagement of students which will result in improved student comprehension of the English language. An increase in proficiency

Ms. Libia Gil
February 18, 2016
Page 2

will allow these students to achieve improved educational outcomes, as well as a foundation from which they can pursue and attain their personal goals.

The State of Indiana needs to better prepare its students for the careers of the future. This program is a critical stepping stone toward that goal. I respectfully request that you grant this application full and fair consideration, and I encourage a favorable review in a manner consistent with U.S. law and public policy. I would appreciate being notified when a decision is made. Questions and announcements can be directed to my office by contacting Marianne Black at Marianne_Black@donnelly.senate.gov or by telephone at (317) 226-5555.

Sincerely,



Joe Donnelly
United States Senator

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

Project PACE (Prepare, Advocate, Collaborate, and Empower)—Butler University

Budget Narrative

1. Personnel

Year 1

Project Manager Salary—\$50,000 base and 2.5% increase per year = \$50,000

Principal investigator—.4 FTE Adjunct Replacement costs: \$3,000 per course x 4 courses per year = 12,000

ENL Faculty Summer Stipends—(\$3,000 per faculty x 3 faculty)= 9,000

Faculty Course development stipends 3 courses x \$1,000 per course = \$3,000

Total Year 1 = \$74,000

Year 2

Project Manager Salary—2.5% increase from year 1 = \$51,250

Principal investigator—.4 FTE Adjunct Replacement costs: \$3,000 per course x 4 courses per year = 12,000

ENL Faculty Summer Stipends—(\$3,000 per faculty x 3 faculty)= 9,000

Instructor stipend for ENL Course in Kokomo (Butler Employee) = \$14,000

Faculty Course development stipends 3 courses x \$1,000 per course = \$3,000

Total Year 2 = \$89,250

Year 3

Project Manager Salary—2.5% increase from year 2 = \$52,531

Principal investigator—.4 FTE Adjunct Replacement costs: \$3,000 per course x 4 courses per year = 12,000

ENL Faculty Summer Stipends—(\$3,000 per faculty x 3 faculty)= 9,000

Instructor stipend for ENL Course in Kokomo (Butler Employee) = \$14,000

Faculty Course development stipends 3 courses x \$1,000 per course = \$3,000

Total Year 3 = \$90,531

Year 4

Project Manager Salary—2.5% increase from year 3 = \$53,845

Principal investigator—.4 FTE Adjunct Replacement costs: \$3,000 per course x 4 courses per year = 12,000

ENL Faculty Summer Stipends—\$3,000 per faculty x 3 faculty)= 9,000

Instructor Stipend for ENL Course in Kokomo (Butler Employee) = \$14,000

Faculty Course development stipends 3 courses x \$1,000 per course = \$3,000

Total Year 4 = \$91,845

Year 5

Project Manager Salary—2.5% increase from year 4 = \$55,191

Principal investigator—.4 FTE Adjunct Replacement costs: \$3,000 per course x 4 courses per year = 12,000

ENL Faculty Summer Stipends—\$3,000 per faculty x 3 faculty)= 9,000

Instructor stipend for ENL Course in Kokomo (Butler Employee) = \$14,000

Faculty Course development stipends 3 courses x \$1,000 per course = \$3,000

Total Year 5 = \$93,191

2. Fringe Benefits (32% of salaries and 8% of stipends)

Year 1

FB on Project Manager salary — \$50,000 x .32 = \$16,000

FB on Adjunct Replacement Stipend = \$12,000 x .08 = 960

FB on ENL Faculty Summer Stipends = \$9,000 x .08 = 720

FB Faculty Course development stipends = 3,000 x .08 = 240

Total Year 1 = 17,920

Year 2

FB on Project Manager salary — \$51,250 x .32 = \$16,400

FB on Adjunct Replacement Stipend = $\$12,000 \times .08 = 960$

FB on ENL Faculty Summer Stipends = $\$9,000 \times .08 = 720$

FB on Instructor Stipend for ENL Class in Kokomo = $\$14,000 \times .08 = \$1,120$

FB on Instructor Stipend for ENL Class in Kokomo = $\$14,000 \times .08 = \$1,120$

FB Faculty Course development stipends = $3,000 \times .08 = 240$

Total Year 2 = \$20,560

Year 3

FB on Project Manager salary — $\$52,531 \times .32 = \$16,810$

FB on Adjunct Replacement Stipend = $\$12,000 \times .08 = 960$

FB on ENL Faculty Summer Stipends = $9,000 \times .08 = 720$

FB on Instructor Stipend for ENL Class in Kokomo = $\$14,000 \times .08 = \$1,120$

FB on Instructor Stipend for ENL Class in Kokomo = $\$14,000 \times .08 = \$1,120$

FB Faculty Course development stipends = $3,000 \times .08 = 240$

Total Year 3 = \$20,970

Year 4

FB on Project Manager salary — $\$53,845 \times .32 = \$17,230$

FB on Adjunct Replacement Stipend = $\$12,000 \times .08 = 960$

FB on ENL Faculty Summer Stipends = $9,000 \times .08 = 720$

FB on Instructor Stipend for ENL Class in Kokomo = $\$14,000 \times .08 = \$1,120$

FB on Instructor Stipend for ENL Class in Kokomo = $\$14,000 \times .08 = \$1,120$

FB Faculty Course development stipends = $3,000 \times .08 = 240$

Total Year 4 = \$21,390

Year 5

FB on Project Manager salary — $\$55,191 \times .32 = \$17,661$

FB on Adjunct Replacement Stipend = $\$12,000 \times .08 = 960$

FB on ENL Faculty Summer Stipends = $9,000 \times .08 = 720$

FB on Instructor Stipend for ENL Class in Kokomo = $\$14,000 \times .08 = \$1,120$

FB on Instructor Stipend for ENL Class in Kokomo = $\$14,000 \times .08 = \$1,120$

FB Faculty Course development stipends = $3,000 \times .08 = 240$

Total Year 5 = \$21,821

3. Travel

Year 1

Office for English Language Acquisition OELA conference—2 Attendees

Airfare: 2 attendees x \$400 per person = \$800

Lodging: 2 attendees x 3 nights x \$175 per night = \$1,050

Meals and Incidental expenses: 2 x \$75 per person x 3 days = \$450

ESCRIBE Training —2 attendees

Airfare: 2 attendees x \$400 per person = \$800

Lodging: 2 attendees x 3 nights x \$175 per night = \$1050

Meals and Incidental expenses: 2 x \$75 per person x 3 days = \$450

Total Year 1 = \$4,600

Year 2

Annual Research Conference—4 Attendees

Registration: 4 attendees x \$500 per person = \$2,000

Airfare: 4 attendees x \$400 per person = \$1,600

Lodging: 4 attendees x 3 nights x \$175 per night = \$2,100

Meals and Incidental expenses: 4 x \$75 per person x 3 days = \$900

Office for English Language Acquisition OELA conference—2 Attendees

Airfare: 2 attendees x \$400 per person = \$800

Lodging: 2 attendees x 3 nights x \$175 per night = \$1,050

Meals and Incidental expenses: 2 x \$75 per person x 3 days = \$450

Travel to Kokomo for Coaching and Data Collection

16 trips Fall and 17 trips Spring = 33 trips x \$50 per trip = \$1,650 (using IRS reimbursement rate of \$.54 per mile)

Total Year 2 = \$10,550

Year 3

Annual Research Conference—4 Attendees

Registration: 4 attendees x \$500 per person = \$2,000

Airfare: 4 attendees x \$400 per person = \$1,600

Lodging: 4 attendees x 3 nights x \$175 per night = \$2,100

Meals and Incidental expenses: 4 x \$75 per person x 3 days = \$900

Office for English Language Acquisition OELA conference—2 Attendees

Airfare: 2 attendees x \$400 per person = \$800

Lodging: 2 attendees x 3 nights x \$175 per night = \$1,050

Meals and Incidental expenses: 2 x \$75 per person x 3 days = \$450

Travel to Kokomo for Coaching and Data Collection

16 trips Fall and 17 trips Spring = 33 trips x \$50 per trip = \$1,650 (using IRS reimbursement rate of \$.54 per mile)

Total Year 3 = \$10,550

Year 4

Annual Research Conference—4 Attendees

Registration: 4 attendees x \$500 per person = \$2,000

Airfare: 4 attendees x \$400 per person = \$1,600

Lodging: 4 attendees x 3 nights x \$175 per night = \$2,100

Meals and Incidental expenses: $4 \times \$75 \text{ per person} \times 3 \text{ days} = \900

Office for English Language Acquisition OELA conference—2 Attendees

Airfare: $2 \text{ attendees} \times \$400 \text{ per person} = \800

Lodging: $2 \text{ attendees} \times 3 \text{ nights} \times \$175 \text{ per night} = \$1,050$

Meals and Incidental expenses: $2 \times \$75 \text{ per person} \times 3 \text{ days} = \450

Travel to Kokomo for Coaching and Data Collection

$16 \text{ trips Fall and } 17 \text{ trips Spring} = 33 \text{ trips} \times \$50 \text{ per trip} = \$1,650$ (using IRS reimbursement rate of \$.54 per mile)

Total Year 4 = \$10,550

Year 5

Annual Research Conference—4 Attendees

Registration: $4 \text{ attendees} \times \$500 \text{ per person} = \$2,000$

Airfare: $4 \text{ attendees} \times \$400 \text{ per person} = \$1,600$

Lodging: $4 \text{ attendees} \times 3 \text{ nights} \times \$175 \text{ per night} = \$2,100$

Meals and Incidental expenses: $4 \times \$75 \text{ per person} \times 3 \text{ days} = \900

Office for English Language Acquisition OELA conference—2 Attendees

Airfare: $2 \text{ attendees} \times \$400 \text{ per person} = \800

Lodging: $2 \text{ attendees} \times 3 \text{ nights} \times \$175 \text{ per night} = \$1,050$

Meals and Incidental expenses: $2 \times \$75 \text{ per person} \times 3 \text{ days} = \450

Travel to Kokomo for Coaching and Data Collection

$16 \text{ trips Fall and } 17 \text{ trips Spring} = 33 \text{ trips} \times \$50 \text{ per trip} = \$1,650$ (using IRS reimbursement rate of \$.54 per mile)

Total Year 5 = \$10,550

4. Equipment

Year 1

Laptop computer—with standard University Software — \$1,300

Digital projector for field use —\$500

Digital Camera for documentation — \$500

Year 2, 3, 4, and 5—No funds requested

Total Equipment = \$2,300

5. Supplies

Year 1

Printing—\$1000

Office Supplies—\$1000

Total Year 1 = \$2,000

Year 2

Printing—\$1000

Office Supplies—\$1000

Total Year 2 = \$2,000

Year 3

Printing—\$1000

Office Supplies—\$1000

Total Year 3 = \$2,000

Year 4

Printing—\$1000

Office Supplies—\$1000

Total Year 4 = \$2,000

Year 5

Printing—\$1000

Office Supplies—\$1000

Total Year 5 = \$2,000

6. Contractual

Year 1

Outside Evaluator—Contracted with The Office of Educational Innovation and Evaluation (OEIE), affiliated with Kansas State University. \$45,000

Master Teacher Collaborators—3 teachers x \$2,000 stipend per year = \$6,000

Immigrant Welcome Center Natural Helpers—3 Natural Helpers x \$50 per hour x 60 hours consultation per natural helper = \$9,000

Document translation services—@ \$50 per page x 40 pages = \$2,000

Total Year 1 = \$62,000

Year 2

Outside Evaluator—Contracted with The Office of Educational Innovation and Evaluation (OEIE), affiliated with Kansas State University. \$45,000

Immigrant Welcome Center Natural Helpers—3 Natural Helpers x \$50 per hour x 60 hours consultation per natural helper = \$9,000

Instructor stipend for ENL Course in Kokomo (non-Butler Employee) = \$14,000

Total Year 2 = \$68,000

Year 3

Outside Evaluator—Contracted with The Office of Educational Innovation and Evaluation (OEIE), affiliated with Kansas State University. \$45,000

Master Teacher Collaborators—3 teachers x \$2,000 stipend per year = \$6,000

Immigrant Welcome Center Natural Helpers—3 Natural Helpers x \$50 per hour x 60 hours consultation per natural helper = \$9,000

Instructor stipend for ENL Course in Kokomo (non-Butler Employee) = \$14,000

Document translation services—@ \$50 per page x 20 pages = \$1,000

Total Year 3 = \$75,000

Year 4

Outside Evaluator—Contracted with The Office of Educational Innovation and Evaluation (OEIE), affiliated with Kansas State University. \$45,000

Instructor stipend for ENL Course in Kokomo (non-Butler Employee) = \$14,000

Total Year 4 = \$59,000

Year 5

Outside Evaluator—Contracted with The Office of Educational Innovation and Evaluation (OEIE), affiliated with Kansas State University. \$45,000

Master Teacher Collaborators—3 teachers x \$2,000 stipend per year = \$6,000

Instructor stipend for ENL Course in Kokomo (non-Butler Employee) = \$14,000

Total Year 5 = \$65,000

7. Construction

No funds requested in any year of the grant

8. Other

Year 1

Assistance to participants with specials needs as suggested by GEPA. This is for equipment, materials and administrative costs associated with helping persons with sight, hearing and physical disabilities. —\$10,000

Year 2

Assistance to participants with specials needs as suggested by GEPA. This is for equipment, materials and administrative costs associated with helping persons with sight, hearing and physical disabilities. —\$20,000

Year 3

Assistance to participants with specials needs as suggested by GEPA. This is for equipment, materials and administrative costs associated with helping persons with sight, hearing and physical disabilities. —\$20,000

Year 4

Assistance to participants with special needs as suggested by GEPA. This is for equipment, materials and administrative costs associated with helping persons with sight, hearing and physical disabilities. —\$20,000

Year 5

Assistance to participants with special needs as suggested by GEPA. This is for equipment, materials and administrative costs associated with helping persons with sight, hearing and physical disabilities. —\$20,000

10. Indirect Costs

8% of modified direct costs. (Excludes tuition and contracts exceeding \$25,000)

Year 1

Modified Direct Costs x .08 = \$152,820 x .08 = \$12,226

Year 2

Modified Direct Costs x .08 = \$165,360 x .08 = \$13,229

Year 3

Modified Direct Costs x .08 = \$174,051 x .08 = \$13,924

Year 4

Modified Direct Costs x .08 = \$159,784 x .08 = \$12,783

Year 5

Modified Direct Costs x .08 = \$167,561 x .08 = \$13,405

11. Training Stipends

Year 1

No funds requested

Year 2

(Tuition at \$540.8 per credit hour and \$270.4 per credit hour for workshops)

GILP—10 teachers x 31 credit hours per teacher x \$540.8/credit hour = \$167,648

Kokomo ENL—10 teachers x 18 credit hours per teacher x \$270.4/credit hour = \$48,672

Total Year 2 = \$216,320

Year 3

(Reflects a 4% tuition rate increase from previous year)

GILP ENL—10 teachers x 15 credit hours per teacher x \$562.432/hour = \$84,365

ENL Licensure for Already Licensed Teachers—10 teachers x 18 Credit Hours per teacher x \$562.432/Credit Hour = \$101,238

Kokomo ENL—10 teachers x 18 credit hours per teacher x \$281.216/credit hour (workshop tuition) = \$50,619

Total Year 3 = \$236,222

Year 4

(Reflects a 4% tuition rate increase from previous year)

GILP—10 teachers x 31 credit hours per teacher x \$584.929/ credit hour = \$181,328

Kokomo ENL—10 teachers x 18 credit hours per teacher x \$292.465/credit hour (workshop tuition) = \$52,644

Total Year 4 = \$233,972

Year 5

(Reflects a 4% tuition rate increase from previous year)

GILP ENL—10 teachers x 15 credit hours per teacher x \$608.326/ credit hour = \$91,249

ENL Licensure for Already Licensed Teachers 10 teachers x 18 Credit Hours per teacher x \$608.326/credit hour = \$109,499

Kokomo ENL—10 teachers x 18 credit hours per teacher x \$304.163/ credit hour (workshop tuition) = \$54,750

Total Year 5 = \$255,498

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 08/31/2017

1. Project Director:

| | | | | |
|----------------------|-------------|----------------------|------------|----------------------|
| Prefix: | First Name: | Middle Name: | Last Name: | Suffix: |
| <input type="text"/> | Kathryn | <input type="text"/> | Brooks | <input type="text"/> |

Address:

| | |
|-----------|----------------------|
| Street1: | 4600 Sunset Avenue |
| Street2: | <input type="text"/> |
| City: | Indianapolis |
| County: | <input type="text"/> |
| State: | IN: Indiana |
| Zip Code: | 46208-3443 |
| Country: | USA: UNITED STATES |

| | |
|---|-----------------------------|
| Phone Number (give area code) | Fax Number (give area code) |
| <input type="text" value="317-940-8415"/> | <input type="text"/> |

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

| | | | |
|---|---|--|--|
| <input type="text" value="Research nonexemption-complete.pdf"/> | <input type="button" value="Add Attachment"/> | <input type="button" value="Delete Attachment"/> | <input type="button" value="View Attachment"/> |
|---|---|--|--|

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

Butler University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|-----------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------|
| 1. Personnel | 74,000.00 | 89,250.00 | 90,531.00 | 91,844.00 | 93,190.00 | 438,815.00 |
| 2. Fringe Benefits | 17,920.00 | 20,560.00 | 20,970.00 | 21,390.00 | 21,821.00 | 102,661.00 |
| 3. Travel | 4,600.00 | 10,550.00 | 10,550.00 | 10,550.00 | 10,550.00 | 46,800.00 |
| 4. Equipment | 2,300.00 | 0.00 | 0.00 | 0.00 | 0.00 | 2,300.00 |
| 5. Supplies | 2,000.00 | 2,000.00 | 2,000.00 | 2,000.00 | 2,000.00 | 10,000.00 |
| 6. Contractual | 62,000.00 | 68,000.00 | 75,000.00 | 59,000.00 | 65,000.00 | 329,000.00 |
| 7. Construction | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 8. Other | 10,000.00 | 20,000.00 | 20,000.00 | 20,000.00 | 20,000.00 | 90,000.00 |
| 9. Total Direct Costs (lines 1-8) | 172,820.00 | 210,360.00 | 219,051.00 | 204,784.00 | 212,561.00 | 1,019,576.00 |
| 10. Indirect Costs* | 12,226.00 | 13,229.00 | 13,924.00 | 12,783.00 | 13,405.00 | 65,567.00 |
| 11. Training Stipends | 0.00 | 216,320.00 | 236,222.00 | 233,972.00 | 255,498.00 | 942,012.00 |
| 12. Total Costs (lines 9-11) | 185,046.00 | 439,909.00 | 469,197.00 | 451,539.00 | 481,464.00 | 2,027,155.00 |

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 06/01/2014 To: 05/31/2018 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): DHHS-Rate is 38% of Modified Direct

The Indirect Cost Rate is 38.00%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
PR/Award # T365Z160155

| | | |
|---|---|--|
| Name of Institution/Organization Butler University | Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form. | |
|---|---|--|

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| 1. Personnel | | | | | | |
| 2. Fringe Benefits | | | | | | |
| 3. Travel | | | | | | |
| 4. Equipment | | | | | | |
| 5. Supplies | | | | | | |
| 6. Contractual | | | | | | |
| 7. Construction | | | | | | |
| 8. Other | | | | | | |
| 9. Total Direct Costs (lines 1-8) | | | | | | |
| 10. Indirect Costs | | | | | | |
| 11. Training Stipends | | | | | | |
| 12. Total Costs (lines 9-11) | | | | | | |

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

Research: Non-Exempt Narrative

Based on the proposed project plan, the following questions will be used to guide the evaluation efforts: 1) What are the impacts of the project on EL student academic engagement, achievement, and language acquisition? 2) What are the impacts of the project on teacher instructional practices? 3) To what extent have project goals and objectives been met? 4) To what extent have project initiatives been implemented? (Fidelity of Implementation)

Human Subjects Involvement and Characteristics:

Two groups of participants will be involved in the evaluation studies for this project: 160 teachers, all older than 20 years old, and 400 English learning (EL) students, ages 5-19. Eighty teachers will participate in English as a New Language (ENL) coursework in order to earn ENL licensure. Eighty teachers will not participate in any ENL licensure coursework. The EL students will be in the teachers' classrooms, as they would even if the NPD project and evaluation were not going to occur.

Sources of Materials: Identify the sources of research material obtained from individually identifiable living human subjects in the form of specimens, records, or data. Indicate whether the material or data will be obtained specifically for research purposes or whether use will be made of existing specimens, records, or data.

Teachers

Existing data: all coursework from the ENL licensure courses

Data for research purposes: surveys with coded ID numbers, pre/post-test on teacher knowledge of research-based instructional practices for EL students, classroom observations of instructional practices using the observational protocol developed from the ENL licensure program theoretical/research framework, focus group discussions

EL students

Existing data: language proficiency test scores with coded ID numbers

Data for research purposes: classroom observations of normal instructional practices/student response behaviors using the ESCRIBE

Recruitment and Informed Consent:

The teacher participants will fall into two groups: the project group and the comparison group. The project group will be teachers from participating schools in Indiana who volunteer to join the project in order to earn their ENL license. The comparison group will be selected from teachers in the same or similar schools to the participant teachers and who have similar characteristics (teaching experience, ENL background, content area/grade level, etc). The comparison group participants will volunteer. The principle investigator (PI) and project manager (PM) will obtain consent from participating teachers and the parents of the EL students in both the project group and the comparison group. The teachers and students will be asked to sign a consent form that outlines the purpose of the study, the procedures, and the potential risks and benefits. They participants will indicate if they consent/do not consent to be in the study. The consent form will state that participants are under no obligation to participate in the study and

may withdraw at any time, and that their data will be destroyed if they withdraw from the study. It will also say that participants will remain in good standing with Butler University and/or their teachers if they choose not to participate in the study. Contact information for the Butler University IRB director and the PI will be included and participants will be encouraged to contact them if they have any questions or concerns. The consent forms will be translated into the preferred languages of the parents of the EL students.

Potential Risks:

Since participant identity will be coded and kept separate from a secured code list, and all data except for the focus group data will be confidential, this project presents little risk for participants. However, the non-exempt status of this project stems from concerns about focus group discussions. Teachers will participate in focus groups during which they talk about their instructional practices. It is possible, but not likely, that they may reveal some information about their professional practices that may damage their professional reputation if other group members were to reveal what they said to people outside of the focus group.

Protection Against Risk:

Teachers

All electronic artifacts and documents will be kept in a password protected folder. Participants will be assigned a code. Their names will be removed from their electronic artifacts and replaced with their assigned codes. Participant names and codes will be kept in separate password protected documents. Electronic artifacts will be backed up to an external hard drive which will be kept in a locked file cabinet. All physical artifacts will be kept in a locked file cabinet. All artifacts will be destroyed three years after the termination of the research project. Teachers in focus groups will be asked and reminded that what is said during the focus groups is confidential information and that they should not repeat what other people have said during the focus group sessions.

Students

All electronic files will be password protected. Data will be collected using a computer software program. Student codes will be used to identify a data file. Student names and codes will be kept in a locked file cabinet. At the end of the data collection, the names of participants will be destroyed. However, consent forms will be retained in a locked file cabinet for an additional 3 years. Data files will be backed up to an external hard drive that will be locked in a file cabinet. No data will be accessible online or transferred through email. All student standardized test score data will be identified with a code number, not with student names.

Importance of the Knowledge to be Gained: Discuss the importance of the knowledge gained or to be gained as a result of the proposed research. Discuss why the risks to subjects are reasonable in relation to the anticipated benefits to subjects and in relation to the importance of the knowledge that may reasonably be expected to result.

There is a significant educational achievement gap between EL students and native English speaking students. EL students do not typically fare as well on standardized achievement test, perform as well academically in school, graduate from high school, or attend post-secondary education. This project will help us to better understand which instructional practices are more

likely to result in higher language proficiency growth for EL students, as well as how to support teachers in changing their professional beliefs and practices to be more research-based for EL students. The small risk that a teacher might repeat something that was said by another teacher in a focus group, is minor compared to the potential benefit of teachers becoming more effective teachers and EL students increasing their oral language and literacy development. If the teachers were engaging in the same ENL coursework without this project, they may share with outside people the same kinds of things that they would share from a focus group discussion. However, we will emphasize that they should not share what other teachers say in class without permission from the teachers, and that they should never share anything that is said during a focus group discussion. Our professional practice is to establish these expectations at the beginning of each semester (or focus group) as part of our group norm setting.

Collaborating Site(s): If research involving human subjects will take place at collaborating site(s) or other performance site(s), name the sites and briefly describe their involvement or role in the research.

The research will take place at Butler University and our partnership school districts (Indianapolis Public Schools, Kokomo Community Schools, and MSD Washington Township). Some data analysis will take place at Kansas State University.