

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 # T365Z160027

Grants.gov Tracking#: GRANT12097340

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

Closing Date: Feb 19, 2016

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Assurances Non-Construction Programs (SF 424B)	e6
3. Disclosure Of Lobbying Activities (SF-LLL)	e8
4. ED GEPA427 Form	e9
Attachment - 1 (1236-GEPA)	e10
5. Grants.gov Lobbying Form	e11
6. ED Abstract Narrative Form	e12
Attachment - 1 (1235-AbstractENGAGE)	e13
7. Project Narrative Form	e14
Attachment - 1 (1243-ProjectNarrativeENGAGE)	e15
Attachment - 2 (1244-TableofContentsENGAGE)	e50
8. Other Narrative Form	e51
Attachment - 1 (1238-UniversityRateAgreement)	e52
Attachment - 2 (1239-EngageBibliography)	e57
Attachment - 3 (1240-KeyPersonnelENGAGE)	e59
Attachment - 4 (1241-EngageRIDEltr)	e60
Attachment - 5 (1242-LtrPawtENGAGE)	e61
9. Budget Narrative Form	e62
Attachment - 1 (1234-BudgetNarrENGAGE)	e63
10. Form ED_SF424_Supplement_1_3-V1.3.pdf	e67
11. Form ED_524_Budget_1_3-V1.3.pdf	e68
Attachment - 1237-NonXRsrchNrtiveENGAGE.pdf	e70

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): <div style="border: 1px solid black; height: 15px; width: 100%;"></div> * Other (Specify): <div style="border: 1px solid black; height: 15px; width: 100%;"></div>																	
* 3. Date Received: <div style="border: 1px solid black; padding: 2px;">02/16/2016</div>		4. Applicant Identifier: <div style="border: 1px solid black; height: 15px; width: 100%;"></div>																			
5a. Federal Entity Identifier: <div style="border: 1px solid black; height: 15px; width: 100%;"></div>			5b. Federal Award Identifier: <div style="border: 1px solid black; height: 15px; width: 100%;"></div>																		
State Use Only:																					
6. Date Received by State: <div style="border: 1px solid black; width: 100px;"></div>		7. State Application Identifier: <div style="border: 1px solid black; width: 200px;"></div>																			
8. APPLICANT INFORMATION:																					
* a. Legal Name: <div style="border: 1px solid black; padding: 2px;">Brown University</div>																					
* b. Employer/Taxpayer Identification Number (EIN/TIN): <div style="border: 1px solid black; padding: 2px;">05-0258809</div>			* c. Organizational DUNS: <div style="border: 1px solid black; padding: 2px;">0017855420000</div>																		
d. Address:																					
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e. Organizational Unit:																					
Department Name: <div style="border: 1px solid black; padding: 2px;">The Education Alliance</div>			Division Name: <div style="border: 1px solid black; height: 15px; width: 100%;"></div>																		
f. Name and contact information of person to be contacted on matters involving this application:																					
Prefix: <div style="border: 1px solid black; padding: 2px;">Mr.</div>		* First Name: <div style="border: 1px solid black; padding: 2px;">Michael</div>																			
Middle Name: <div style="border: 1px solid black; padding: 2px;">A.</div>																					
* Last Name: <div style="border: 1px solid black; padding: 2px;">Kostyshak</div>																					
Suffix: <div style="border: 1px solid black; height: 15px;"></div>																					
Title: <div style="border: 1px solid black; padding: 2px;">Assistant Director, Pre-Award Services</div>																					
Organizational Affiliation: <div style="border: 1px solid black; padding: 2px;">Brown University</div>																					
* Telephone Number: <div style="border: 1px solid black; padding: 2px;">401-863-2777</div>			Fax Number: <div style="border: 1px solid black; padding: 2px;">401-863-7292</div>																		
* Email: <div style="border: 1px solid black; padding: 2px;">Michael_Kostyshak@brown.edu</div>																					

PR/Award # T365Z160027

Page e3

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 Engage

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="405,901.85"/>
* 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="405,901.85"/>

*** 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.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Michael Kostyshak	Assistant Director, Pre-Award Services
APPLICANT ORGANIZATION	DATE SUBMITTED
Brown University	02/16/2016

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="n/a"/> * Street 1 <input type="text" value="n/a"/> Street 2 <input type="text"/> * City <input type="text" value="n/a"/> State <input type="text"/> Zip <input type="text" value="n/a"/> Congressional District, if known: <input type="text"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="n/a"/>	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" value="n/a"/>	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"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> 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="Michael Kostyshak"/> * 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="02/16/2016"/>		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # T365Z160027

Page e8

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.

GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

General Education Provisions Act Requirement (GEPA) Section 427

In the recruitment and employment of individuals through Brown University, the Education Alliance will ensure that procedures for the selection of personnel will follow federal and state rules and regulations without regard to race, color, national origin, gender, age, or disability. Equal opportunity employment is an explicit policy at Brown University. Brown University has established an explicit policy of including women and minorities in all aspects of university activities. It has identified and adopted specific procedures to avoid discriminatory behavior and promote inclusion. These policies and practices guide the Education Alliance in its recruitment efforts. Brown University has a comprehensive, long-term strategic plan, Pathways to Diversity and Inclusion: An Action Plan for Brown University, shared with the community on February 1, 2016. (<https://www.brown.edu/about/administration/institutional-diversity/pathways>)

In the recruitment and employment of individuals through Brown University, Project Engage will ensure that procedures for the selection of personnel follow federal, state and university rules and regulations as they apply to race, color, national origin, gender, age, or disability. Equal opportunity employment is an explicit policy at Brown, including women and minorities in all aspects of University activities. The University has identified and adopted specific procedures to avoid discriminatory behavior and promote inclusion. These policies and practices will guide the project in its recruitment efforts.

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

Brown University

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. * First Name: Michael Middle Name: A.
* Last Name: Kostyshak Suffix:
* Title: Assistant Director, Pre-Award Services

* SIGNATURE: Michael Kostyshak

* DATE: 02/16/2016

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.]

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Project Engage Abstract

Name of IHE: Brown University

Partners: Rhode Island Department of Education (RIDE)

Priorities: Project Engage addresses the following priorities: Absolute Priority – Providing PD to Improve Instruction to ELs. The project also addresses Competitive Priority 1, Moderate Evidence of Effectiveness; Competitive Priority 2, Improving Parent, Family, and Community Engagement; and Invitational Priority 2, Supporting the Early Learning Workforce to Serve ELs.

Project Description: The goal of Project Engage is to improve the capacity of Rhode Island (RI) to provide high quality instruction to K-5 English learners (ELs) in high-incidence districts. Project Engage's objectives are:

1. Recruit 20 emergency certified teachers –considered pre-service, early-learning educators – who have completed a bachelor's degree and are employed as instructors in K-5 classrooms in high-incidence RI districts.
2. 20 program participants complete Brown U. Masters Degree in ESL and Crosscultural Studies and meet RI standards for ESL certification.
3. Document participants' delivery of high-quality, rigorous instruction to ELs through observations, coaching, teacher portfolio, and ELs' achievement data.
4. Completion of a yearlong leadership project on parent and family engagement.
5. A quasi-experimental study on Disaggregate Instruction meets the What Works Clearinghouse evidence standards with reservations, contributing to the knowledge base for effective instructional practice for English learners.

Participants complete the eight courses in Brown U. Master's Degree in ESL and Cross Cultural Studies: Language, Culture, and Society; Theories in First and Second Language Acquisition; Language Theory and Curriculum Development; Literacy, Culture, and Schooling for the Language Minority Student; Applied Linguistics for ESL; ESL Methodology, Assessment, and Evaluation; Research Seminar; and Practicum for Teaching Elementary ELs. Each course includes a field component requiring a 20-hour inquiry into one aspect of education for ELs as well as classroom coaching for each participant. Each participant completes a leadership project that addresses improving parent, family, and community engagement.

In addition to the Master's courses and leadership project, participants take part in a quasi-experimental study, based on *Pathway toward Fluency: Using 'disaggregate instruction' to promote science literacy* (Brown, Rhoo, & Rodriguez, 2010).

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/english_learners_pg_040114.pdf

This study, which meets the Institute of Education Sciences What Works Clearinghouse evidence standards without reservations, will have the dual goal of expanding the knowledge and skills of the participants and of contributing to the knowledge base on effective professional development for teachers of ELs.

The outcomes of Project Engage are: 1) 20 K-5 teachers obtain Brown U. Masters' Degree in ESL and Crosscultural Studies; 2) 20 K-5 teachers meet RI requirements for certification in ESL; 3) 20 leadership projects on parent and family engagement, and 3) the results of the QED study of Disaggregate Instruction will be documented, contributing to the knowledge base on effective instruction for ELs.

Project Director: Maria Pacheco, Ed.D., 401-867-8948, maria_pacheco@Brown.edu

Project Narrative File(s)

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PROJECT ENGAGE - SECTION A: QUALITY OF THE PROJECT DESIGN

(1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measureable

In collaboration with the Rhode Island Department of Education (RIDE), Project Engage supports Brown University's commitment to improve the instruction of elementary level English learners (ELs) in Rhode Island's school districts. Brown's Master's Degree Program in ESL and Cross-cultural Studies is a nationally and internationally recognized, fully institutionalized program designed to enhance teachers' ability to teach ELs successfully, but funding to provide access to this resource for state teachers remains a critical need.

Six "high-incidence" school districts serve the majority of ELs (83%) in Rhode Island (RI). These districts also serve hundreds of bilingual students who have been exited from EL programs or whose parents have waived services. Currently, RI defines high-incidence districts as those that enroll 150 or more ELs: Central Falls, Cranston, East Providence, Pawtucket, Providence, and Woonsocket meet that definition, enrolling from 197 to 5,456 ELs.

The RI EL population is culturally and linguistically diverse. In 2013-2014, ELs in Rhode Island public schools spoke 85 different languages. The majority (77%) spoke Spanish, but 7% spoke Asian languages, 6% spoke Creole or Patois, 3% spoke Portuguese, 1% spoke African languages, and 6% spoke other or multiple languages.

In addition to a high level of diversity, high-incidence districts have higher poverty levels than other districts and have larger numbers of inexperienced teachers. Among the state's highest poverty schools, 45 are located in the cities above; 38 are in Providence. In those schools, 3.6% of teachers were in their first year in 2013-14; this is higher than the percentage of teachers in their first year in the lowest poverty schools in RI (1.9%).

ELs in RI face economic and academic challenges. In 2013-14, 88% of ELs were enrolled in free or reduced-price lunch programs. In October 2013, only 25% of fourth-grade ELs scored at or above proficiency in reading on the New England Common Assessment Program (NECAP). While the achievement gap in fourth-grade reading has been reduced from 55% in 2005 to 49% in 2013, ELs are consistently performing lower than their non-EL peers.

In its 2015-2020 Strategic Plan for Education, RI has made several commitments that directly impact ELs. Among those are improving educator preparation, providing or expanding students' access to activities that promote healthy cultural identity and rich peer-based experiences, and welcoming and engaging with all families, especially those with diverse ethnic, linguistic, and cultural backgrounds. Project Engage will build on the strengths and resources of ELs, their families and their communities, and prepare RI educators to improve the achievement of elementary ELs.

The goal of Project Engage is to improve the capacity of Rhode Island to provide high quality instruction to K-5 English learners (ELs) in high-incidence school districts. Through intensive, rigorous academic coursework and coaching in the areas of second language development, reading and writing across the curriculum, and culturally responsive practice, the project will enhance the capacity of its 20 participants to address the academic needs of ELs in their classrooms and will prepare them to engage parents as active partners in the education of ELs. The project will engage its 20 participants in a community of practice who share their experience; learn from their instructors, students, and each other; and construct new knowledge about effective practice for teaching ELs (Hoadley, 2012).

Additionally, through a quasi-experimental study of one instructional strategy, Project Engage will contribute to the body of knowledge on effective instruction for ELs that is shared

on the What Works Clearinghouse.

Project Engage meets the **absolute priority**: Providing Professional Development to Improve Instruction for English Learners. The project also meets **Competitive Preference Priority 1**, Moderate Evidence of Effectiveness, **Competitive Preference Priority 2**, Improving Parent, Family, and Community Engagement, and **Invitational Priority 2**, Supporting the Early Learning Workforce To Serve ELs. Through an intensive professional development program and a rigorous research study, Project Engage will meet the above goal and priorities.

To achieve its goal, Project Engage has set the following objectives:

Objective 1: recruit 20 emergency certified teachers -- considered **pre-service, early-learning educators** -- who have completed a bachelor's degree and are employed as instructors in K-5 classrooms in high-incidence RI districts

Objective 2: 20 program participants complete the Brown University Masters Degree in ESL Education and Cross Cultural Studies and meet RI standards for ESL certification

Objective 3: document participants' delivery of high-quality, rigorous instruction to ELs in elementary classrooms through a) classroom observations with an observation protocol; b) pre- and post-observation consultations and coaching; c) a teacher portfolio of lessons and units adapted for ELs; d) improvements in EL student achievement

Objective 4: each participant completes a leadership project in their classroom and school that improves parent, family, and community engagement by a) proposing a year-long plan for professional development in their schools; b) engaging parents in at least three joint activities to promote student learning; c) documenting a semester-long study, including current research on parent engagement and documentation of their field work on parent engagement; d) presentation of their work to their schools and project faculty.

Objective 5: conduct a quasi-experimental research study on using “disaggregate instruction” to promote science literacy for ELs, building on a study by Brown, Ryoo, and Rodriguez, which meets the What Works Clearinghouse Evidence Standards without reservations, thereby expanding the knowledge base on effective EL practices to ultimately enable all ELs to achieve postsecondary and career success.

(2) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replications of project activities or strategies including information about the effectiveness of the approach or strategies employed by the project

To meet its five objectives, Project Engage is composed of five distinct professional development components: Recruitment; Coursework; Classroom Observation and Coaching/Consultation; a parent leadership project for dissemination; and a rigorous (QED) study of an approach to science instruction. All of these components are informed by recent research in the field of EL education. All objectives will be measured by a rigorous evaluation conducted by an external evaluator, as described in the evaluation section of this proposal.

Professional Development Component 1: Recruitment. Project Engage will recruit two 10-member cohorts of pre-service, fully employed elementary instructors working under RI emergency certification in public and private schools (Section 9501, SEA).

Upon notice of award, the project director will confer with district superintendents to explain project goals and plan for the recruitment of the first cohort of ten elementary teachers. District-level administrators and principals will assist in the recruitment process. Project staff will encourage a wide pool of applicants that includes representation of the demographics of the schools. The second cohort will be selected using the same process in the fall semester of the

third year of the project.

The project recruiting team will interview all applicants who meet selection criteria (BA, full employment in an elementary school), review their academic and professional credentials, and select a slate of applicants for admission to Brown University's Graduate School. Project faculty will assist them in applying to the Brown Graduate School for admission in January 2017 and January 2019. Even though Brown is an Ivy League institution that holds very high standards for admission into the graduate school, no candidate, after going through this rigorous screening, has been denied admission. The Project Director will enter into a memorandum of agreement with each participant stating they intend to participate in all of the project's activities and meet all of its requirements. Each candidate's standing in the program will be reviewed bi-annually.

Component 2: Coursework. Project Engage will develop participants' expertise and leadership in EL education. Each participant will complete a Masters degree in English as a Second Language and Cross Cultural Studies over a two and one-half year period. This timeframe allows fully employed teachers time to complete the program and to develop expertise and comfort in applying the Masters content. The first cohort of 10 candidates will participate in the Masters program from Spring 2017 to Spring 2019, and the second cohort will participate from Spring 2019 to Spring 2021.

To earn the Masters degree, each candidate must obtain eight credits. In Project Engage, candidates will complete a sequence of eight graduate courses at Brown designed to provide the most recent knowledge of language and literacy theory and its methodological application in the education of elementary ELs.

All courses will model educational strategies that support adult learning and address diverse teaching and learning styles, allowing candidates to experience the benefits of cooperative

learning, peer tutoring, and student-centered learning in their own graduate program. The U.S. Department of Education *English Learner Toolkit for State and Local Education Agencies* (2015) outlines four core principles for professional development for teachers of ELs: 1) build on a foundation of skills, knowledge, and expertise; link new knowledge with what practitioners already know; 2) engage participants as learners; include rich and varied opportunities to learn, including hands-on experiences; 3) provide modeling, practice, feedback, reflection and follow-up; 4) measure change in teacher knowledge and skill as well as change in student performance. Project Engage embraces all these principles and will be evaluated accordingly on its implementation.

The intent of Project Engage is to train teachers to think and act culturally and linguistically in their preparation and delivery of instruction (DiCerbo et al., 2014). One method for developing teacher understanding in this area is teacher inquiry. Teacher research projects have been found to influence teachers' perceptions of what students need in terms of academic language and their own preparedness to teach it. Attention to the linguistic and cultural demands of academic tasks, combined with literature on ways to address these demands can build teacher skill and confidence. Each Project Engage course includes a 20-hour classroom inquiry project to build teacher capacity. The leadership project, completed by each participant in their last semester, is an intensive inquiry project, in which participants bring all their knowledge to bear on engaging parents in school and classroom activities.

Project Engage's courses are designed with input from current research, as outlined in the NCEE Educator's Practice Guide, *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* (2014). This research summary makes four recommendations for teaching English learners based on current research evidence and expert opinion: 1) teach a

set of academic vocabulary words intensively across several days using a variety of instructional activities; 2) integrate oral and written English language instruction into content-area teaching; 3) provide regular, structured opportunities to develop written language skills; 4) provide small-group instructional intervention to students struggling in areas of literacy and English language development. (Baker, et al., 2014, p. 3). These recommendations, the research behind them, and examples of how to implement them in elementary instruction informs the content of the program's courses, as indicated in the course descriptions below.

Language, Culture, and Society investigates the meanings of and interrelationship among language, culture, race, gender and ethnicity. The course explores the development of cultural competence for all members of the elementary school community, as well as students' families as a means of engaging the whole school in the education of ELs. Course participants learn to infuse activities into their lessons that make them more culturally responsive to the diversity of the learners, their families and their communities. Participants use data tools to evaluate a curriculum or instructional intervention for cultural relevance and appropriateness for ELs.

Theories in First and Second Language Acquisition introduces seminal and current research on ways languages are learned. The course presents studies exploring how learner characteristics, social contexts, and learning conditions affect the language acquisition process and the implications for teaching English to young ELs in classroom settings, while building ties to home and community language learning opportunities. Course activities center on the acquisition of oral and written social and academic language. Participants will use data tools to learn about the language use and practices of their ELs, families and communities. Addresses recommendations 1, 2 and 4.

Literacy, Culture and Schooling for the Language Minority Student presents the latest research-

based theory and practice related to children's oral development, reading and writing in a second language. The course focuses on learning to read and write in English in all content areas. A functional linguistics perspective helps participants explore vocabulary and grammar within the multiple genres of the content areas they teach, as well as within home and community contexts. Participants use data tools to examine their ELs' English literacy levels in English as well as their uses of and needs for literacy in both English and the native language. Addresses recommendations 1, 2, 3 and 4.

ESL Methodology for Assessment and Evaluation focuses on classroom assessments that provide teachers with data they can record, analyze, and use to inform decisions about future lessons and to differentiate instruction appropriately. During this course participants learn about large-scale and formative assessments as they relate to EL education. Participants analyze test items from large-scale assessments to identify linguistic and cultural implications leading to flawed interpretations of ELs' abilities and potential for learning. The course introduces a variety of formative assessment methods designed to enable ELs at various English proficiency levels to show what they have learned. Participants practice using multimodal, dynamic types of assessment to create more realistic profiles on their ELs and to be able to gauge instructional practice. Addresses recommendations 1, 2 and 3.

Language Theory and Curriculum Development focuses on applying language and literacy theory and methodology to the curriculum development process, so that Common Core Standards, English language proficiency standards (i.e., WIDA standards) and literacy standards and requirements are aligned to create an enriched, integrated curriculum for elementary ELs. Participants practice aligning their lessons with English language proficiency standards and strategies to reach every EL in their classrooms. They practice using data from the ACCESS and

NECAP tests to modify lessons and assessing the effectiveness of their practice. Addresses recommendations 1, 2 and 3.

Applied Linguistics for English as a Second Language offers an introduction to fundamental linguistic theory with a focus on the linguistic development of bilingual children. The course explores psychological, cognitive, psycholinguistic, and socio-linguistic developmental stages as they affect the acquisition of a second language. The features and functions of language are described and applied to EL contexts with detailed examples used to illustrate specific language constructions and how they contribute to students' linguistic skill. Participants analyze multiple samples of students' speech and writing to practice applying the course's content in real-world tasks. Addresses recommendations 1 and 2.

The Research Seminar helps teachers recognize that the skills of research are central to the educational model of reflective practice. In this course teachers learn to conduct research on their own practice by designing and implementing a study in their own classrooms. This course employs research methods appropriate to the critical analysis of the teaching and learning processes in educational settings and emphasizes the methods and methodologies (e.g., the use of various types of data to inform instruction, logic models, etc.) appropriate for "teacher research" or "action research" to create educational change. Addresses recommendations 1, 2, 3 and 4.

Practicum. The practicum course entails 10 hours of observation of certified ESL teachers, 45 hours of teaching ELs under the supervision of an ESL coach, and 10 hours of classroom observation with feedback on planning, lesson delivery, assessment, and strategies to incorporate language and literacy instruction into content lessons. Addresses recommendations 1, 2, 3 and 4.

Component 3: Classroom Observations and Coaching/Consultation

The purpose of this component is to document the delivery of high-quality, rigorous

instruction to ELs in elementary classrooms through a) classroom observations with an observation protocol; b) pre- and post-observation consultations and coaching; c) building of a teacher portfolio of lessons and units differentiated for multiple English proficiency levels; d) documentation of improvements in EL student achievement; e) documentation of increased access and participation of ELs in all content areas.

Twice each semester Project Engage staff will visit each participant at his/her school. Visits will entail a classroom observation and individual consultation for each participant. For each visit staff will observe classes using a protocol designed with the observed content area in mind and with a focus on the most recent Project Engage course content. Individual consultation between staff and participants will take place before and after observations to set goals and expectations and to provide feedback, recommendations and resources. Staff will offer assistance with using data to plan instruction, differentiating within the lesson, and extending lessons. Staff will assist participants in building a portfolio of lessons and activities, and collecting documentation of ELs' progress in meeting content and language objectives.

Component 4: Development of a Parent and Family Engagement Leadership Project. The purpose of component four is to assist participants in the successful completion of a family engagement leadership project in their schools. While the topic of parent and family engagement is a focus in each of the courses, the leadership project requires that each participant a) create a yearlong program that nurtures parents in areas such as: decision making processes, inclusive school communities, parents as cultural brokers and resources, expanding outreach to other parents, and, advocacy; b) engage teachers and parents in at least three joint activities (i.e. use of family linguistic resources, use of technology to communicate with parents, identifying and applying families funds of knowledge) to promote student learning; c) document a semester-long

inquiry study, including current research on parent engagement and a record of and reflection on their field work on parent and family engagement; d) presentation of their work to their schools and project faculty and recommendations for sustainability.

The parent engagement focus of Project Engage is grounded in the premise that parents of ELs are interested in and able to conduct learning activities at home with their children and to participate in activities at school, and that these activities can contribute to improved academic achievement for their children (Voorhis, Maier, Epstein, & Lloyd, 2013). A second premise is that many elementary teachers are unfamiliar with the cultural ways of knowing, learning, teaching and communicating of the families and communities of the children they teach. Parents and teachers may hold conflicting views and expectations as to what parent engagement means.

The parent engagement focus of the project is intended to engage teachers in culturally responsive practice vis-à-vis families and communities. This means exploring their own cultural values, priorities and practices, and learning ways to learn about the cultures of their students, so that they can reach out to families in appropriate, inviting ways.

The leadership project provides the link between the Masters program, the classroom, and the school community. The courses offer the content and theoretical background. The application activities integrate content with language, literacy and family engagement strategies for EL success. This supplies participants with the knowledge and skills required to translate research into practice, including how to design a program that engages parents in partnership to enrich their children's education. A requirement for graduation, the leadership project integrates the knowledge and skills acquired during five semesters of study. This project will be reviewed by a committee of faculty and presented to the participant's school community.

When participants have completed Project Engage's coursework, staff will help them to apply

to take the Praxis test for English to Speakers of Other Languages and to apply for RI ESL certification.

Component 5: Quasi-Experimental Design Study

Project Engage will conduct a quasi-experimental study on the impact of Disaggregate Instruction on the science learning of ELs in grades 4 and 5. This study to promote science literacy for ELs builds on a study by Brown, Ryoo, and Rodriguez, which meets the What Works Clearinghouse Evidence Standards without reservations. In Brown, Ryoo, & Rodriguez's study, the experimental group outperformed the control group "across all measures. In addition, students taught using the experimental method demonstrated an improved ability to write using scientific language as well as an improved ability to provide oral explanations using scientific language" (Brown, Ryoo, & Rodriguez, 2010, p. 1465). Disaggregate Instruction focuses on students using their own language to express their knowledge of a science-related topic prior to instruction in the topic and its related scientific language. This approach performs the dual function of tapping into students' funds of knowledge and of establishing the scientific discourse students already use.

The authors call for more research into disaggregating science into conceptual and linguistic components. "If science educators begin to conceptualize the teaching and learning of science through a lens that seeks to identify the conceptual continuity between students' everyday language strategies and scientific language, we may improve science learning for all students" (p.1490). Project Engage will implement the Disaggregate Instruction study to explore students' new knowledge of content and language.

The study's timeline will consist of several elements: identifying and convening the research team, identifying treatment and control groups, developing study materials, training teachers to

implement the strategy, observing teachers as they implement the strategy, collecting student performance data, analyzing teacher observation and student performance data, and providing feedback to improve implementation.

The study will be conducted twice – once with cohort 1 in year 2, and once with cohort 2 in year 4. In year 5 the results of the study will be documented in a full report, and the project will be disseminated to the field.

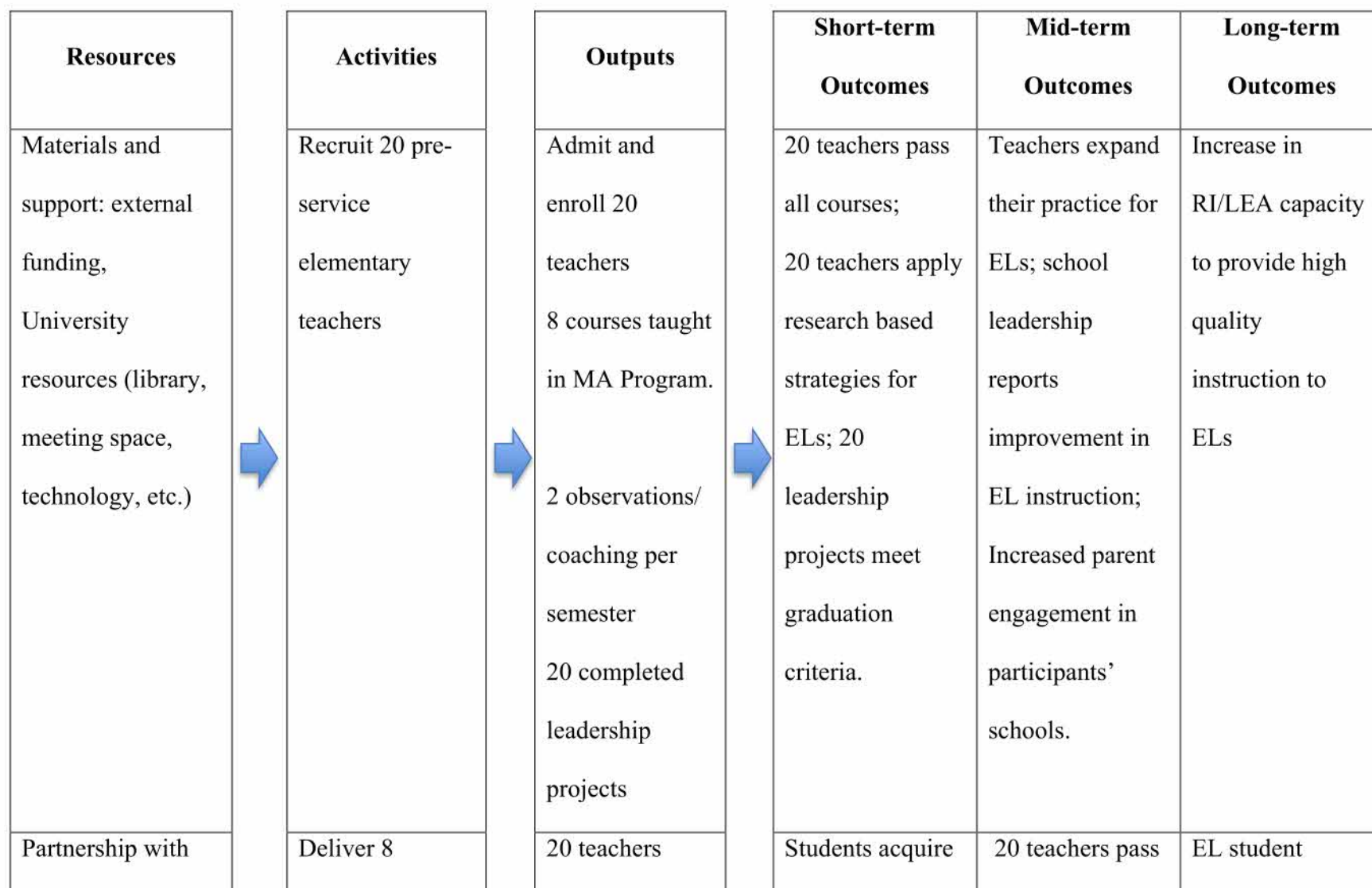
The evaluation plan for the rigorous study will investigate the effect of DI strategy on the teaching of science concepts to EL students. Data collected will include pre-and post- tests, observations of DI implementation, multiple types of student achievement data from Treatment (T) and Control (C) groups, and teacher interviews for both T and C assignments. Analysis of these data will establish causality as described in the WWC standards with reservations.

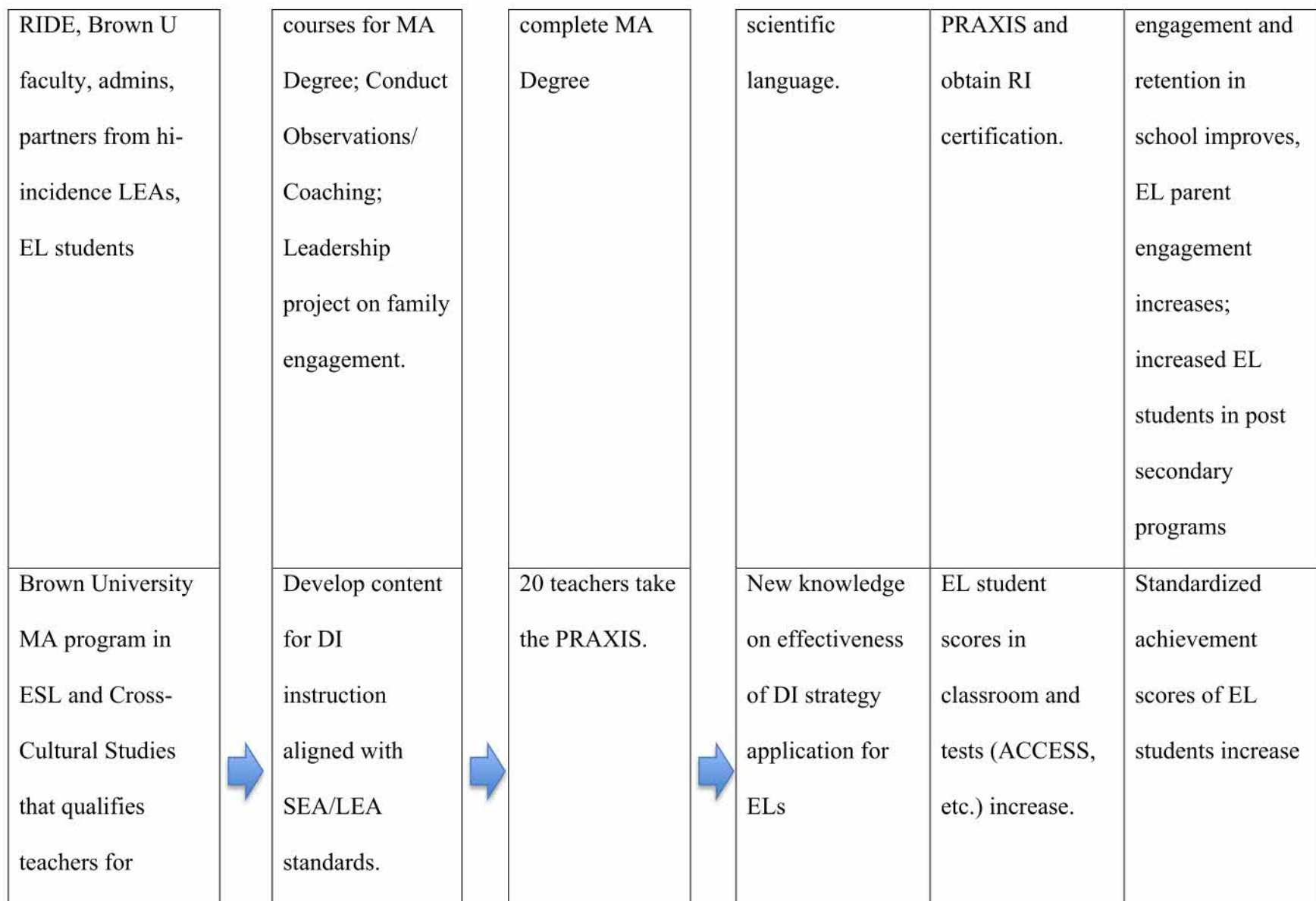
As a result of Project Engage’s activities, 20 RI instructors will complete a Masters Degree in ESL and Cross-cultural Studies, will pass the Praxis test, and will become certified ESL teachers in RI. Their increased knowledge and skill will be a resource to Rhode Island. Their students’ increased English language and literacy capability, along with parents’ increased awareness of the educational system and ways to participate in it, will increase the numbers of ELs completing high school and going on to further education and careers. Project Engage will contribute new knowledge to the field of EL education and a new resource to the What Works Clearinghouse.

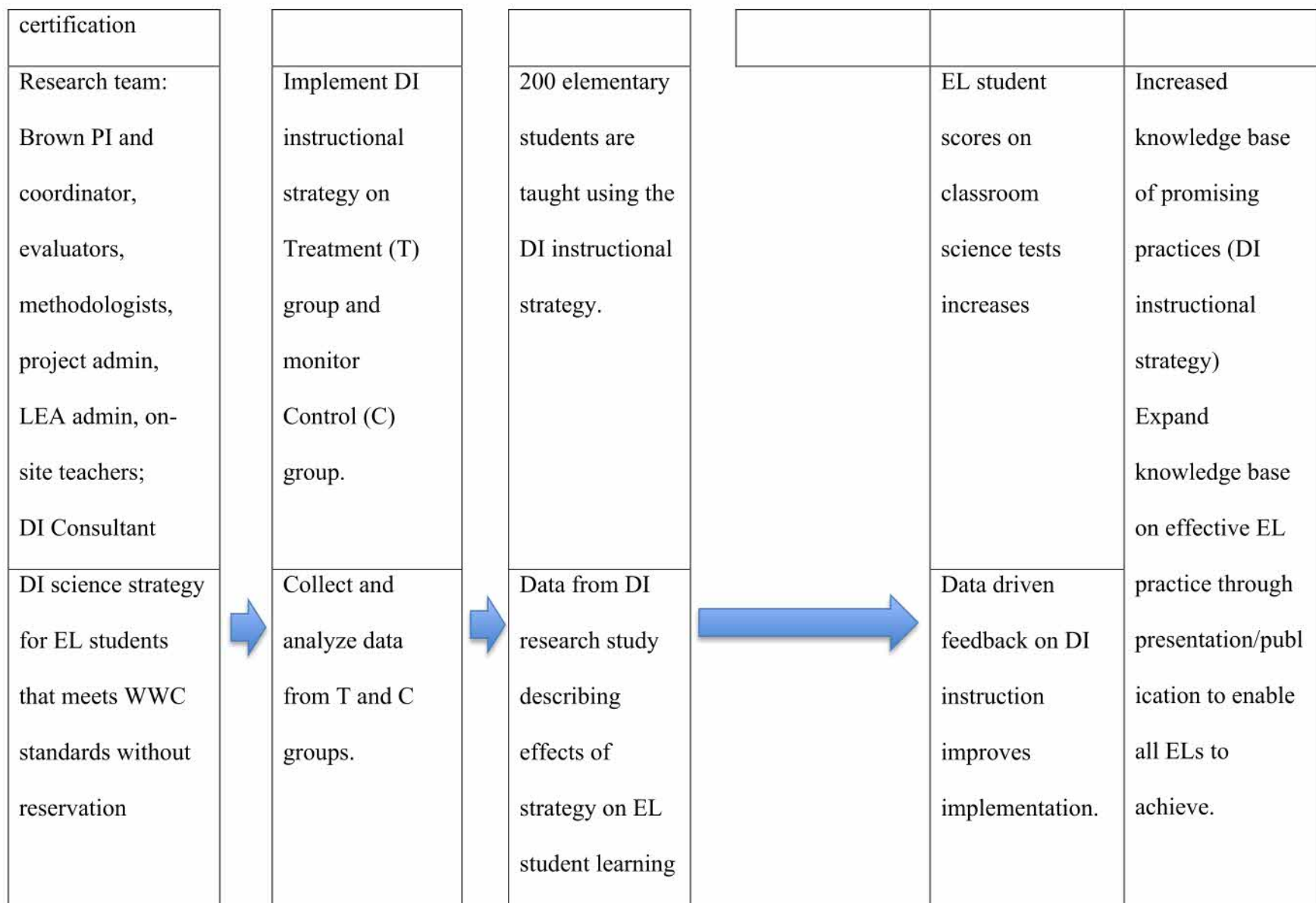
(3) The extent to which the proposed project is supported by strong theory

The following logic model represents this project’s strong theory of action.

Figure 1. Project Engage Logic Model







PROJECT ENGAGE – SECTION B: QUALITY OF PROJECT PERSONNEL

(1) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national, origin, gender, age, or disability.

Brown University has a comprehensive, long-term strategic plan, *Pathways to Diversity and Inclusion: An Action Plan for Brown University*, shared with the community on February 1, 2016. In the recruitment and employment of individuals through Brown University, Project Engage will ensure that procedures for the selection of personnel follow federal, state and university rules and regulations as they apply to race, color, national origin, gender, age, or disability. Equal opportunity employment is an explicit policy at Brown, including women and minorities in all aspects of University activities. The University has identified and adopted specific procedures to avoid discriminatory behavior and promote inclusion. These policies and practices will guide the project in its recruitment efforts.

(2) The qualifications, including relevant training and experience of the project director or principal investigator.

The Principal Investigator and Director position requires experience in program development and supervision, as well as deep knowledge of the research in EL education. The Principal Investigator will provide oversight of all facets of the project; serve as liaison to Brown University, SEA and LEAs; and teach two courses per year. Dr. Maria Pacheco is highly qualified to serve as Principal Investigator and Director, through her expertise in current research in EL education, her career as an Assistant Professor at Brown University, her 16 years of experience as bilingual teacher and director, her 30 year experience in personnel supervision, budget management, evaluation, and collaboration with SEAs and LEAs as Executive Director

of Equity and Diversity Programs at The Education Alliance at Brown. For ten years she was National Leadership Area Coordinator for the Northeast and Islands REL, whose leadership area was English language learner education. In that capacity she was part of the REL research team, responsible for developing tools for educators of ELs. She holds masters degrees in Bilingual/Bicultural Education and in School Administration, and a doctorate in Leadership in Schooling with a focus on Culturally Responsive Practice.

The Project Assistant Director position requires successful experience in educational program management and teacher professional development, as well as deep, extensive knowledge of current research and best practice for EL education. The Assistant Director works in close collaboration with the Principal Investigator/Director. She will translate research on instruction of ELs into syllabus design, provide academic advising to participants; teach two courses per year; and supervise final projects. Sara Smith is highly qualified for this position. In her 30-year career as director of educational programs, adjunct lecturer at Brown University, successful professional developer for teachers of ELs, and facilitator of cross-cultural family education projects, she has developed extensive expertise as a highly effective trainer of educators, participated in teams evaluating school climate and EL programs, and taught English learners at the elementary and adult level. She has worked extensively with SEAs in the development of policy as well as professional development tools for teachers of ELs. Ms. Smith holds a masters degree in ESL Education and Cross Cultural Studies.

PROJECT ENGAGE – SECTION C: QUALITY OF MANAGEMENT PLAN

(1) Adequacy of management plan to achieve objectives on time and within budget

Project Engage will be managed at Brown University by Dr. Pacheco and Ms. Smith. Operational management has five major elements: 1) plan weekly analysis of tasks to be

accomplished assuring coordination among activities and attaching timeframes to planned activities, 2) allocating resources to needs in an effective fashion, 3) controlling expenditures and ensuring optimal utilization of project staff 4) ensuring that planned activities contribute to overall program goals and that unforeseen problems are discovered and resolved, 5) maintaining productive relationships with project partners: RIDE and LEA leaders.

Year 1	Timeline
Fall 2016	Convene RIDE and LEA staff with Project staff (Staff) Recruit Cohort 1 (PI/Asst. Director) Guide the cohort through the application process to Brown (Staff) Meet with program external evaluator (EE) Convene research team (RT) Identify treatment and control groups (RT)
Spring 2017	Orientation meeting for Cohort 1 (Staff) Cohort 1-- 2 courses (Faculty) Cohort 1 -- Conduct collaborative observations and coaching (Staff) Convene research team (RT) Teacher interviews (EE)
Summer 17	Convene research team (RT) Formative evaluation meeting (EE)
Year 2	
Fall 2017	Cohort 1 – 2 courses (Faculty) Cohort 1 -- Conduct classroom observations and coaching (Staff)

	<p>Convene research team (RT)</p> <p>Train teachers in DI (Staff)</p> <p>Implement study (RT)</p> <p>Conduct study observations (RT)</p>
Spring 2018	<p>Cohort 1 – 2 courses (Faculty)</p> <p>Cohort 1 -- Conduct classroom observations and coaching (Staff)</p> <p>Convene research team (RT)</p> <p>Analyze study results (RT)</p> <p>Teacher interviews (EE)</p>
Summer 18	<p>Convene research team (RT)</p> <p>Formative evaluation meeting (EE)</p>
Year 3	
Fall 2018	<p>Cohort 1 – 1 course (Faculty)</p> <p>Cohort 1 -- Conduct classroom observations and coaching (Staff)</p> <p>Study feedback to inform second study implementation (RT)</p> <p>Recruit cohort 2 (PI/Asst. Director)</p> <p>Guide the cohort through the application process to Brown (Staff)</p> <p>Convene research team (RT)</p>
Spring 2019	<p>Cohort 1 -- Family leadership project (Staff)</p> <p>Cohort 1 graduates</p> <p>Cohort 2 -- 2 courses (Faculty)</p> <p>Cohort 2 -- Conduct classroom observations and coaching (Staff)</p>

	<p>Convene research team – planning and revision (RT)</p> <p>Principal interviews, teacher interviews (EE)</p>
Summer 19	<p>Convene research team (RT)</p> <p>Formative evaluation meeting (EE)</p> <p>Identify treatment and control groups (RT)</p>
Year 4	
Fall 2019	<p>Cohort 2 – 2 courses (Faculty)</p> <p>Cohort 2 - Conduct classroom observations and coaching (Staff)</p> <p>Convene research team (RT)</p> <p>Train teachers in DI (Staff)</p> <p>Implement study (RT)</p> <p>Conduct study observations (RT)</p>
Spring 2020	<p>Cohort 2 – 2 courses (Faculty)</p> <p>Cohort 2 -- Conduct classroom observations and coaching (Staff)</p> <p>Convene research team (RT)</p> <p>Analyze study results (RT)</p> <p>Teacher interviews (EE)</p>
Summer 20	<p>Convene research team (RT)</p> <p>Formative evaluation meeting (EE)</p>
Year 5	
Fall 2020	<p>Cohort 2 – 1 course (Faculty)</p> <p>Conduct classroom observations and coaching (Staff)</p>

	<p>Convene research team (RT)</p> <p>Final study documentation (RT)</p>
Spring 2021	<p>Cohort 2 – parent leadership project (Staff)</p> <p>Cohort 2 graduates</p> <p>Teacher interviews (EE)</p> <p>Convene research team (RT)</p> <p>Study dissemination (RT, Staff)</p>

(2) The time commitment of project personnel is appropriate and adequate

A Brown University full time equivalent works a total of 260 days a year. Between all key personnel, a total of 272 days will be allocated to Project Engage in Year 1 and approximately 212 days in Years 2-5. The PI, Dr. Pacheco, will spend 33% of her time, or 86 days in Year 1 of the project and approximately 65 days per year thereafter. She will spend approximately 4 days on meeting with partner leaders; 56 days on teaching, preparation and advising; and 26 days on the research, evaluation and reporting. Ms. Smith will spend 33% of her time, or 86 days in Year 1 and approximately 65 days per year thereafter. She will spend approximately 10 days on overseeing daily operations, 51 days on teaching, preparation, coaching, and advising, and 25 days on research and evaluation. The Research Specialist will spend 20% time, or 35 days, teaching the Research Seminar Course, observing teachers, and serving on the research team. The Program Associate will spend approximately 25%, or 65 days in Year 1, then 52 days each year thereafter, to assist in: recruitment and selection of participants, material development, liaison with the Graduate School and the teachers, and providing academic support.

Additional resources: The commitment of Brown University to this work is extensive. Project Engage has access to relevant resources in research, language and culture studies. Some of the

university's resources that inform our work are: Center for the Study of Race & Ethnicity in America; the Pembroke Center for Teaching and Research on Women; the Third World Center which promotes crosscultural understanding; the Center for Language Studies; the John Nicholas Brown Center for Public Humanities and Cultural Heritage; the Office of Education Outreach which seeks collaboration with RI schools; and the Department of Portuguese & Brazilian Studies which focuses on language and culture. These centers provide Project Engage's faculty and participants' access to a richness of information that they would not be able to access anywhere else.

Financial Management systems are in place to monitor award spending to ensure that spending is in accordance with federal and university policies. Reconciliations are performed at the department level after each fiscal month closing and financial analyses are performed several times a year to ensure that we are on target with project activities and spending. The PI works closely with the Financial Manager and Brown's Office of Sponsored Projects to monitor all expenditures to assure that expenditures are allowable, reasonable, and allocable.

SECTION D - PROJECT ENGAGE: QUALITY OF THE EVALUATION PLAN

(1) The methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

The objective of the evaluation will be to monitor and document Project Engage activities, the outputs that result, and short- and mid-term outcomes to produce evidence about the project's effectiveness as described in the Project Engage Logic Model. The evaluator and research team will collect and analyze quantitative and qualitative data for 3 purposes: (i) to measure progress towards meeting the U.S. Department of Education's NPD Program Goal and GPRA indicators (ii) to measure progress towards meeting the objectives, performance measures, and benchmarks

as stated in the Project Engage proposal (iii) to conduct a rigorous evaluation of “Disaggregate Instruction” (DI) classroom strategy that meets the WWC standards with reservations.

The Evaluation is designed around 2 domains of inquiry: the Masters program, and the implementation of the rigorous study. The evaluation plan for the Masters Program is designed to study the effect of professional development (PD) and coaching on teacher’s knowledge acquisition, instructional practice, and improvements in parent/community engagement and student achievement. Data will be derived from 5 primary sources: descriptions of project recruits, RI data on certification; coursework grades and GPA; observation protocols and notes from individual coaching; materials created by teachers; and candidate and principal interviews. To triangulate evaluation data, multiple sources will be used to answer evaluation questions. The evaluation plan for the rigorous study employs a quasi-experimental design (QED) that will investigate the effect of DI on the teaching of science concepts. Data will include pre-and post-tests, observations of DI implementation, achievement data from Treatment (T) and Control (C) groups, and teacher interviews for both T and C assignments.

The evaluation will be directed by Brach Evaluation & Consulting, LLC, a highly experienced independent evaluation firm federally certified as a Woman Owned Small Business. This firm has evaluated multiple federally funded projects for over 15 years, including regional TA Centers, Magnet School Assistance Programs, state-wide Even Start Programs, NPD programs, and state-wide mentoring initiatives.

Dr. Brach will lead the evaluation of the PD program and will convene and direct a Research Team to implement the rigorous study on DI. The evaluation will be a cooperative effort between the evaluator, methodologists, Brown faculty, and district/state level partners. Data generated from the PD program and the rigorous study will be explicitly linked to the NPD Program. Each

activity will be appropriate to improving “classroom instruction for ELs” and assisting “educational personnel working with such children to meet high professional standards.” The rigorous study data will “expand the knowledge base on effective EL practices.”

Methods described in detail below are feasible because the project staff have extensive experience with the development and implementation of tools for documenting their work including: tracking relational databases, observation protocols, pre-post surveys, and interview procedures.

Project Goal: The goal of Project Engage is to improve the capacity of Rhode Island to provide high quality instruction to K-5 ELs in high-incidence school districts.

Project Objective 1: To recruit twenty emergency certified teachers - - considered pre-service, early-learning educators - - who have completed a bachelor’s degree and are employed as instructors in K-5 classrooms in high incidence RI districts.

Evaluation Question 1: How many qualified K-5 emergency-certified teachers, who meet selection criteria described in Project Objective 1, have been selected to participate?

Data Source Records/documentation provided by the recruit.

Evaluation Method: Brown will create a teacher database describing credentials, employment, and demographics which will be analyzed to determine the recruits that meet selection criteria.

Project Objective 2: 20 program participants will complete the Brown University Masters degree in ESL and Cross-Cultural Studies and meet RI standards for ESL Certification

Evaluation Question 2: How many teachers have completed the Masters Degree and have received the RI State ESL certification as specified in Project Objective 2?

Data Source Transcripts, grades, conferral of degrees; related documents such as parent leadership projects; RI State notification of certifications.

Evaluation Method: Quantitative analysis of the teacher database will track progress of each participant. (GPRA Measure 1)

The receipt of certification will be documented through notification by the RI Department of Education (RIDE). (GPRA Measure 3)

Project Objective 3. To document participants' delivery of high-quality, rigorous instruction to ELs in elementary classrooms through a) classroom observation with an observation protocol; b) pre- and post-observation consultations and coaching; c) a teacher portfolio of lessons and units adapted for ELs; d) improvements in EL achievement

Evaluation Question 3: To what extent do participating teachers deliver rigorous instruction to EL students as proposed in Project Objective 3?

Data Source Collaborative Observation Protocols

Evaluation Method: Project staff will conduct 2 collaborative observations per semester of each candidate, using a protocol designed in collaboration with the evaluator to record the implementation of classroom content from the relevant course content. Data will be analyzed to document short- and mid-term outcomes for each teacher.

Evaluation Question 4: To what extent are teachers creating portfolios of lessons and units adapted for ELs as proposed in Project Objective 3?

Data Source Reviews and grades for each portfolio; Teacher portfolios

Evaluation Method: Teachers will create portfolios of lessons and units adapted for ELs which will be graded by course instructors and discussed in the candidate interviews. Quantitative analysis of portfolio grades will be triangulated with qualitative data from the candidate interview to authenticate the teacher's enhanced delivery of instruction.

Evaluation Question 5: To what extent are teachers documenting EL improvements as proposed

in Project Objective 3?

Data Source Classroom grades; assessment materials collected by each teacher.

Evaluation Method: Teachers will collect information on the performance of their EL from multiple data tools. Quantitative analysis of the database will document the completion of assessments and the quality, as judged by grades. Teachers will compile their assessment data including work products that illustrate ELs' progress. Quantitative analysis of grades will be triangulated with qualitative data from the candidate interview to authenticate the teacher's enhanced assessment of ELs' progress.

Project Objective 4. To complete a leadership project in their classrooms and schools that improves parent, family, and community engagement by a) proposing a year-long plan for professional development in their schools; b) engaging parents in at least 3 joint activities to promote student learning; c) documenting a semester-long study, including current research on parent engagement and documentation of their field of work on parent engagement; d) presentation of their work to their schools and project faculty and recommendations for sustainability.

Evaluation Question 6: How will teachers design and implement a leadership project in their schools that will improve parent, family, and community engagement to present to faculty and their school community as proposed in Project Objective 4?

Data Source grades, reports, candidate and principal interviews

Evaluation Method: Instructors will grade the quality of each project, which will be presented at candidates' schools. Teachers will discuss their projects in the final interview and the evaluator will discuss it in the principal interview. Quantitative analysis of the assessments will be triangulated with qualitative data from the candidate and principal interviews to document

implementation and understand how it has helped to improve practice. Quantitative/qualitative data from 3 sources will be triangulated to determine the rigor of the project.

Candidate Interviews Every candidate will participate annually in a semi-structured interview with the evaluator. Each interview will be recorded and transcribed and themes summarized. Candidates will bring practice materials. The interview will document a) how each candidate describes their learning, b) how/if their instructional practice has changed, with specific examples, c) goals for future learning, and d) their satisfaction with the effectiveness of Project Engage in preparing them to serve ELs, tested with a Likert scale and discussion (GPRA Measure 4), and e) the effectiveness of Project Engage in increasing their knowledge and skills specifically related to parent and family engagement, with a Likert scale and discussion (GPRA Measure 6). Feedback for program improvement will be invited.

Principal Interviews Following graduation, the evaluator will conduct semi-structured interviews with each principal, which will be recorded, transcribed, and themes summarized. The interview will document a) to what extent Project Engage has changed practice or policy within the school, b) the effectiveness of the parent and family engagement project on the school, and c) the effectiveness of Project Engage in preparing teachers to serve ELs effectively (GPRA Measure 5). Feedback for program improvement will be invited.

(2) The methods of evaluation will, if well implemented produce evidence about the project’s effectiveness that would meet the What Works Clearinghouse Evidence Standards with reservations.

Project Objective 5: To conduct a QED research study on using “disaggregate instruction” to promote science literacy for ELs, building on a study by Brown, Ryoo, and Rodriguez (2010) which meets What Works Clearinghouse Evidence Standards without reservations,

thereby expanding the knowledge base on effective EL practices to ultimately enable all ELs to achieve postsecondary and career success.

DI is a scripted strategy for the instruction of science that first activates students' funds of knowledge in the teaching of science concepts introducing scientific terminology only after the concepts have been explored using the student's own linguistic resources. In Brown et al, (2010), students were randomly assigned to T and C groups and the instruction was delivered by computers. Although the effectiveness of the intervention was clearly proven without reservations, the application was not tested in classroom settings limiting its usefulness for teachers. In this project the instruction is tested in classroom settings, thus expanding the applicability of DI. Secondly, although the students studied came from an ethnically diverse community with roughly 77% described as ELs, there was no specific effort to study the effect of this intervention on ELs and how it supports their academic language development.

Research Question 1: Does DI implemented by teachers increase ELs' conceptual understanding of science concepts when compared to traditional instruction?

Is enhanced conceptual understanding associated with increases in student achievement on short and mid-term outcome measures?

Research Question 2: Does DI increase EL student's ability to communicate their understanding of science concepts when compared to traditional instruction?

Is enhanced communication of concepts associated with increases in student achievement on short and mid-term outcome measures?

Research Question 3: Are teachers assigned to the T group satisfied with its application and likely to continue to use this strategy to teach science and other content areas?

In fall 2016 the evaluator will convene the Research Team consisting of 2 research

methodologists, the PI, Principal Administrator, RIDE representative, district representatives, and a site-based educator. This advisory group will assist in the logistics and implementation of the study, providing consultation on its quality/relevance and the degree to which the goals have been met or could be improved.

Participants: Teachers and Classrooms. The ten 4th and 5th grade teachers participating in Project Engage will be randomly assigned to the DI Treatment (T) or Control (C) group. Cohorts will be selected in fall 2016 and fall of 2018, and the studies will be implemented in fall 2017 and fall of 2019. The teachers' assignment will be such that there will be at least two T teachers matched by classroom and school campus with the C teachers. Each participating teacher will teach only one class included in the study. Given recruitment criteria, we anticipate similarity between T and C group teachers. Ten classrooms will be included in the study for each cohort.

Students. For each cohort, 4th and 5th grade students will participate in the study. There will be a total of 200 students per cohort of study (an average of 20 students per elementary classroom). Approximately 60% to 80% of students will come from homes in which a language other than English is spoken, and 70% to 80% are eligible for FRL. Participation will be based on parent approval and IRB.

Measures: 1. Student Demographic Characteristics. The partnering district will provide demographic data – student age, gender, ethnicity, free/reduced lunch and EL status.

2. STAR Reading test. The nationally normed STAR Reading test will be used as an indicator of students' baseline proficiency in English. STAR Reading assesses reading comprehension and tracks development in word knowledge and skills, comprehension strategies and constructing meaning. The STAR tests are currently administered in the RI schools and will be administered as pre-tests in fall 2017 and 2019 for the two cohorts respectively.

3. *Scientific Knowledge and Understanding Test.* A measure of scientific knowledge and understanding will be developed by the research team in collaboration with the teachers. The test will be constructed with input from a DI researcher along the lines of the Brown et al. (2010) measure and will consist of 18 multiple-choice questions and 10 open-ended questions that will be based on the scientific topic being taught. This test will be administered first as a pre-test and then post-test after the completion of the intervention. For the multiple-choice questions, one point will be assigned to each correct response. Written responses to the open-ended questions will be coded with a rubric.

4. *Fidelity of Intervention.* A structured observation protocol will be developed to examine consistent fidelity of program implementation. The protocol will include an observation checklist of teacher and student behaviors. Two trained observers will use this protocol to observe the T classrooms three times during the week of the program implementation and twice that week for the C classrooms to document implementation of traditional instructional methods for the same content. Inter-observer agreement as well as fidelity implementation will be calculated.

5. *Student Achievement Measures.* Multiple student achievement measures will be collected throughout the year including scores on classroom science tests, grades, content or language based leveling tests, and standardized achievement tests. Indicators of student engagement will be developed in collaboration with the Research Team.

6. *Structured Interviews.* Following the implementation, both T and C teachers will be interviewed using a structured protocol to learn their satisfaction with DI, suggestions for improvement, and if they were likely to use the same strategy in the future. Interviews will be recorded, transcribed, coded, and inter-observer agreement calculated. Interval observations throughout the year will document teacher practice.

Brown et al. (2010) included videotaped structured interviews by each participant to analyze student verbal expression. The research questions for Engage are more narrow and focus on the understanding and explanation of science concepts by ELs rather than an extensive analysis of their academic language. We believe that the data collected from the test measures will provide ample evidence of the students' use of language to communicate scientific concepts. If the student responses are inadequate as determined by the Research Team, interviews will be added and coded from a sample of the 200 students to supplement the written measures.

Procedure In the summer 2017 the research team will be convened and the T and C groups of teachers will be identified. Teachers will be trained in the implementation of DI in October/November 2017 (and 2019). A science topic that is aligned with state and district standards and can be taught within a week will be selected from the curriculum materials by the Research Team. T groups will teach the content using DI and the C groups will teach the same content using traditional methods during the same week.

On Monday immediately prior to the instructional intervention, the Scientific Knowledge and Understanding pre-test will be administered to all students in both T and C classrooms to establish baseline equivalence of the knowledge of scientific content that will be taught. The instruction will be administered during the science classes of that same week in both T and C classrooms and the post-test will be administered on Friday.

Analysis The current study will execute a cluster QED. Grade blocks will be created and then teachers will be randomly assigned within each block to the T or C groups. This helps improve the power of the study as well as reduce potential confounds (i.e. a minimum of two teachers in both T and C groups, pre- and post-tests administered at the same time, classroom observations to ensure fidelity of treatment). Attrition will be carefully tracked and attrition at both cluster

(teachers) and sub-cluster (students) levels will be reported. Given the short implementation period of 1 week, attrition at the teacher level is unlikely. Attrition at the student level is expected to be minimal, due to factors such as parent mobility or absences on the days of the assessment.

A) Quantitative Analysis. The final sample for data analysis will be constructed after attrition is taken into consideration (i.e. a complete case analysis). Baseline equivalency will be assessed using one-way ANOVAs (for continuous outcomes) and chi-square tests (for dichotomous outcomes) to examine differences between teacher and student characteristics in the T and C groups. In addition, effect size differences, as set out in the WWC Procedures and Standards Handbook v3.0 (March, 2014), will be calculated for each of the baseline characteristics. Baseline equivalency will be established using student and teacher demographic characteristics as well as the STAR Reading test, ACCESS tests, and pre-test of the Science Knowledge and Understanding test. All tests will use a two-tailed independence t-test with an alpha level of .05.

To examine the impact of DI on student learning, a hierarchical linear model will be utilized. These models generate parameter estimates that are less biased and take into consideration the nested nature of the study design. A three-level hierarchical model for each student outcome (i.e. Scientific Knowledge and Understanding test and classroom science tests) will be employed and will include a pretest classroom-level covariate to improve precision of the estimated treatment effect. This analysis strategy thus will also take into consideration any small baseline differences between T and C groups, if they should exist. The specified level 1 or student-level model is as follows: $Y_{ijk} = \pi_{0jk} + e_{ijk}$ where Y_{ijk} is the posttest score for student i in classroom j in school k which has a mean score of π_{0jk} . The student level random effect is e_{ijk} and represents the deviations of the students' scores from their classroom mean. At level 2, each classroom mean

becomes the outcome and can be written as: $\pi_{0jk} = \beta_{00k} + \beta_{10k} (\text{Program}) + \beta_{20k} (\text{Pretest Score}) + r_{0jk}$ where β_{00k} is the mean posttest score in school k and r_{0jk} is the random effect that represents the deviation of the classrooms' mean from the school mean. By introducing level two predictors in this model, we can estimate the treatment effect for DI (β_{10k}) and increase the precision of estimation by including the effect of the pretest covariate (β_{20k}). The level 3 model represents the variability between schools: $\beta_{00k} = \gamma_{000} + u_{00k}$ where γ_{000} is the grand mean and u_{00k} is the random effect that represents the deviation of the school's mean from the grand mean.

Hedges' g effect size for intervention effects estimated from the mixed model will be calculated as per WWC recommendations (March, 2014). The models will be run once with the full sample of students and then with a smaller sample of students identified as ELs. Baseline equivalency will be indexed on the EL sample prior to any analysis. All data analysis will be use a two-tailed significance of .05.

B) Qualitative Analysis. Student responses to the 10 open-ended questions on the Scientific Knowledge and Understanding Test will be analyzed by documenting the types of language they used to explain the concept and the degree to which the T and C group explanations were correct, as described by Brown et.al, (2010). Two groups of coders will score every transcript according to a rubric. They will be blind as to the treatment status of each test. Disagreements between coders will be resolved by discussion and the consensus scores will be used. Inter-observer agreement will be analyzed using the Chronbach's Alpha and reported.

Short-term outcomes such as the enhanced acquisition of science knowledge will be tested using difference in student performance on pre-and post-tests to establish the causality of the intervention in enhanced conceptual understanding and communication.

Mid-term outcomes will be investigated through an analysis of classroom grades and school-

wide leveling tests for both the T and C students. Achievement data will be analyzed each year of the study to track any mid- to long-term outcomes that may be stable across time.

(3) The methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

Evaluation Question 7: How will data be used to provide performance feedback and support assessment of progress towards achieving project objectives?

Evaluation Method: The extensive data collection proposed has enabled several forms of assessment and feedback to stakeholders on every aspect of Project Engage:

- 1) Ongoing informal communication with project staff
- 2) Annual presentations by the evaluator to Project Engage staff and stakeholders will summarize benchmarks achieved, knowledge and practice enhanced, parent/family engagement data, and results on outputs as well as proposed short and mid-term outcomes. Findings from candidate and principal interviews will be analyzed including feedback on program improvement. A review of project successes and challenges encountered will result in changes to program implementation as required.
- 3) Presentation of the DI Research Data will take place after implementation of the first intervention and data analysis. Team members and stakeholders will discuss the findings and make improvements to the protocol for the second implementation. Presentation of the final data following the second implementation will include plans for dissemination such as publication in a peer-reviewed journal, presentations, and presentations to RI districts.

Project Engage

Narrative Table of Contents

(A)	Quality of the Project Design.....	1
(B)	Quality of Project Personnel.....	17
(C)	Quality of the Management Plan.....	18
(D)	Quality of the Project Evaluation.....	23

Other Attachment File(s)

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COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 05-0258809

DATE:04/03/2015

ORGANIZATION:

Brown University
164 Angell Street, Box J
Providence, RI 02912-

FILING REF.: The preceding
agreement was dated
03/05/2014

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: INDIRECT 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.	07/01/2014	06/30/2019	62.50	On-Campus	Research
PRED.	07/01/2014	06/30/2019	23.00	On-Campus	Other Sponsored Activities
PRED.	07/01/2014	06/30/2019	26.00	Off-Campus	Research
PROV.	07/01/2019	06/30/2021			Use same rates and conditions as those cited for fiscal year ending June 30, 2019.

*BASE

Modified total direct costs, consisting of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel and up to the first \$25,000 of each subaward (regardless of the period of performance of the subawards under the award). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of \$25,000. Other items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs.

ORGANIZATION: Brown University

AGREEMENT DATE: 4/3/2015

SECTION I: FRINGE BENEFIT RATES**

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FIXED	7/1/2014	6/30/2015	30.20	All	Full-Time Employees
FIXED	7/1/2014	6/30/2015	7.50	All	Part-Time Employees
FIXED	7/1/2015	6/30/2016	30.50	All	Full-Time Employees
FIXED	7/1/2015	6/30/2016	7.50	All	Part-Time Employees
PROV.	7/1/2016	6/30/2018	32.60	All	Full-Time Employees
PROV.	7/1/2016	6/30/2018	7.50	All	Part-Time Employees

** DESCRIPTION OF FRINGE BENEFITS RATE BASE:

Salaries and wages.

ORGANIZATION: Brown University

AGREEMENT DATE: 4/3/2015

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are charged using the rate(s) listed in the Fringe Benefits Section of this Agreement. The fringe benefits included in the rate(s) 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.

ORGANIZATION: Brown University

AGREEMENT DATE: 4/3/2015

1. The rates in this Agreement have been negotiated to reflect the administrative cap provisions to OMB Circular A-21 published by the Office of Management and Budget on May 8, 1996. No rate affecting the institution's fiscal periods beginning on or after October 1, 1991 contains total administrative cost components in excess of that 26 percent cap.

2. For all activities performed in facilities not owned by the organization and to which rent is directly allocated to the project, the off-site rate will apply. Grants or contracts will not be subject to more than one indirect cost rate. If more than 50% of the project is performed off-site, the off-site rate will apply to the entire project.

3. Fringe Benefits: Annual fringe benefit rates consisting of retirement expenses, Social Security Taxes, Tuition Remission, Education Assistance, Dental Plan, Worker's Compensation, Health Insurance, Long-Term Disability, Group Life Insurance, Unemployment Insurance, Sabbaticals, and Benefits Administration Expenses.

4. 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.

5. Effective 7/1/10 the Faculty and Administrative Staff / Weekly Staff fringe benefit rates have been combined.

* Effective 7/1/99 tuition support for dependents of Brown University employees will no longer be an allowable fringe benefit expense in the approved rates.

** Your next F&A proposal based on actual costs for the fiscal year ending 6/30/2018, is due in our office by 12/31/2018.

** Your next Fringe Benefit proposal based on actual costs for the fiscal year ending 6/30/2015, is due in our office by 12/31/2015.

ORGANIZATION: Brown University

AGREEMENT DATE: 4/3/2015

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:

Brown University

(b)(6)

BARBARA CHERNOW

(NAME)

EXEC VP FOR FINANCE + ADMIN

(TITLE)

4-20-15

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Darryl W. Mayes -S

Digitally signed by Darryl W. Mayes -S
DN: c=US, o=U.S. Government, ou=HHS, ou=PSG,
sur=Public, cn=Darryl W. Mayes -S, email=Darryl.W.Mayes-S@hhs.gov,
Date: 2015.04.16 11:45:56 -0400

(SIGNATURE)

Darryl W. Mayes

(NAME)

Deputy Director, Cost Allocation Services

(TITLE)

4/3/2015

(DATE) 0944

HHS REPRESENTATIVE:

Michael Stanco

Telephone:

(212) 264-2069

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Project Engage

KEY PERSONNEL, CURRENT STAFF, EXPECTED RECRUITS

DIRECTOR - oversee the management of the design, development, and implementation of the Education Alliance's program of work. Director serves as Principal Investigator for multiple awards.

PROJECT ASSISTANT DIRECTOR - provides professional development and technical assistance to districts and schools on topics related to language acquisitions, literacy and strategies for teaching English language learners in content-area instruction.

PROGRAM SPECIALISTS - provide professional development and technical assistance to schools, districts, and states on policies and practices addressing civil rights laws, literacy, and bilingual education, etc. Conducts needs assessments, research, and data collection. Support schools, districts, community organizations, State Education Agencies and other educational entities in the implementation of policies and practices conducive to student access and participation in high quality programs within specified area of expertise: ELL education and Parent Involvement.

PROGRAM ASSOCIATE - provides implementation, evaluation and ongoing progress reporting of programs, policy, resource, data and research, and informational activities associated with projects to address civil rights laws, literacy, bilingual education, etc.

RESEARCH & EVALUATION SPECIALIST - provides leadership in and support for the design, development, management, and conduct of experimental and quasi-experimental of research and evaluation projects.

FINANCIAL MANAGER - responsible for the implementation and operation of all financial aspects of the Education Alliance, including: research and analysis to provide guidance on allocation of resources and expenditures.

FINANCIAL COORDINATOR - under the direction of the Financial Manager, provides high-level administrative, program, and financial support to the Education Alliance at Brown University.

EXTERNAL EVALUATOR – Brach Evaluation and Consulting, LLC is a highly experienced independent evaluation firm that has evaluated multiple federally funded education programs including Title III programs. Brach Evaluation and Consulting, LLC will conduct the rigorous evaluation of the professional development program and will convene and direct a Research Team to implement the rigorous study of the Disaggregate Instruction strategy. Brach Evaluation and Consulting, LLC will be involved throughout the project from the planning year through the conclusion of the grant.



Ken Wagner
Commissioner

State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
Shepard Building
255 Westminster Street
Providence, Rhode Island 02903-3400

January 27, 2016

Dr. Maria Pacheco, Director
The Education Alliance at Brown University
One Davol Square, Suite 203
Providence, RI 02903

Dear Dr. Pacheco,

The Rhode Island Department of Elementary and Secondary Education (RIDE) enthusiastically supports Brown University's proposal for funding under the National Professional Development Program (Title III). In partnership with The Education Alliance, RIDE is committed to the implementation and success of the five-year project, through which 20 elementary educators from Rhode Island's urban core districts will complete a program of graduate study culminating in the Master's Degree in English as a Second Language Education and Cross Cultural Studies from Brown University and a Rhode Island certification credential. One component of the program is a quasi-experimental study that will add to the extant literature in the field of English learner education.

Over the past 30 years, RIDE has worked in close partnership with The Education Alliance on many projects, including the Master's Program. Over 350 Rhode Island educators have successfully completed this program. Graduates of the program serve as leaders in the field of education for English learners in New England, as well as school principals in most of the RI communities that serve English learners. Graduates are well informed of current research in the areas of language acquisition, cultural competence, and literacy across the curriculum and human development, and are skilled in best practices in the areas of curriculum development, instruction and assessment for English learners. Additionally, graduates are able to articulate the key issues surrounding education for English learners and to present the strengths and needs of students and their families in school, district, and state dialogues.

In addition to developing the knowledge and skills of teachers, this project will include a quasi-experimental study that will explore elements of effective instructional practice for English learners and will contribute to improvements in teaching practice nationally.

I look forward to continued partnership with Brown University and the Master's Program. This resource is essential to the continued improvement of education for English learners in Rhode Island.

Sincerely,

(b)(6)

Ken Wagner, Ph.D.
Commissioner



Pawtucket School Department

Administration Building

286 Main Street, PO Box 388

Pawtucket, Rhode Island 02862-0388

Phone: (401) 729-6300 Fax: (401) 729-6334 TDD (401) 729-6338

Patricia DiCenso
Superintendent

February 10, 2016

Dr. Maria Pacheco, Director
The Education Alliance at Brown University
One Davol Square, Suite 203
Providence, RI 02903

Dear Dr. Pacheco:

The Pawtucket School Department enthusiastically supports Brown University's proposal for funding under the National Professional Development Program (Title III). In partnership with The Education Alliance, Pawtucket is committed to the implementation and success of the five-year project, through which both emergency certified and non-certified elementary educators of ELs will complete a program of graduate study culminating in the Master's Degree in English as a Second Language Education and Cross Cultural Studies from Brown University, as well as a Rhode Island certification credential. One component of the program is a quasi-experimental study that will add to the extant literature in the field of English learner education.

Over the past 20 years, our district has worked in close partnership with The Education Alliance on many projects, including the Master's Program. Many of our educators have successfully completed this program. Graduates of the program have served as leaders in the field of education for ELs in RI and beyond, as well as school principals in the RI communities that serve English learners. Graduates are well informed of current research in the areas of language acquisition, cultural competence, literacy across the curriculum and human development, and are skilled in best practices in the areas of curriculum development, instruction and assessment for English learners. Additionally, graduates are able to articulate the key issues surrounding education for ELs and to present the strengths and needs of students and their families in school, district, and state dialogues.

In addition to further developing the knowledge and skills of teachers, this project will include a quasi-experimental study that will explore elements of effective instructional practice for English learners. Data from the study will contribute to improvements in teaching practice nationally.

I look forward to an on-going partnership with Brown University and the Master's Program. This resource is essential to the continued improvement of education for English learners in the Pawtucket School District. In Pawtucket, 10 percent of the students are identified as active ELs by the state LEP census. We serve ELs at every one of our school sites. Therefore, we strongly recognize the need for increasing the pool of certified EL instructors throughout our district.

Sincerely,

Patricia DiCenso
Superintendent of Schools

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

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

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

**Project Engage
Budget Narrative
2016-2021**

1. Personnel (4% annual staff salary increase is included in years 2-5)

Title and Position Salary	Year 1 % time	Year 2 % time	Year 3 % time	Year 4 % time	Year 5 % time
Principal Investigator/Project Director Salary: \$155,124.	33%	24%	25%	20%	25%
Project Assistant Director Salary: \$111,483.	33%	24%	25%	20%	25%
Program Associate Salary: \$61,324.	25%	20%	20%	20%	20%
Research & Evaluation Specialist Salary: \$55,744.	20%	20%	20%	20%	20%
*Financial Manager Salary: \$69,864.	10%	10%	10%	10%	10%
*Financial Coordinator Salary: \$48,009.	10%	10%	10%	10%	10%
Total FTE	1.31	1.08	1.10	1.00	1.10

Total Salaries per year

Year 1: \$132,172.44

Year 2: \$107,955.24

Year 3: \$115,334.02

Year 4: \$104,248.81

Year 5: \$124,745.27

Duties:

Principal Investigator/Project Director will oversee the project as a whole, lead the research team, maintain the internal and external communication between the Project, Brown University and the partnering organization, the Rhode Island Department of Education. The PI/Project Director will advise project students and will teach two courses per year.

Project Assistant Director will disseminate information about the project, will oversee the recruitment and selection of project participants, the identification of resources, the design of the professional development program and the maintenance of communication among all components of the project. The Project Assistant Director will teach a course per semester, conduct observations and provide coaching.

Program Associate will assist in the dissemination of project information, assist with organization of the recruitment and selection of project participants and implementation, evaluation and ongoing progress reporting of programs. Serves as liaison with the Brown University Graduate School and the project participants. Provides academic support to the project participants.

Research & Evaluation Specialist will participate in research team and will interface with the external evaluator and will teach the research seminar in Years 2 and 4. She will provide support to program participants on the use of data collection and data collection analysis procedures.

***Financial Manager and Financial Coordinator (Administrative Staff)**

Administrative staff costs are normally covered in the University F&A rate; however, the Education Alliance as an autonomous unit covers its own administrative costs and as a standard, a small portion of administrative staff salary is charged directly to awards. This practice is consistently applied to all Education Alliance awards. Administrative staff have an integral role in grant management and award database management and other non-administrative tasks such as conference planning, participant registration, assisting with uploading assignments to Canvas, reviewing the Canvas resource tool Turn-It-In, preparing classroom logistics, coordinate logistics with research and evaluator team, assembling bibliographies and course material for project staff and other program tasks as determined by the Project Director to fulfill program objectives. These tasks are integral to the project. We are requesting agency approval for 10% time for the Financial Manager and the Financial Coordinator as administrative costs allowed under 2 CFR 200.413. Administrative staff salaries charged to awards are not recovered as indirect costs.

2. Fringe Benefit Rate

The fringe benefit rate calculated for all full-time employees included under personnel is 32.60%. Brown University's fringe benefits are established following normal accounting procedures and are reviewed by the university's cognizant federal audit agency, DHHS.

	Year 1	Year 2	Year 3	Year 4	Year 5
Fringe Benefits	\$43,088.22	\$35,206.47	\$37,598.90	\$33,985.09	\$40,666.98
Base Rate	\$132,172.46	\$107,995.25	\$115,334.01	\$104,248.79	\$124,745.29

3. Travel:

Local travel will cover the costs for program staff to fulfill their responsibilities for visits on-site to publicize the project, recruit and select participants from various schools in the district and also for staff delivering services on-site. Program staff will incur mileage to participating school districts in Rhode Island: Central Falls, Cranston, East Providence, Pawtucket, Providence, and Woonsocket for observations, coaching and data collection. Brown's standard rate for mileage reimbursement is .54 cents per mile. Travel line also includes conference travel to Washington each year for the annual Program Director's meeting estimated at approximately \$1500 per trip including airfare, hotel, taxis, per diem meals, etc.) and \$1500 for presentation at a national conference for dissemination of the research study .

Year 1	Year 2	Year 3	Year 4	Year 5
\$5000	\$5000	\$5000	\$5000	\$5000

4. Equipment: N/A

5. Supplies:

Purchase of four easel writing pads each semester at an average cost of \$25 each for a total of \$100 to be used during instruction. Remaining balance of supply line will be used toward the purchase of instructional materials to be used as resource books by the PI and instructors for coursework.

Year 1	Year 2	Year 3	Year 4	Year 5
\$500	\$500	\$500	\$500	\$500

6. Contractual:

Brach Evaluation and Consulting, LLC is a highly experienced independent evaluation firm that has evaluated multiple federally funded education programs including Title III programs. The evaluator will conduct the rigorous evaluation of the professional development program and will convene and direct a Research Team to implement the rigorous study of the Disaggregate Instruction strategy. The evaluator will be involved throughout the project from the planning year through the conclusion of the grant. In Year 1, \$50,000 has been budgeted for the evaluation and in Years 2-5, \$70,000 has been budgeted. The evaluator will manage the rigorous project evaluation: analyze data, complete reports for ED; monitor and document project outputs and outcomes, etc.

\$10,000 has been budgeted for a consultant from either Stamford University or University of California – San Diego, who has replicated the Disaggregate Instruction study, to review pre and post test materials and provide feedback on DI each year of the project.

Procedures for procurement have been followed. As Brown University policy states, a requisition and a Professional Services Agreement will be processed for each consultant following policy as dictated through the Brown University prior to the consultant starting services.

Year 1	Year 2	Year 3	Year 4	Year 5
\$60,000	\$80,000	\$80,000	\$80,000	\$80,000

7. Construction: N/A**8. Other:****Education Alliance Infrastructure Costs**

Facility costs are normally covered in the University F&A rate; however, The Education Alliance as an autonomous unit covers its own facility costs such as rent, telephone, electricity, supplies, janitorial, copier equipment maintenance, and postage. As a result, we charge an infrastructure cost of \$1200 per FTE each month to cover the program's share of these costs (\$1200 x yearly FTE x 12mo.) Charges are applied monthly to each award per spend category. This practice is applied consistently to all Education Alliance awards and contracts.

Year 1	Year 2	Year 3	Year 4	Year 5
1.31 FTE	1.08 FTE	1.10 FTE	1.00 FTE	1.10 FTE
\$18,864.	\$15,552.	\$15,840.	\$14,400.	\$15,840

9. Total Direct Costs:

Total direct costs per year.

Year 1	Year 2	Year 3	Year 4	Year 5
Direct Costs	Direct Costs	Direct Costs	Direct Costs	Direct Costs
\$259,624.67	\$244,253.71	\$254,272.92	\$238,133.90	\$266,752.25

10. Indirect Costs Indirect costs are 8% (indirect not taken on tuition)

Year 1	Year 2	Year 3	Year 4	Year 5
\$20,769.98	\$19,540.29	\$20,341.83	\$19,050.71	\$21,340.18

11. Training Stipends: Tuition for graduate courses to be completed by teachers participating in Project Engage. (All tuition costs are excluded from the direct cost before the indirect cost rate of 8% is applied) Tuition (4.5% annual tuition inflation is included in years 2-5)

Year 1	Year 2	Year 3	Year 4	Year 5
\$125,507.20	\$261,054.80	\$203,622.90	\$282,356.80	\$220,230.
10 students (2 courses per student) 20 units x \$6275.36 per unit.	10 participants (4 courses per student) 40 units x \$6526.37 per unit	20 participants (3 courses total); 30 units x \$6787.43 per unit	10 participants (4 courses per student) 40 units x \$7058.92 per unit	10 participants (3 courses per student) 30 units at \$7341. per unit

12. Total Costs :

Total cost for each year of the project as well as grand total cost for the entire year

Direct costs, indirect costs, and stipends

Year 1	\$405,901.85
Year 2	\$524,848.80
Year 3	\$478,237.65
Year 4	\$539,541.41
Year 5	\$508,322.43
Grand Total	\$2,456,852.14

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:
Dr.	Maria	F.	Pacheco	

Address:

Street1:	One Davol Square, Suite 203
Street2:	
City:	Providence
County:	Providence
State:	RI: Rhode Island
Zip Code:	02903-4755
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
401-867-8948	401-867-8944

Email Address:

Maria_Pacheco@brown.edu

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:

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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.

NonXRsrchNrtiveENGAGE.pdf

Add Attachment

Delete Attachment

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

Brown 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	132,172.44	107,995.24	115,334.02	104,248.81	124,745.27	584,495.78
2. Fringe Benefits	43,088.23	35,206.47	37,598.90	33,985.09	40,666.98	190,545.67
3. Travel	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	25,000.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	500.00	500.00	500.00	500.00	500.00	2,500.00
6. Contractual	60,000.00	80,000.00	80,000.00	80,000.00	80,000.00	380,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	18,864.00	15,552.00	15,840.00	14,400.00	15,840.00	80,496.00
9. Total Direct Costs (lines 1-8)	259,624.67	244,253.71	254,272.92	238,133.90	266,752.25	1,263,037.45
10. Indirect Costs*	20,769.98	19,540.29	20,341.83	19,050.71	21,340.18	101,042.99
11. Training Stipends	125,507.20	261,054.80	203,622.90	282,356.80	220,230.00	1,092,771.70
12. Total Costs (lines 9-11)	405,901.85	524,848.80	478,237.65	539,541.41	508,322.43	2,456,852.14

***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: 07/01/2014 To: 06/30/2019 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): Department of Health & Human Services

The Indirect Cost Rate is 23.00 %.

(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 8.00 %.

PR/Award # T365Z160027

Name of Institution/Organization Brown 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.	
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**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

Project Engage Non-Exempt Research Narrative

1. Human Subjects Involvement and Characteristics

Project Engage is a professional development program with an embedded QED study.

The study will involve 20 elementary school teachers from Rhode Island and 200 students between the ages of 9 and 12 years of age. Other issues do not apply.

2. Sources of Materials

Records and data: demographic data, achievement data

We will use existing data as baseline data and study implementation results to measure changes in achievement.

3. Recruitment and Informed Consent

Schools will obtain consent forms from parents of participating students written in parents' native language. The consent forms will explain the instructional strategy to be implemented during the one-week study.

4. Potential Risks - None

5. Protection Against Risks - There are no risks involved.

6. Importance of the Knowledge to be Gained

To add to the body of knowledge on effective instructional practices for English as a Second Language Students.

7. Collaborating Sites

Research will take place at collaborating sites, which are urban public schools in Rhode Island. The sites include Providence, Central Falls, and Pawtucket, Woonsocket, East Providence and Cranston. Teachers at the participating schools will implement the instructional strategy and conduct pre and post-tests of language and content.