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 # T365Z160159

Gramts.gov Tracking#: GRANT12100984

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

Closing Date: Feb 19, 2016

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

Application for Federal Assistance SF-424

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
☐ Preapplication	☒ New	
☒ Application	☐ Continuation	* Other (Specify):
☐ Changed/Corrected Application	☐ Revision	

* 3. Date Received:	4. Applicant Identifier:
02/19/2016	258794

5a. Federal Entity Identifier:	5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:	Temple University - Of The Commonwealth System of

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
1231365971A1	0571231920000

d. Address:

* Street1:	3340 N. Broad Street
Street2:	Student Faculty Center Suite 427
* City:	Philadelphia
County/Parish:	Philadelphia
* State:	PA: Pennsylvania
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	19140-5104

e. Organizational Unit:

Department Name:	Division Name:
EDUCATION:TEACHING & LEARNING	

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

Prefix:		* First Name:	SHERRI
Middle Name:			
* Last Name:	GIBBS		
Suffix:			

Title:	Grants and Contracts Specialist
Organizational Affiliation:	Temple University - Of The Commonwealth System of

* Telephone Number:	215-707-3106	Fax Number:	215-204-7486
* Email:	tue53587@temple.edu		

Application for Federal Assistance SF-424

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

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

Public, Nonprofit, State-relat

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

Office of English Language Acquisition/Department of Educati

11. Catalog of Federal Domestic Assistance Number:

84.365

CFDA Title:

English Language Acquisition 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:**

Transforming School L.I.F.E. (Leadership, Instruction and Family Engagement) For ELs

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: PA-002 * b. Program/Project: PA-002

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

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 08/01/2016 * b. End Date: 07/31/2021

18. Estimated Funding ($):

* a. Federal	2,681,775.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	2,681,775.00

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

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

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

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

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

☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment | Delete Attachment | View Attachment

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

☒ ** I AGREE

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

Authorized Representative:

Prefix: MS. * First Name: KAREN

Middle Name: D.

* Last Name: MITCHELL

Suffix:

* Title: SR. DIRECTOR - GRANTS MNGT

* Telephone Number: (215) 707-7547 Fax Number: (215) 707-8387

* Email: karen.mitchell@temple.edu

* Signature of Authorized Representative: MS. KAREN D. MITCHELL * Date Signed: 02/19/2016

Tracking Number:GRANT12100984 Funding Opportunity Number:ED-GRANTS-121115-001 Received Date:Feb 19, 2016 10:59:51 AM EST

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
Filled For Validation	Sr. Director Grants Management
APPLICANT ORGANIZATION	DATE SUBMITTED
Temple University of the Commonwealth System of Higher Ed	02/19/2016

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

Tracking Number:GRANT12100984 Funding Opportunity Number:ED-GRANTS-121115-001 Received Date:Feb 19, 2016 10:59:51 AM EST

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:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [x] a. bid/offer/application
- [ ] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name:* Temple University- of the Commonwealth System of Higher Educ

** Street 1:* 1801 N. Broad St *Street 2:*

** City:* Philadelphia *State:* PA: Pennsylvania *Zip:* 19122

Congressional District, if known: PA-002

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency:
US Department of Education

7. * Federal Program Name/Description:

CFDA Number, *if applicable:*

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*
$

10. a. Name and Address of Lobbying Registrant:

Prefix: ** First Name:* N/A *Middle Name:*

** Last Name:* N/A *Suffix:*

** Street 1:* N/A *Street 2:*

** City:* N/A *State:* *Zip:*

b. Individual Performing Services (including address if different from No. 10a)

Prefix: ** First Name:* N/A *Middle Name:*

** Last Name:* N/A *Suffix:*

** Street 1:* N/A *Street 2:*

** City:* N/A *State:* *Zip:*

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:** Filled For Validation

***Name:** *Prefix:* ** First Name:* Karen *Middle Name:*

** Last Name:* Mitchell *Suffix:*

Title: Sr. Director Grants Management **Telephone No.:** 215-707-7547 **Date:** 02/19/2016

Federal Use Only:

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Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

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

Evidence of steps to promote equitable access and participation is demonstrated in the proposal *Transforming School L.I.F.E. (Leadership, Instruction and Family Engagement) for ELs* project. Temple University has general nondiscrimination policies to ensure equitable access to and participation in their respective activities and administrative components. Thus, this project will comply with GEPA provisions and will take steps to eliminate any barriers that might impede equitable access or participation due to gender, race, national origin, color, disability, or age.

A possible barrier preventing low-income students (i.e., research assistants and graduate students supporting parent education programming) from participating in grant activities is the cost of travel to sites. Our solution is that grant money has been designated to supplement travel costs. Similarly, such provisions have been incorporated into the budget to alleviate financial burdens on parents and family members wishing to participate in parent education programs. Among the teachers and the administrators, the majority of the grant related activities will take place at their school sites, eliminating the need for travel, and online. The grant has included funds to pay for iPads for all participants, eliminating another possible barrier to participation.

One last barrier that the proposed project faces is parents of English Language Learners may have limited ability to understand (verbal or written) English, which will impact informed consent procedures and data collection. As we are partnering with the School District of this project, we will make use of their translation services to make sure that all children and families have access information about the project and provide informed consent regarding child assessments.

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	Temple University of the Commonwealth System of Higher Educa
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix:	
* First Name:	Karen
Middle Name:	
* Last Name:	Mitchell
Suffix:	
* Title:	Sr. Director- Office of Grants Management
* SIGNATURE:	Filled For Validation
* DATE:	02/19/2016

Abstract

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

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

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

You may now Close the Form

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

* Attachment: Abstract 1.pdf | Add Attachment | Delete Attachment | View Attachment

Tracking Number:GRANT12100984 Funding Opportunity Number:ED-GRANTS-121115-001 Received Date:Feb 19, 2016 10:59:51 AM EST

Transforming School L.I.F.E. (Leadership, Instruction, Family Engagement) for ELs

Project Director: Dr. Tamara Sniad, tsniad@temple.edu 215-204-6110

Through the proposed project, titled *"Transforming School L.I.F.E. (Leadership, Instruction, Family Engagement) for ELs"*, TESOL faculty in Temple University's College of Education will partner with three LEAs in Philadelphia: the School District of Philadelphia, Center for Innovations in Learning, and Providence Center. The project's goal is to implement a comprehensive, systematic and replicable professional development model for improving the school experiences, retention and academic achievement of ELs enrolled in middle and secondary grades in Philadelphia's public schools. Our Logic Model, or Theory of Action, was developed on the premise that ELs' academic performance will improve when teachers are equipped with research-based instructional strategies, have the support of school leaders to implement new strategies, and maximize parent involvement. As such, our model includes professional development and long-term support for school administrators, professional development for teachers, and activities for engaging parents and drawing on ELs' family resources.

Our project addresses *competitive preference priority one* via a teacher professional development component that adapts Kim et. al.'s (2011) evaluation of the Pathways Project: http://www.tandfonline.com/doi/abs/10.1080/19345747.2010.523513, As such, we will embed a modified version of Kim et. al.'s (2011) approach in our existing teacher education program as we train content teachers to improve text-based writing instruction in their content areas as part of a four-course teacher education program. This program will also feature on-site coaching designed to facilitate teachers' successful use of new strategies. Upon successful completion of this program, teachers will earn the Pennsylvania Program Specialist: ESL Certificate. We also address *competitive preference priority two* via a parent involvement component designed to support EL parent leaders as they conduct an assessment of local parents' needs and wants for their children's education, to provide on-site English language classes and homework help workshops for parents via a well-established community education partner, Providence Center, and to guide teachers' integration of parent involvement activities and strategies as part of their professional development program. To ensure ELs' school-wide support, we will also provide professional development at each school's administrative level by guiding cadres of school leaders they (1) evaluate their current programs and practices for ELs, (2) set site-specific goals for improving support for ELs at the school and classroom levels, and (3) manage change using Indistar®, a web-based system managed by the Center for Innovations in Learning, to inform, coach, sustain, track, and report school improvement activities.

As a result of project activities over a five-year period, we will provide professional development and a Pennsylvania-approved teaching certificate to a total of 48 in-service teachers, professional development for 24 school leaders, support for English language instruction to a minimum of 80 parents of ELs. Taken together, this will result in support for more than 500 ELs in eight Philadelphia schools. Specifically, during years two and three of the project, each year, the first cohort of 24 teachers, 12 school leaders, a minimum of 40 parents and a minimum of 250 ELs will participate. During years four and five, cohort two will participate each year, also consisting of 24 in-service teachers, 12 school leaders, 40 parents and 250 ELs.

Upon completion of the 5-year program, we predict 90% of the teachers will successfully complete the professional development program, thereby earning the Pennsylvania Program Specialist: ESL Certificate, 95% of the school leaders will earn program completion awards for the School Leadership Institute, 100% of the teachers will be rated as effective according to the adapted Pathways Observation Measure, 100% of the parents rate the school-sponsored programs as effective in addressing their needs as well as their children's needs, ELs in participating schools will demonstrate a 25% increase in ACCESS test reading, writing and literacy scores, ELs in participating schools will demonstrate a 25% increase in either PSSA or Keystone exam scores, and ELs in participating schools will score a "proficient" or above rating on the text-based writing assessment.

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:** Project Narrative 1.pdf

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English Learners (ELs) are the fastest growing student population in Pennsylvania K-12 schools. Of the 47,500 ELs served by Title III funds in the Commonwealth, 11,000 of these students are enrolled in schools in the School District of Philadelphia, comprising more than 9% of the District's total student population. The next largest school district EL population is in Reading, with just over 3,000 ELs (Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency (School District) Universe Survey", 2013-14 v.1a.). Like many large cities in the United States, Philadelphia's sizeable and increasing EL student population brings new responsibilities and needs within its schools, from educating specialized support staff and communicating with families to preparing teachers for the challenges—and opportunities—this population of students brings to mainstream classrooms.

In recent years, Pennsylvania has attempted to address the growing need for teacher professional development regarding the needs of ELs in two ways. First, since the 2004-2005 school year, Pennsylvania's Department of Education (PDE) required that all individuals teaching dedicated ESL classes must hold the Program Specialist: ESL certificate. Later, in 2011, Pennsylvania became one of the first states to require "3 credits or 90 course hours addressing the academic needs and adaptations for ELL students" (22 PA Code, Chapter 49, §49.13(b)) of all of its pre-service teacher certification candidates.

However, as shown in the table below, persistent achievement gaps between ELs and non-ELs in Philadelphia, especially with regard to reading and writing in middle and secondary grades, suggest these measures have not gone far enough to provide ELs with adequate support.

2014-2015 Standardized Test Scores for Philadelphia School District ELs versus non-ELs

Exam Name	Grade	% Proficient ELs	% Proficient Non-ELs
Keystone Literature	11	7	49
Keystone Algebra	11	9	29
Keystone Science	11	4	24
PSSA Language Arts	7	8	29
PSSA Language Arts	8	4	30
PSSA Math	7	5	12
PSSA Math	8	3	12

Source: http://webgui.phila.k12.pa.us/offices/d/district-performance/repository-of-data/sy2014-15-pssa-key

Graduation rates for ELs also present a concerning trend, as only 67% of all public school EL seniors graduated in 2012-13, and 64.8% graduated in 2013-14. These rates are significantly lower than the overall graduation rate for PA public school students, which was 85% in both years (EDFacts/Consolidated State Performance Report, 2012-13 and 2013-14). This high level of EL attrition, not just in Philadelphia but across the US, has been attributed to the lack of accommodations for EL students, particularly in middle and secondary grades when content area classes become more specialized and students are faced with significantly more demanding reading and writing assignments and assessments (Lai et al., 2014; Moje, 2008; Shanahan & Shanahan, 2008). As researchers have pointed out, while English-proficient students might find content in the upper grades challenging, ELs in these grades are essentially forced to do "double the work," learning English language and content at the same time without appropriate support (Short & Fitzsimmons 2007).

What makes this situation even more problematic is the fact that many subject-matter teachers in middle and secondary grades, who are experts in their content areas, lack training on how to address the needs of the ELs in their classrooms (de Jong & Harper, 2005; Gándara, Maxwell-Jolly & Rumberger, 2008; Menken & Antunez, 2001; Turkin & Buzick, 2016). Moreover, because most ELs spend the majority of their school day in mainstream content

classrooms, ESL teachers do not have enough time during the school day to provide adequate support (Lopes-Murphy, 2012; Reeves, 2006; Walker, Shafer, & Liams, 2004). This is the certainly the case in the Philadelphia School District where the pull-out model, through which ELs meet with ESL teachers for one or two periods a day, dominates ESL programs in the middle and secondary grades. Compounding this situation has been an ongoing fiscal crisis in the District. In a 2015 report to Philadelphia City Council, the District reported a predicted $91.6 million shortfall for fiscal year 2016. Thus, teachers' efforts to differentiate instruction for ELs are also often severely limited because of large class sizes and limited resources. In addition, the District does not have the financial resources to hire the number of ESL Specialists needed to address needs for the more than 11,000 ELs who attend District schools.

As such, our proposed project seeks, in part, to provide Philadelphia's highly- qualified content-area teachers with skills and strategies to address the needs of the ELs in their mainstream middle grades and high school classes. We contend, however, that an intervention focused exclusively on teachers will have only a limited impact without accompanying professional development for school administrators. School administrators play a vital role not only in providing the organization and support needed for effective instruction, but also in setting the tone of the school culture (Drago-Severson, 2012; Klotz, 2006). However, many middle and high school principals feel unprepared to address the needs of ELs and therefore do not provide the structures and supervision required for high-quality, content-area instruction for this student population (Rosa, 2011). Research shows schools and students benefit when principals actively support their ELs, especially when they incorporate studies of EL demographics and instructional needs into their professional development plans (Rong & Brown, 2002), and when

they provide opportunities for teachers to use this information in planning and instruction (Peterson & Heywood, 2007).

In addition, teachers' and administrators' efforts can be significantly enhanced with parental support. There is ample research evidence demonstrating improvement in ELs' academic achievement when their parents are involved in their school experience (Bogenschneider, 1997; Gettinger & Guetschow, 1998; Karther & Lowden, 1997). Unfortunately, EL parental involvement is not a norm. As Waterman and Harry (2008) note, "Barriers pertaining to language, school staffs' lack of familiarity with culturally and linguistically diverse families, and parents' unfamiliarity with U.S. schools can all impede effective parent-school collaboration" (p. 4). As such, addressing these barriers and exploring the range of possibilities for parent contributions must be components of any successful school-wide, professional development initiative.

Thus, our proposed intervention, titled *Transforming School L.I.F.E. (Leadership, Instruction, and Family Engagement) for ELs,* is designed to improve middle and secondary grade ELs' academic achievement by supporting teachers' and school leaders' self-efficacy and parent involvement via a school-wide, comprehensive, sustainable, and replicable professional development model. Our project, seeks not only to impact EL student achievement in selected schools in the School District of Philadelphia, but also to serve as a promising model for other large, urban school districts across the United States. In

Transforming School L.I.F.E. for ELs Model Components

1. Improve Teacher Quality through a professional development program that will result in PA's Program Specialist: ESL Certificate
2. Improve School Environment for EL Teaching and Learning through Leadership Training and Change Management Support
3. Improve Parent and Family Involvement through Community-School-University Partnerships Initiatives

addition, our project seeks to contribute to the existing but relatively small literature on EL teacher education research.

Our guiding Theory of Action, is centered on the premise that EL students' academic performance will improve if teachers are equipped with research-based, instructional strategies, if school leaders provide the structures and resources needed for teachers to employ these strategies, and if parents are enlisted to support instructional efforts in their homes. Simply put, we maintain if the organization and structure of a school is not conducive to the implementation of practices taught in teacher professional development programs, (e.g. teachers do not have adequate preparation and collaboration time, students are not rostered appropriately, and teacher evaluations do not include EL-friendly teaching strategies), the teachers are not likely to employ the practices. Likewise, if ELs and their families feel marginalized and/or unsafe in the school, the ELs may not attend school regularly and may not come to class 'ready-to-learn.' Thus, we view the school leadership and parent involvement components to be critical to the success of any quality teacher professional development program for ELs.

As will be discussed below, grounded in research vetted by the What Works Clearinghouse, and encompassing efforts for engaging ELs' families, our model addresses the criteria for both Competitive Preference Priority 1 (Moderate Evidence of Effectiveness) and Competitive Preference Priority 2 (Improving Parent, Family, and Community Engagement). Also detailed in the proposal is the rigorous, on-going evaluation of all program components, using qualitative and quantitative data collection and analysis, that will guide on-going decision making and revisions, and will ultimately provide evidence demonstrating the efficacy and replicability of the model. Each component of the program is detailed below.

1. Improve Teacher Quality through a professional development program that will result in PA's Program Specialist: ESL Certificate

The teacher professional development component of our project will equip School District of Philadelphia teachers in grades 7-12 with the skills, strategies and knowledge essential to supporting the ELs in their mainstream classrooms, particularly with regard to literacy instruction in their content areas. Upon successful completion of the four graduate-level courses in this program, participating teachers will earn Pennsylvania Department of Education's Program Specialist: ESL Certificate. All courses will be taught by experienced Temple University Teaching English to Speakers of Other Languages (TESOL) faculty. To achieve overall project goals, the teacher professional development program features the following:

1a. Four graduate-level courses leading to Pennsylvania's Program Specialist: ESL Certificate.

1b. On-site teacher coaching to support implementation of newly-learned strategies

1a. Four graduate-level courses leading to Pennsylvania's Program Specialist: ESL Certificate

Because of its long-standing mission to improving teacher education for this population, Temple University developed its own ESL Certificate Program and was approved by the Pennsylvania Department of Education (PDE) to provide this credential in 2004. Temple's ESL Certificate was reapproved by PDE in 2013 under PDE's new competencies and fieldwork requirements. Since 2004, Temple's program has certified nearly 200 teachers in ESL. These teachers have Instructional I and II certifications at the elementary, middle grades and secondary levels. Since its inception, the program's philosophy has featured the mission of providing

essential training for *all* teachers. That is, we believe the ESL Certificate should not be considered as a credential only for aspiring ESL teachers; rather, it is an increasingly important credential for any mainstream teacher who endeavors to better address the needs of ELs in his or her mainstream, heterogeneous classroom. As stated above, since ELs in the Philadelphia area typically spend just one or two class periods in "pull-out" ESL classrooms daily, it is crucial for mainstream teachers to be equipped to address their instructional needs. As such, offering this program to mainstream teachers through our *Transforming L.I.F.E. for ELs* project, is aligned with a central, longstanding ideology in Temple's ESL Certificate Program.

As stated above, our teacher professional development intervention will provide content area teachers with the knowledge and skills essential for instructing ELs in literacy development in the content areas. Specifically, our intervention builds upon a growing body of research that has found cognitive strategy training to be extremely effective in facilitating ELs' reading and writing development (Conley, 2008; Graham & Perin, 2007; Short & Fitzsimmons, 2007). According to Kim et al. (2011), "It is precisely because reading and writing access similar cognitive strategies but in differing degrees that reading and writing make such a powerful combination when taught in connection with each other" (p. 233). Because the ELs in our target schools will have the opportunity to learn the same strategies in more than one content area, not only will they master these strategies but they will also more easily make connections across content areas.

Our firm belief in providing teacher training on strategy instruction for ELs' literacy development in the content areas led to our decision to model our professional development intervention, in large part, after a WWC study conducted by Kim, Olson, Scarcella, Kramer, Pearson, van Dyk, Collins and Land (2011) (Appendix C). With this, we also address

Competitive Preference Priority 1. Like Kim et al.'s project, we will focus on training teachers to facilitate English learners' literacy development via cognitive strategy training in middle and secondary grades. Also, like Kim et al., our study will be conducted in a large, urban school district with the majority of students coming from low socioeconomic statuses. In addition, our target student population will be ELs who have been mainstreamed into content classrooms designed for native speakers of English, which is the same population Kim et al. studied.

However, there are some important differences between Kim et al.'s (2011) study and our own. Unlike the 46 hours of training provided in Kim et al., our project will provide 140 hours of instructional time along with 70 hours of fieldwork. Also, these researchers focused only on one content area, English language arts. However, several researchers have found positive effects for cognitive strategy training in improving reading and writing proficiency across content areas (Anderson, 2002; Chamot & O'Mally, 1989, 1996; Vaughn & Klinger, 2004), so we will include teachers from social studies, science, math and English language arts in our intervention. We believe a focus on teaching the same strategies for reading and writing across disciplines will deepen students' understanding of these strategies and will allow them to develop flexibility in the use of these strategies as they learn to apply them to different genres in more than one content area (e.g. fiction, math word problems, expository writing in social studies and science textbooks). Examples of literacy strategies to be taught include distinguishing between main ideas and supporting details, making predictions, making inferences, asking questions, determining cause and effect, summarizing, forming interpretations, making comparisons, and monitoring comprehension (Kim et al., 2011). Teaching literacy strategies is already a prominent feature in three of the four existing courses.

In addition, although the researchers in Kim et al.'s (2011) study provided teachers with curriculum materials to guide teachers through their teaching of literacy strategies, our instructional context requires us to design course assignments that will assist teachers in modifying their mandated curricula.

Four graduate-level courses leading to Pennsylvania's Program Specialist: ESL Certificate

GRADUATE LEVEL COURSE	SAMPLE TOPICS	SAMPLE ACTIVITIES/ASSIGNMENTS
TESOL 5631: Foundations of Language Teaching: Meeting the Instructional Needs of English Language Learners	Differentiating instruction via cognitive strategy teaching for reading and writing	Design and teach content-related lesson plans on strategy instruction
TESOL 5613: Understanding English Language Learners' Language and Literacy Development	Needs assessment of ELs' literacy strengths and needs	Design and administer authentic assessment activities using content-related reading and writing tasks
	Literacy instruction design	Design and teach content-related lesson plans addressing identified literacy needs that integrate cognitive strategy and literacy instruction in content areas
	Analysis of writing development	Analyze writing development using student texts written in content areas
	Role of parent, family, community involvement in instruction	Reflective essays and revised lesson plans in response to studies of ELs' parent, family and community characteristics
TESOL 5621: Contexts for Teaching and Learning Language	Role of sociocultural characteristics in cognitive strategy and literacy instruction in content areas	Reflective essays and revised lesson plans in response to studies of ELs' sociocultural characteristics
TESOL 5616: Designing Curriculum and Assessment in TESOL	Modifying mandated curricula to integrate needs-based cognitive strategy and literacy instruction	Revised curriculum materials

1b. On-site teacher coaching to support implementation of newly-learned strategies

Like Kim et al. (2011), we will include a prominent coaching component in our professional development intervention. Providing coaching is aligned with the research finding that teachers are more likely to implement strategies learned during professional development sessions when these sessions are supplemented with coaching (Buly, Coskie, Robinson & Egwa, 2006; Short & Fitzsimmons, 2007; Showers & Joyce, 1996). Coaches will be responsible for modeling newly-learned strategies as well as assisting teachers in lesson plan and assessment modifications. In addition, coaches will lead teachers in tuning protocols, a professional development tool designed to guide teachers in their reflections on student work and to use these reflections to make instructional adaptations (Blythe, Allen & Powell 1999). Our participating teachers will use tuning protocols to analyze their students' writing and, based upon these analyses, will design strategies-based lessons to address identified needs. For example, if a tuning protocol reveals that ELs need instruction on strategies for using source texts in their writing, teachers will design and teach a lesson that teaches students to evaluate their selection and use of quotes and strategies for paraphrasing source texts.

This professional development initiative does not represent the first collaboration between Temple's ESL Certificate Program faculty and the School District of Philadelphia. In 2004, we provided a school-based ESL Certificate Program to teachers in two Philadelphia elementary schools. These teachers also received coaching as part of their professional development program. Then, in 2012, we provided teachers in a Philadelphia Charter School with the school-based program. Both initiatives resulted in 100% teacher retention, with all participants earning PA's Program Specialist: ESL Certificate. Currently, we are teaching a third cohort of Philadelphia School District teachers at a local high school. These teachers will also earn the

Program Specialist: ESL Certificate upon successful program completion. Thus, the proposed initiative will be designed with the assumption that our long-term collaboration of providing EL teacher education for the District will continue well beyond the life of the grant.

2. Improve School Environment for EL Teaching and Learning through Leadership Training and Change Management Support

The administrative-level component of our model aims to build strong cadres of school leaders who not will only develop deep understandings of the needs of ELs, but will also develop strategies and resources to lead change through teaching innovations, thus improving ELs' academic performance. To achieve program goals, a School Leadership Institute (SLI) will provide professional development to the principals and two additional school leaders of each participating school. Leaders will be an EL school-parent liaison and an instructional leader who will support teachers' efforts to implement professional development strategies. The two-year SLI programming will consist of the following:

2a. Needs assessment and school-wide improvement planning

2b. On-going leadership coaching and change management support

2a. Needs assessment and school-wide improvement planning

Through a series of workshops with EL experts, the school leaders, like their teachers, will gain deep background knowledge on topics such as characteristics of EL students and their families, legal and ethical obligations in the education of ELs, and learning needs unique to ELs. In addition to conceptual information, these workshops will include skill-building activities on topics such as data-driven decision making for EL programming, assessment and monitoring of ELs, designing and managing collaborations with families and parent leaders, and supporting

teachers as they implement newly-learned strategies, particularly those related to language and literacy skill development across the content areas. As will be discussed below, these activities will serve as a foundation when school leaders ultimately design a site-specific, school improvement plan to improve ELs' academic outcomes.

Building on the work discussed above, the leadership teams will conduct a diagnostic assessment of their school's current EL student academic outcomes as well as the professional practices of the personnel who have daily interactions with these students. Specifically, as part of our Year 1 planning and Year 3 transition to Cohort 2 (see management plan and project timeline below), SLI leadership teams will identify school-wide areas of need for ELs using indicators collaboratively designed by the PIs of the project and Academic Development Institute (ADI), the creators of Indistar® (described in detail below). The outcome of this diagnostic assessment will be an individualized, two-year school improvement plan for each school, part of which, as detailed below, will be implemented at the onset of the following academic year in support of teachers' professional development activities. Two design elements are integral to this component of the SLI:

1. We will enlist regional-level district administrators to support principals' decision making, priority setting, and planning. By including regional-level administrators as supportive partners in these efforts, we believe the school-based leaders will be better positioned for success in setting and achieving their school-wide targets.
2. The instrument to be used to guide the school-improvement process is the Indistar® system, developed by ADI and currently supported by the Center on Innovation and Learning (CIL) at Temple University

Indistar® is a web-based system that will be implemented by participating school leadership teams to inform, coach, sustain, track, and report improvement activities. Indistar® is currently in use by 22 State Education Agencies to guide and document district and school improvement efforts in more than 2,200 districts and 8,000 schools across the United States. Indistar® delivers the "other side of the data equation," by documenting district, school, and classroom behaviors and practices that contribute to student learning. Aligned with our logic model, the premise behind Indistar® is that leadership performance must improve in order for results to improve. The system provides practical documentation through built-in mechanisms for creating agendas, recording minutes, assigning responsibility, setting timelines, allocating resources, coaching, and monitoring degree of implementation. It is a capacity-building tool that also tracks impact and provides teams feedback on progress and goal-setting.

Indistar® is equipped with indicators of evidence-based practices at the district, school, and classroom levels to improve student learning. In our project, Indistar will be implemented in participating schools with customized EL success indicators. The customized EL indicators will be developed and enhanced to represent the individual needs of the participating schools. Through reflection and data analysis, teams will assess themselves on these indicators. Examples of such indicators are organizing ELs' school day schedules to ensure adequate time and specially trained staff; recruiting, training, and placing of appropriate personnel to address ELs' learning needs; using multiple modes of communication – and languages – to connect with EL families (See Appendix D for more detailed sample). Indicators will allow monitoring of the school's organization, ELs' learning, teachers' instructional practices and administrative support of those practices.

2b. On-going leadership coaching and change management support

A two-year cycle of Indistar®-supported assessment, planning, implementation, and progress tracking will coincide with the teachers' professional development program and parent involvement initiatives (see parent involvement initiatives below). The majority of the work of the school leadership teams will be done through reviewing and assessing indicators of effective EL practice based upon their unique school culture. They will use those assessments to guide the ongoing work of the leadership team. During this time, each school will be assigned an Indistar Education Specialist who will be available for questions and telephone consultations throughout the training and implementation cycle. The implementation of targeted changes will be supported with relevant, accessible resources. The Indistar system has a complete bank of resources, videos, research-based best practice guides, and multiple resources available 24/7 through its comprehensive web site. The bottom line is that Indistar® will provide support, hold teams accountable, and document progress, all in the support of improving the experiences and achievement of ELs.

Once the school leaders have gone through the process of needs analysis as well as school improvement planning and implementation with Temple and Indistar® support, they will have the skills and know-how to repeat the process on their own, focusing on other areas of their schools. Our intervention will also serve as a trial for Indistar® in the District, who may elect to invest in the program for additional schools. Should the district make this choice, the customized indicators created for supporting ELs may be incorporated district wide and the school leaders in this project may serve as coaches or professional development providers in support of other schools meeting the targets.

3. Improve Parent and Family Involvement through Community-School-University Partnership Initiatives

This intervention component will advance the knowledge and skills of school personnel to involve parents and families in dialogues and information-gathering activities designed to identify and respond to the unique needs of ELs' parents and families in each school community. Simultaneously, we aim to empower parents and families through English language classes that will target language skills necessary for increasing their potential for full participation in their children's schooling experiences. Through these initiatives, our goal is to position parents and families as active agents in the intervention design, not as individuals who are being acted upon.

Our intervention includes a systematic approach to 1) educating and supporting participating teachers and administrators to work effectively with parents and families, and 2) supporting parents in their efforts to facilitate their children's language, literacy and academic success. Specific activities to achieve program goals include the following:

3a. Develop teacher capacity to communicate and collaborate with ELs' parents and families via a component of their professional development program

3b. Develop school leadership capacity to communicate and collaborate with ELs' parents and families, in part, via a parent and family needs assessment

3c. Develop a sustainable partnership among participating schools, a community-based English language teaching organization and Temple University to provide adult English classes at each school site

3d. Provide technological resources, such as ipads, to facilitate communication among school staff members and parents, to track EL student progress and to plan parent involvement activities

3a. Develop teacher capacity to collaborate with ELs' parents and families

As stated above, research suggests that ELs perform better academically and demonstrate improved behavior when their parents are involved in their schools. To encourage a "strengths-based perspective" (Orozco 2008) toward ELs' parents, a portion of the teachers' professional development model will be devoted to parental involvement. Participating teachers will discuss and explore solutions to research-based factors that impede parents' involvement in their children's education, such as lack of transportation, language barriers, lack of time due to work schedules and caregiving responsibilities (Cassity, 2008; Chen et al., 2008). Teachers will also explore strategies for investigating ways in which parents are already supporting their children's literacy development through reading and writing activities in the home. Teachers will also learn strategies for parent involvement such as *constructive* phone calls, during which teachers and parents exchange positive information about an EL.

3b. Develop school leadership capacity to engage ELs' parents and families

To further facilitate ELs' parent involvement and address school-wide barriers that have historically limited parent engagement, all school leadership teams participating in the School Leadership Institute (SLI) will include one staff member designated as the *EL School-Family Liaison*. This position could be filled by an ESL teacher, bilingual paraprofessional, or administrator. As part of the SLI, the EL School-Family Liaison, in collaboration with the principal and Instructional Leader, will investigate community demographics, ELs' family needs and existing models for promoting involvement. The EL School-Family Liaison will then take

the lead as the team evaluates their school's current practices related to family involvement and communication efforts and sets future targets using related, customized Indistar® indicators. Throughout the two-year school improvement implementation cycle, the Liaison will help manage school-wide modifications and activities to engage parents, such as comprehensive needs analysis of EL families, formation of school-parent advisory boards, enlistment of parents in translating school materials to ensure comprehensibility, providing parents with English language classes, and organizing "homework help" sessions.

3c. Provide sustainable adult English language classes at each school site via a local, community-based educational organization

Studies of EL family involvement in schools suggest that engagement will increase when schools (1) equip parents with knowledge of school systems and expectations (Mole, 1993), (2) provide guidance on how to understand and support their children in meeting academic goals (Smrekar, 1996; Epstein, 1995) and (3) develop their own English language skills to facilitate communication and confidence for active participation in school activities (Peterson & Ladky, 2007). In an effort to address these needs, we will partner with Providence Center to offer school-based adult ESL and academic support classes for ELs' parents and family members. Providence Center, a well-established community organization located in one of our target neighborhoods, has been providing educational programs for children, teens and adults in the Latino community for more than 20 years. They currently offer four levels of English classes to adults at their main location, as well as two classes held at local public schools, with the goal of helping ELs' parents build their English skills as they also develop stronger connections with their children's schools. We recognize that Providence Center's connections, reputation, and

success in working with language minority adults will bring an established structure and, perhaps more importantly, a grassroots credibility to our project.

To build on this well-established, existing resource and to support the expansion of their school-based classes, we will collaborate with Providence Center as they recruit parents and revise curricula to address parents' particular English language needs and wants. In addition, we will hire and train graduate students enrolled in Temple's TESOL Master's Program to co-teach Providence Center's courses. These pre-service teachers will already have completed a year of coursework on teaching adult ESL students, and their work for Providence Center will allow them to continue developing their teaching skills as they provide a much-needed service. As they write in their letter of support (attached), Providence Center perceives our project to be aligned with their mission and views this collaboration as an opportunity to build mutually-beneficial, sustainable partnerships with Temple University and the School District of Philadelphia. Through our rigorous data collection and evaluation, Providence Center will be better positioned to secure future funding that will enable them to replicate their classes at additional school sites in other high-need communities.

3d. Provide technological resources, such as ipads, to participants to support efforts in school-parent communication, tracking student progress, and planning parent involvement activities

To support teacher and school leader participants' efforts to work with EL parents and families, we will equip them with ipads. Recipients will include all 48 teachers in the professional development program, 24 school leaders on the leadership teams, 16 TESOL Master's students leading Adult English classes, and selected EL parents. The ipads/notebooks will be equipped with relevant apps to facilitate communication, track school improvement

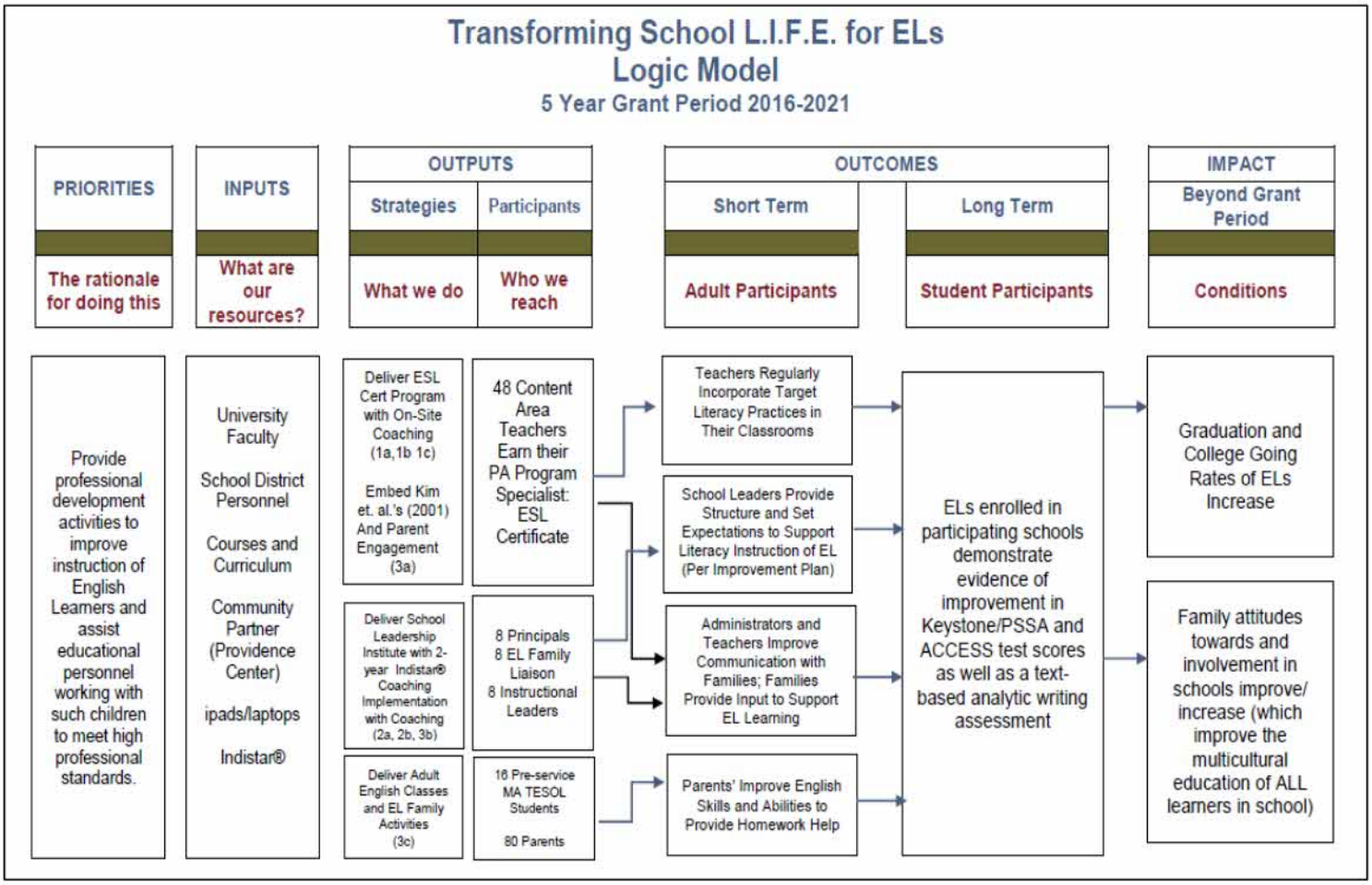
progress (such as with Indistar®), track student academic achievement data, and obtain instructional materials for use in the professional development classes. (See Appendix E for sample list of relevant aps).

Following the grant period, schools will maintain the EL Family Liaison position as part of their leadership team and will continue engaging parents in planning and facilitating activities aligned with their needs and interests. Part of the Liaison's responsibilities will be to continue working with Temple's TESOL Master's Program and Providence Center to sustain the adult English classes. We contend that by following the first cohort of teachers, school leaders and parents for two years after their intervention, we will be able to demonstrate long-term, positive effects as a result of this component of the program. We also believe that employing pre-service teachers in need of teaching experience and partnering with a community organization that values and invests in adult educational services make this a replicable and sustainable model. Additionally, over the long term, these initiatives will be expanded through the creation of a School District of Philadelphia ELL Parent Advisory Council (Waterman & Harry, 2008). The council will be comprised of parent leaders from each of the participating schools. The role of this council will be to serve as an advocacy body for parents, to provide ongoing assessment of parents' needs related to their children's education, to facilitate communication between parents and schools, and to attend school-level and district-level staff meetings.

Logic Model/Theory of Action

In sum, as illustrated in the logic model below, our intervention is grounded in the theory that EL students' academic performance will improve if teachers apply research-based strategies or teaching literacy across the content areas, are able to work within school environments structured to support both student and faculty learning, and actively engage parents in their

children's schooling. To achieve this optimal context for EL learning, we contend that a three-component approach involving teachers, school leaders and parents is essential.



Our following description of personnel, management, and evaluation plans will demonstrate our capacity to meet targets and provide evidence of the model's efficacy, sustainability, and replicability.

Personnel

P.I. :Tamara Sniad, Ph.D.	
• Oversee the implementation of the grant • Assure compliance with all guidelines • Coordinate School Leadership Institute (2a-2b) and Community Partnership – Adult English Classes (3b-3c) components of project • Develop and execute the research design	25% effort AY and two summer months within year one and one summer month per year in subsequent years
Tamara Sniad, Ph.D. is an Assistant Professor of Teaching English as a Second Language (TESOL) with the College of Education at Temple University. Dr. Sniad brings to this project over 15 years of experience in second language teaching and learning; design, delivery and assessment of teacher professional development programming; and school-university partnership work. Specific to this proposal, for the past five years, Dr. Sniad has been cultivating and managing on-going relationships with multiple schools in and around Philadelphia, arranging and overseeing the fieldwork of approximately 125 pre-service teachers working with approximately 75 in-service teachers.	
Co-PI: Jill Swavely, Ed.D.	
• Coordinate teacher professional development (1a) and on-site coaching components of project (1b); • Coordinate Parent Needs Analysis/ Programing (3a-3b) • Lead design and use of Observation Protocol (1c) • Develop and execute the research design	25% effort AY and two summer months within year one and one summer month per year in subsequent years
Dr. Swavely is Professor in Temple University's Teaching English to Speakers of Other Languages (TESOL) Program in the College of Education. She has 25 years of teaching experience that includes English language teaching from the high school to university graduate level as well as TESOL teacher education courses at the undergraduate and graduate levels. Her experience also includes curriculum development, teacher education program coordination, and program evaluation. She has conducted several studies on ESL students' responses to reading and writing assignments in undergraduate and graduate courses, as well as their responses to teacher feedback on their writing. Upon receiving a grant from the Wachovia Foundation in 2004, she partnered with the School District of Philadelphia to design, implement and evaluate a school-based teacher education program that certified elementary teachers in ESL. This program had a 100% retention rate. She has coordinated Temple's ESL Certificate Program since 2005, designed three of the four graduate-level courses in this program, and has taught all courses in the program. In 2012, she revised these courses to address new competencies from the Pennsylvania Department of Education and successfully led the Program through its re-approval process.	

Sr. Research Associate : Joe DuCette, Ph.D.	
• Oversee and manage all aspects of project evaluation including communication, IRB clearance, instrument development, quantitative data analysis, supervision of research assistant who will collect project evaluation data	10% effort
Joseph DuCette, Ph. D., is a professor of Educational Psychology and the Senior Associate Dean for Academic Affairs in the College of Education at Temple University. Dr. DuCette received his bachelor's degree from the University of Wisconsin-Eau Claire in psychology and economics, and his Ph.D. in experimental psychology from Cornell University. His research interests include attribution theory, the evaluation of teaching, program evaluation and learning styles. He has conducted numerous program evaluations for a wide variety of academic programs, including the 100 Book Challenge Program, the After School Activities Program, and the Future Stars of Delaware Program. He recently published a book (with Dr. Vincent Anfara) on middle school principals. A central theme in his research is the effect of diversity on teaching and learning.	
Research Assistants – Instructional Coaching (2)	
• Provide on-site instructional coaching in support of the ESL Certificate Program	100% effort
Hiring priority will be given to bilingual and language minority applicants with a minimum of 3 years teaching or relevant educational experience in urban contexts.	
Research Assistant - Data Collection and Evaluation (1)	
• Conduct data collection of both qualitative and quantitative data	50% effort
Hiring priority will be given to applicants with experience in urban school environments, either as student and/or teacher, and from underrepresented minority populations.	
Administrative and Fiscal Support	
• Provide assistance with essential paperwork and on-site support in order to ensure that all aspects of the project meet institutional requirements.	10% effort
Gary Nesmith, Assistant Director of Budget / Grant Management will provide administrative and fiscal support. Gary has been at Temple University over 9 with fiscal management responsibilities.	
Adult English Class Instructors	
• Plan, teach, and evaluate English language classes (3c) • Contribute to other Parent Education Efforts (i.e. Homework Help)	75 Hours per Semester
Hiring priority will be given to bilingual and language minority applicants with a minimum of 1 years teaching or relevant educational experience in urban contexts and/or second language teaching	
Community Engagement Specialist (Providence Center)	
• Provide logistical support for Adult English Classes held on each participating school site, including coordinating space and time for classes with school leadership, recruiting adult students with	10% effort

EL School-Family Liaison, and collecting and maintaining data for attendance and program evaluation	
Providence Center, a well-established community organization located in one of our target neighborhoods, has been providing education programs for children, teens, and adults in the Latino community for more than 20 years. They currently offer four levels of English classes to adults at their main location, as well as two school-based classes, with the goal of helping ELs' parents build their English skills and form stronger connections with their children's school.	
Indistar® Trainer and Technical Support (Center for Innovations in Learning)	
• Collaborate on Customizing Indistar® Indicators (2a; 3b) • Provide 2-day Training for Each Cohort (Cohort 1 – Year 1, Cohort 2 – Year 3) + Provide One Site Visit per School (2a) • Provide On-going Indistar® Technical Assistants and Coaching (2b;3b)	3 days of on-site training and support per cohort and as-needed technical support
The Center on Innovations in Learning (CIL) is one of seven national content centers funded by the U. S. Department of Education. CIL is administered by Temple University in Philadelphia, and its partner is the Academic Development Institute (ADI), a non-profit organization founded in 1984 and based in Lincoln, Illinois. ADI developed the web-based Indistar® system that 22 State Education Agencies now employ to guide and document the district and school improvement efforts in more than 2,200 districts and 8,000 schools. CIL provides technical assistance to states using the system.	

Management Plan

Year 1 (Summer 2016- Summer 2017)

The planning activities, including the graduate course modifications, selection and development of indicators for the leadership program, planning of the adult English classes, and design of data collection instruments will take place at the College of Education, Temple University, Providence Center, and the Philadelphia School District Office.

Planning Activities		Documentation	Personnel
Design data collection instruments		Teacher, leadership, and parent surveys	• PI/Co-PI • Sr. Researcher • Consultant/School District assessment support
Align teacher professional development courses with instructional intervention, coaching and observation protocol	1a 1b 1c 3a	Revised syllabi	• Co-PI • Graduate Research Assistants (Instructional Coaches)
Select and modify Indistar® indicators to align with project goals	2a 2b 3b	Bank of Indistar® Indicators specific EL teaching and learning	• PI • Center for Innovations in Learning – Technical Assistance for Planning • School District of Philadelphia regional-level administrator
School Leadership Institute planning: Leadership team needs assessment and school improvement planning sessions (Indistar® ®)	2a 2b	Cohort 1 Indistar® individualized school improvement plans SIL curriculum	• PI/Co-PI • Center for Innovations in Learning – Technical assistance for planning • School District of Philadelphia regional-level administrator
Design adult English class program	3c	Adult English class curriculum and recruitment materials	• PI • Community Engagement Specialist (Providence Center)

Collect baseline data on teacher practices; Cohorts 1 (Intervention) and Cohort 2 (Control Group) as well as students		Adapted Pathways Observation Measure Keystone/PSSA test scores, ACCESS test scores, pre-post, text-based analytic writing assessment	• Co-PI • Sr. Research Associate • Graduate Research Assistant (for program evaluation data collection)

Years 2-3 (Cohort 1) and Years 4-5 (Cohort 2)

The implementation of the program, including the leadership institute, graduate courses, and adult English classes will be held on-site at participating Philadelphia schools.

Activities	Goal/Target Outcome	Documentation	Personnel
Deliver teacher professional development program with on-site coaching (1a, 1b, 1c) Co-PI will provide teacher professional development program management oversight	90% of the participating in-service teachers earn their Pennsylvania Program Specialist: ESL Certificate	Course grades Completed final projects Attendance	• Co-PI – Program Management Oversight • Administrative and Fiscal Support
	100% of the in-service teachers who earn their Pennsylvania Program Specialist: ESL Certificate via the teacher professional development program rate the program as effective in preparing them to serve EL students	Surveys	• Sr. Research Associate • Graduate Research Assistant (Evaluation Assist)
	100% of the teacher professional development program Instructional Coaches rate the program as effective based on observation of participating teachers incorporating cognitive strategy-based literacy instruction in their content classrooms	Adapted Pathway Observation Measure	• Sr. Research Associate • Graduate Research Assistant for program evaluation data collection • Graduate Research Assistant Instructional Coaches
	100% of the principals and instructional leaders rate the program as effective based on observation of participating teachers incorporating cognitive	Adapted Pathway Observation Measure	• Sr. Research Associate • Graduate Research Assistant for program evaluation data collection Principals and Instructional Leaders

	strategy-based literacy instruction in their content classrooms	Indistar® Reports	
Lead course activities related to parent, family and community engagement (3a)	100% of the in-service teachers who complete the professional development program rate the program as effective in increasing their knowledge and skills related to parent, family, and community engagement	Surveys	• Sr. Research Associate • Graduate Research Assistant (Evaluation Assist)
Deliver School Leadership Institute: 2-year Indistar® ® improvement plan implementation (2a, 2b) PI will provide program management oversight	95% of the participating principals, EL Family Liaison and Instructional Leaders earn program completion awards for School Leadership Institute	Attendance Records Indistar® Reports	• PI – Program Management Oversite • Center for Innovations in Learning – technical assistance for implementation
	100% of the principals, EL Family Liaisons and Instructional Leaders who complete the School Leadership Institute rate the program as effective in preparing them to serve EL students	Surveys	• Sr. Research Associate • Graduate Research Assistant for program evaluation data collection
	100% of the School District regional-level administrators rate the program as effective based on observations of participating principals, EL Family Liaisons, and Instructional Leaders incorporating target structures, practices and activities related to school improvement plan	Indistar® Reports Surveys	• Sr. Research Associate • Graduate Research Assistant (Evaluation Assist) • Center for Innovations in Learning – Technical Assistance (Reporting) • School District of Philadelphia Administrator
Review Indicators related to parent, family, and community engagement (3b)	100% of the principals and EL Family Liaisons rate the program as effective in increasing their knowledge and skills related to parent, family, and community engagement	Indistar® Reports Surveys	• Sr. Research Associate • Graduate Research Assistant (Evaluation Assist) • Center for Innovations in Learning – Technical Assistance (Reporting)

Deliver parent, family, and community engagement programming including Adult English Classes and activities based on needs analysis (3b, 3c) PI and Co-PI will Provide Program Management Oversight	100% of the participating pre-service TESOL Master's Program students complete teaching internships (leading school-based Adult English Classes) in compliance with program fieldwork requirements	Attendance Student Work	• Community Engagement Specialist (Providence Center) – Program Management Oversite • PI
	100% of parents who take adult English classes rate the classes as effective in facilitating their English language and literacy development	Surveys	• Sr. Research Associate • Community Engagement Specialist (Providence Center) – Program Management Oversite
	100% of the participating pre-service TESOL Master's Program students complete teaching internships (leading school-based Adult English Classes) in compliance with program fieldwork requirements rate the program as effective in increasing their knowledge and skills related to parent, family, and community engagement	Surveys	• Sr. Research Associate • Graduate Research Assistant • (Evaluation Assist)
	Adults attending English classes will demonstrate evidence of increased proficiency in English and increased effectiveness in providing homework assistance	Pre-Post Assessments	• TESOL Master's Program Students (Adult English Class Instructors)
Complete Comparative Data Analysis – Student Achievement	ELs enrolled in participating schools will demonstrate evidence of improvement in Keystone/PSSA and ACCESS test scores as well as a text-based analytic writing assessment (as compared to comparable non-participating schools)	Keystone/PSSA test scores, ACCESS test scores, pre-post, text-based analytic writing assessment	• PI/ Co-PI • Sr. Research Associate • Consultant/School District Assessment Support
Annual and Final Reporting			• PI/ Co-PI • Sr. Research Associate

Evaluation Plan

The evaluation will consist of both pre-specified outcome measures for in-service teachers, pre-service teachers and principals, and comparative outcome measures for ELs.

Evaluation Design:

For all relevant outcome measures, the intervention will employ an evaluation design that Cook and Campbell (1979) refer to as an institutional cycles design. This form of quasi-experimental research design allows for the comparison of treated to non-treated participants but also includes the condition that all potential subjects receive the treatment. We are employing this design to replicate as closely as possible the multisite cluster randomized field trial design employed by Kim et al. (2011). Both the number of schools and the ability to randomly assign teachers to the treatment and control conditions which were available for Kim et al. are not possible under the conditions for this project. For this intervention, the institutional cycles design will be employed as follows:

Figure 1: Proposed Institutional Cycles Design

Cycle 1 O_1 X O_2 O_3

Cycle 2 O_1 O_2 X O_3

For the grant, Cycle 1 will consist of 4 schools from the School District of Philadelphia, with Cycle 2 consisting of an additional four District Schools. Specifically, the first Cycle will consist of two schools in a region of the city where schools typically serve ELs of several

different language backgrounds, and two schools in another area, where the majority of ELs share the same first language. The control groups for these will be comparable in size and demographics

As Cook and Campbell indicate, this form of quasi-experimental design provides adequate control for history, testing and maturation. The ability to assess the students in both cycles at O_1 allows for a control over group differences through covariance analysis. As Cook and Campbell indicate, the design allows for both pretest and posttest comparisons (O_1 to O_2 for Cycle 1 and O_2 to O_3 for Cycle 2), a treated to non-treated comparison (O_2 for Cycle 1 versus Cycle 2), and long-term retention (O_1 to O_3 for Cycle 1).

In-Service Teacher Outcomes

All teachers who participate in the program will be assessed annually, including before, during and after their coursework. The essential design for this observation will be as presented above using the institutional cycles design. As presented previously, the goal of the training is to significant increase their instructional practices that support cognitive strategy instruction to facilitate ELs' literacy development mainstream content classrooms. The Pathways Observation Measure used in Kim et al.'s (2011) study will be adapted and used as the evaluation instrument. Teachers in this program will also demonstrate advances in the knowledge and skills to involve parents and families in dialogues and information-gathering activities designed to identify and respond to the need of their ELs. Indistar® reports will provide additional documented evidence of these advances.

After controlling for any relevant differences between the teachers in Cycles 1 and 2 through covariance analysis, it is expected that teachers in Cycle 1 will show a significant increase in the relevant skills between O_1 and O_2, that teachers in Cycle 2 will show a significant

increase between O_2 and O_3, and that there will be a significant difference between Cycle 1 and Cycle 2 teachers at O_2. Finally, it is expected that teachers in Cycle 1 will show no decrease in proficiency between O_2 and O_3. Across both cycles, it is expected that 90% of all participating teachers will obtain their Pennsylvania Program Specialist: ESL Certificate.

EL Student Outcomes

There will be three assessments for the over 400 students taught by the teachers receiving the professional development intervention: the State-mandated PSSA or Keystone scores (depending upon grade level), the ACCESS test scores (which are mandated for ELs), and a text-based writing assessment specifically constructed for the project. The ELs' PSSA/Keystone and ACCESS scores as well as their performance on the text-based writing assessment will be compared both before and after the implementation of the professional development intervention for the in-service teachers. In addition to these comparisons, the following student gains are expected:

- ELs in the participating schools will demonstrate at least a 25% increase in ACCESS test reading, writing and literacy scores
- ELs in participating schools will demonstrate at least a 25% increase in PSSA or Keystone exam scores
- ELs in participating schools will score at least "proficient" or above on the text-based writing assessment

School Leadership Outcomes

The three school leaders in participating in the School Leadership Institute -the principal, newly appointed EL School-Family Liaison and Instructional Leader – for each participating school will complete an assessment of their school's current practices related to ELs and their

families. They will design and administer this assessment as part of their Institute training. This assessment will lead to a school-wide improvement plan to be implemented via the support of on-going coaching. The central goal for the school leaders is to increase their understanding of and support for ESL instruction in their schools. All participants will evaluate the program annually and at the end of their two-year cycle with the expectation that all participants will rate the program as at least "Effective" on the 5-point Likert scale, where the two most positive options are "Effective" and "Highly Effective". Additionally, 100% of the School District Supervising Administrators rate the program as "Effective" based on their observations of participating Principals, EL Family Liaisons, and Instructional Leaders incorporating target structures, practices and activities related to their school improvement plans.

Parent Outcomes

Parents will be surveyed on the quality of their interactions with school personnel and opportunities for participation in school activities. The parents will rate the program as at least "Effective". Adults attending the English classes will participate in pre- and post- assessments, as well as in formative assessments throughout the classes, to document progress in language proficiency development. These participants will also be surveyed on their experiences helping their children with homework, with the support of a "homework help" program to be held in coordination with English language class activities.

- Parents and family members of ELs rate school efforts to communicate and involve them in school activities 30% higher at the end of the intervention.
- Parents and family members of ELs demonstrate a 30% increase in involvement in school activities as evidenced by participation in school events and/or via self-reporting on involvement in academics at home.

- 80% of the EL adults attending at least 100 hours of English classes demonstrate increased proficiency in targeted English language skills and increased satisfaction in providing homework assistance to their children

Additional Outcomes

As presented previously, the grant is designed to produce the following outcomes for pre-service teachers, in-service teachers, ELs taught by these teachers, principals of the participating schools, and parents of ELs in participating schools:

- 90% of participating in-service teachers will earn the Pennsylvania Program Specialist: ESL Certificate
- 95% of participating principals, EL School-Family Liaisons and Instructional Leaders will earn program completion awards
- 100% of all participants (in-service teachers, principals, EL School-Family Liaisons, and Instructional Leaders) will rate the program as at least "Effective" using a five-point Likert scale

Other Attachment File(s)

*** Mandatory Other Attachment Filename:** Appendix B Providence Center Letter.pdf

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Providence Center
A ministry of the Society of the Holy Child Jesus

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info@providencecentershcj.org
www.providencecentershcj.org

February 11, 2016

Dr. Tamara Sniad
Assistant Professor, TESOL
Temple University College of Education
457 Ritter Hall
1301 Cecil B. Moore Ave.
Philadelphia, PA 19122

To Dr. Sniad,

I am writing to express Providence Center's enthusiastic support of Temple's plans to improve the school experiences, retention, and academic achievement of English learners enrolled in Philadelphia's public schools. Providence Center has been providing education programs for children, teens, and adults in the predominantly Latino community of Fairhill for over 20 years, and we have seen the pressing need for addition support for the teachers and families of English learners. We are excited about Temple's program because of the systemic impact it will have and the possibility for replication in other high-need communities.

Providence Center currently offers four levels of English classes to adults in our community through our main location. We also offer classes for parents at two elementary schools, William Cramp and Philip Sheridan, with the goal of helping the parents build their English skills and form stronger connections in their children's school. When we survey our students about why they want to learn English, the most popular response is so that they can help their children with school work. We look forward, therefore, to working with Temple on parent engagement, teaching language skills while also helping the parents to be supports for their child's learning.

Providence Center looks forward to working with Temple on this project and we are committed to lending our support in any way necessary. Please do not hesitate to contact me with any questions.

Sincerely,

(b)(6)

David Chiles
Executive Director
215-739-7465, dchiles@ProvidenceCenterSHCJ.org

THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF THE SUPERINTENDENT
440 N. BROAD STREET, SUITE 301
PHILADELPHIA, PENNSYLVANIA 19130

WILLIAM R. HITE, JR., Ed.D.
SUPERINTENDENT

TELEPHONE (215) 400-4100
FAX (215) 400-4103

February 11, 2016

Tamara Sniad, Ph.D.
Assistant Professor, College of Education
Temple University
1301 Cecil B. Moore Avenue, Ritter Hall 457
Philadelphia, PA 19122-6091

Dear Dr. Sniad:

I am writing in of support for the English learner (EL) Professional Development for L.I.F.E (Leadership, Instruction, & Family Engagement) proposal being submitted to the 2016 National Professional Development Grant Competition by the TESOL faculty of the College of Education, Temple University. Aligning with the goals and mission of the School District of Philadelphia, the EL Professional Development for L.I.F.E. project aims to implement a comprehensive, systematic, and replicable professional development model for improving the school experiences, retention, and academic achievement of ELs enrolled in middle and secondary grades in Philadelphia's public schools.

I understand that your proposed project seeks to significantly improve educational environments in selected Philadelphia schools by attending to classroom instructional practices, school culture and home-school connections. The project design builds from research-based practices in professional development, offering a multi-tiered approach targeting school administrators, classroom teachers across the curriculum, and home-school connections, all of which can play critical roles in improving academic outcomes. Your focus on ELs in Middle and Secondary grades is of particular significance to our District, as we recognize in the upper grades these students must learn content and language at the same time. A significant percentage of our middle and secondary grades teachers are not trained in the knowledge and strategies essential to support these students' dual academic goals. I believe an initiative such as yours will have a long-term impact on our ELs, ultimately resulting in increased retention and graduation rates.

The proposed initiative will be building upon a well-established and highly productive partnership between Temple and the District. Over the years, we have successfully collaborated on many different projects, particularly in the area of improving services to EL populations, including multiple teacher training and certification programs, curriculum adaptation and even teacher assistant placement programs focused on this area.

Like many large urban school districts, we strive to improve our support of minority students and close the achievement gap. Your program design offers a rigorous on-going program evaluation plan with diverse and on-going data collection to test the model and provide evidence of its efficacy. I am very excited about the promise in this project for replication and expansion across school districts in Pennsylvania and across the United States. For all these reasons I strongly support your proposal.

Sincerely,

William R. Hite, Jr., Ed.D.

WRH/dpw

Indicator: The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (14)

Explanation: Often the schools in need of improvement are also hard to staff, but their students most need the best leaders and teachers. The district intentionally establishes pipelines to recruit leaders and teachers fit for service in these schools, often provides incentives, and gives the special induction training and mentoring.

Questions: What does your district look for in leaders and teachers to serve in schools in need of improvement? What are your recruitment methods to identify and select these personnel? How are new staff for these schools provided with induction training and mentoring? What else does your district do to support their success?

The district is responsible for choosing strong school leaders and high-performing teachers who have the capacity needed for school reform. For hard-to-staff schools this becomes especially important as these schools find it difficult to attract enough effective teachers for their students, especially in rural or urban schools and in certain subject areas such as math or science (National Comprehensive Center for Teacher Quality, 2011). In a study by Imazeki and Goe (2009) they found that "these shortages also contribute to an inequitable distribution of teachers between high- and low-need student populations; research consistently finds that students from poor and minority backgrounds have less access to highly qualified and experienced teachers than do their peers from low-poverty, non-minority backgrounds" (in NCCTQ, 2011).

In order to attract effective educators for these schools, districts must

1. actively and strategically market their strengths (e.g., attractive compensation packages or working conditions),
2. develop high and unyielding standards for the identification and selection of candidates, and aggressively reach out to all possible candidate pools when recruiting for difficult-to-staff positions (Guarino, Santibanez, & Daley, 2006; Simmons et al., 2007; Spradlin & Prendergast, 2006).
3. address some of the hidden costs of teaching in hard-to-staff areas; for example, cost of living, public transportation. (Liu & Johnson, 2003)

NCCQT (2011) gives the following suggestions for a district:

1. Identify the characteristics of the district and its schools that are attractive to teachers and seek to both market and build upon them to recruit new staff.
2. Identify schools within the district that have challenges in teacher recruitment.
3. Establish recruitment goals in terms of teacher quality and quantity for the district as a whole.
4. Establish recruitment goals in terms of teacher quality and quantity for high poverty and high minority schools to ensure that students in those schools do not have unequal access to high-quality teachers.
5. Develop and sustain partnerships with universities and community colleges that deliver teacher preparation, particularly for the recruitment of teachers in high-need areas, such as teachers of students with disabilities and English language learners.
6. Create programs to recruit former teachers, including those recently retired, and ensure that policies related to teacher retirement do not prohibit these actions.
7. Establish "grow-your-own" programs to recruit future educators from the pool of current high school students, paraprofessionals, teacher aides, and community members.

8. Provide financial incentives (e.g., salary increases, bonuses, housing assistance, etc.) for educators willing to work in high-need schools or subject areas. This strategy might include incentives for general education teachers to switch to special education, teaching English language learners, or becoming certified in other high-need subjects.
9. Alter hiring procedures and budget timelines to ensure that the appropriate number and types of teachers can be recruited and hired before they seek employment elsewhere.

For English Language Learners

Having sufficient personnel with the experience and expertise in meeting the needs of ELLs is essential to school improvement efforts. The district must ensure that schools in need of improvement have adequate numbers of both English language development specialists and content/grade-level teachers capable of providing content instruction that is sensitive to the needs of ELLs. At the outset of the school improvement process, the district should assess its need for qualified teachers of ELLs to determine staffing needs, e.g. recruitment, retention, and professional development for teachers of ELLs. Rather than a general statement of the district's recruitment and retention goals, the outcome of the needs assessment should involve the development of a plan to address the identified needs.

The following are issues which districts need to attend to on an ongoing basis:

- English language development teachers hold and maintain certification in ESL.
- Bilingual/dual language teachers hold and maintain certification in bilingual education and in the content area(s) they teach.
- Content/grade-level teachers who serve ELLs hold and maintain certification in the content area (s) / grade(s) they teach.
- Teachers who provide academic content instruction to ELLs have expertise in addressing the academic, linguistic, and cultural needs of ELLs.
- The district employs a sufficient number of teachers in each school qualified to provide English Language development for ELLs.
- The district employs a sufficient number of teachers in each school with the expertise to provide content instruction for ELLs.
- Each school employs adequate staff to meet the requirements of the program design.

Source: Mid-Atlantic Comprehensive Center

References and Resources

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	Year 1			Year 2			Year 3			Year 4			Year 5		
	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr
IRB Clearance Obtained	X	X													
Teacher Professional Development Planning/ Preparation															
Modify observation protocol to align with project goals	X														
Align ESL Certificate Program courses with instructional intervention, coaching and observation protocol		X	X												
Design coaching model and integrate with course activities			X												
Design all data collection instruments, including surveys		X	X												
Collect baseline data via survey of teachers (Cohorts 1 & 2)			X												
Collect baseline data via observations of teachers (Cohorts 1 & 2)			X												
Recruit graduate research assistants for data collection and coaching	X	X													
Train graduate research assistants as instructional coaches			X												
Train graduate research assistant in data collection		X													
Recruit ESL Cert. Program course instructors for Cohort 1			X												
School Leadership Institute Planning/ Preparation															
Select and modify Indistar® Indicators and WiseWays to align with project goals	X	X	X												
Design all data collection instruments, including surveys		X													
Collect baseline data via survey of school leaders (Cohorts 1 & 2)		X	X												
Design School Leadership Institute (SIL), including knowledge-building study groups, needs analysis procedures and school improvement planning workshops		X													
Lead School Leadership Institute: Leadership Team Needs Assessment and School Improvement Planning Sessions (includes CLI Training on Indistar®)			X	X											
Parent Component Planning/Preparation															
Design adult English class program with Providence Center		X	X												
Recruit adult English class participants - Cohort 1			X												
Recruit adult English class instructors - Cohort 1			X												
Conduct instructor training (with Providence Center) - Cohort 1				X											
Recruit Adult English Class Instructors - Cohort 2									X						
Instructor Orientations (with Providence Center) - Cohort 2										X					
Intervention															
Recruit participating schools: Cohort 1 (Year 2-3 Intervention) and Cohort 2 (Year 2-3 Control	X														
Signed Agreements with Schools		X													
- Cohort 1															
Deliver ESL Cert Program with On-Site Coaching (1a, 1b, 1c)				X	X		X	X							
Led Course Activities Related to Parent, Family and Community Engagement (3a)				X	X		X	X							
Deliver School Leadership Institute: 2-year Indistar® Improvement Plan Implementation with Coaching (2c)				X	X		X	X							
Review Indicators related to parent, family, and community engagement (3b				X	X		X	X							
Deliver parent, family, and community engagement programming including Adult English Classes and activities based on needs analysis (3b, 3c)				X	X		X	X							
Data Collectioin				X	X		X	X							
Data Analysis and Reporting						X			X						
- Cohort 2															
Deliver ESL Cert Program with On-Site Coaching (1a, 1b, 1c)										X	X		X	X	
Led Course Activities Related to Parent, Family and Community Engagement (3a)										X	X		X	X	
Deliver School Leadership Institute: 2-year Indistar® Improvement Plan Implementation with Coaching (2c)										X	X		X	X	
Review Indicators related to parent, family, and community engagement (3b										X	X		X	X	
Deliver parent, family, and community engagement programming including Adult English Classes and activities based on needs analysis (3b, 3c)										X	X		X	X	
Data Collectioin										X	X		X	X	
Data Analysis and Reporting												X			X

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 23-1365971

ORGANIZATION:
Temple University
1852 N. 10th Street
Mail Stop 083-11
Philadelphia, PA 19122-6094

DATE: 01/14/2015

FILING REF.: The preceding agreement was dated 02/27/2014

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				
TYPE	**FROM**	**TO**	**RATE(%)**	**LOCATION**	**APPLICABLE TO**
PRED.	07/01/2012	06/30/2014	55.00	On-Campus	Organized Research
PRED.	07/01/2014	06/30/2016	56.00	On-Campus	Organized Research
PRED.	07/01/2012	06/30/2016	26.00	Off-Campus	Organized Research
PRED.	07/01/2012	06/30/2016	58.00	On-Campus	Instruction
PRED.	07/01/2012	06/30/2016	26.00	Off-Campus	Instruction
PRED.	07/01/2012	06/30/2016	41.00	On-Campus	Other Sponsored Activities
PRED.	07/01/2012	06/30/2016	26.00	Off-Campus	Other Sponsored Activities
PROV.	07/01/2016	06/30/2018			Use same rates and conditions as those cited for fiscal year ending June 30, 2016.

*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: Temple University

AGREEMENT DATE: 1/14/2015

SECTION I: FRINGE BENEFIT RATES**

TYPE	FROM	TO	RATE(%)	LOCATION	APPLICABLE TO
FIXED	7/1/2015	6/30/2016	29.20	All	Full-Time Employees
FIXED	7/1/2015	6/30/2016	8.40	All	Part-Time Employees
FIXED	7/1/2015	6/30/2016	15.60	All	12-Month Grad. Students
FIXED	7/1/2015	6/30/2016	24.60	All	Non 12-Month Grad. Students
PROV.	7/1/2016	6/30/2018			Use same rates and conditions as those cited for fiscal year ending June 30, 2016.

** DESCRIPTION OF FRINGE BENEFITS RATE BASE:

Salaries and wages.

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.

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s) the off-campus rate will apply. Grants or contracts will not be subject to more than one F&A cost rate. If more than 50% of a project is performed off-campus, the off-campus rate will apply to the entire project.

Fringe Benefits include: FICA, Retirement, Life Insurance, Employee Tuition Remission, Sabbaticals, Welfare Fund, Workers' Compensation, Unemployment Insurance, Post Employment Benefits, Health Insurance, and Voluntary Employee Retirement Program.

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.

APPLICATION OF INDIRECT COST RATES TO DOD CONTRACTS/SUBCONTRACTS:
In accordance with DFARS 2231.303, no limitation (unless waived by the institution) may be placed on the reimbursement of otherwise allowable indirect costs incurred by an institution of higher education under a DOD contract awarded on or after November 30, 1993, unless the same limitation is applied uniformly to all other organizations performing similar work. It has been determined by the department of Defense that such limitation is not being uniformly applied. Accordingly, the following rates do not reflect the application of the 26% limitation on administrative indirect costs imposed by OMB Circular A-21.

PRED.	07/01/12 to 06/30/16	58.0%	On-Campus	Orgn. Research
PRED.	07/01/12 to 06/30/16	32.0%	Off-Campus	Orgn. Research
PROV.	07/01/16	Until Amended	Use same rates and conditions as FYE 06/30/16.	

This agreement updates the Fringe Benefits section only.

Your next fringe benefit proposal for the fiscal year ending June 30, 2015, will be due in our office by December 31, 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:

Temple University

(b)(6)

Frank Annunziato

(NAME)

Associate Vice President & Controller

(TITLE)

January 22, 2015

(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=PSC, ou=People, 0.9.2342.19200300.100.1.1=2000131669, cn=Darryl W. Mayes -S
Date: 2015.01.21 10:30:42 -05'00'

(SIGNATURE)

Darryl W. Mayes

(NAME)

Deputy Director, Cost Allocation Services

(TITLE)

1/14/2015

(DATE) 0453

HHS REPRESENTATIVE: Lucy Siow

Telephone: (301) 492-4855

PROJECT: NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM GRANT (NPD)
SPONSOR: DEPARTMENT OF EDUCATION
DRAFT BUDGET
2016 THROUGH 2021
PRINCIPAL INVESTIGATOR: TAMARA SNIAD / JILL SWAVELY

			Year 1 2016-2017 Budget	Year 2 2017-2018 Budget	Year 3 2018-2019 Budget	Year 4 2019-2020 Budget	Year 5 2020-2021 Budget	TOTAL PROJECT BUDGET
1	PERSONNEL							
	PRINCIPAL INVESTIGATORS							
	Tamara Sniad	25%	18,535	19,091	19,663	20,253	20,658	***98,200***
	Jill Swavely	25%	21,464	22,108	22,771	23,454	23,924	***113,722***
	Tamara Sniad	SUM	16,475	8,485	8,739	9,001	9,181	***51,882***
	Jill Swavely	SUM	19,079	9,826	10,121	10,424	10,633	***60,083***
	Administrative and Fiscal Support	10%	6,644	6,843	7,048	7,260	7,405	***35,199***
	Sr. Research Associate	10%	18,440	18,993	19,563	20,150	20,553	***97,700***
	Graduate Research Assistants	2.5	59,225	61,002	62,832	64,717	66,011	***313,786***
	SUBTOTAL PERSONNEL		159,862	146,347	150,738	155,260	158,365	***770,572***
	F/T FACULTY FRINGE	30.2%	12,080	12,442	12,815	13,200	13,464	***64,000***
	F/T FACULTY FRINGE SUMMER	7.9%	2,809	1,447	1,490	1,535	1,565	***8,845***
	ADMIN FRINGE	30.2%	7,575	7,803	8,037	8,278	8,443	***40,135***
	GRAD STUDENTS FRINGE (12 month)	18.3%	8,671	8,931	9,199	9,475	9,664	***45,938***
	GRAD STUDENTS FRINGE (Non 12 month)	26.3%	3,115	3,209	3,305	3,404	3,472	***16,505***
2	FRINGE BENEFITS		34,249	33,830	34,845	35,891	36,609	***175,424***
	TOTAL SALARIES AND BENEFITS		194,111	180,178	185,583	191,150	194,973	***945,996***
3	TRAVEL							
	Travel to sites		1,000	1,030	1,061	1,093	1,126	***5,309***
	Conference in DC							
	Travel to DC (driving in pers car @ $0.54/mile)		300	309	319	328	338	***1,594***
	Lodging (2 nights @ $199)		796	820	844	870	896	***4,226***
	Per-Diem ($54/day @ 2 days)		216	222	229	236	243	***1,147***
4	EQUIPMENT							
5	PROGRAM SUPPLIES AND MATERIALS							
	iPads (115 @ $450)		51,750	-	-	-	-	***51,750***
	Printing		500	500	500	500	500	***2,500***
	Postage		100	100	100	100	100	***500***
	Program Supplies/Materials/Software		2,500	500	500	2,500	500	***6,500***
	Assessment/Evaluation Materials		20,000	-	-	-	-	***20,000***

			Year 1 2016-2017 Budget	Year 2 2017-2018 Budget	Year 3 2018-2019 Budget	Year 4 2019-2020 Budget	Year 5 2020-2021 Budget	TOTAL PROJECT BUDGET
6	CONTRACTUAL							
7	CONSTRUCTION							
8	OTHER							
	School Incentive ($3,000 per school @ 4 schools)		12,000	-	12,000	-	-	***24,000***
	School Leadership Institute (4 Cadres/ Cohort 1 & 2)							
	Honoraria (4 Principals @ $1000)		4,000	-		4,000	-	***8,000***
	Honoraria (4 Teacher Leaders @ $1000)		4,000			4,000	-	***8,000***
	Honoraria (4 School Parent Liaison @ $1000)		4,000			4,000	-	***8,000***
	Consultant/School District Assessment Support		15,000	15,000	15,000	15,000	15,000	***75,000***
	Parent Engagement Activities			7,000	7,000	7,000	7,000	***28,000***
	Adult English Class Instructors (8 instructors; $20 per hour/300 hour)		-	48,000	48,000	48,000	48,000	***192,000***
	Community Engagement Specialist		10,000	5,000	5,000	10,000	5,000	***35,000***
	School District Stipend (School Leadership Training)		8,000	8,000	8,000	8,000	8,000	***40,000***
	Center on Innovations in Learning (Indistar)		4,000	3,000	7,000	3,000	3,000	***20,000***
	ESL Specialist Certification Program							
	Tuition Remission In-Service Teachers	24	65,187	134,284	103,735	71,231	110,052	***484,489***
	Tuition Remission Research Assistants	2.5	63,214	65,110	67,063	69,075	71,148	***335,610***
9	TOTAL DIRECT COSTS		460,674	469,054	461,934	440,084	465,876	***2,297,621***
	MODIFIED TOTAL DIRECT COST		332,274	269,659	291,136	299,777	284,676	***1,477,522***
10	INDIRECT COSTS	26%	86,391	70,111	75,695	77,942	74,016	***384,156***
11	TRAINING STIPENDS							
12	***TOTAL COSTS***		***547,065***	***539,165***	***537,630***	***518,026***	***539,891***	***2,681,777***

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THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF THE SUPERINTENDENT
440 N. BROAD STREET, SUITE 301
PHILADELPHIA, PENNSYLVANIA 19130

WILLIAM R. HITE, JR., Ed.D.
SUPERINTENDENT

TELEPHONE (215) 400-4100
FAX (215) 400-4103

February 11, 2016

Tamara Sniad, Ph.D.
Assistant Professor, College of Education
Temple University
1301 Cecil B. Moore Avenue, Ritter Hall 457
Philadelphia, PA 19122-6091

Dear Dr. Sniad:

I am writing in of support for the English learner (EL) Professional Development for L.I.F.E (Leadership, Instruction, & Family Engagement) proposal being submitted to the 2016 National Professional Development Grant Competition by the TESOL faculty of the College of Education, Temple University. Aligning with the goals and mission of the School District of Philadelphia, the EL Professional Development for L.I.F.E. project aims to implement a comprehensive, systematic, and replicable professional development model for improving the school experiences, retention, and academic achievement of ELs enrolled in middle and secondary grades in Philadelphia's public schools.

I understand that your proposed project seeks to significantly improve educational environments in selected Philadelphia schools by attending to classroom instructional practices, school culture and home-school connections. The project design builds from research-based practices in professional development, offering a multi-tiered approach targeting school administrators, classroom teachers across the curriculum, and home-school connections, all of which can play critical roles in improving academic outcomes. Your focus on ELs in Middle and Secondary grades is of particular significance to our District, as we recognize in the upper grades these students must learn content and language at the same time. A significant percentage of our middle and secondary grades teachers are not trained in the knowledge and strategies essential to support these students' dual academic goals. I believe an initiative such as yours will have a long-term impact on our ELs, ultimately resulting in increased retention and graduation rates.

The proposed initiative will be building upon a well-established and highly productive partnership between Temple and the District. Over the years, we have successfully collaborated on many different projects, particularly in the area of improving services to EL populations, including multiple teacher training and certification programs, curriculum adaptation and even teacher assistant placement programs focused on this area.

Like many large urban school districts, we strive to improve our support of minority students and close the achievement gap. Your program design offers a rigorous on-going program evaluation plan with diverse and on-going data collection to test the model and provide evidence of its efficacy. I am very excited about the promise in this project for replication and expansion across school districts in Pennsylvania and across the United States. For all these reasons I strongly support your proposal.

Sincerely,

William R. Hite, Jr., Ed.D.

WRH/dpw

Budget Narrative File(s)

*** Mandatory Budget Narrative Filename:** Budget Narrative .pdf

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

BUDGET NARRATIVE:

Funding is requested from the Department of Education to support the proposed project titled: **Transforming School L.I.F.E (Leadership, Instruction and Family Engagement for ELs**. The following is a justification of costs as detailed in the proposed budget. Based on Temple University's academic salary scales and anticipated increases, annual cost-of-living increases of 3% were included in years two, through four and 2% in year 5.

Personnel:

The Principal Investigator will oversee the implementation of the grant, assuring compliance with all guidelines. Also, program coordination, development and execution of the research design (25% effort AY and two summer months within year one and one summer month per year in subsequent years).

The Co-Principal Investigator will coordinate the project: program coordination, development and execution of the research design (25% effort AY and two summer months within year one and one summer month per year in subsequent years).

Administrative and Fiscal Support: The administrative staff will help with essential paperwork and on-site support to ensure that all aspects of the project meet institutional requirements. (10% effort)

Sr. Research Associate will oversee and manage all aspects of the evaluation of the project including communication, IRB clearance, instrument development, quantitative data analysis, and supervising research assistant who collects data. (10% effort)

Two Graduate Research Assistants (100% effort) will provide on-site instructional coaching aligned with ESL Certificate Program courses to be taken by teachers.

One Graduate Research Assistant (50% effort) will conduct data collection of both qualitative and quantitative data.

Fringe Benefits: Fringe benefits are charged for full-time staff at the currently approved rate of 30.2% of salaries and wages, which has been set by the U. S. Department of Health and Human Services. Summer rate is calculated at 7.9%, Full Time Graduate Research Assistants are applied at 18.3% and Part Time Graduate Research Assistants are applied at 26.3%. Components included in the rate are social security tax, workmen's compensation insurance, health insurance, disability insurance, unemployment compensation, life insurance, pension costs, tuition remission, and dental, prescription, and vision plans.

Travel:

Funding for personnel travel is requested to support the following categories of travel: (a) provide ongoing and extensive field support in schools, including continuous on-site supervision, mentoring and peer support; and (b) the principal investigator and the co-principal investigator will travel to Washington, DC to attend an annual meeting. The costs for personnel travel to annual meeting consist of air or rail fare, hotel, meals, and local travel (ground transportation). The project will follow the procedures for reimbursement of reasonable travel expenses as outlined in Temple University guidelines.

Local travel to school district: 1,851 miles @ $0.54/mile	$1,000.00
2 people travel to Washington, DC per year to attend a 2-day meeting	$1,312.00

With a 3% increase in subsequent years.

Equipment:

Equipment is defined as a single item costing more than $5,000. Based on this definition, we do not plan to procure any equipment.

Program Supplies and Materials:

Funding is requested for the printing of various products and materials to be used in training, evaluation, and dissemination of the project's work. This will include duplication of reports and assessment tools (surveys, questionnaires) and related materials to be used in generating reports.

The proposed general supplies and materials budget is intended to cover the cost of all direct program supplies for the project staff, cohort members, students and project design team. The supplies are those that will be used during the course of the project, and they can be divided into two categories. The first type, desktop supplies, includes paper, pens, pencils, and paperclips.

The second type of supplies is applicable to specific assessment activities and includes testing materials and assessment tools, surveys, questionnaires, and software. All items are requisitioned through Temple University's central purchasing office and purchased in accordance with established university purchasing procedures and policies.

Supply Items	Computation	Cost
iPads for parent participants, teachers, principals, grad students (total of 115)		$51,750
Printing		2,500
Postage		500
Program Supplies / Materials / Software		6,500
Assessment / Evaluation Materials		20,000
	TOTAL Supplies	**$81,250**

Other:

A *school incentive* will be used to provide supplies for students and teachers of participating schools. This support will help establish, enhance, and continue the partnership. This will also help teachers to provide an environment that better supports student learning.

Participation stipends will be provided to attendees of the *School Leadership Institute* in support of their travel, summer and after-school, grant-related activities and materials. Attendees will include the principals and their two selected school leaders, who will consist of one school-parent liaison and one administrator to facilitate teachers' implementation of course-related activities. Leadership Cohort 1 (Years 2 and 3) will consist of 4 principals and 8 school leaders from 4 intervention schools (12 total). Leadership Cohort 2 (Years 4 & 5) will also consist of 4 principals and 8 school leaders from 4 intervention schools (12 total).

Consultant/School District Assessment Support – The School District of Philadelphia will appoint a member of their staff to serve as the liaison between the district and the grant personnel (PI and Sr. Evaluator) in support of evaluation and assessment efforts. This will ensure alignment between Temple's grant-related evaluation efforts and School District goals.

Parent Engagement Activities funds will cover the costs of meetings, transportation, parking etc. for the parents of the ELLs enrolled in participating schools. Also, funds for event support, such as food, guest speakers, and materials will be needed.

Adult English Class Instructors will provide on-site teaching of English language classes for parents and/or family members of ELLs enrolled in participating schools.

Community Engagement Specialist - A consulting fee will be paid to a staff member of the Providence Center to provide logistical support to Adult English Classes held on each participating school site. Logistical support includes coordinating space and time for classes with school leadership, recruiting adult students with Parent Liaison, and keeping records for attendance and program evaluation.

School District Stipend (School Leadership Training) – The School District of Philadelphia will appoint a district administrator with school oversight responsibilities to attend and co-facilitate components of the School Leadership training. This individual will also guide participating schools as they establish target indicators and accountability measures for implementation of the Indistar- supported school improvement plans.

Center for Innovations in Learning (CIL) – CIL is the technical support provider for Indistar®, a web-based professional development system that guides school improvement teams as they inform, coach, sustain, track, and report school improvement activities. This software provides electronic reporting and progress tracking of teams in multiple schools. Year 1 funds will support a CIL-led school improvement planning workshop with Cohort 1 leadership team members. In Years 2 and 3, CIL will provide technical support as Cohort 1 team members use Indistar® to guide the implementation of their school-wide improvement plans. The planning workshop for Cohort 2 will occur in Year 3, with the technical support and implementation to follow in Years 4 and 5.

Tuition Remission - 24 In-Service Teachers Tuition support of $2,715 per course will be provided to each in-service teacher enrolled in the ESL Specialist Certification program for the first 3 of the 4 courses in the certificate program. Tuition support of $1,357.50 per course will be provided to each in-service teacher enrolled in the fourth course. The remaining $1,357.50 tuition for the fourth course will be paid for by the participants and/or the School District of Philadelphia. Cohort 1 (Years 2 and 3) will consist of 24 teachers. Cohort 2 (Years 4 & 5) will consist of another 24 teachers.

Tuition Remission - Graduate Students Tuition Remission (100%) will be provided to the two Research Assistants who will provide on-site coaching in support of the instructional training intervention. Tuition Remission (50%) will also be provided to the Research Assistant who will collect qualitative and quantitative data, including the administration of surveys to parents, school teachers and administrators.

Indirect Cost Rate:

The Temple University off campus negotiated rate of 26% was applied to this application. This rate is applied to the Modified Total Direct Costs (MTDC), which consists of total direct costs, less tuition.

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Tamara		Sniad	

Address:

Street1: 1301 Cecil B. Moore Avenue
Street2: Ritter Hall
City: Philadelphia
County:
State: PA: Pennsylvania
Zip Code: 19122-0000
Country: USA: UNITED STATES

Phone Number (give area code): (215) 204-6110
Fax Number (give area code): (215) 204-1414

Email Address: tue42117@temple.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:

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.

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

Temple University - Of The Commonwealth of Pennsylvania

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	159,862.00	146,347.00	150,738.00	155,260.00	158,365.00	770,572.00
2. Fringe Benefits	34,249.00	33,830.00	34,845.00	35,891.00	36,609.00	175,424.00
3. Travel	2,312.00	2,382.00	2,453.00	2,527.00	2,602.00	12,276.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	74,850.00	1,100.00	1,100.00	3,100.00	1,100.00	81,250.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	189,400.00	285,395.00	272,798.00	243,306.00	267,200.00	1,258,099.00
9. Total Direct Costs (lines 1-8)	460,673.00	469,054.00	461,934.00	440,084.00	465,876.00	2,297,621.00
10. Indirect Costs*	86,391.00	70,111.00	75,695.00	77,942.00	74,016.00	384,155.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	547,064.00	539,165.00	537,629.00	518,026.00	539,892.00	2,681,776.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2012 To: 06/30/2016 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify):

The Indirect Cost Rate is 26.00 %.

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

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

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

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is ____ %.

PR/Award # T365Z160159

Name of Institution/Organization	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.	
Temple University - Of The Commonwealth of Pennsylvania		

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

Tracking Number:GRANT12100984 Funding Opportunity Number:ED-GRANTS-121115-001 Received Date:Feb 19, 2016 10:59:51 AM EST