

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



**APPLICATION FOR GRANTS
UNDER THE**

NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM

CFDA # 84.365Z

PR/Award # T365Z170037

Grants.gov Tracking#: GRANT12391294

OMB No. , Expiration Date:

Closing Date: Apr 24, 2017

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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:

- Preapplication
 Application
 Changed/Corrected Application

* 2. Type of Application:

- New
 Continuation
 Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

04/21/2017

4. Applicant Identifier:

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:

Webster University

* b. Employer/Taxpayer Identification Number (EIN/TIN):

430662529

* c. Organizational DUNS:

0719897270000

d. Address:

* Street1:

470 E. Lockwood Avenue

Street2:

* City:

St. Louis

County/Parish:

* State:

MO: Missouri

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

63119-3141

e. Organizational Unit:

Department Name:

School of Education

Division Name:

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

Prefix:

* First Name:

Kelly

Middle Name:

* Last Name:

Young

Suffix:

Title:

Grants Analyst

Organizational Affiliation:

Webster University

* Telephone Number:

314-246-5987

Fax Number:

314-968-7108

* Email:

younkell@webster.edu

Application for Federal Assistance SF-424

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

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.365

CFDA Title:

English Language Acquisition State Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-022117-001

* Title:

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

13. Competition Identification Number:

84-365Z2017-2

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Increasing Teacher Capacity through Communities of Practice to Serve English Learners

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,720,168.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,720,168.00"/>

*** 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

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

** I AGREE

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

Authorized Representative:

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

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ADDITIONAL LIST OF PROGRAM /PROJECT CONGRESSIONAL DISTRICTS

- **Parkway School District, MO-002**
455 North Woods Mill Road, Chesterfield, MO 63017

- **Ritenour School District, MO-001**
2420 Woodson Road, St. Louis, MO 63114

- **St. Louis Public School District, MO-001**
801 North 11th Street, St. Louis, MO 63101

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

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

Name of Institution/Organization

Webster University

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	120,831.00	84,574.00	86,265.00	87,990.00	130,792.00	510,452.00
2. Fringe Benefits	31,296.00	25,641.00	26,155.00	26,682.00	37,973.00	147,747.00
3. Travel	6,207.00	3,207.00	3,207.00	3,207.00	12,207.00	28,035.00
4. Equipment	16,558.00					16,558.00
5. Supplies	42,758.00	190.00	190.00	190.00	190.00	43,518.00
6. Contractual	70,863.00	60,244.00	49,730.00	36,636.00	88,147.00	305,620.00
7. Construction						
8. Other	16,710.00	32,520.00	32,520.00	32,520.00	28,910.00	143,180.00
9. Total Direct Costs (lines 1-8)	305,223.00	206,376.00	198,067.00	187,225.00	298,219.00	1,195,110.00
10. Indirect Costs*	23,093.00	16,510.00	15,845.00	14,978.00	23,858.00	94,284.00
11. Training Stipends	221,624.00	326,400.00	334,950.00	347,100.00	200,700.00	1,430,774.00
12. Total Costs (lines 9-11)	549,940.00	549,286.00	548,862.00	549,303.00	522,777.00	2,720,168.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 06/01/2016 To: 05/31/2020 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Department of Health and Human Services

The Indirect Cost Rate is 50.00%.

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

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

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

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00%.

PR/Award # T365Z170037

Name of Institution/Organization Webster University	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>KELLY L YOUNG</p>	<p>TITLE</p> <p>Grants Analyst</p>
<p>APPLICANT ORGANIZATION</p> <p>Webster University</p>	<p>DATE SUBMITTED</p> <p>04/21/2017</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="English Language Acquisition State Grants"/> CFDA Number, if applicable: <input type="text" value="84.365"/>
--	--

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

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

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: 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:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

Federal Use Only: Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

WebsterNPDGEPA.pdf	Add Attachment	Delete Attachment	View Attachment
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GENERAL EDUCATION PROVISIONS ACT

It is the policy of Webster University not to discriminate in its educational programs, activities and employment policies on the basis of race, sex, sexual orientation, gender identity, color, creed, age, ethnic or national origin, or non-disqualifying handicap, as required by federal laws and regulations.

Webster offers students with disabilities access to a range of assistive services through our Academic Resource Center (ARC). The Academic Resource Center is committed to providing otherwise qualified students with documented disabilities with the accommodations they need to have access to information and opportunity for success in mainstream university programs equal to that enjoyed by students without disabilities. Students requiring accommodation to succeed academically or to utilize equipment purchased with this grant can access the services of the ARC and its staff to assist with their needs.

Webster University considers student admission, financial aid, program, and activity applications without regard to non-disqualifying disabilities.

In addition, the activities carried out in the Parkway, Ritenour, and St. Louis Public School Districts will not discriminate on the basis of gender, race, national origin, color, disability, religion, sexual orientation, gender identity, or age. All teachers with initial K-12 certification recognized by the state of Missouri at all participating schools who do not yet have their English Language Learners certification will be eligible to apply for one of the eight cohorts in according with the research and evaluation plan. Professional development provided to the staff at each school will also not discriminate on the basis of gender, race, national origin, color, disability, religion, sexual orientation, gender identity, or age.

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 Webster University	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Ms.	* First Name: Kelly Middle Name:
* Last Name: Young	Suffix:
* Title: Grants Analyst	
* SIGNATURE: KELLY L YOUNG	* DATE: 04/21/2017

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

1. Project Director:

Prefix: Dr.	First Name: DJ	Middle Name:	Last Name: Kaiser	Suffix:
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Email Address:
djkkaiser@webster.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.

WebsterNPDNonexemptResearch.pdf	Add Attachment	Delete Attachment	View Attachment
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Nonexempt Research Narrative

Project Title:

Increasing Teacher Capacity through Communities of Practice to Serve English Learners

Sub-Project A: Assessing the Impact on Teacher Capacity through Quasi-Experiment

(1) Human Subjects Involvement and Characteristics

Evaluation participants will be teachers and principals from elementary and middle schools in St. Louis Public Schools, Parkway School District, and Ritenour School District. During the first year of the grant, all elementary and middle school teachers will complete a survey about teacher knowledge and awareness of how to engage and work with parents and families of ELs to support students; teacher efficacy to improve the learning of ELs; and teacher capacity. The project's treatment group will consist of 120 teachers over the five years. These teachers will self-select to participate in the research project. A matched comparison group of teachers (approximately 240 over five years) will be selected from within the participants' schools and grade levels. Matched groups will be created that are equivalent based on teachers' pre-intervention scores on outcome variables (collected through the survey administered in the first year of the grant) and teacher demographics (e.g., years of teaching experience). Annually, participating teachers will complete a survey similar to the survey administered in the first year of the grant. Principals from participating schools will also complete surveys about the program's effectiveness in preparing teachers to serve ELs and improving their schools' capacity to serve ELs.

De-identified state assessment data and demographic data will be collected from students in treatment and comparison teachers' classrooms. These data will be collected directly from districts.

(2) Sources of Materials

Demographic data on participating teachers will be collected from districts. Survey data will be collected directly from teachers and principals. Survey data will be obtained specifically for evaluation purposes. Demographic data will come from existing district databases.

State assessment and demographic data on students will be collected directly from districts. These data will come from existing district databases.

(3) Recruitment and Informed Consent

Participating teachers will be informed about evaluation participation during the research study's recruitment process. Recruitment letters and informed consents will be distributed by the superintendent offices to the grant participants. Written consent forms will be collected by the Co-PDs. The Co-PDs will be available for any questions through email and telephone. The Co-PDs will keep the consent forms in a secure office.

- (4) **Potential Risks**
There are minimal risks associated with participation in this evaluation. The surveys conducted as part of this evaluation are considered minimal risk because the topics regard knowledge and awareness, efficacy, and capacity—all considered low-risk topics.
- (5) **Protection against Risk**
Participants can withdraw from the evaluation at any time. All responses will be presented in aggregate, and participants will not be identified.
- (6) **Importance of the Knowledge to Be Gained**
It is critical to know how the project will contribute to grant participants' capacity to teach ELs. The EL population in participating districts has increased in recent years and will continue to increase. In light of this trend, it is important to study and identify effective strategies for increasing the capacity of teachers to support ELs.
- (7) **Collaborating Sites**
This sub-project involves three collaborating sites. Participating teachers will come from the three school districts involved in this grant: St. Louis Public Schools, Parkway Schools, and Ritenour Schools. The IRB personnel from the three school districts will review the sub-project. The superintendents from the three collaborating sites signed support letters, in which they stated their support toward the research and evaluation plans of the project.

Sub-Project B: Evidence of Professional Development through Engagement in Saturday Seminars, Practicum, and End-of-Project Presentations

- (1) **Human Subjects Involvement and Characteristics**
The grant participants (n=100–150) will participate in a series of Saturday Seminars, a practicum, and end-of-project presentations. As part of the Saturday Seminars, they will work on teaching philosophy statements and lesson plans and engage in classroom observations. The human subjects will be the grant participants, mentor teachers, full-time faculty, and community partners from the International Institute and St. Louis Mosaic Project. The grant participants will submit teaching philosophy statements and lesson plans before the first Saturday Seminar. They will learn various strategies for family engagement in the Saturday Seminars and then submit revised teaching philosophy statements and lesson plans. They will observe their mentor teachers in their teaching, and their teaching will be observed by the mentor teachers. All written observation notes will be collected. Also, the grant participants' teaching at the practicum sites (same as collaborating sites) will be recorded. Any video recordings at the practicum sites will not include any ELs. Only adults over 18 years old will be recorded on video. Responses from the students, in the format of sound, will be included in the recordings. Practicum reports written by the Co-PDs will be collected. The grant participants will give an end-of-project presentation about what they learned toward the end of the second year. These presentations will be recorded. No vulnerable human subjects will be involved.

- (2) **Sources of Materials**

Teaching philosophy statements and lesson plans written by the grant participants, teaching materials provided to the grant participants at the Saturday Seminars, class observation notes and reports written by the grant participants and their mentor teachers, and video recordings of practicum and end-of-project presentations will be collected. Any video recordings will avoid inclusion of any ELs. Only adults above 18 years old will be recorded.
- (3) **Recruitment and Informed Consent**

Recruitment letters and informed consents will be distributed by the superintendent offices to the grant participants and mentor teachers. As the sound of ELs will be recorded during the practicum, informed consent will be obtained from the parents of the ELs. Consent forms will be distributed by the superintendent offices to the parents of the ELs as well. Signed consent forms from the grant participants and parents of ELs will be collected by the superintendents. The Co-Project Directors (Co-PDs) will distribute the recruitment letters and informed consents to the International Institute and St. Louis Mosaic Project. Written consent forms will be collected by the Co-PDs. The Co-PDs will be available for any questions through email and telephone. The Co-PDs will keep the consent forms in a secure office.
- (4) **Potential Risks**

The only risk involved is the inclusion of the responses of the ELs at the practicum sites. However, the responses will be in the format of sound, which will not give away the ELs' identities. The risk is minimal because all of the subjects are adults.
- (5) **Protection against Risk**

All reports resulted from this sub-project will use pseudonyms for the personnel from International Institute and St. Louis Mosaic Project, grant participants, mentor teachers, and ELs at the practicum sites. No real identities will be revealed.
- (6) **Importance of the Knowledge to Be Gained**

It is critical to know how the grant participants' capacity to teach ELs increases in this project, so it is important to collect data about how they teach in the practicum and what they learned toward the end of the project. It is also critical to document their interaction with the mentor teachers; therefore, the observation reports are essential materials to be collected.
- (7) **Collaborating Sites**

This sub-project involves five collaborating sites. These sites are the three school districts involved in this grant (St. Louis Public Schools, Parkway Schools, and Ritenour Schools), the International Institute, and St. Louis Mosaic Project. The IRB personnel from the three school districts will approve the sub-project. The superintendents from the three collaborating sites have signed support letters (see the appendix to this proposal), in which they state their support toward the research and evaluative plans of the project. The directors of International Institute and St. Louis Mosaic Project have also signed support

letters, in which they state their support in creating curriculum materials for the Saturday Seminars.

Sub-Project C: Revised Activity Portfolios and Lesson Plans as Evidence of Professional Development

(1) Human Subjects Involvement and Characteristics

The human subjects (n=100–150) are the grant participants. They will submit an activity portfolio (with three teaching activities for addressing ELs' reading, listening, writing, and speaking proficiencies) at the beginning of the TESL 5139 ESOL Methods course. They will receive instruction in the course in order to strengthen their lesson plans for involving the first language, culture, and family literacy practices of the ELs. They will then submit a revised activity portfolio to prove that there has been improvement. Similarly, they will submit a lesson plan at the beginning of the TESL 5220 Curriculum Developments course. They will receive instruction in the course for improving their lesson design for involving the ELs' families and family literacy practices. They will then submit a revised lesson plan to prove that there has been improvement. For the activity portfolios and lesson plans, they will need to create assessment methods, which can be formative or summative, and implement the revised activities and lessons in their classrooms. They will need to document any impact on ELs' learning based on the assessment results. They will also write a reflective journal at the end of TESL 5139 and TESL 5220 regarding any improvement in their professional development. The human subjects involved are (a) the grant participants (n=100–150) and (b) ELs in their classrooms (n=100–1,200). The grant participants are all above 18 years old, and they are not vulnerable subjects. The ELs are children and their assessment results will be documented. Any reports resulting from this sub-project will use pseudonyms to protect the human subjects involved.

(2) Sources of Materials

The materials will include activity portfolios and lesson plans submitted by the grant participants before and after they take TESL 5139 and TESL 5220. The assessment results will be obtained from the ELs after the revised activity portfolios and lesson plans are implemented. Reflective journals written by the grant participants will be collected for analysis.

(3) Recruitment and Informed Consent

Recruitment letters and written informed consent will be distributed to the grant participants and the parents of the ELs by the superintendent offices of the collaborating sites. Signed consent forms will be collected. The Co-PD, Yin Lam Lee-Johnson, will be available for any questions through email and telephone. The Co-PD, Yin Lam Lee-Johnson, will keep the consent forms in a secure office.

(4) Potential Risks

The risk in this study is minimal. All ELs will be given a pseudonym such as Student A. There will be no direct reference to any real identity of the ELs. All reports resulting from this sub-project will have pseudonyms for the grant participants. No real identities

will be shown. There will be no psychological or reputational risk to any research subjects or participants.

- (5) **Protection against Risk**
Pseudonyms will be given to all human subjects. There will be no adverse effect to the participants. The Co-PD, Yin Lam Lee-Johnson, will monitor the data collected to ensure the safety of the subjects. There will be no adverse effects of this sub-project.
- (6) **Importance of the Knowledge to Be Gained**
The important knowledge to be gained includes the evidence as to how revised activity portfolios and lesson plans can affect ELs' learning and the professional development of the grant participants.
- (7) **Collaborating Sites**
This sub-project involves three collaborating sites. These sites are the three school districts involved in this grant (St. Louis Public Schools, Parkway Schools, and Ritenour Schools). The IRB personnel from these three sites will approve the sub-project. The superintendent offices of these schools will distribute the written recruitment letters and consent forms to the grant participants and parents of ELs. The superintendents from the three collaborating sites have signed support letters, in which they state their support of the research and evaluative plans of the project.

Sub-Project D: Blog Site as a Third Space for Building Communities of Practice

- (1) **Human Subjects Involvement and Characteristics**
The human subjects will use a password-protected blog site to post pictures, personal reflections, discussions, and various comments that they have toward Communities of Practice and engaging families and other stakeholders in educating ELs. The subjects (n=100–150) will all be over 18 years old (age range 18–65) and have a normal health status. There will be no exclusion of any subpopulation except the control groups identified in the quasi-experiment. The control groups will have to be excluded in order to avoid contamination of findings. The grant participants, mentor teachers, grant administrators, and school administrators will be involved. Grant participants will be required to do blog postings after each Saturday Seminar. No vulnerable human subjects will be involved.
- (2) **Sources of Materials**
All materials will be obtained specifically for research purposes. These materials will include digital photos about the teaching and learning environments in the collaborating sites and online postings that are written by the blog participants regarding the grant. The digital photos will not include any children. However, the blog participants will write about their teaching practices and how their students learn inside and outside of the classroom. There will be information on the blog regarding how their students learn, so written descriptions about ELs will be involved in the blog postings.

(3) Recruitment and Informed Consent

Written recruitment letters and consent forms will be distributed by the superintendent offices of all collaborating sites to the grant participants, parents of the ELs, and school administrators. This sub-project will be described in detail in the recruitment letters and consent forms. The Co-PD, Yin Lam Lee-Johnson, will be available for any questions through email and telephone. The Co-PD, Yin Lam Lee-Johnson, will keep the consent forms in a secure office.

(4) Potential Risks

There is minimal risk in this sub-project because most of the information will be obtained in written format online. The users of the blog will have to agree to a list of blog posting protocols, which prohibit personal attacks or negative judgment on any children, adults, or school administrators.

(5) Protection against Risk

The Co-PD, Yin Lam Lee-Johnson, and Grant Coordinator will check the blog site periodically to ensure that no sensitive or inappropriate information has been posted. Any postings that are offensive or inappropriate will be deleted. All reports resulting from this sub-project will be written using pseudonyms for school names, administrator names, grant participant names, mentor teacher names, and any one who is mentioned or involved.

(6) Importance of the Knowledge to Be Gained

The knowledge gained will be significant data regarding how the blog participants use a blog site as a third space for engaging in Communities of Practice. Such findings will be useful for guiding any teacher education programs and providing them with evidence that an online blog site is useful for building Communities of Practice.

(7) Collaborating Sites

This sub-project will take place online, but the participants will be from the collaborating sites. These sites are the three school districts involved in this grant (St. Louis Public Schools, Parkway Schools, and Ritenour Schools). The IRB personnel from these three sites will approve the sub-project. The superintendents of these schools will distribute the written recruitment letters and consent forms to the grant participants, mentor teachers, parents of ELs, and school administrators. The superintendents from the three collaborating sites have signed support letters, in which they state their support of the research and evaluative plans of the project.

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:

Applying IHE: **Webster University**

LEAs: **Parkway School District, Ritenour School District, and St. Louis Public Schools**

Community Partners: **The International Institute of St. Louis and St. Louis Mosaic Project**

Title: **Increasing Teacher Capacity through Communities of Practice to Serve English Learners**

Priorities Addressed

CPP1: Moderate Evidence of Effectiveness based on Glazerman and Seifullah's (2012) study *An Evaluation of the Chicago Teacher Advancement Program (Chicago TAP) After Four Years*. Link to study: http://www.mathematica-mpr.com/~media/publications/pdfs/education/tap_year4_impacts.pdf (link to WWC review: <https://ies.ed.gov/ncee/wwc/Study/80567>).

CPP2: Improving Parent, Family, and Community Engagement.

Project Description: The project is designed to increase the individual and collective capacity to serve ELs in participating schools. In this project, 120 teachers from targeted schools will enroll in graduate course work leading to Missouri ELL Certification and participate in seminars to improve family, parent, and community engagement and activities to promote stronger self-efficacy and collective efficacy. By supplementing certification course work with activities that promote Communities of Practice, these schools will increase their teacher capacity to address the academic and cultural needs of their ELs.

Number and Types of Participants Served: In-service teachers.

Certification + seminars	Year 1	Year 2	Year 3	Year 4	Year 5	Total
	30	60	60	60	30	240 duplicated; 120 unduplicated
Seminars only	40+	40+	40+	40+	40+	200+

Goals, Objectives, and Performance Outcomes

Goal 1: Increase the number of ELL-certified teachers in three participating districts.

1.1 The project will enroll 120 teachers with initial certification from the three districts and mix them into 8 cohorts of 15 teachers to follow state-approved course work required for advanced ELL Certification.

1.2 At the end of the grant period, at least 95% (114) of accepted cohort members will complete requirements for and apply to receive their Missouri ELL Certification (GPRA 2 and 3).

Outcome: At least 114 additional teachers will receive Missouri ELL Certification.

Goal 2: Improve and strengthen parent, family, and community engagement that positively impacts ELs.

2.1 The project will develop a series of Saturday Seminars that include eight modules that strengthen teachers' understanding of how the parents, families, and communities of ELs impact learning (GPRA 6).

2.2 At the end of each two-year cycle, 90% of cohort members will complete participation and assignments in the seminars to satisfy the requirements for one graduate-level course (GPRA 6).

2.3 The project will recruit at least 10 nonparticipating teachers for each seminar and provide them with a letter documenting professional development hours that may be used for continuing status (GPRA 6).

2.4 At least 90% of program completers will rate the program as effective in increasing their knowledge and skills related to parent, family, and community engagement (GPRA 6).

Outcome: The new seminar curriculum will lead to greater family and community engagement that improves ELs' learning experiences.

Goal 3: Increase teachers' capacity to meet the needs of ELs in their schools.

3.1 By the end of the grant period, at least 95% of participants will demonstrate improved preparation to effectively serve ELs in their classes as evidenced by lesson plans and teaching philosophy statements.

3.2 At the end of the grant period, at least 95% of program completers will rate the program as effective in preparing them to serve ELs (GPRA 4).

3.3 At the end of the grant period, at least 85% of school administrators and peers in participating schools will rate the program as effective in improving their teachers' ability to serve ELs (GPRA 5).

Outcome: The percentage of ELs demonstrating proficiency on annual state achievement tests will increase in each district by the end of the five-year grant.

Contact: Dr. DJ Kaiser – cell: 314-805-1113 or email: djkaiser@webster.edu

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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Appendices

Logic model and project design charts, position descriptions, letters of commitment and support, detailed project implementation timeline, and bibliography

(a) QUALITY OF THE PROJECT DESIGN**Project Overview**

The percentage of foreign-born residents in Missouri increased by 60.6% between 2000 and 2015, compared to only a 13.7% increase for U.S.-born residents (MPI, 2017). With foreign-born residents now accounting for 6.7% of St. Louis metropolitan area residents (U.S. Census Bureau, 2017), St. Louis area schools have experienced double-digit increases in English learners (ELs) from 2010 to 2017, with those numbers continuing to rise. As the number of ELs quickly increases in St. Louis area schools, districts are struggling to find enough qualified instructors to meet the special linguistic, academic, and cultural needs of these learners.

The **Increasing Teacher Capacity through Communities of Practice to Serve English Learners** project will increase the individual and collective capacity of St. Louis area educators to serve ELs in participating schools. During this five-year project, 120 teachers from targeted schools in three participating districts will enroll in graduate course work leading to Missouri English Language Learner (ELL) Certification and participate in additional grant activities to improve family, parent, and community engagement and to promote stronger self-efficacy (Bandura, 1977) and collective efficacy (Bandura, 2000). By supplementing certification course work with activities that promote Communities of Practice (Lave & Wenger, 1991), these schools will increase their teacher capacity so that teachers and school staff can collaborate more effectively to address the academic and cultural needs of their ELs.

Priorities Addressed

Absolute Priority: Providing Professional Development to Improve Instruction of ELs. The focus of the proposed project is to increase the capacity of 120 teachers in three participating school districts to better meet educational needs of EL students through professional development.

Competitive Preference Priority 1: Moderate Evidence of Effectiveness. The project will contribute to evidence on how the implementation of new professional development impacts teacher capacity to serve ELs and improve their learning. In consultation with the project's external evaluator, we have identified Glazerman and Seifullah's (2012) *An Evaluation of the Chicago Teacher Advancement Program (Chicago TAP) After Four Years* (http://www.mathematica-mpr.com/~media/publications/pdfs/education/tap_year4_impacts.pdf; link to WWC review: <https://ies.ed.gov/ncee/wwc/Study/80567>) as a study to inform our research approach and evaluation. This study is a multiyear project focused on the implementation of a revised professional development program in schools to track its effect on student achievement and teacher capacity specifically through teacher retention. A review of a report on the same study by Glazerman and Seifullah (2010) was found to meet WWC standards with reservations for its methods of matching schools for the study (WWC, 2010). A WWC review of Glazerman and Seifullah's 2012 study found that it met WWC standards with reservations for its analysis of student achievement and teacher retention.

The three proposed research questions are closely aligned with those in the cited study but have been adjusted to address this project's specific goals, objectives, and outcomes on improving teacher capacity to serve ELs: (1) How was the program implemented? (Project Objectives 1.1, 1.2, 2.1, 2.2, and 2.3), (2) What impact did the program have on ELs' achievement? (Long-Term Outcomes for all three goals), and (3) What impact did the program have on teacher capacity within schools? (Project Objectives 3.1, 3.2, and 3.3) (Glazerman & Seifullah, 2012, p. xi). Because tracking teacher retention (the focus of Glazerman and Seifullah's study) is more difficult and takes longer, we believe that a focus on teacher capacity will yield stronger results. Additionally, the proposed research methods partially align with

GPRA measures 4 and 5, which require participating teachers and the leaders in their schools to assess program effectiveness. With a focus on both self-efficacy and collective efficacy playing roles in teacher capacity, the project will add to the evidence base on the impact of specific professional development practices on increasing teacher capacity to serve ELs. Additionally, we anticipate that many portions of this project will be replicable in other professional development projects to increase self-efficacy and collective efficacy to positively impact EL achievement. Competitive Preference Priority 2: Improving Parent, Family, and Community Engagement is addressed via a series of eight Saturday Seminars (offered quarterly in two-year cycles) with a focus on improving parent, family, and community engagement as well as required group projects on a practice, policy, or resource related to improving parent, family, and community engagement to impact ELs' learning, and a culminating conference on the same topic (all described below). Saturday Seminars will ensure an immediate impact on ELs and families with readily usable approaches and strategies that teachers will be able to implement in their classes and when communicating with families. The full curriculum will be made available publicly and disseminated through publications and conference presentations to help other schools improve ways to involve ELs' families and communities to encourage ELs' success.

Partner Institutions. The following partners came together to address the needs of the growing EL population in the St. Louis area:

Webster University has the only Teaching English as a Second Language (TESL) program in Missouri to receive national recognition from the National Council for the Accreditation of Teacher Education (NCATE, 2017). Webster will provide seven courses that fulfill the 21 semester hours required for in-service teachers to receive Missouri ELL Certification. Credit for an eighth course will be given to participants who successfully complete

a series of Saturday Seminars. These eight courses will be applicable to an MA in TESL to promote career advancement. The Department of Elementary and Secondary Education (DESE) requires three prerequisite courses (Psychology of the Exceptional Child, Teaching Reading in Content Fields, and Reading Assessment and Intervention), which will also be offered to grant participants as needed in summer.

Parkway School District is a large suburban school district west of St. Louis with more than 17,200 students. Parkway serves 648 ELs in grades K–12 utilizing a center school model, which places ELs in designated schools. Parkway employs 24 certified ELL teachers. Parkway's ELs are from more than 50 countries and speak more than 62 languages.

Ritenour School District is a smaller suburban district northwest of St. Louis with more than 6,000 students. The number of its students receiving ELL services has doubled since 2010 (currently 879 ELs but with only 16 ELL-certified teachers). The district is seeing a new influx of families from Central America, who require additional instructional resources.

St. Louis Public Schools (SLPS) serves more than 26,000 students, including over 2,700 ELs (with more than 2,000 receiving services), but currently employs only 50 ELL-certified teachers. The district's ELs represent 53 countries and collectively speak more than 46 different languages. More than 1,000 of these ELs are refugees from war-torn countries who come with interrupted or no formal schooling experience.

All three of these school districts serve more than 3,000 ELs but currently employ fewer than 100 ELL-certified teachers. To provide culturally responsive instruction at the classroom, school, and district levels, these districts need to increase their teacher capacity to serve ELs through state certification and additional professional development that empowers teachers to develop and implement new plans to meet the needs of their ELs. This project will not only more

than double the number of ELL-certified teachers but also provide a unique opportunity for teachers to collaborate across districts to foster greater collective capacity to serve ELs. In 2016, we advertised the opportunity of having the NPD grant and received 91 pre-grant applications from the three districts, which shows that sufficient interest has been drawn from the districts and we will have a strong pool of applicants to quickly begin grant activities after being awarded.

Webster University already has sustained partnerships with these districts through apprentice teaching and practicum placements. Recent placements (2012–2017) were 26 in Parkway, 10 in Ritenour, and 43 in SLPS. SLPS also hosts several dozen Webster education students annually for a foundations course. Parkway and Webster have had a dual-credit program in Child Development since 2014. Dr. Kaiser and Dr. Lee-Johnson, Co-Project Directors for this project, provided professional development on ESOL instruction at Parkway’s Craig Elementary School (2015–2016). Webster’s TESL program provided certification course work to two cohorts of teachers from SLPS (2010–2011). Webster also partnered with SLPS on the Title II Mathematics and Science Partnership (MSP) grant titled “Math Success for ELLs” (2011–2013), the data from which showed increased EL proficiency in math on state achievement tests. This NPD project will strengthen these existing partnerships and lead to further collaborations.

Community Partners

The International Institute of St. Louis, founded in 1919, brings to the partnership a deep understanding of the issues faced by refugee and immigrant families as they strive to assimilate into U.S. culture. It helps immigrants and their families and provides “essential community integration services to more than 7,500 immigrants and refugees from 80 countries each year” (International Institute, 2017). The International Institute has a long-standing relationship with area school districts and has partnered with SLPS and Webster on a Title II MSP grant. This

organization will contribute to developing the curriculum for and teaching during the Saturday Seminars on parent, family, and community engagement.

St. Louis Mosaic Project will also participate in the curriculum development and review for the Saturday Seminars and will help recruit appropriate guest speakers. This organization’s primary goal is to make St. Louis the fastest growing U.S. metropolitan area for immigrants by 2020. The organization’s connections in the area include more than 200 community partners and organizations, which will be vital for developing and supporting the Saturday Seminars.

a.1 The goals, objectives, and outcomes are clearly specified and measurable.

Table 1. Project Goals, Objectives, and Outcomes and Annual Performance Targets

Goals, Objectives, and Outcomes	Base-line	Annual Perf. Targets					Total
		Y1	Y2	Y3	Y4	Y5	
Goal 1: Increase the number of ELL-certified teachers in Parkway, Ritenour, and St. Louis Public school districts.							
1.1 The project will enroll 120 teachers with initial certification from the three districts and mix them into 8 cohorts of 15 teachers to follow state-approved course work required for advanced ELL Certification.	Measured = number of in-service teachers						
	0	30	30	30	30	0	120
1.2 At the end of the grant period, at least 95% (114) of accepted cohort members will complete requirements for and apply to receive their Missouri ELL Certification.	Measured = number of in-service teachers						
	0	0	28	28	29	29	114 = 95%

(GPRA 2 and 3)							
<p><u>Short-term outcome:</u> At least 114 additional teachers will receive Missouri ELL Certification.</p> <p><u>Long-term outcome:</u> The EL student-to-ELL-certified teacher ratio will decrease to improve the learning experience and learning outcomes of ELs.</p>							
<p><u>Goal 2:</u> Improve and strengthen parent, family, and community engagement that positively impacts ELs.</p>							
<p>2.1 The project will develop a series of Saturday Seminars that include eight modules that strengthen teachers' understanding of how the parents, families, and communities of ELs impact learning (GPRA 6).</p>	<p>Measured = modules developed</p>						
	0	4	4	0	0	0	8
<p>2.2 At the end of each two-year cycle, 90% of cohort members will complete participation and supplemental assignments in the Saturday Seminars to satisfy the requirements for one graduate-level course (GPRA 6).</p>	<p>Measured = number of in-service teachers</p>						
	0	0	27	27	27	27	108 = 90%
<p>2.3 Webster University will recruit at least 10 nonparticipating teachers for each Saturday Seminar (4 per year) and provide each a letter documenting professional development hours that may be used to</p>	<p>Measured = number of in-service and pre-service teachers</p>						
	0	40	40	40	40	40	200

<p>meet state requirements for continuing status (GPRA 6).</p>							
<p>2.4 At least 90% of program completers will rate the program as effective in increasing their knowledge and skills related to parent, family, and community engagement (GPRA 6).</p>	<p>Measured = number/percentage of in-service teachers rating the program as effective</p>						
	0	0	27	27	27	27	108 = 90%
<p><u>Short-term outcome:</u> Teachers will identify new strategies used to involve families and communities to strengthen EL learning. <u>Long-term outcome:</u> Seminar participation will lead to greater family and community engagement that improves ELs' learning experiences.</p>							
<p><u>Goal 3:</u> Increase teacher capacity to meet the needs of ELs in their schools.</p>							
<p>3.1 By the end of the grant period, at least 95% of participating teachers will demonstrate improved preparation and reflection to effectively serve ELs in their classes, as evidenced by lesson plans and teaching philosophy statements.</p>	<p>Measured = number of in-service teachers demonstrating improved preparation and reflection</p>						
	0	0	95%	95%	95%	95%	95%
<p>3.2 At the end of the grant period, at least 95% of program completers will rate the program as effective in preparing them to serve ELs (GPRA 4).</p>	<p>Measured = number/percentage of in-service teachers rating the program as effective</p>						
	0	0	95%	95%	95%	95%	95%
<p>3.3 At the end of the grant period, at least 85% of school administrators and peers in</p>	<p>Measured = percentage of administrators and peers rating the program as effective</p>						

participating schools will rate the program as effective in improving their teachers' ability to serve ELs (GPRA 5).	0	85%	85%	85%	85%	85%	85%
<p><u>Short-term outcome:</u> Participating schools will increase their capacity to serve increased numbers of ELs. <u>Long-term outcome:</u> The percentage of ELs demonstrating proficiency on annual state achievement tests will increase in each district by the end of the five-year grant.</p>							

a.2 The design will allow effective implementation and evaluation.

This project has been planned through collaborative efforts of all partners. Meetings were held to determine each partner school district’s needs, best ways to address them, and its specific involvement in the project. This input was used to develop the project’s logic model (see appendices), which was then shared with the partners and modified based on their input. Partner roles and responsibilities are detailed in the Management Plan in addition to the composition and role of the project’s Advisory Committee.

Table 2. Primary Grant Activities in a Two-Year Cycle (Divided into Four Phases)

	Year 1/Phase 1	Year 1/Phase 2	Year 2/Phase 3	Year 2/Phase 4
TESL Courses	5230 & 5139	5220 & 5030	5311 & 5350	5040
Seminars	Modules 1 & 2	Modules 3 & 4	Modules 5 & 6	Modules 7 & 8
Observations	Peer	Peer & Mentor	Peer	Peer & Mentor
Reflection	Farrell Ch. 1–4	Farrell Ch. 5	Farrell Ch. 6	Farrell Ch. 7–9

Primary project activities: seven TESL courses leading to Missouri ELL Certification and a series of eight Saturday Seminars (open to grant participants, nonparticipating teachers, and community members) focusing on community involvement. Through courses, seminars, and ongoing project-based group work, grant participants will also be involved in reflective activities

(writing teaching philosophy statements), multiple classroom observations (with feedback from peers, mentor teachers, and faculty on lesson plans and instruction), and a presentation of a final group project. Eight cohorts of 15 teachers (for a total of 120 teachers) recruited from the three districts (two cohorts per year) will work through grant activities in four two-year cycles over the course of the five-year grant. (See Table 2 and the additional charts in the appendices.)

Application and Selection Process. Teachers will be recruited from selected schools from the three participating districts. Teachers for cohorts will be selected based on a research plan informed by the Glazerman and Seifullah (2012) study. Program applicants must already be certified to teach K–12. They will be required to submit a program application including a one-page teaching philosophy statement on serving ELs in their classrooms. Ninety-one qualifying teachers have already pre-applied to allow immediate implementation of the project. A selection committee consisting of the project evaluator, Webster University faculty, and school district staff will review applications and cohort composition to provide equitable participation between the districts. The committee will also discuss the research design to evaluate this project in terms of building teacher capacity in schools to serve ELs and increase EL achievement. Selected teachers will make a two-year commitment to complete all required grant activities.

Certification Course Work. Within a two-year period, each cohort will complete the seven TESL courses that DESE has approved to complete Missouri ELL Certification: Second Language Acquisition (TESL 5230); ESOL Methods (TESL 5139); Curriculum Development in Second Language Classrooms (TESL 5220); Language History, Planning, and Policy (TESL 5030); Principles and Practices of Language Testing (TESL 5311); Language and Culture (TESL 5350); and Practicum in ESOL (TESL 5040). Assignments will directly relate to the teachers' current classroom practices, allowing teachers to practice strategies immediately, thereby

promoting self-efficacy. Courses will meet once a week for eight weeks for four hours in the evenings at Webster University. Two cohorts of 15 teachers will start each fall in Years 1–4. One cohort will meet on Tuesday nights and the other on Thursday nights. When a cohort member has a conflict, he or she may attend the other night that week to stay on schedule, minimize absences, and decrease program attrition. All courses will be taught by Webster faculty. Final Key Assessments in each course will directly apply course content to classroom and building practices and provide evidence of self-efficacy and improved instructional strategies for ELs.

Seminar Series. Cohort members will participate in a series of eight Saturday Seminars with a focus on strategies and approaches to improve parent, family, and community engagement. A new and replicable curriculum will be developed by Webster faculty and community partners (the International Institute and St. Louis Mosaic Project) with input from participating schools, including parents of ELs designated by each district. It will combine current theories on family and community roles in the education of EL students and best practices in the field, as well as available local resources. The seminars will help enhance teachers' skills in building connections with ELs' families, identifying and overcoming their barriers to school engagement, integrating their cultural traditions, supporting students' bilingual and translingual development, and building partnerships with local communities to create opportunities for formal and informal learning for students and their families. Cohort members will be required to attend these seminars and will receive graduate credit for their participation.

To provide additional opportunities for those serving ELs in the St. Louis area, these Saturday Seminars will be open to teachers and administrators at participating and nonparticipating districts. Webster University will provide a letter verifying participation and documenting PD hours completed for these attendees, which they may use toward continuing

status for certification. Surveys of teachers and other participants after each seminar will provide quantifiable measurement to evaluate teachers' impact on EL learning and improvement in family engagement (Goals 2.1, 2.4, 3.2, & 3.3).

Equitable Participation. In accordance with ESSA guidelines, the Co-PDs will reach out to nonpublic schools serving students located in our three participating districts and invite them to apply to be in a cohort and attend all Saturday seminars and the end-of-project conference.

Group Projects. To provide a stronger framework for the Saturday Seminars and help participants satisfy requirements for graduate credit, Webster will engage cohort members in smaller groups of three to five teachers from different districts. Working in four phases over each two-year period, groups will research and develop their own project on a practice, policy, or resource related to improving parent, family, and community engagement to impact ELs' learning. Mentor teachers (ELL-certified teachers from participating schools) will provide additional leadership as groups develop their projects. At the end of each four-phase cycle, groups will present their projects to the project's Advisory Committee and to the public.

Conference on Improving Family and Community Engagement for ELs. As a culminating event, Webster University will host this end-of-grant conference. Cohort groups will be invited to present their projects to the public. Webster University's School of Education has already had success hosting three conferences, for which Dr. Lee-Johnson has been a primary organizer. This conference will provide an opportunity for project completers to share their experiences and expertise with more teachers, administrators, and paraprofessionals working with ELs.

To guide and support participating teachers in their development of self-efficacy as TESL professionals and collective efficacy through Communities of Practice, the project will also involve the following:

Mentor Teachers. Experienced ELL-certified mentor teachers will be recruited from each district (see Call for ELL Teachers in appendices for more on qualifications) to assist with group activities during Saturday Seminars, observe grant participants, and bring their academic knowledge and practical experience to the project. After cohort members complete their certification, they will have the opportunity to apply to be mentor teachers for new cohorts. Mentor teachers will help foster a sense of collective efficacy (Bandura, 2000) and play a key role in the apprenticeship model of Communities of Practice (Lave & Wenger, 1991). They will be paid \$25 an hour for their services to the grant.

Observations. Cohort members will participate in on-site observations organized into four phases over two years. In phases one and three, cohort members will observe their mentor teachers. In phases two and four, cohort members will observe a peer and also be observed by their mentor teachers. School districts will be reimbursed (half-day rate) for each observation that takes a teacher out of his or her classroom. Mentor teachers and peers will provide written feedback on lesson plans and classroom instruction. These four phases of observations address the primary component of Communities of Practice through “legitimate peripheral participation,” which focuses on the relationship “between newcomers and old-timers” (Lave & Wenger, 1991, p. 29). Co-PDs will also observe and record cohort members’ classroom instruction to provide formal feedback as part of their practicum experience and for research and evaluation purposes. New video cameras with wireless microphones will be purchased to ensure quality recordings. (See the observation schedule in the Four-Phase Model in the appendices.)

Lesson Plans. Because lesson plans provide concrete evidence of a teacher’s preparation to teach ELs, cohort members will submit copies of their lesson plans for all observations done during the grant period. Feedback provided by peers, mentors, and faculty, along with short

written reflections, will provide additional evidence to help assess how grant activities promote stronger preparation to meet the needs of ELs through lesson plan preparation.

Teaching Philosophy Statements. Cohort members will submit a teaching philosophy statement on serving ELs with their application and again at the end of Year 1 and Year 2 of their program. Portions of the Saturday Seminar curriculum will be aligned with Thomas Farrell's (2015) *Promoting Teacher Reflection in Second Language Teaching*, which includes a five-phase model (Philosophy, Principles, Theory, Practice, and Beyond Practice) that will lead cohort members as they revise their teaching philosophy statements over the grant period. The Co-PDs will analyze teaching philosophy statements for different levels of reflection (critical, descriptive, and conceptual) (Farrell, 2015, p. 9) as evidence of the development of self-efficacy.

Technology. Recent decades have seen classrooms incorporate interactive whiteboards, document cameras, and mobile technology as ways to make content both more appealing and comprehensible to learners. Teachers' self-efficacy has been linked to the use and integration of technology in the classroom (Hoge, 2010; Paraskeva, Bouta, & Papagianni, 2008). To further promote teacher capacity, project-related classes at Webster University will be enhanced with the technology currently available in K–12 classrooms so Webster faculty can model ways to use technology to benefit ELs with nonlinguistic representations and opportunities to interact with content. The project will use SMART Boards because they help “improve attention and engagement in the learning process” (Lopez, 2006, p. 4) and document cameras because of their ease and multiple uses (Hoge, 2010). Faculty will also use iPad carts to demonstrate how to integrate mobile applications across the curriculum as outlined by Beach and O'Brien (2015).

Project Blog and Social Media. To assist in tracking activities and moments that promote Communities of Practice that lead to collective efficacy, the project will use WordPress for a

blog. Grant participants and mentor teachers will use this blog as a third space for creating opportunities for professional development. After each Saturday Seminar, grant participants will be required to create blog postings related to professional development and engagement with family literacies to improve EL learning. The blog postings will be graded and assessed by the professors responsible for the Saturday Seminars. Blog postings will provide ongoing assessment (quarterly) of the improvements teachers identify in their own instruction and self-efficacy.

Documentation and Replication. All project activities will be documented in a variety of ways, including lesson plans, teaching philosophies, surveys, curricular materials, course-based assignments, evaluation documents, and video recordings. The Co-PDs will oversee the documentation of project activities with the Grant Coordinator's assistance. All documentation will be shared with the evaluator for the purposes of annual reporting and assessment of the effectiveness of project activities and processes. Activities and processes will be adjusted based on ongoing, formative evaluation feedback and in consultation with the Advisory Committee. To assist other institutions and districts that may want to implement or adapt a similar program, materials and other outputs of the project will be made available through the project website, reports, conference presentations, and article publications. All personally identifiable information will be excluded in accordance with Institutional Review Board (IRB) policies.

a.3 The extent to which the proposed project is supported by strong theory.

The key assumptions underlying the theory of change for this project are as follows: (1) enhanced teacher training and professional development will have a positive impact on student learning; (2) development of Communities of Practice will increase teachers' capacity to serve ELs; (3) programs focusing on increasing teachers' capacity to serve ELs will have a positive impact on ELs' achievement; and (4) increased parent, family, and community engagement will

result in improved student retention and achievement. The project's logic model (see appendices) is further supported by strong theory so that grant activities are informed by best practices.

Impact of Professional Development. Yoon, Duncan, Lee, Scarloss, and Shapley (2007) summarized numerous studies and found that “teachers who receive substantial professional development—an average of 49 hours in the nine studies—can boost their students’ achievement by about 21 percentile points” (p. 1). Participating teachers in this project will receive 240 hours of professional development through courses and seminars (and additional hours for observations, practicum, and group work), which we expect will have a stronger impact on the achievement of ELs. (See Table 3 and additional charts in appendices.)

Table 3. 240 Required Hours of Professional Development for Grant Participants

	Class Hours	Seminar Hours	Yearly Totals
Year 1	4 courses * 8 sessions * 4 hours = 128	4 seminars * 6 hours = 24	152 hours
Year 2	2 courses * 8 sessions * 4 hours = 64	4 seminars * 6 hours = 24	88 hours

Teacher Capacity. Boyle et al. (2014) define teacher capacity as a “collective ability [that] includes teachers’ aggregate knowledge, skills, and dispositions for providing high-quality instruction and support to ELLs, as well as how teacher competencies are distributed and accessed to promote ELLs’ learning” (pp. 5–6). In this NCEE evaluation brief of 35 case study schools, Boyle et al. (2014) found that “few schools reported leveraging staffing strategies to improve teacher capacity for serving ELLs” (p. 1). They also found that when their PD focused more on specific ELL instructional strategies, teachers rated their PD as being more effective to help them teach ELs (Boyle et al., 2014). Téllez and Manthey (2015) found that “teachers’ perceived collective efficacy for English language development (ELD) instruction was higher than their individual efficacy” (p. 111). In addressing teacher capacity, Téllez and Manthey

analyzed the distinction between self-efficacy and collective efficacy, as defined by Bandura (1977, 2000). Their research found that “teachers’ collective efficacy appears to be more closely related to actual student performance than are measures of individual teacher efficacy” and that “effective programs in ELD have a positive impact on ELL achievement” (Téllez & Manthey, 2015, p. 112). All grant activities will focus on increasing teacher capacity to serve ELs.

Communities of Practice (Lave & Wenger, 1991) will be used to help promote collective efficacy and a stronger sense of teacher capacity throughout this project. Vescio, Ross, and Adams (2008) put Communities of Practice (CoPs) into the larger framework of Professional Learning Communities (PLCs) and discuss how reform may be implemented by shifting “the organization and structure of their professional development efforts toward integrating teacher learning into CoPs with the goal of meeting the educational needs of their students through collaboratively examining their day-to-day practice” (p. 81). Scanlan, Kim, Burns, and Vuilleumier (2016) discuss the benefits of relational networks of CoPs across different schools citing Jackson (2008), who notes that “individual schools have limited knowledge, but collectively they have almost as much as they need” (p. 8). This project is designed to provide meaningful and prolonged collaborative learning experiences for cohort members not only through their certification course work but also through a series of Saturday Seminars and a cycle of classroom observations that will lead to strengthened lesson plans and reflection to support ELs. Both Scanlan et al. (2016) and Vescio et al. (2008) discuss the need for artifacts or data as evidence of changes in teaching practices designed to improve student learning. Differentiated lesson plans and reflective teaching philosophy statements developed through grant activities will serve as the evidence of changes in teacher capacity to serve ELs, specifically in the areas of preparation and reflection.

Improving family, parent, and community engagement will be the primary focus of the Saturday Seminars. A new curriculum of eight modules will be developed and informed by current research. Mapp and Kuttner (2013) found that “principals and teachers receive little training for engaging families and report feeling under-prepared, despite valuing relationships with families” (p. 5). They argue that policies and programs focused on family engagement must also address staff and teacher capacity (Mapp & Kuttner, 2013, p. 10). Mapp and Kuttner (2013) suggest four components by Higgins (2005): capabilities, connections, confidence (which is the individual level of self-efficacy), and cognition (Mapp & Kuttner, 2013, pp. 10–11). Epstein and associates (1997, 2009) have published one of the better-known models for creating partnerships between schools, families, and communities with a focus on six types of involvement: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. In a review of literature on family and community engagement, Shure et al. (2015) found that the focus was on the “ongoing two-way communication” (p. 25).

Approaches by Epstein et al. (2009) and Mapp and Kuttner (2013) may focus on this two-way communication, but they do not account for the special needs and differences of the families of ELs. An NCEE evaluation brief enumerated many of the parent and community challenges that general models of family engagement often ignore (e.g., the need for translations, scheduling issues, documentation status, and mobility) (Boyle et al., 2014). Teachers’ attitudes can also contribute to the failure of family engagement efforts. For example, Moll et al. (1992) combat a deficit mentality of immigrant families by promoting the concept of “funds of knowledge,” which states that ELs bring unique and positive skills to the classroom. A survey of studies found that significant parent engagement in both English-proficient and non-English-proficient families “is associated with improved student achievement, better attendance and behavior among

students, and reduced dropout rates” (Arias & Morillo-Campbell, as cited in Golden, Mercado-Garcia, Boyle, Le Floch, & O’Day, 2014, p. 12). The new curriculum of eight modules for Saturday Seminars will use existing models as a base framework (Epstein et al., 2009; Mapp & Kuttner, 2013) while addressing the specific challenges and celebrating the myriad strengths of ELs and their families (Golden et al., 2014; Moll et al., 1992).

(b) QUALITY OF PROJECT PERSONNEL

b.1 Applicant encourages applications from members of traditionally underrepresented groups

All job announcements will include Webster University’s statement of diversity and inclusion: “Webster University is an Equal Opportunity/Affirmative Action educator and employer. We are committed to maintaining a culturally and academically diverse staff of the highest caliber. We strongly encourage applications from those who identify as diverse in terms of gender, race, ethnicity, national origin, sexual orientation, gender identity, disability, and/or veteran status.” The project will encourage applications for employment from persons who are members of groups that have traditionally been underrepresented by advertising jobs through targeted advertising channels we have found effective in drawing more diverse applicant pools.

b.2 Qualifications of the Principal Investigator and/or Project Director

The proposed project will be under the direction of two full-time tenured faculty members in Webster University’s Teaching English as a Second Language (TESL) program. **DJ Kaiser, PhD, and Yin Lam Lee-Johnson, PhD, will serve as Co-Project Directors (Co-PDs) and Co-Principal Investigators (Co-PIs) for this grant.**

Dr. DJ Kaiser is a tenured Associate Professor and Coordinator of the TESL program at Webster University. He has a PhD from Washington University in St. Louis and an MA in TESL from the University of Illinois. In addition to teaching ELs in Spain and the USA, he has seven

years of experience in teaching TESL/TEFL courses and providing professional development. In 2016, he conducted research on 4th–12th-grade teachers in Uruguay collaborating with English language instructors as part of a Fulbright U.S. Scholars Grant. He is also the primary content specialist and support to faculty and staff working on a NPD grant at Webster University's Kansas City campus. He has been a member of TESOL's Standards Committee and Professional Council since 2014 and has been an NCATE/CAEP evaluator for program accreditations since 2013. His areas of expertise include teacher training, program assessment, language planning and policy, intercultural communication, and mobile-assisted language learning.

Dr. Yin Lam Lee-Johnson is a tenured Assistant Professor of TESL at Webster University and was previously on faculty at St. John's University. She has a PhD in Foreign, Second, and Multilingual Education from The Ohio State University and has MAs in Applied English Linguistics and Computer-Aided Translation from the Chinese University of Hong Kong. In addition to experience in teaching ELs in Hong Kong and the USA, she has five years of experience in teaching graduate courses in TESL and providing professional development for teachers. She worked on a NPD grant with the New York Public Schools as a faculty member and provided research support for a U.S. Department of Education Title VI Grant at the National East Asian Languages Resource Center. She has published in numerous peer-reviewed journals and presented more than 20 papers at national and international conferences. Her areas of expertise include qualitative research methods, discourse analysis, ESOL methodology, language assessment, multicultural immigrant issues, and second language acquisition.

Since 2013, Dr. Kaiser and Dr. Lee-Johnson have collaborated and shared responsibilities for overseeing the program curriculum, interviewing and training adjunct professors, advising graduate students, meeting assessment requirements, and working on special projects. Both also

have experience planning and serving in leadership roles for developing conferences and leading special committees. (See appendices for detailed position descriptions.)

b.3 Qualifications of Key Project Personnel

Other project personnel will include a Grant Coordinator, a full-time Visiting Assistant Professor, community partners, mentor teachers, TESL faculty, and the external evaluator. We have already received pre-applications from numerous highly qualified individuals for both the Grant Coordinator and Visiting Assistant Professor positions and therefore see no issue filling these positions. (See more detailed Job Descriptions and Job Announcements in the appendices.)

The Grant Coordinator will have a minimum of a bachelor's degree and five years of administrative experience. We will recruit diverse applicants with experience with K–12 schools, education and support for English learners, and grants and/or special projects. The Coordinator will assist the Co-PDs with the application process, participant files, data collection, meeting minutes, financial record management, and reporting and program evaluation.

Visiting Assistant Professor. To ensure strong instruction in grant classes and to support the development of a new curriculum on improving parent, family, and community engagement, we will hire a new full-time Visiting Assistant Professor for the five-year grant period. He or she will teach five sections of the certification courses annually, teach in the Saturday Seminar series, and support research and other grant activities.

Suzanne LeLaurin, Senior Vice-President for Individuals and Families at the International Institute in St. Louis, will serve as the primary consultant and a key facilitator for the Saturday Seminars. She has a Master of Social Work (MSW) and a Master's Certificate in Global Mental Health with a focus on refugee trauma. The International Institute of St. Louis brings to the partnership a deep understanding of the issues faced by refugee and immigrant

families as they strive to assimilate into U.S. culture. Ms. LeLaurin has already successfully partnered with Webster University and the St. Louis Public Schools on an MSP grant. She was a co-presenter at the MIDTESOL Conference and a coauthor with Dr. Kaiser and a grant participant on the publication “Cultural Differentiation in Lesson Plan Development.”

Betsy Cohen, Executive Director of the St. Louis Mosaic Project, will serve as the primary contact in participating on this grant. She has an MBA from Harvard and more than three decades of experience in marketing and management. Her affiliation with the World Trade Center St. Louis will strengthen the project’s contacts in the community. She will also assist with the development and review of the Saturday Seminar curriculum.

Mentor teachers will be recruited from the participating districts and will have Missouri ELL Certification. Mentor teachers will conduct observations of grant participants, provide feedback and support, and work directly with groups during the Saturday Seminars.

TESL faculty will include Dr. Kaiser, Dr. Lee-Johnson, the full-time Visiting Assistant Professor, and the current pool of experienced adjunct professors. TESL faculty for certification courses have earned doctorates and have at least five years of experience instructing ELs.

WestEd will carry out the project evaluation. Juan Carlos Bojorquez, Senior Research Associate, will lead the evaluation. Mr. Bojorquez has an MA in Psychology and has conducted rigorous local, state, and multistate evaluations for WestEd for the past 16 years. Currently, he directs the statewide evaluation of Michigan’s School Improvement Grant (SIG) program and recently completed the evaluation of Clark County School District’s Investing in Innovation (i3) grant. Both of these evaluations include rigorous quantitative and qualitative designs based on quasi-experimental design with a matched comparison group. Clark County’s i3 evaluation met WWC evidence standards with reservations. Mr. Bojorquez also directs the evaluation of a

National Science Foundation-funded math and science master teacher fellowship program for San Diego State University.

(c) QUALITY OF THE MANAGEMENT PLAN.

c.1 The management plan is adequate to achieve the objectives.

The Project Management Team (PMT) will consist of the Co-PDs (Dr. Kaiser and Dr. Lee-Johnson), the Grant Coordinator, and the Visiting Assistant Professor. Both Co-PDs report to Dr. Brenda Fyfe, the Dean of the School of Education, who reports to Dr. Schuster, the Provost and Vice President. The Grant Coordinator will report to the Co-PDs. The Visiting Assistant Professor will report to the Dean. The Project Management Team will meet quarterly to review financial and reporting aspects. These meetings will also include members from Corporate, Foundation and Government Relations and the Finance Office and other staff from Webster University who will be involved in the operationalization of this grant.

Leadership for all grant activities will be provided by an Advisory Committee (AC) consisting of the two Co-PDs; the Grant Coordinator; the Visiting Assistant Professor; the grant evaluator, Juan Carlos Bojorquez; and the following representatives from each of the school districts: Julie Hahn, Assistant Superintendent and ESOL Director (*Ritenour Schools*); Dr. Denise Farinella, Coordinator Gifted and Talented (*Parkway Schools*); and Dr. Alla Gonzalez del Castillo, Director of ESOL, Bilingual, and Migrant Programs (*St. Louis Public Schools*). The Advisory Committee will meet quarterly to review the goals, objectives, and outcomes of the grant and to discuss the project curriculum and activities, including certification classes, Saturday Seminars, observation cycles, and group projects.

In addition to actively serving on the project's Advisory Committee, partner school districts will have the following responsibilities: (1) recruitment of teachers for the program;

Table 4. Management Plan: Timeline of Grant Activities and Milestones

	Tasks aligned to project goals (##) and milestones (M)	Responsibility	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
M	Establish baseline data and comparison groups for Year 1	Co-PDs, PE, PMT	Sum.				
M	Hire Grant Coordinator and Visiting Assistant Professor	Co-PDs	Aug.				
1.1	Recruit/enroll district teachers into cohorts and TESL course work	PAC, Faculty	X	X	X	X	X
1.2	Assist completers in applying for Missouri ELL Certification	GC, Co-PDs		May	May	May	May
M	Set up technology (technology classrooms and blog)	Co-PDs with staff	X				
M	Hold TESL faculty orientation and orientation for new cohorts	PAC, SST, Faculty	Aug.	Aug.	Aug.	Aug.	
M	Annually review curriculum, research plan, and evaluation	PMT, PAC, GE	Aug.	Aug.	Aug.	Aug.	Aug.
M	Offer prerequisite courses for certification (June–July)	Faculty	X	X	X	X	X
2.1	Develop curriculum and pilot series of eight Saturday Seminars	SST, PAC	X	X			
2.2	Participants complete all seminar activities for course credit	SST		May	May	May	May
2.3	Recruit nonparticipating teachers for seminars; send documentation	SST, PAC	X	X	X	X	X
2.4	Survey completers on Saturday seminar effectiveness	Co-PDs, PE, GC		X	X	X	X
M	Run Saturday Seminars (Sept., Nov., Feb., and April)	SST	X	X	X	X	X

Key: Project Management Team (PMT), Project Advisory Committee (PAC), Co-Project Directors (Co-PDs), Project Evaluator (PE), Grant Coordinator (GC), Saturday Seminar Team (SST)

	Tasks aligned to project goals (##) and milestones (M)	Responsibility	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
M	Annually review and revise Saturday Seminar curriculum	SST	June	June	June	June	June
3.1	Document improved preparation and reflection of completers	Co-PDs, PE, GC		X	X	X	X
3.2	Survey completers on the effectiveness of the grant activities	Co-PDs, PE, GC		X	X	X	X
3.3	Survey administrators and peers on effectiveness of grant activities	Co-PDs, PE, GC		X	X	X	X
M	Annually review all collected data and grant products	Co-PDs, PE, GC	Sum.	Sum.	Sum.	Sum.	Sum.
M	Submit Annual Performance Report (APR)	Co-PDs, PE	May	May	May	May	May
M	Distribute annual project report to districts and administration	Co-PDs, PE	Aug.	Aug.	Aug.	Aug.	Aug.
M	Present at conferences so others may replicate parts of this project	Co-PDs					X
M	Submit Final Performance Report (FPR)	Co-PDs, PE					Sept.

Year 1 will include added focus on developing the research and evaluation procedures for the grant, developing the curriculum for the Saturday Seminars and observation protocols with our community and district partners, and setting up all technology aspects. **Year 2** will include any additional preparation for cohorts 1 and 2 and will begin the annual cycle of grant activities (see Four-Phase Plan in appendices) continuing in **Years 3 and 4**. **Year 5** will close out activities for cohorts 7 and 8 and focus on final evaluation of grant activities. **Summers** will focus on collection of year-end surveys and data, review of all grant products, writing of findings for reports and publication, curriculum review and revision, and the selection of teachers to participate in each of the eight cohort groups. A **Detailed Project Implementation Timeline** is in the appendices, including details on the development of the curriculum for the Saturday Seminars.

(2) assistance with identifying, recruiting, and scheduling mentor teachers; (3) assistance with developing and delivering Saturday Seminars; and (4) cooperation with the project's research and evaluation components, including assistance with the necessary data and approvals.

The curriculum for this grant will be managed as follows. Grant course work (the courses leading to state certification) will continue to be managed by the TESL Program Coordinator, Dr. Kaiser, with the assistance of Dr. Lee-Johnson. Courses will be modified by TESL program faculty to meet the needs of this particular project. The Saturday Seminar curriculum will be developed by Suzanne LeLaurin from the International Institute, Betsy Cohen from St. Louis Mosaic Project, Dr. Kaiser, Dr. Lee-Johnson, and the new Visiting Assistant Professor. The eight modules will be developed during the first two years of the grant. The observation curriculum will be designed by Dr. Kaiser and Dr. Lee-Johnson. All curricular pieces will be shared with the Advisory Committee through both quarterly meetings and ongoing communication.

The personnel outlined in Table 5 (see next section) will complete project tasks and milestones (see Table 1) according to the management plan outlined in Table 4. Monthly updates on completion of management plan goals and milestones, along with updates on all project and research activities, will be sent to all personnel and committees to ensure the quality of implementation. Major milestones and metrics will be as follows: Year 1: 30 teachers are enrolled in two cohorts; four new Saturday Seminar modules are developed and pilot-tested. Year 2: At least 28 teachers in cohorts 1 and 2 complete the program; 30 new teachers are enrolled in cohorts 3 and 4; modules 5–8 are developed and pilot-tested. Year 3: At least 28 members of cohorts 3 and 4 complete the program; 30 new teachers enroll in cohorts 5 and 6. Year 4: At least 29 members of cohorts 5 and 6 complete the program; 30 new teachers enroll in cohorts 7 and 8. Year 5: At least 29 members of cohorts 7 and 8 (and 95% total for the five

years) complete the program.

c.2 The time commitment of the PDs and project personnel is appropriate and adequate.

To ensure all aspects of the project are managed properly, the personnel described in Section b.2 (above) will commit their time as outlined in Table 5.

Table 5. Personnel Responsibilities and Time Commitment to Project Management

Personnel	Responsibilities	Time
Dr. DJ Kaiser, Co-PD	Oversee curriculum, budget, grant activities, & Saturday Seminars; supervise faculty; (also teach TESL courses)	Yrs 1 & 5: 50% Yrs 2–4: 25%
Dr. Yin Lam Lee-Johnson, Co-PD	Oversee curriculum, research, evaluation, technology aspects, & the conference (also teach TESL courses)	Yrs 1 & 5: 50% Yrs 2–4: 25%
Grant Coordinator	Manage grant activities on a daily basis	100%
Visiting Assistant Professor	Teach TESL courses and Saturday Seminars; assist with curriculum development and research	100%
Mr. Bojorquez, Grant Evaluator	Conduct annual and final evaluations; collaborate on research and formative evaluation activities	20%
TESL Faculty	Teach TESL courses	20% per course
Mentor Teachers	Assist with Saturday Seminars and observations	10% each
Suzanne LeLaurin, Int'l Institute	Assist with developing curriculum for and teaching in the Saturday Seminars	10%
Betsy Cohen, St. Louis Mosaic	Assist with developing curriculum for the Saturday Seminars and identifying community guest speakers	5%

As outlined in Table 5, the two Co-Project Directors will each commit 50% of their time in Years 1 and 5 and 25% in Years 2–4 to supervise the Grant Coordinator, develop and modify

the curriculum for all grant activities, advise grant participants, communicate with participating schools, oversee the research aspects of this project, work with the grant evaluator, plan the culminating conference, and ensure that all grant activities meet federal guidelines. Outside of the grant management responsibilities (paid for by the grant), the Co-PDs will also teach grant courses (20% per course, paid through tuition from the grant) along with other TESL program faculty. The Grant Coordinator will spend 100% (12-month contract) of his or her time on this grant and will be responsible for the administrative aspects of the project (e.g., organizing meeting minutes and documents needed for evaluation, research, and reports). A new Visiting Assistant Professor of TESL will be hired on a nine-month contract and spend 100% of his or her time teaching grant classes and Saturday Seminars, developing and revising curricula, and assisting with research for this project. Several strong candidates for both of these new positions have already been identified during a pre-application process. The external evaluator will commit 20% of his time on the project to conduct annual and final evaluations and collaborate with the Co-PDs on research and formative evaluation activities; more time is expected in Years 1 and 5 to fully address the project evaluation plan outlined in the next section.

(d) QUALITY OF THE PROJECT EVALUATION

WestEd will serve as project evaluator. The proposed evaluation employs a matched comparison group design and includes both formative and summative components. The formative component will begin during Year 1 and continue throughout the performance period. The summative component will examine the impact of the program activities on pooled teacher outcome data.

d.1 and d.2 Evaluation Design: WestEd proposes a quasi-experimental design (QED) with a matched comparison group of teachers (similar to that of Glazerman & Seifullah, 2012) to

examine impact on teachers' knowledge and awareness, efficacy, and capacity with respect to serving ELs. The design includes annual exploratory analyses on teacher outcomes, exploratory analyses on pooled student outcome data after Year 5, and impact analyses on pooled teacher outcome data after Year 5. Teacher and student data from cohorts' second year of participation will be used for pooled analyses.

The evaluation will focus on elementary and middle schools to facilitate data collection needed for the QED and ensure a large enough pool of potential comparison teachers. Participating high school teachers will be included in teacher analyses; participating high school teachers' students will be included if they are in tested grades (grade 11 assessment is required statewide; grades 9, 10, and 12 are tested at district discretion). WestEd's proposed QED is designed to meet the What Works Clearinghouse (WWC) guidelines with reservations (WWC, 2014). Given the likely oversubscription of the program, WestEd considered the use of a regression discontinuity design (RDD) using the teachers' application scores and a randomized controlled trial (RCT) with qualified applicants. However, the statistical power for the RDD was too low (Schochet, 2008), and the Co-PDs and school districts needed more control over the creation of the cohorts than the RCT would allow. Additionally, the use of both the RDD and RCT would require applicants who were not assigned to receive the intervention to remain in the control group for two years (rather than being wait-listed for just one year).

A matched comparison group of teachers who provide instruction to ELs will be selected from within the participants' schools and grade levels. Matched groups will be created that are equivalent based on teachers' pre-intervention scores on outcome variables. We will use Euclidean distance matching because it works well with small sample sizes and allows us to use teacher demographic characteristics (e.g., years of teaching experience) and include pre-

intervention measures of the outcome variables but weight them more heavily than the demographic measures to ensure baseline equivalence (Judkins, 2013). We will utilize a one-to-many matching strategy in order to improve the statistical power of the analyses (Shadish, Cook, & Campbell, 2002).

A within-school and within-grade comparison group has the advantage that treatment and comparison teachers come from the same local setting and are likely to have similar experiences and influences related to teacher development, student demographics, and impact on student learning. A challenge to this strategy is the sharing of practices and ideas across treatment and comparison teachers. As one step to address this challenge, program participation will include parameters that attempt to limit diffusion of treatment, including teacher agreements stipulating comparison teachers will be assured spots in later cohorts if they decide they want to participate. Also, teacher data collection will include indicators of cross-group contamination. Another challenge to creating a comparison group is that there may be insufficient numbers of nonparticipating teachers in the same schools and grades with equivalent baseline characteristics. In this case, we may need to relax these requirements for inclusion in the comparison group.

Following the matching, we will calculate the standardized difference in teacher-level means (i.e., mean difference between groups divided by the pooled standard deviations) for each pre-intervention measure used in matching. This type of numerical balance diagnostic will determine the quality of matches. In accordance with WWC guidelines for baseline equivalence, we will revise the matching process if differences between treatment and comparison teachers are greater than 0.25 standard deviations (WWC, 2014).

The evaluation will also include exploratory analyses of the program's impact on student achievement. WestEd will create a different comparison group of teachers and their students for

this set of analyses. Rather than prioritizing the teachers' pre-intervention scores on outcome measures, WestEd will prioritize the students' pre-test achievement scores so that there will be baseline equivalence on the achievement scores. In addition, the matching for the student achievement analyses will require exact matches on the middle school teachers' subjects so that the students in the treatment and comparison groups have the same outcome variables.

d.3 Reporting and Continuous Feedback: The evaluation team will conduct monthly conference calls and communicate with program staff to review progress and challenges, and allow for immediate and actionable evaluation feedback related to implementation. These check-ins will also serve to keep the evaluation team abreast of programmatic developments that could impact the evaluation. The evaluation will also provide a series of annual interim reports on progress of implementation and progress toward program outcomes. These reports will include preliminary analysis of teacher outcomes annually and be structured to support continuous program improvement by highlighting success as well as areas where implementation could be improved. Interim reports will contain data collected during the previous year with the goal of improving implementation in the coming school year. A final evaluation report will be submitted after program completion (projected for September 2022) when student data corresponding to final cohorts become available, and will include impact analyses on pooled data.

d.4 Measures and Data Collection: The evaluation's primary focus is on teacher outcomes, specifically teacher knowledge and awareness of how to engage and work with parents and families of ELs to support students; teacher efficacy to improve the learning of ELs; and teacher capacity to serve ELs. To ensure that teacher measures are not over-aligned with the program content (WWC, 2014), the measures will broadly assess teacher outcomes of interest and will not be tailored specifically to the program content. To measure teacher knowledge and awareness

and teacher capacity, project and evaluation staff will develop a teacher reflection instrument to assess teacher knowledge and practices related to family and community engagement (GPRA 6). The evaluation team will also collect data on participants' ratings of the effectiveness of the program in preparing them to serve ELs (GPRA 4). The evaluation team will identify an instrument with documented validity and reliability for use as a measure of teachers' self-efficacy and collective efficacy as defined by Bandura (2000).

Baseline data on teachers will be collected before the fall of Year 1 from all teachers in eligible elementary and middle schools and will be used to establish baseline equivalence and select comparison teachers. Collecting survey data from all teachers in eligible schools will provide an adequate pool for potential comparison teachers. Baseline data collected in Year 1 will be used to identify comparison groups for cohorts 1 and 2 (beginning Year 1) and cohorts 3 and 4 (beginning Year 2). If teachers new to the district in Year 2 participate in the program (and did not complete the baseline survey in Year 1), we will survey new teachers and use these new teachers as the comparison pool for the program participants who are new to the district. In the spring of Years 2–5, the teacher outcomes will be collected from the participating teachers and, to conserve resources, only the teachers identified as part of the comparison groups.

The evaluation team will also administer a survey to all principals with program participants at the end of Years 2–5. This principal survey will measure how principals rate the program's effectiveness in preparing teachers to serve ELs (GPRA 5) and improving their schools' capacity to serve ELs. Finally, in order to conduct the exploratory analyses examining the program's impact on student outcomes, specifically achievement as measured by the Missouri Assessment Program (MAP), the evaluation team will collect English language arts (ELA) and math MAP scores and student demographic data from the participating districts after

Years 2–5.

Outcome Analysis: The outcome (summative) evaluation will examine the impact of the program on teacher outcomes for the pooled sample from cohorts 1 through 8: teacher knowledge and awareness, teacher efficacy, and teacher capacity. The following questions will guide the summative evaluation:

1. What is the program impact on teachers' knowledge and preparedness to engage parents, families, and communities to the benefit of ELs?
2. What is the program impact on teachers' self-efficacy and collective efficacy to serve ELs?
3. What is the program impact on teachers' knowledge, skills, and disposition to serve ELs?

To conduct analyses that examine the impact of the project on pooled teacher outcomes, WestEd will utilize hierarchical linear modeling (HLM) to account for the clustering of teachers within schools (Raudenbush & Bryk, 2002). The HLM models will include the pre-intervention measures of the outcomes of interest and demographic measures as statistical controls and will estimate the differences between the treatment and comparison groups after one and two years of program participation. Using the control variables helps minimize any bias due to inexact matching and is consistent with WWC guidelines (Rubin & Thomas, 2000; WWC, 2014).

The exploratory analyses that examine the impact of the program on pooled student achievement will also utilize HLM models that account for the nesting of students within classrooms and/or schools. The student-level analyses will include prior achievement and demographic characteristics (e.g., gender) as control variables. Additionally, test scores will be standardized across grades so all grades can be included in a single analysis for ELA and math.

WestEd's power analyses for the teacher- and student-level impact analyses revealed adequate statistical power for the pooled analyses from cohorts 1–8 (Dong & Maynard, 2013).

For the teacher-level analyses, the minimum detectable effect size (MDES) for power of 0.80 was 0.26 assuming an average of 12 teachers (4 treatment and 8 comparison) in 30 schools and 0.30 proportion of variance in the outcome explained by the covariates. For the student-level analyses, the MDES for power of 0.80 was 0.13 assuming an average of 7 students in an average of 12 teachers' classrooms in 30 schools. The student-level power analyses also assumed that 0.50 proportion of variance in the level-1 outcome and 0.20 proportion of variance in the level-2 outcome were explained by the covariates.

Evaluation Timeline (See Table 4): Year 1: During the summer preceding Year 1, evaluation activities will focus on developing instruments, collecting teacher baseline data, and establishing a matched comparison group of teachers for cohorts 1 and 2. In the spring of Year 1, we will collect year-end data from cohorts 1 and 2 and the comparison group. Year 2: We will establish a matched comparison group of teachers for cohorts 3 and 4. We will collect year-end data from cohorts 1, 2, 3, and 4 and respective comparison groups. We will conduct exploratory analyses on teacher outcomes for cohorts 1 and 2 and gather student achievement data for cohorts 1 and 2. Year 3: We will establish a comparison group for cohorts 5 and 6. We will collect year-end data from cohorts 3, 4, 5, and 6 and respective comparison groups. We will conduct exploratory analyses on teacher outcomes for cohorts 3 and 4 and gather student achievement data for cohorts 3 and 4. Year 4: We will establish a comparison group for cohorts 7 and 8. We will collect year-end data from cohorts 5, 6, 7, and 8 and respective comparison groups. We will conduct exploratory analyses on teacher outcomes for cohorts 5 and 6 and gather student achievement data for cohorts 5 and 6. Year 5: We will collect year-end data from cohorts 7 and 8. We will conduct impact analyses on pooled student and teacher data from cohorts 1–8; student analyses will be conducted as soon as state assessment data are released to the public.

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Dr. Samuel Lopez
U.S. Department of Education, OELA
Lyndon Baines Johnson Building
400 Maryland Avenue, S.W., Room 5C152
Washington, DC 20202-6510

April 5, 2017

Dear Dr. Lopez,

I am pleased to submit this letter expressing Webster University's enthusiastic support for the goals and objectives put forth in this National Professional Development proposal. The **Increasing Teacher Capacity through Communities of Practice to Serve English Learners** project will increase the individual and collective capacity of our schools to serve ELs in the St. Louis region and improve family, parent, and community engagement to promote stronger self-efficacy and collective efficacy among English learners.

Webster has a proud heritage of partnering with school districts to improve the quality of teaching and learning in the St. Louis community. More than half a century ago Webster University was among the first institutions of higher learning to design a part time master of teaching arts program aimed at meeting the needs of those working in the teaching profession. Today, we are equally dedicated to meeting the needs of our increasingly diverse community through education and development of teaching professionals.

Webster University takes seriously its position as the only ESL program in St. Louis that is approved by the Department of Elementary and Secondary Education to offer coursework leading to state certification. We will commit to supporting this project with all of the personnel and material resources mentioned herein to ensure its success in equipping partner districts to address the vital educational and cultural needs of St. Louis English learners. Please don't hesitate to contact my office if I can answer any further questions about this important project.

Sincerely,

(b)(6)

Elizabeth (Beth) J. Stroble, Ph.D., President

Dr. Samuel Lopez
U.S. Department of Education, OELA
Lyndon Baines Johnson Building
400 Maryland Avenue, S.W., Room 5C152
Washington, DC 20202-6510

April 7, 2017

Dear Dr. Lopez,

Please accept this letter of support for Webster's National Professional Development proposal, **Increasing Teacher Capacity through Communities of Practice to Serve English Learners**. This project will further the excellent work of the Project Directors in this field and enhance the ability of our three partner school districts in St. Louis to meet the needs of their increasingly diverse student and family populations.

As the number of English Learners in the St. Louis region continues to grow at a double-digit pace, districts are challenged to find sufficient numbers of qualified instructors to meet their special linguistic, academic, and cultural needs. Webster stands as the only TESL program in Missouri to receive national recognition from NCATE/TESOL. By supplementing certification coursework with activities that promote communities of practice, this program will help partner districts increase their teacher capacity so that teachers and school staff can collaborate more effectively to address the academic and cultural needs of their English learners.

Much has been learned during this institution's previous NPD grant which benefitted the Kansas City School District. This learning is reflected in the careful attention to the needs of our partner schools and the emphasis on building in flexibility for teachers. Our Project Directors, Dr. Kaiser and Dr. Lee-Johnson, are exceptional scholars and leaders within the School of Education and the broader university community. Together, Dr. Kaiser and Dr. Lee-Johnson led our TESL program to earn the NCATE/TESOL recognition referenced above and their TESOL Specialized Professional Association (SPA) reports were chosen in 2015 as the exemplars for training. Together they have re-designed all course-based key assessments to align with national (TESOL) standards and worked to develop a new assessment model for professional dispositions. Both are internationally recognized scholars including faculty research grants for China, Uruguay, and Brazil, and Dr. Kaiser recently received a Fulbright U.S. Scholars award.

Dr. Kaiser and Dr. Lee-Johnson have my highest recommendation to receive National Professional Development funding from the Department of Education to carry out the important goals and objectives of the **Increasing Teacher Capacity through Communities of Practice to Serve English Learners**. Please feel free to contact me if I can provide any further information.

Sincerely,

(b)(6)

Brenda Fyfe, Ed.D.
Dean, School of Education

(b)(6)

470 E. Lockwood Ave. St. Louis, MO 63119-3194 USA
Phone: 314-246-7490 Fax: 314-246-7118 www.webster.edu

April 5, 2017

Dr. Samuel Lopez
U.S. Department of Education, OELA
Lyndon Baines Johnson Building
400 Maryland Avenue, S.W., Room 5C152
Washington, DC 20202-6510

Dear Dr. Lopez,

Webster University is in full support of the **Increasing Teacher Capacity through Communities of Practice to Serve English Learners** project developed by Dr. DJ Kaiser and Dr. Yin Lam Lee-Johnson. The aims of the project align with university-wide strategic initiatives with respect to strengthening community partnerships and promoting the success of diverse learners.

To make certain that the project co-directors have both the flexibility and focus required for this complex project, Webster University will commit to hiring a visiting professor to teach in the TESL program for a period of 5 years. This hire will work with the Project Directors to maintain the high quality teaching and advising within our TESL program during the grant period.

The proposed NPD Project Directors are among our strongest faculty. Dr. Kaiser was chosen to join one of the first cohorts of the University's Global Leadership Academy. His energy and acumen lead to his appointment as co-Chair of the University-wide committee on Student Retention: a successful year-long initiative and subsequent report that still guides comprehensive retention efforts. His strong organizational and management skills complement Dr. Kaiser's recognized academic strengths- having been awarded a Fulbright Scholar grant to evaluate the Uruguay's national program of English language instruction as well as a fellowship appointment and faculty research grant to support his scholarly work. Dr. Lee-Johnson's strong research background and teaching skills have earned her multiple nominations for the University's prestigious Kemper Award for Excellence. Both have experience with National Professional Development grants, Dr. Kaiser supervising adjunct faculty for Webster's current NPD and Dr. Lee-Johnson as part of an NPD at St. John's University.

I am pleased to convey my assurance that the **Increasing Teacher Capacity through Communities of Practice to Serve English Learners** project and its Directors will have the full support and attention of the University's academic affairs unit as they work to develop the capacity of teachers at our three partner districts to better address the academic and cultural needs of English learners.

(b)(6)

Julian Z. Schuster, Ph.D. ✓
Provost, Senior Vice President and Chief Operating Officer

April 17, 2017

Dr. Samuel Lopez
U.S. Department of Education,
Office of English Language Acquisition
Lyndon Baines Johnson Building
400 Maryland Avenue, S.W.; Room 5C152
Washington, DC 20202-6510

The Migrant Education and English Language Learning (MELL) program, part of Missouri's Department of Elementary and Secondary Education, is excited to support Webster University and the co-Project Directors, Dr. DJ Kaiser and Dr. Yin Lam Lee-Johnson, in their National Professional Development (NPD) grant proposal, **Increasing Teacher Capacity through Communities of Practice to Serve English Learners**. This grant will help strengthen teacher capacity to meet the growing needs of ELs in three large public school districts in the St. Louis area, St. Louis Public Schools, Ritenour School District, and Parkway School District.

Missouri's Department of Elementary and Secondary Education agrees to support this project by sharing reports and data including: (1) the numbers of and home languages of English Learners and migrant students in the participating districts; (2) English proficiency data as reported in the ACCESS for ELs' annual assessment, as well as achievement data in ELA and Mathematics; and (3) as necessary, other data the state compiles for stakeholders including the Consolidated State Performance Report.

I look forward to working with our partners on this National Professional Development project in Missouri

(b)(6)



Shawn Cockrum, Director
Migrant Education and English Language Learning programs



Kelvin R. Adams, Ph.D.
Superintendent of Schools

April 4, 2017

Dr. DJ Kaiser and Dr. Yin Lam Lee-Johnson
School of Education
Teaching English as a Second Language Program
Webster University
470 East Lockwood Ave.
St. Louis, MO 63119

Dear Dr. Kaiser and Dr. Lee-Johnson:

St. Louis Public Schools is submitting this letter of commitment to Webster University in support of its application for a National Professional Development grant to strengthen our district's instruction and support for English Learners. We have already partnered with Webster University on a Mathematics and Science Partnership (Title II) grant to serve the needs of English Learners and we look forward to continued collaboration.

St. Louis Public Schools serve over 2,700 English Language Learners. District's ELLs represent 53 countries and collectively speak over 46 different languages. Over 2,000 ELLs are receiving services and are in need of intentional language development support. About 1,300 of ELLs are refugees from war torn countries who come to St. Louis Public Schools not only with limited English proficiency, but also with interrupted or no formal schooling experience. Eighteen district schools have a high number of ELLs. These are the district's ESOL centers: 9 elementary ELL centers, 5 middle school ELL centers, 3 high school ELL centers, and 1 Newcomer School. Many teachers in the newcomer school are ESOL certified. In addition, there are 34 ELL-certified teachers serving ELLs in the other 17 ESOL centers. However, this number of ELL-certified teachers is not adequate to insure that district ELLs are making progress in learning English, achieving proficiency in English, and meeting AYP targets for both ELA and Math. Therefore, there is a need to increase the number of ELL-certified teachers who will be able to increase their ELL instructional capacity and support ELLs' language development.

Over the five years of this grant, St. Louis Public Schools will help recruit teachers as part of the projected 120 teachers to be certified along with teachers from two other districts. We are also committed to participating in collaborative research initiatives with Webster University and the other districts to investigate and evaluate the effectiveness of grant activities so that we can provide better professional development to our teachers.

We have identified 18 schools to participate in this grant based on the higher number of ELLs and increased need for ELL-certified teachers. We hope that the Office for English Language Acquisition will support this grant so that we may provide stronger support to our English Learners, their families, and our community.

Sincerely,

A handwritten signature in blue ink that reads "Kelvin R. Adams".

Kelvin R. Adams, Ph.D.
Superintendent



Dr. Keith Marty
Superintendent of Schools

April 4, 2017

Dr. DJ Kaiser and Dr. Yin Lam Lee-Johnson
Teaching English as Second Language
School of Education
Webster University
470 East Lockwood Ave.
St. Louis, MO 63119

Dear Drs. Kaiser and Lee:


I am pleased to provide this letter of commitment from the Parkway School District to Webster University to participate in the National Professional Development grant being submitted to the U.S. Department of Education.

Parkway School District currently serves close to eight hundred and fifty English Language learners through our ESOL programs across the district, and our population has consistently been growing over the past several years. Teachers at the schools that serve ELL students would be very excited at this opportunity to learn new, cutting edge, and research based instructional strategies to enhance their current teaching repertoire. Through participation in this program, teachers would also build their capacity to provide meaningful instruction for their ELL students, and ALL students, within their classrooms.

Parkway Schools commits to helping recruit teachers from our district as part of the 120 teachers from three districts over five years to take TESL courses at Webster University leading to Missouri ELL Certification and participate in the community engagement aspects of this grant. We also commit to supporting Webster University in conducting the research and evaluation required to meet new expectations of the Office of English Language Acquisition in the U.S. Department of Education.

Currently, we anticipate at least six of our center schools will participate in this grant and become schools reflective of and responsive to the linguistic, academic, and cultural needs of their English Learners, their families, and their communities. We would like to thank the U.S. Department of Education for affording our district with an opportunity to provide high-quality, sustained professional development to increase the quality of instruction and academic achievement of English Learners and to develop new leaders in our community. We hope you will strongly consider this application for funding.

Sincerely,



Dr. Keith Marty
Superintendent of Schools
Parkway School District

April 7, 2017

Dr. DJ Kaiser
Dr. Yin Lam Lee-Johnson
TESL Program
School of Education
Webster University
470 East Lockwood Ave.
St. Louis, MO 63119

Dear Dr. Kaiser and Dr. Lee-Johnson:

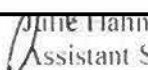
Ritenour School District is writing this letter in support of the National Professional Development grant proposal being submitted by Webster University. We are very excited about this project and the impact that it will have on our teachers and students.

The number of students receiving ELL services in the Ritenour School District has doubled since 2010. Currently, we have over 11% of our school district population receiving ELL services. Although attendance is typically higher for our ELL students in elementary and middle school, we see a significant drop in attendance at the high school level. Additionally, our ELL graduation rate is lower than the state rate. Because of financial and budgetary constraints, Ritenour ELL caseloads have remained higher than the recommended state average. Because of a shortage of ELL teachers and general education teachers with ELL certification, it has been a challenge to successfully meet the academic needs of our English Language Learners.

Ritenour Schools will commit to helping recruit teachers to participating in this grant over the five-year period. We will support our teachers as they pursue their ELL Certification through Webster University and participate in the Saturday Seminars to increase their knowledge of family and community engagement. We will also collaborate with Webster University and the other district partners on the research and evaluation of this project to analyze and strengthen the professional development provided to teachers.

We anticipate that representatives from all Ritenour schools (1 early childhood, 6 elementary, 3 secondary) will participate in this grant to increase the number of ELL Certified teachers. With more than eleven percent of our students being English Learners, we would truly benefit from participation in the project. We hope that the Department of Education will be able to support our professional development needs in preparing more teachers and leaders to work with ELs in our schools and communities.

(b)(6)


Julie Hahn
Assistant Superintendent





**INTERNATIONAL
INSTITUTE**
SAINT LOUIS

March 28, 2017

Dr. DJ Kaiser and Dr. Yin Lam Lee-Johnson
Teaching English as Second Language School of Education
Webster University
470 East Lockwood Ave.
St. Louis, MO 63119

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Dear Dr. Kaiser and Dr. Lee:

The International Institute of St. Louis is excited to participate with Webster University in this proposal to the U.S. Department of Education for a National Professional Development grant. Please accept this as a letter of commitment to collaborate with you on this project for the next five years.

The International Institute, established in 1919, is a pioneer in the field of diversity. Annually, we provide a comprehensive array of services to more than 7,500 immigrants and refugees from 75 countries, approximately 8% of the St. Louis City and County 2010 foreign-born population.

As a result, the Institute has important multigenerational ties to local immigrant communities. Our programs and services are locally and nationally-acclaimed. We also have deep knowledge of the state of the immigrant communities and population trends. We serve as key consultants on a broad range of issues affecting the social, cultural and economic health of our region. Our mission is to help immigrants and their families become productive Americans and champion ethnic diversity as a cultural and economic strength.

The International Institute commits to providing assistance with the development and review of a new curriculum on family, parent, and community engagement to increase English learners' achievement in today's classrooms. We will also assist in the delivery of this new curriculum through the project's series of Saturday Seminars.

We have already collaborated with Webster University and St. Louis Public Schools on a prior grant to train classroom teachers to improve the academic achievement of English learners. We look forward to this new opportunity to work with more schools in the St. Louis area.

(b)(6)

Suzanne LeLaurin, LCSW
Senior VP for Programs

*Immersion
Investment
Inclusion*



April 4, 2017

Dr. DJ Kaiser and Dr. Yin Lam Lee-Johnson
Teaching English as Second Language
School of Education
Webster University

470 East Lockwood Ave.
St. Louis, MO 63119

ST. LOUIS MOSAIC PROJECT

7733 Forsyth Boulevard
Suite 2200
St. Louis, Missouri 63105
United States of America

Dear Drs. Kaiser and Lee-Johnson,

Thank you for inviting the St. Louis Mosaic Project to partner with you on your National Professional Development grant to provide instructional support in area school districts. This letter confirms our commitment to collaborate during the five years of the National Professional Development grant that you are submitting April 2017.

The St. Louis Mosaic Project is a regional initiative with the goal "For St. Louis to be the fastest growing for immigration by 2020". We actually achieved this for 2015, with our region growing foreign born close to 9% which was the highest growth rate of the top 20 metros. With only 4.5% foreign born in the region now, we work to retain and attract additional foreign born families who will add to the economic and cultural progress of the region. We are part of the World Trade Center-St. Louis, which is within the St. Louis Economic Developmental Partnership (which is the governmental unit combining city and county economic programs). With a Steering Committee of 27 regional leaders and private-public funding, this is a true "movement" in the region to welcome and serve foreign born families. Educating the teachers who work with the students and extended family members is important to our mission, hence our involvement to provide support to this grant.

The St. Louis Mosaic Project looks forward to working with Webster University's faculty and the International Institute to develop a new curriculum that will address ways that parents, families, and communities can become more involved in the learning of English learners. We will provide input and feedback on this new curriculum and help identify appropriate guest speakers for this new Saturday Seminar series.

We have enjoyed our current partnership with Webster University, which resulted in the Guide for Taking Charge of Your Education, and we look forward to strengthening this partnership through this grant as we help St. Louis schools find more effective ways to assist students and families still learning English and integrating into our community.

Sincerely, (b)(6)

Betsy Cohen
Executive Director, St. Louis Mosaic Project
314-615-8107
www.StlMosaicProject.org
ecohen@worldtradecenter-stl.com

c.c. Tim Nowak, Executive Director of the World Trade Center-St. Louis

Wm. LACY CLAY
1ST DISTRICT, MISSOURI

COMMITTEES:
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Washington, DC 20515-2501

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(202) 226-3717 Fax

625 North Euclid, Suite 326
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(314) 367-1970
(314) 367-1341 Fax

8021 West Florissant, Suite F
St. Louis, MO 63136
(314) 383-5240
(314) 383-8020 Fax

March 20, 2017

Dr. Samuel Lopez
U.S. Department of Education, OELA
Lyndon Baines Johnson Building
400 Maryland Avenue, S.W., Room 5C152
Washington, DC 20202-6510

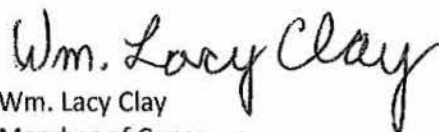
Dear Dr. Lopez,

I am writing in support of Webster University's proposal, **Increasing Reacher Capacity through Communities of Practice to Serve English Learners**, for the National Professional Development grant competition. Through this project, Webster University's School of Education will partner with three of our region's most diverse school districts and two of St. Louis's strongest internationally-focused organizations, the International Institute and the St. Louis Mosaic Project, to increase the capacity of our schools to serve English Language Learners (ELL) while building family engagement to promote independence and self-efficacy for ELL families.

Webster has a proud 100 year history in St. Louis, and a storied heritage as one of the first institutions of higher learning in the country to develop a part-time master of arts in teaching program aimed at advancing the careers and heightening the impact of teachers working in the field. Webster's recent success working with PNC Bank on a two-year, \$1m initiative to educate families of pre-school children to promote vocabulary development through family engagement demonstrates their leadership role in the St. Louis community. I have every confidence that their proposed project will yield the benefits and lasting change needed for our schools to serve the needs of the students and families who will make up our region's entrepreneurs and skilled workers in the years to come.

St. Louis is proudly committed to efforts to attract and retain foreign-born families who will add to the economic and cultural vitality of the region. St. Louis's goal of becoming the "fastest growing metropolitan region for immigration by 2020" is within reach and Webster University's leadership in preparing teachers and schools to engage English Language Learners and their families will provide an enduring economic and social benefit for the 1st Congressional District and for the region as a whole.

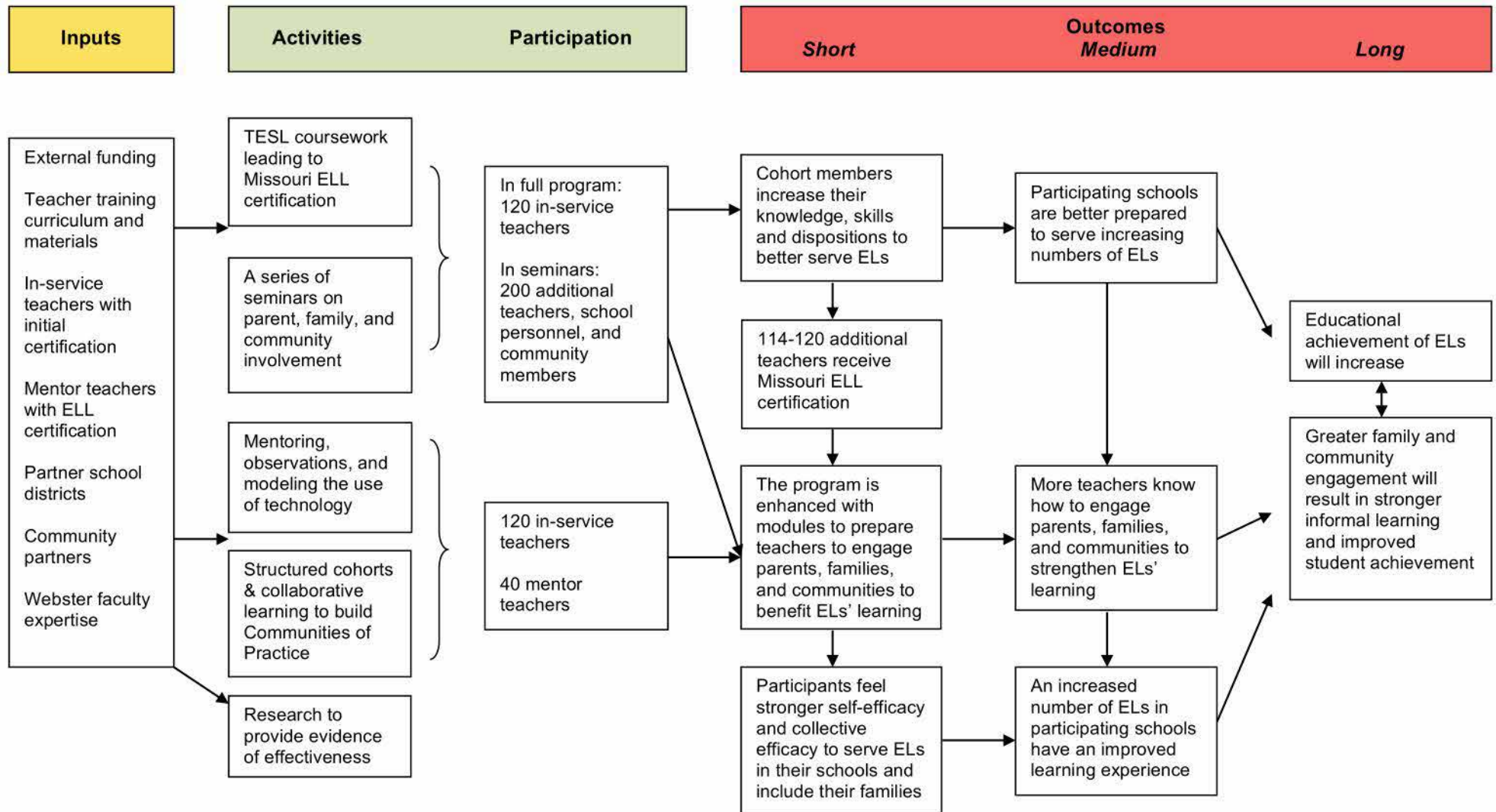
Sincerely,



Wm. Lacy Clay
Member of Congress

Webster University's Increasing Teacher Capacity through Communities of Practice to Serve English Learners Project

Logic Model



Outputs:

(1) 8 new curricular modules focusing on improving parent, family, and community involvement; (2) group projects on practices, policies and resources for family and community involvement in ELs' learning; (3) conference presentations on the same topic; (4) new materials and collaborative activities to promote teacher capacity; and (5) a research study examining the effectiveness of the project's approach.



**PROPOSED PHASE MODEL FOR THE STL NPD GRANT
TEACHER CAPACITY THROUGH COMMUNITIES OF PRACTICE TO SERVE ENGLISH LEARNERS
WEBSTER UNIVERSITY – ST. LOUIS, MO**

	Courses	Community Participation in English Lang. Instruction (Saturday Seminars)	Observations	Reflective Piece (following Farrell's [2015] framework)
Phase 0 (Before grant)	Application to grant	Invited to participate in Saturday seminars		Teaching philosophy statement submitted with application
Phase 1	TESL 5230 & TESL 5139	Modules 1 & 2 on family, parent, and community engagement; early exploration of topic for group project	Participants observe their mentor teacher	Philosophy (Farrell chapters 1–4)
Phase 2	TESL 5220 & TESL 5030	Modules 3 & 4 on family, parent, and community engagement; begin outlining and researching topic for group project	Participants observe a peer (and are observed by a peer); participants are observed by their mentor teacher	Principles (Farrell chapter 5); first revision of the teaching philosophy statement submitted
Phase 3	TESL 5311 & TESL 5350	Modules 5 & 6 on family, parent, and community engagement; begin developing group project	Participants observe their mentor teacher	Theory (Farrell chapter 6)
Phase 4	TESL 5040 (<i>Credit by Exam process</i>)	Modules 7 & 8 on family, parent, and community engagement; prepare group projects for formal presentation at the end of the grant; final presentations	Participants observe a peer (and are observed by a peer); participants are observed by their mentor teacher; participants are observed by a faculty member	Practice (Farrell chapters 7–9); finale revision of the teaching philosophy statement submitted
Phase 5 (After grant)	Elective course work leading to an MA in TESL (<i>optional</i>)	Groups will be invited to present their group projects in a culminating conference for the grant	Grant completers will have the opportunity to become mentor teachers for new cohorts	Beyond Practice (review Farrell)



**PROPOSED FIVE-YEAR COURSE SCHEDULE FOR THE STL NPD GRANT
TEACHER CAPACITY THROUGH COMMUNITIES OF PRACTICE TO SERVE ENGLISH LEARNERS
WEBSTER UNIVERSITY – ST. LOUIS, MO**

	Summer	Fall 1	Fall 2	Spring 1	Spring 2
Year 1 <i>2017–2018</i>		TESL 5230 (C1) <i>TESL 5230 (C2)</i>	TESL 5139 (C1) <i>TESL 5139 (C2)</i>	TESL 5220 (C1) <i>TESL 5220 (C2)</i>	TESL 5030 (C1) <i>TESL 5030 (C2)</i>
	Prerequisite Courses Offered (<i>Optional</i>)	TESL 5311 (C1) <i>TESL 5311 (C2)</i>	TESL 5350 (C1) <i>TESL 5350 (C2)</i>	TESL 5040 (C1) <i>TESL 5040 (C2)</i>	TESL 5040 (C1) <i>TESL 5040 (C2)</i>
Year 2 <i>2018–2019</i>		TESL 5230 (C3) <i>TESL 5230 (C4)</i>	TESL 5139 (C3) <i>TESL 5139 (C4)</i>	TESL 5220 (C3) <i>TESL 5220 (C4)</i>	TESL 5030 (C3) <i>TESL 5030 (C4)</i>
	Prerequisite Courses Offered (<i>Optional</i>)	TESL 5311 (C3) <i>TESL 5311 (C4)</i>	TESL 5350 (C3) <i>TESL 5350 (C4)</i>	TESL 5040 (C3) <i>TESL 5040 (C4)</i>	TESL 5040 (C3) <i>TESL 5040 (C4)</i>
Year 3 <i>2019–2020</i>		TESL 5230 (C5) <i>TESL 5230 (C6)</i>	TESL 5139 (C5) <i>TESL 5139 (C6)</i>	TESL 5220 (C5) <i>TESL 5220 (C6)</i>	TESL 5030 (C5) <i>TESL 5030 (C6)</i>
	Prerequisite Courses Offered (<i>Optional</i>)	TESL 5311 (C5) <i>TESL 5311 (C6)</i>	TESL 5350 (C5) <i>TESL 5350 (C6)</i>	TESL 5040 (C5) <i>TESL 5040 (C6)</i>	TESL 5040 (C5) <i>TESL 5040 (C6)</i>
Year 4 <i>2020–2021</i>		TESL 5230 (C7) <i>TESL 5230 (C8)</i>	TESL 5139 (C7) <i>TESL 5139 (C8)</i>	TESL 5220 (C7) <i>TESL 5220 (C8)</i>	TESL 5030 (C7) <i>TESL 5030 (C8)</i>
	Prerequisite Courses Offered (<i>Optional</i>)	TESL 5311 (C7) <i>TESL 5311 (C8)</i>	TESL 5350 (C7) <i>TESL 5350 (C8)</i>	TESL 5040 (C7) <i>TESL 5040 (C8)</i>	TESL 5040 (C7) <i>TESL 5040 (C8)</i>
Year 5 <i>2021–2022</i>	Prerequisite Courses Offered (<i>Optional</i>)	TESL 5311 (C7) <i>TESL 5311 (C8)</i>	TESL 5350 (C7) <i>TESL 5350 (C8)</i>	TESL 5040 (C7) <i>TESL 5040 (C8)</i>	TESL 5040 (C7) <i>TESL 5040 (C8)</i>

Course Order: TESL 5230 Second Language Acquisition, TESL 5139 ESOL Methods, TESL 5220 Curriculum Development, TESL 5030 Language History, Planning, and Policy, TESL 5311 Principles and Practices of Language Testing, TESL 5350 Language and Culture, and TESL 5040 Practicum in ESOL (*Practicum will be done over a 16-week period using grant participants' own classroom setting, which must include English language learners*).

WEBSTER UNIVERSITY
Job Description

Job Title: Grant Coordinator

Reports to: Webster University Co-Project Directors on the Webster Groves Campus (Dr. DJ Kaiser and Dr. Yin Lam Lee-Johnson, full-time faculty members of Teaching English as a Second Language in the School of Education)

PURPOSE OF JOB: This position will provide administrative support to the Co-Project Directors throughout the five-year grant period to assist with the implementation of grant objectives and federal compliance. This National Professional Development (NPD) grant will take eight cohorts of 15 public school teachers through Missouri ELL Certification and a series of Saturday Seminars to prepare them to provide instructional and cultural support to English Language Learners and help involve their families and communities in order to make their schools and our city more welcoming to immigrants, migrants, and refugees. Primary responsibilities of this job include facilitating the grant application process for public school teachers, organizing financial documents related to the grant, supporting the organization of documentation for research and reporting, and facilitating communication between all grant partners.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

1. Supports the Co-Project Directors with administrative functions, such as communication with grant partners, grant cohort members, community partners, and media.
2. Organizes and maintains schedules for grant classes, grant seminars, and grant-related meetings.
3. Collaborates with Webster University staff and faculty to facilitate the logistics of grant activities, including scheduling rooms, ordering textbooks and supplies, and preparing and organizing seminar materials.
4. Coordinates the application process for cohort members.
5. Maintains records that pertain to academic completion and certification requirements for cohorts and individuals, as exceptions may occur.
6. Attends grant meetings, orientations, Saturday Seminars (four per year), graduation ceremonies, commencement, and other grant-related events that may fall outside of normal business hours.
7. Takes, distributes, and maintains notes from grant-related meetings for the purpose of official record keeping.
8. Maintains copies of financial records, receipts, and purchasing orders in support of financial compliance for the grant.
9. Stores and shares with partners and evaluators, as needed, assessment results, documentation, and other collected data on learning and teaching to support grant reporting, grant assessment, and research.
10. Supports the Co-Project Directors with research projects related to grant activities.
11. Communicates professionally with grant participants, school district personnel and administration, other grant partners, and Webster University staff and faculty.
12. Completes other duties related to the grant that may be assigned.

HOURS:

- 12-month contract with normal Webster University work hours of Monday through Friday from 8:30 AM to 5:00 PM
- Some evening and weekend hours will be required, and time off from regular business hours will be granted to offset those hours in addition to normal holidays, vacation time, and sick leave.

SUPERVISORY RESPONSIBILITIES: None

MINIMUM QUALIFICATIONS:

- Bachelor's degree (master's degree preferred)
- Administrative experience
- Essential computer skills: email correspondence; Microsoft Word, Excel, Power Point; and online data management systems
- Strong organization skills
- Professional demeanor

PREFERRED QUALIFICATIONS:

- Experience in or familiarity with K–12 public school districts (including certification requirements)
- Experience working in a higher education setting (college or university)
- Experience with grants
- Advanced skills with iPads and management of blog sites

Physical Requirements: Within the general range of an office environment.

TERMS OF EMPLOYMENT: Starting August 1, 2017, through July 31, 2018, *with possible renewal annually up to five years total, contingent upon federal funding to support this grant. Note that this position is contingent upon grant funding, which will not be announced until Summer 2017.*

To apply, please submit cover letter and résumé as one PDF document by **July 1, 2017**, to Dr. DJ Kaiser, RE: Grant Coordinator, Webster University, School of Education, 470 E. Lockwood, St. Louis, MO 63109, or to djkaiser@webster.edu.

No phone calls, please.

Webster University Diversity and Inclusion. Webster University is an Equal Opportunity/Affirmative Action educator and employer. We are committed to maintaining a culturally and academically diverse staff of the highest caliber. We strongly encourage applications from those who identify as diverse in terms of gender, race, ethnicity, national origin, sexual orientation, gender identity, disability, and/or veteran status.

Position:	Visiting Assistant Professor in Teaching English as a Second/Foreign Language (TESL/TEFL) for the Language, Literacy, and Leadership Department at Webster University. This position is for the St. Louis Main Campus.
Starting Date:	This will be a 9-month, full-time, visiting (non-tenure-track) position due to begin August 2017 contingent upon grant funding. This position will renew annually pending continuing grant funding up to a total of five years.
Qualifications:	<p>Applicants must have a master's degree in TESL/TEFL or Applied Linguistics and a doctorate in a related field, such as Applied Linguistics, Curriculum and Instruction, or Second Language Studies. Preference will be given to applicants who have the following:</p> <ul style="list-style-type: none"> • a minimum of five years of experience teaching ESL/EFL/ESOL; • a minimum of two years of graduate teaching experience; • documented good teaching; • an ability to combine theory and practice in classroom instruction; • experience working in K–12 ELL instruction and/or teacher education for K–12 ELL instructors; • K–12 teaching certification and licensure/endorsement for ESOL/ELL/CLD; • broad experience in the following areas as demonstrated by advanced graduate course work, teaching experience, conference presentations, and/or publications: second language acquisition, curriculum design, ESOL methods, language testing, language planning and policy, and culture and pragmatics; • experience with grants; • experience providing professional development to in-service teachers; • experience with curriculum development for graduate courses and for professional development; • fluency in two languages; • experience using LMSs to enhance face-to-face instruction; • familiarity with mobile devices and apps to enhance classroom instruction; and • documented service to professional organizations and professional contributions to the field.
Duties:	<p>Duties include the following:</p> <ul style="list-style-type: none"> • teaching graduate-level courses in TESL one or two nights a week to in-service teachers participating in an NPD grant; • collaborating in the development of a new Saturday Seminar curriculum on improving family, parent, and community engagement to assist ELLs; • co-teaching in a series of Saturday Seminars (four per academic year); • providing out-of-class academic support to students as needed; • understanding and applying state certification requirements for ESOL and TESOL standards for teacher education; • assisting with curriculum development, implementation, assessment, and review; • collaborating with other faculty on class instruction to maintain consistency across sections; • participating in grant-related activities including orientations, grant meetings, graduations, and commencement; • developing new materials and assessments, as needed; and • serving the department, school, university, and community.
Program:	Webster University's program in Teaching English as a Second Language offers Missouri ELL Certification, a TEFL Certificate, and a full MA in TESL. Students may pursue either a K–12 ELL or Adult Education emphasis in their program. Webster's TESL program is currently available on the St. Louis Main Campus, on the Kansas City Metropolitan Campus, and fully online. Webster's TESL

program is the first and only program to receive national recognition in TESOL from the National Council for the Accreditation of Teacher Educators for the state of Missouri, in the St. Louis metropolitan area, and in the Kansas City metropolitan area. A full description of the program is available at <http://webstermatesl.wikispaces.com>.

NPD Grant:

This Visiting Assistant Professor position is in support of a five-year National Professional Development (NPD) grant that will take eight cohorts of 15 public schools teachers each through the course work needed to receive Missouri ELL Certification. Additional grant activities include participating in periodic Saturday Seminars focused on family and community engagement; promoting reflective practices; developing Communities of Practice; and using technology to assist professional development. The hired faculty member will focus on teaching course sections of grant participants and supporting other grant activities. This will be an incredible professional opportunity to teach a wide variety of TESL courses in a nationally recognized program while helping public school districts meet the needs of their increasingly diverse student population by providing relevant in-service professional development for teachers.

School:

Webster University (St. Louis, Missouri) is an independent, comprehensive, nondenominational, multicampus, international university with undergraduate and graduate programs in various disciplines, including the liberal arts and sciences, the fine and performing arts, teacher education, communications, and business and technology. Founded in 1915, Webster serves students at its home campus, at campus centers across the United States, and internationally at five European campuses and in China, Thailand, and Ghana.

Inclusion:

Webster University is an Equal Opportunity/Affirmative Action educator and employer. We are committed to maintaining a culturally and academically diverse staff of the highest caliber. We strongly encourage applications from those who identify as diverse in terms of gender, race, ethnicity, national origin, sexual orientation, gender identity, disability, and/or veteran status.

How to Apply:

Applicants should email the following material combined into one PDF: (1) a letter of interest that addresses the identified qualifications, (2) an expanded résumé or curriculum vitae, (3) a teaching philosophy statement, and (4) the names and contact information of three references. Review of applications will begin immediately and will continue until the position is filled. It is anticipated that the successful candidate will assume the position in Fall 2017 (August). Applicants should email their single PDF document to Dr. DJ Kaiser at djkaiser@webster.edu with the subject line "TESL Faculty Search."

Position:	Adjunct Assistant Professor in Teaching English as a Second/Foreign Language (TESL/TEFL) for the Language, Literacy, and Leadership Department at Webster University. This position is for the St. Louis Main Campus.
Starting Date:	This will be a non-tenure-track, part-time, per-course appointment based on scheduling needs. Appointments may begin as early as August 2017.
Qualifications:	<p>Applicants must have a master's degree in TESL/TEFL or Applied Linguistics and a doctorate in a related field, such as Applied Linguistics, Curriculum and Instruction, or Second Language Studies. Preference will be given to applicants who have the following:</p> <ul style="list-style-type: none"> • a minimum of five years of experience teaching ESL/EFL/ESOL; • a minimum of two years of graduate teaching experience; • documented good teaching; • an ability to combine theory and practice in classroom instruction; • experience working in K–12 ELL instruction and/or teacher education for K–12 ELL instructors; • K–12 teaching certification and licensure/endorsement for ESOL/ELL/CLD; • broad experience in the following areas as demonstrated by advanced graduate course work, teaching experience, conference presentations, and/or publications: second language acquisition, curriculum design, ESOL methods, language testing, language planning and policy, and culture and pragmatics; • experience with grants; • experience providing professional development to in-service teachers; • experience with curriculum development for graduate courses and for professional development; • fluency in two languages; • experience using LMSs to enhance face-to-face instruction; • familiarity with mobile devices and apps to enhance classroom instruction; and • documented service to professional organizations and professional contributions to the field.
Duties:	<p>Duties include the following:</p> <ul style="list-style-type: none"> • teaching graduate-level courses in TESL (assignments may be face-to-face for an NPD grant, face-to-face for our regular TESL program, or online; face-to-face classes meet one night a week; all classes run for eight weeks); • providing out-of-class academic support to students as needed (typically through email, phone, and/or meetings before or after class); • assisting with the collection of course-based key assessments and reviewing program-level data; • collaborating with other faculty on class instruction to maintain consistency across sections; • participating in meetings for TESL faculty; and • developing new materials and assessments, as needed.
Program:	<p>Webster University's program in Teaching English as a Second Language offers Missouri ELL Certification, a TEFL Certificate, and a full MA in TESL. Students may pursue either a K–12 ELL emphasis or an Adult Education emphasis in their program. Webster's TESL program is currently available on the St. Louis Main Campus, on the Kansas City Metropolitan Campus, and fully online. Webster's TESL program is the first and only program to receive national recognition in TESOL from the National Council for the Accreditation of Teacher Educators for the state of Missouri, in the St. Louis metropolitan area, and in the Kansas City metropolitan area. A full description of the program is available at http://webstermatesl.wikispaces.com.</p>

NPD Grant:

This Adjunct Assistant Professor position is in support of a five-year National Professional Development (NPD) grant that will take eight cohorts of 15 public schools teachers each through the course work needed to receive Missouri ELL Certification. Experience working with K–12 teachers and ELLs will be required for teaching positions supporting this grant.

School:

Webster University (St. Louis, Missouri) is an independent, comprehensive, nondenominational, multicampus, international university with undergraduate and graduate programs in various disciplines, including the liberal arts and sciences, the fine and performing arts, teacher education, communications, and business and technology. Founded in 1915, Webster serves students at its home campus, at campus centers across the United States, and internationally at five European campuses and in China, Thailand, and Ghana.

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How to Apply:

Applicants should email the following material combined into one PDF: (1) a letter of interest that addresses the identified qualifications, (2) an expanded résumé or curriculum vitae, (3) a teaching philosophy statement, and (4) the names and contact information of three references. Review of applications will begin immediately and will continue until the position is filled. Applicants should email their single PDF document to Dr. DJ Kaiser at djkaiser@webster.edu with the subject line “TESL Adjunct Faculty Search.”

Call for ELL Mentor Teachers
Collaboration with Webster University's Teaching English as a Second Language Program

*Parkway Schools * Ritenour Schools * St. Louis Public Schools*

Webster University is seeking **paid mentor teachers** to participate in a **grant project** titled “*Increasing Teacher Capacity through Communities of Practice to Serve English Learners.*” Please consider participating in this great opportunity to help build stronger capacity to serve English language learners in your school district.

Required Qualifications

- Currently employed to teach in either Parkway School, Ritenour Schools, or St. Louis Public Schools as a classroom instructor or support instructor
- Missouri ELL (ESOL) Certification
- A minimum of two years of experience working with English language learners (ELLs)
- A commitment to supporting teachers in increasing their capacity to serve ELLs

Preferred Qualification

- MA in Teaching English as a Second Language
- Experience facilitating professional development
- Experience serving as a cooperating or mentor teacher for pre-service or in-service teachers completing their practicum
- Experience observing teachers and providing feedback
- Attendance at conferences and/or professional development on ESOL, family engagement, or community engagement

Required Commitments

- Commit to a full two-year cycle
- Attend two orientation sessions and a total of 8 Saturday Seminars over the period of those two years
- Mentor 3–5 teachers accepted into the grant over the two-year period
- Conduct one observation per assigned grant participant per year
- Provide periodic support (via email or phone) to assignment grant participants
- Submit required observations and artifacts needed for project evaluation and research

Remuneration

- All selected mentor teachers will be paid \$25/hour for attending orientation sessions and Saturday Seminars and for conducting observations (substitute teachers will be provided and paid for by the grant while mentor teachers conduct observations).
- Webster University can also provide documentation of the hours spent working on the grant.

To Apply

- Please send an e-mail to Dr. DJ Kaiser (Coordinator of Teaching English as a Second Language) at djkaiser@webster.edu.
- Please include the following:
 - when and where you completed your ELL (ESOL) Certification;
 - the district and school where you currently teach;
 - the role you currently serve in (e.g., 4th grade teacher, ESOL instructor, secondary science teacher); and
 - the number of years you have worked with English language learners.

JOB DESCRIPTIONS FOR KEY PROJECT PERSONNEL EMPLOYED BY WEBSTER UNIVERSITY

CO-PROJECT DIRECTORS (CO-PDS) Dr. DJ Kaiser (50% FTE in Years 1 & 5; 25% FTE in Years 2–4) and Dr. Yin Lam Lee-Johnson (50% FTE in Years 1 & 5; 25% FTE in Years 2–4) Grant-funded
Qualifications: Project Directors must hold an MA in TESOL and a PhD in TESOL or related field and have extensive experience in developing and implementing teacher education programs as well as teaching graduate-level courses in TESL/TEFL.
Job Responsibilities: Dr. DJ Kaiser will have overall responsibility for management, compliance, reporting, budget, and monitoring for timelines and quality of outcomes on the NPD grant. He will direct and oversee the operation of all project components and supervise the day-to-day functions of all project staff. He will ensure consultants and contracts are within institutional and federal requirements; approve all expenditures; and communicate with the NPD program office. Dr. Lee-Johnson will be primarily responsible for overseeing teacher recruitment and enrollment activities as well as mentoring and advising program participants. She will establish a research plan in consultation with the grant evaluator and other Co-PD, which will be aligned with the project's goals and objectives. She will coordinate with the school districts on research approvals necessary for conducting human subjects research. She will also develop and moderate an online blog for the grant. Both Co-Project Directors will work with the project evaluator on evaluation of all activities and project objectives as detailed in the Evaluation Plan and collaborate with key partner constituencies to plan for post-grant continuation of tracking and evaluation of the project's long-term outcomes. In this capacity, both Co-PDs will also serve as Co-Principal Investigators . They will prepare all ED required reports, summarize progress, and share it with partners and other constituencies. Both will attend the NPD Project Directors meetings in Washington, DC. Outside of their duties as Co-PDs (paid for by the grant), Dr. Kaiser and Dr. Lee-Johnson will also teach courses as part of this grant along with the Visiting Assistant Professor and TESL Adjunct Professors.

VISITING ASSISTANT PROFESSOR
To Be Hired from Pool of Pre-Applicants and New Applicants (100% FTE) – University-funded
Qualifications: The Visiting Assistant Professor of TESL must hold an MA in TESOL and a PhD in TESOL or related field and have at least 2 years of experience in teaching graduate-level courses in TESL/TEFL, at least 5 years of experience teaching ELs, a background in developing and implementing teacher education programs, a record of participation in professional organizations, and a track record of research and scholarship.
Job Responsibilities: Teach classes to cohorts of graduate students selected to participate in this grant project. Assist in developing the Saturday Seminars and help facilitate seminars. Participate in grant evaluation and research.

GRANT COORDINATOR
To Be Hired from a Pool of Pre-Applicants or New Applicants (100% FTE) – Grant-funded
Qualifications: The Grant Coordinator must have a minimum of a bachelor's degree and administrative experience.
Job Responsibilities: Assist the Co-PDs with the application process, participant files, data collection, the project blog, meeting minutes, financial record management, and reporting and program evaluation; and maintain normal office hours to address daily questions and tasks related to the grant.

TESL ADJUNCT PROFESSORS

Current Pool of Adjuncts (20% FTE per course) – University-funded

Qualifications: The Adjunct Professor of TESL must hold an MA in TESOL and a doctorate in TESOL or related field and have experience teaching graduate-level courses in TESL/TEFL and five years of experience instructing English language learners.

Job Responsibilities: Teach classes to cohorts of graduate students selected to participate in this grant project. Assist in collection of assessments from course work needed for grant evaluation and research.

Detailed Project Implementation Timeline

1. Years 1 and 2 with Cohorts 1 and 2 for Initial Start-Up

(Recurring project activities are presented in the annual timeline below.)

Summer 2017 – Project start-up: Develop and distribute internal/external announcements and recruitment information; develop project website, blog, and social media sites (*Co-PDs in conjunction with Public Relations Office*)

- Establish baseline data and comparison groups for Year 1 (*Co-PDs, Project Evaluator [PE], Project Management Team [PMT]*)
- Re-advertise Grant Coordinator & Visiting Assistant Professor positions (note: advertisements for these positions were posted last year and already produced a diverse pool of candidates, but they will be advertised again) (*Co-PDs*)
- Recruit teachers for cohorts 1 and 2 (note: pre-applications were sent last year, and 91 teachers already filled out applications, which will make creating these first two cohorts easier) (*Advisory Committee*)
- Conduct interview/selection process for Grant Coord. & Visiting Assist. Prof. (*Co-PDs*)
- Select and notify teachers for cohorts 1 and 2 (*Advisory Committee*)
- Conduct evaluation planning meeting (*Advisory Committee and grant evaluator*)
- Secure MOUs with districts and pursue IRB approvals (*Advisory Committee*)
- Order initial equipment and supplies (SMART Boards, document cameras, iPads, iPad carts, computer for Grant Coordinator and Visiting Assistant Professor, course textbooks, and office supplies) (*PMT in conjunction with Information Technologies*)

August 2017 – Review curriculum, research plan, and evaluation methods for all grant activities (*Advisory Committee*)

- Review budget, finances, and reporting for the grant (*PMT*)
- Outline Saturday Seminar series and develop module 1 for Saturday Seminars (*Saturday Seminar Curriculum Team*)
- Finalize plans for the observation cycles, teaching philosophy statement development, and group projects in the four-phase model (*Co-PDs*)
- Begin certification course work for cohorts 1 and 2 (*see annual timeline for course work*)
- Install and set up initial technology and supplies (*PMT in conjunction with Information Technologies*)

September 2017 – Pilot module 1 of the Saturday Seminars (*Saturday Sem. Curric. Team*)

October 2017 – Evaluate and revise as necessary module 1; develop modules 2 and 3 for Saturday Seminars (*Saturday Sem. Curric. Team*)

November 2017 – Pilot module 2 of the Saturday Seminars (*Saturday Sem. Curric. Team*)

December 2017 – Review and revise plans for the observation cycles, teaching philosophy statement development, and group projects in the four-phase model (*Co-PDs*)

January 2018 – Evaluate and revise as necessary module 2; develop modules 3 and 4 for Saturday Seminars (*Saturday Sem. Curric. Team*)

February 2018 – Pilot module 3 of the Saturday Seminars (*Saturday Sem. Curric. Team*)

March 2018 – Evaluate and revise as necessary module 3; develop modules 4 and 5 for Saturday Seminars (*Saturday Sem. Curric. Team*)

April 2018 – Pilot module 4 of the Saturday Seminars (*Saturday Sem. Curric. Team*)

- Begin recruiting for the next two cohorts (*Advisory Committee*)

May 2018 – Evaluate and revise as necessary module 4; develop modules 5 and 6 for Saturday Seminars (*Saturday Sem. Curric. Team*)

- Review Year 1 grant activities and discuss changes for the future (*Advisory Committee*)
- Review and revise plans for the observation cycles, teaching philosophy statement development, and group projects in the four-phase model (*Co-PDs*)

Throughout First Year – Co-PDs to each visit at least two other NPD grant recipients to meet and observe in order to strengthen our project

Year 1 milestones/metrics: 30 teachers enrolled in two cohorts; four new Saturday Seminar modules developed and pilot tested

June/July 2018 – Analyze Year 1 data for research, evaluation, and revision purposes (*Advisory Committee*)

August 2018 – Review Year 1 data and evaluation documents; discuss refinement of the project (*Advisory Committee*)

September 2018 – Pilot module 5 and run revised module 1 (*Sat. Sem. Curric. Team*)

October 2018 – Evaluate/revise module 5; develop modules 6 and 7 (*Sat. Sem. Curric. Team*)

November 2018 – Pilot module 6 and run revised module 2 (*Sat. Sem. Curric. Team*)

January 2019 – Evaluate/revise module 6; develop modules 7 and 8 (*Sat. Sem. Curric. Team*)

February 2019 – Pilot module 7 and run revised module 3 (*Sat. Sem. Curric. Team*)

March 2019 – Evaluate/revise module 7; develop module 8 (*Sat. Sem. Curric. Team*)

April 2019 – Pilot module 8 and run revised module 4 (*Sat. Sem. Curric. Team*)

May 2019 – Evaluate all 8 modules for Saturday Seminars and schedule time for revisions (*Saturday Sem. Curric. Team*)

- Review all pilot grant activities and discuss changes for the future (*Advisory Committee*)

Year 2 milestones/metrics: At least 28 teachers in cohorts 1 and 2 complete the program; 30 new teachers are enrolled in cohorts 3 and 4; modules 5–8 are developed and pilot-tested.

2. Annual Timeline of Recurring Grant Activities

August – Hold TESL faculty orientation meeting (for all faculty who will teach grant classes)

- Conduct orientation for new cohorts
- Begin TESL 5230 for new cohorts (Years 1–4); begin TESL 5311 for returning cohorts (Years 2–5)
- Distribute annual project report to districts and administration (Years 2–5)
- Hold quarter 1 Project Management Team Meeting and Advisory Committee Meeting

September – Conduct Saturday Seminar with module 1 (Years 1–4) and module 5 (Years 2–5)

- Initiate Phase 1 Observation Cycle and activities (Years 1–4) and Phase 3 Observation Cycle and activities (Years 2–5)

October – Begin TESL 5139 for new cohorts (Years 1–4)/TESL 5350 for returning cohorts (Years 2–5)

- Hold quarter 2 Project Management Team Meeting and Advisory Committee Meeting
- Submit annual program reports to Dean, including a review of all certification courses

November/December – Conduct Saturday Seminar with module 2 (Years 1–4) and module 6 (Years 2–5)

January – Begin TESL 5220 for new cohorts (Years 1–4)/ TESL 5040 for returning cohorts (Years 2–5)

- Hold quarter 3 Project Management Team Meeting and Advisory Committee Meeting

February – Conduct Saturday Seminar with module 3 (Years 1–4) and module 7 (Years 2–5)

- Initiate Phase 2 observation cycle and activities (Years 1–4) and Phase 4 observation cycle and activities (Years 2–5)
- Begin recruiting teachers for cohorts to start the following year (Years 1–3)

March – Begin TESL 5030 for new cohorts (Years 1–4)/TESL 5040 for returning cohorts (Years 2–5)

- Hold quarter 4 Project Management Team Meeting and Advisory Committee Meeting

April – Conduct Saturday Seminar with module 4 (Years 1–4) and module 8 (Years 2–5)

May – Notify teachers selected for the upcoming cohorts (Years 1–3)

- Give presentations of group projects to stakeholders and the public; alert groups to culminating conference for the grant (Years 2–5)
- Hold graduation ceremony to culminate grant activities (Years 2–5)
- Begin planning the culminating conference for the grant (Year 4)

June/July – Offer prerequisite courses for state certification and optional electives

- Review data, revise curriculum and grant activities, and work on research and evaluation activities (*Advisory Committee*)

Milestones/metrics: Year 3: At least 28 members of cohorts 3 and 4 complete the program; 30 new teachers enroll in cohorts 5 and 6; Year 4: At least 29 members of cohorts 5 and 6 complete the program; 30 new teachers enroll in cohorts 7 and 8; Year 5: At least 29 members of cohorts 7 and 8 complete the program.

3. End-of-Project Grant Activities (Year 5)

- **All year** – Co-PDs to present at conferences to share the project design (with particular focus on the Saturday Seminars, observation cycles, teaching philosophy statements, and use of the blog) so that other programs may replicate parts of the project
- **May 2022** – Host the culminating conference for the grant at Webster University
- **September 2022** – Submit Final Performance Report (FPR)

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COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1430662529A1

DATE:02/14/2017

ORGANIZATION:

FILING REF.: The preceding agreement was dated 03/16/2012

Webster University

470 East Lockwood Ave.

Saint Louis, MO 63119-3194

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

SECTION I: Facilities And Administrative Cost Rates

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	06/01/2016	05/31/2020	50.00	On Campus	All Programs
PRED.	06/01/2016	05/31/2020	25.00	Off Campus	All Programs
PROV.	06/01/2020	Until Amended			Use same rates and conditions as those cited for fiscal year ending May 31, 2020.

*BASE

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

ORGANIZATION: Webster University

AGREEMENT DATE: 2/14/2017

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

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

TREATMENT OF PAID ABSENCES

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

Equipment Definition -

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

FRINGE BENEFITS:

FICA
TIAA/CREF
Disability Insurance
Life Insurance
Health Insurance
Dental Insurance
Vision Insurance

The next indirect cost rate proposal based on actual costs for the fiscal year ending May 31, 2019 is due on November 30, 2019.

ORGANIZATION: Webster University

AGREEMENT DATE: 2/14/2017

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 Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, 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:

Webster University

(INSTITUTION)

(b)(6)

(SIG)

ANA KARAMAN

(NAME)

VP & CFO

(TITLE)

2/22/2017

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Arif M. Karim - A

Digitally signed by Arif M. Karim - A
DN: c=US, o=U.S. Government, ou=HHS, ou=PSC, ou=People,
cn=Arif M. Karim - A, o.9.2342.19200300.100.1.1=2000212895
Date: 2017.02.17 15:36:37 -0500

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

2/14/2017

(DATE) 7258

HHS REPRESENTATIVE: Theodore Foster

Telephone: (214) 767-3261

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

Webster University NPD Budget Narrative

1. Personnel

All personnel costs are budgeted with an estimated 2% salary increase per year.

DJ Kaiser, PhD, Co-Project Director (Base 12-month salary starting at \$78,473)

Yin Lam Lee-Johnson, PhD, Co-Project Director (Base 12-month salary starting at \$73,189)

The two Co-Project Directors (Co-PDs) will each commit 50% of their time to the management of this project in Year 1 to ensure appropriate setup and also in Year 5 for end-of-project evaluation and presentations of findings at conferences. In Years 2–4, the Co-PDs will each commit 25% of their time to the management of this grant to ensure continuity of grant activities and data collection. They will supervise the Grant Coordinator, develop and modify the curriculum for all grant activities, teach TESL courses, advise grant participants, communicate with participating schools, oversee the research aspects of this project, work with the grant evaluator, plan the culminating conference, and ensure that all grant activities are compliant with federal guidelines. Grant funds requested to cover the Co-PDs' salaries are specifically for administration and evaluation activities that will take them away from their regular teaching load.

Grant Coordinator (TBN) @ 100% effort * base salary \$45,000. The Grant Coordinator is a full-time position that will report to the Co-PDs and be responsible for the day-to-day administration of the grant (e.g., coordinating application process for cohorts, communicating with all grant participants including school district personnel, and organizing documents needed for evaluation, research, and reports). He or she will have a 12-month contract.

Name	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Dr. Kaiser	\$39,236	\$20,011	\$20,411	\$20,819	\$42,472	\$142,949
Dr. Lee-Johnson	\$36,595	\$18,663	\$19,036	\$19,417	\$39,611	\$133,322
<i>TBD Coordinator</i>	\$45,000	\$45,900	\$46,818	\$47,754	\$48,709	\$234,181
Total Salary	\$120,831	\$84,574	\$86,265	\$87,990	\$130,792	\$510,452

2. Fringe

Webster fringe benefits are calculated at 17.15% (FICA & TIAA-CREF) * salary + \$7,424 in benefits * % effort on grant.

Name	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Dr. Kaiser	\$10,441	\$5,288	\$5,356	\$5,426	\$10,996	\$37,507
Dr. Lee-Johnson	\$9,988	\$5,057	\$5,121	\$5,186	\$10,505	\$35,857
<i>TBD Coordinator</i>	\$10,867*	\$15,296	\$15,678	\$16,070	\$16,472	\$74,383
Total Fringe	\$31,296	\$25,641	\$26,155	\$26,682	\$37,973	\$147,747

* New employees not eligible for TIAA-CREF first year (less 9.5%)

3. Travel

Annual travel to DC for mandatory NPD Project Directors Meeting: **\$2,800 per year.**

Based on airfare from St. Louis to DC \$600 * 2 = \$1,200. Hotel \$300/night for 2 nights * 2 = \$1,200. Food & ground transportation @ \$100/day * 2 per person * 2 = \$400.

Mileage for three visits for each Project Director to each participating school. Estimated 380 miles total for PD 1 and PD 2 in Year 1 @ 53.5 cents per mile = **\$407 per year.**

Additional travel to other NPD grant recipients in Year 1: \$3,000. The Co-PDs will review

funded proposals and network at the first NPD Project Directors Meeting to identify two other projects that may help inform best practices, especially for the development of the Saturday Seminars curriculum.

Based on average domestic airfare from St. Louis \$350 * 2 trips * 2 people = \$1,400. Hotel \$100/night for 2 nights * 2 people * 2 times = \$800. Food & ground transportation @ \$100/day * 2 days per trip * 2 people * 2 times = \$800.

Additional travel in Year 5 to travel to present on the project and findings: \$9,000. Dr.

Kaiser and Dr. Lee-Johnson have extensive experience presenting at domestic and international conferences including the Teachers of English to Speakers of Other Languages (TESOL) International Convention and Expo and conferences of the American Educational Research Association (AERA), Midwest TESOL (MIDTESOL), TESOL Arabia (United Arab Emirates), and BRAZ-TESOL (Brazil). In order to have a higher impact on teacher capacity; improve parent, family, and community engagement; and enhance EL learning, the Co-PDs will focus time in Year 5 (when fewer classes are offered and after three cycles of data have been analyzed) to present at major conferences.

Estimates based on past travel expense reports to present at major conferences:

TESOL International Convention estimate from St. Louis to Houston, TX: airfare \$400 * 2 people = \$800. Hotel \$225/night for 3 nights * 2 people = \$1,350. Food & ground transportation @ \$100/day * 2 people * 4 days = \$800. Conference registration & fees \$525 * 2 = \$1,050. Total \$4,000.

AERA Conference (location TBD) airfare from St. Louis \$400 * 2 people = \$800. Hotel \$225/night for 4 nights * 2 people = \$1,800. Food & ground transportation @ \$100/day * 2 people * 5 days = \$1,000. Conference registration & fees \$200 * 2 = \$400. Total \$4,000.

MIDTESOL Conference estimate from St. Louis to Kansas City, MO. Hotel \$150/night * 2 nights * 2 people = \$600. Food & ground transportation @ \$100/day * 2 people * 2 days = \$400. Total \$1,000.

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Total Travel Costs	\$6,207	\$3,207	\$3,207	\$3,207	\$12,207	\$28,035

4. Equipment

2 - SPNL-6065-V2 SMART Boards (\$6,000 each) **\$12,000** with **SMART kapp iQ** (\$399 each) **\$798** + 2 three-year warranties @ (\$480 each) **\$960** + 2 **Chief XL Fusion carts** (\$1,400 each) **\$2,800 = SMART Board Total = \$16,558.**

SMART Boards are identical or similar to those used in the participating districts’ classrooms and are not standard in Webster University classrooms. These will be used with the HOVERCAMS and iPads (listed under supplies) to model best practices on how to integrate technology into the classroom to make content more comprehensible to English learners.

5. Supplies

\$110 per year is requested for supplies for the Grant Coordinator, which include Printer Cartridges (\$30 * 2) = **\$60, Paper** (one 8-ream case) = **\$50.** These supplies will be used by the Grant Coordinator in his or her office to print key documents needed to track grant participants’ progress and other materials needed for grant-related meetings.

\$80 per year is requested for AA Batteries (2 lots of 100 AA batteries) for the wireless microphones, which will be used for formal faculty observations to be done for project evaluation (see below).

The supply costs below are budgeted for Year 1 only:

- **2 HOVERCAM SOLO 8 DOCUMENT CAMERAS @ (\$1,700 each) \$3,400**

The HOVERCAM cameras will integrate with the SMART Boards during certification classes to model new ways to use technology already available in participating districts.

- **iPads 32GB iPad 2 @ \$500 + Apple Care maintenance package \$100 per device = \$600 * 32 units. Total = \$19,200.**

iPads will be used during certification classes to integrate mobile technology into classroom instruction. These mobile devices are often used in individual instruction with ELs. Faculty will enhance grant classes with the same types of uses and activities grant participants can do in their own classrooms. iPads will be purchased and maintained on-site to be available for successive cohorts to use during class time.

- **Maas360 \$50 per device * 32 units = \$1,600.**

Maas360 is a device-tracking and security app that will allow the iPads to be tracked and remotely erased if necessary.

- **2 iPad Carts – Bretford PureCharge Cart 20 for iPad and iPad mini (\$1,700 per classroom) = \$3,400.**

These carts will be used on-site to charge, store, and secure the iPads to ensure that they will always be available to grant participants during grant courses.

- **iPad covers (LifeProof nüüd Case for iPad Air 2) \$130 per device * 32 totals = \$4,160.**

These covers will protect the iPads to extend their useful life through the full five years of the grant.

- **2 Apple TV 4th generation 64GB devices (\$200 each) = \$400.** Apple TV devices will allow faculty and students to share work on their iPads to the SMART Boards to enhance the

integration of technology in classes.

- **2 MacBook Pros** (including a 13-inch screen, 3.1GHz i7 processor, 16GB RAM, 1TB Flash Storage, Thunderbolt to Gigabit Ethernet Adapter, Mini Display Port to VGA Adapter, Apple Care, USB SuperDrive, power adapter, and MagSafe Converter) @ \$3,200 each = **\$6,400**

The Grant Coordinator will need a laptop to take minutes at meetings in various locations, be on-site during Saturday Seminars, and attend other meetings on and off campus.

The Visiting Assistant Professor will need a laptop to use during classroom instruction, to use on-site during Saturday Seminars, and to attend other meetings on and off campus.

- **2 Laptop cases** (\$50 each) = **\$100.**
- **1 Printer** for Grant Coordinator = **\$300.**

The Grant Coordinator will need a printer in his or her office to be able to print confidential records to track grant participants' progress throughout the project, financial documents, and other materials related to the project activities and evaluation.

- **2 Video cameras – Canon VIXIA R800 video cameras** for faculty to record teacher observations @ \$300 per unit = \$600 + 2 Pelican 1200 Camera cases @ \$42 each = \$84 + 3Pod Orbit Tripods for video recording 2 @ \$200 each = \$400. Total = **\$1,084.**

Video cameras will be used by the Co-PDs during formal observations so that authorized recordings of classroom instruction of grant participants may be used for project evaluation.

- **2 wireless microphones – Sennheiser EC 100W** @ \$900 each (each with a microphone and receiver) = **\$1,800.**

Wireless microphones will ensure better audio quality for recordings made for evaluation purposes.

- **8 64Gig Digital Media Cards** @ \$25 each + 2 Delkin card readers @ \$12 each = **\$224.**

Co-PDs may need to conduct several longer observations in a shorter period of time and will need additional media cards to make these recordings.

- **2 External backup drives** (\$250 each) = **\$500**.

One backup drive will be used by the Grant Coordinator to back up files related to project activities and finances (student files, budgets, etc.). The other backup drive will be used by the Co-PDs to back up data and evidence used for project evaluation (e.g., video recordings).

Category	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Equipment	\$16,558					\$16,558
Supplies Annual	\$190	\$190	\$190	\$190	\$190	\$950
Supplies Year 1 Only	\$42,568					\$42,568
Total Equipment & Supplies	\$59,316	\$190	\$190	\$190	\$190	\$60,076

6. Contractual

This NPD project will follow all Department of Education guidelines in 34 CFD Parts 74.40–74.48 (e.g., Procurement standards including purpose of procurement standards, recipient responsibilities, codes of conduct, competition, procurement procedures, cost and price analysis, procurement records, contract administration, and contract provisions) and Part 80.36 (Procurement and each of its subparts.)

The International Institute of St. Louis – The International Institute, with its focus on serving refugees, immigrants, and their families, will be essential in the development of the curriculum for and teaching of the Saturday Seminars on parent, family, and community engagement.

Year 1. Facilitate during 4 Saturday Seminars @ \$1,000 per session = \$4,000 + curriculum preparation and review meetings (24 hours planned in Year 1) @ \$170/hour = \$4,100. Total of **\$8,080**.

Year 2. Facilitate during 4 Saturday Seminars @ \$1,000 per session = \$4,000 plus curriculum preparation and review meetings (16 hours planned for Year 2: 4 prep hours per seminar for 2 seminars and 8 hours of follow-up to review curriculum) @ \$170/hour = **\$6,720**.

Year 3. Facilitate during 4 Saturday Seminars @ \$1,000 per session + curriculum review (8 hours at \$170/hour) = **\$5,360**.

Year 4. Facilitate during 4 Saturday Seminars @ \$1,000 per session + curriculum review (4 hours at \$170/hour) = **\$4,680**.

Year 5. Facilitate during 4 Saturday Seminars @ \$1,000 per session + curriculum review (4 hours at \$170/hour) + a \$2,000 honorarium for speaking at the end-of-project conference = **\$6,680**.

St. Louis Mosaic Project – The St. Louis Mosaic Project has connections with more than 200 community partners and organizations, which will be vital for developing and supporting the Saturday Seminars.

Year 1. Curriculum preparation and review meetings (24 hours planned in Year 1) @ \$100/hour * 24 hours = **\$2,400**.

Year 2. Curriculum review (16 hours @ \$100/ hour) = **\$1,600**.

Year 3. Curriculum review (8 hours at \$100/hour) = **\$800**.

Year 4. Curriculum review (4 hours at \$100/hour) = **\$400**.

Year 5. Curriculum review (4 hours at \$100/hour) totaling \$400 + a \$2,000 honorarium for speaking at the end-of-project conference = **\$2,400.**

WordPress - Business Plan – Provides individual logins for grant participants on a secure project blog to be used for research and sharing of grant activities with stakeholders and the community = **\$300** per year.

WestEd (External Evaluator) – Webster University chose WestEd as the external evaluator because of its rigorous research and nonpartisan approach to monitoring projects since 1966. WestEd also has extensive experience working with projects that meet the What Works Clearinghouse standards.

Evaluation Staff	Role	YR1 FTE	YR2 FTE	YR3 FTE	YR4 FTE	YR5 FTE
Bojorquez, Juan Carlos	Project Director	9.0%	7.2%	6.1%	4.1%	11.0%
Nakamoto, Jonathan M.	Analyst	8.6%	7.2%	6.3%	4.5%	7.2%
Washington, Adrienne Q.	Associate	6.8%	6.8%	4.5%	3.2%	9.9%
Total Staff Hours		433.6	376.0	300.0	208.0	500.0
Total Evaluation Cost		\$60,083	\$51,624	\$43,270	\$31,256	\$78,767

Year 1. Instrument development; establishment of matched comparison group for cohorts 3 & 4; collection of baseline data and submission of interim report.

Year 2. Collection of year-end data; establishment of comparison group for cohorts 5 & 6; submission of interim report.

Year 3. Collection of year-end data from cohorts 3, 4, 5, & 6 and respective comparison groups; impact analysis on cohorts 3 & 4; interim report.

Year 4. Collection of year-end data from cohorts 5 & 6 and comparison group; impact analysis on cohorts 5 & 6; interim report.

Year 5. Additional impact analysis on pooled data from cohorts 3, 4, 5, & 6; submission of final report.

Contract	Year 1	Year 2	Year 3	Year 4	Year 5	Total
International Institute	\$8,080	\$6,720	\$5,360	\$4,680	\$6,680	\$31,520
STL Mosaic Project	\$2,400	\$1,600	\$800	\$400	\$2,400	\$7,600
WordPress	\$300	\$300	\$300	\$300	\$300	\$1,500
WestEd	\$60,083	\$51,624	\$43,270	\$31,256	\$78,767	\$265,000
Total Contractual	\$70,863	\$60,244	\$49,730	\$36,636	\$88,147	\$305,620

7. Construction

Not applicable.

8. Other Costs

Mentor Teacher Stipends to reimburse mentors for time on grant activities. Mentor teachers with ELL Certification will be recruited from the participating school districts and will make a two-year commitment to work with a group of 3–5 grant participants through 8 Saturday Seminars and 2 rounds of observations.

Year 1. *Undergoing orientation:* 8 teachers * 3 hours orientation = 24 hours @ \$25/hour = \$600. *Helping with Saturday Seminars:* 4 Seminars with 8 groups for 6 hours = 192

hours @ \$25/hour = \$4,800. *Mentor teacher observations*: 30 observations (1 hour each) @ \$25/hour = \$750. Mentor teacher stipends for Year 1: 246 hours @ \$25/hour = **\$6,150**.

Years 2–4. Orientation: 1 orientation, 16 teachers @ \$25/hour * 3 hours = \$1,200.

Saturday Seminars: 4 seminars * 16 groups * 6 hours @ \$25/hour = \$9,600. *Mentor teacher observations*: 60 mentor teacher observations @ \$25/hour * 1 hour = \$1,500.

Total mentor teacher stipends for Years 2–4 = **\$12,300** per year.

Year 5. Orientation: 1 orientation with 8 teachers for 3 hours * \$25/hour = \$600.

Saturday Seminars: 4 with 8 groups for 6 hours @ \$25/hour = \$4,800. *Mentor teacher observations*: 30 for 1 hour each = \$750. Total mentor teacher stipends for Year 5 =

\$6,150.

Substitute Teachers. The project will reimburse districts to pay substitute teachers while cohort members and mentor teachers conduct required observations. Calculations assume half-day reimbursement per observation and assume an equal number of observations among 3 participating districts at the following rates: Parkway \$129 per day (10 half-days = \$645), Ritenour \$100 per day (10 half-days = \$500), SLPS \$93 per day (10 half-days = \$465); sum of half-day rates = \$1,610 per round of observations.

Year 1: Cohort 1 will participate in 3 rounds of observations @ \$1,610 per round = \$4,830, and cohort 2 will also participate in 3 rounds = \$4,830. Total substitute teacher expenses for Year 1 = **\$9,660**.

Year 2: Cohort 1: Reimburse districts for substitutes during 3 rounds of observations @ \$1,610 = \$4,830. Cohort 2: 3 rounds @ \$1,610 = \$4,830. Cohort 3: 3 rounds @ \$1,610 = \$4,830. Cohort 4: 3 rounds @ \$1,610 = \$4,830. Total substitute teacher expenses for Year 2 = **\$19,320**.

Year 3: Cohort 3: Reimburse districts for substitutes during 3 rounds of observations @ \$1,610 = \$4,830. Cohort 4: 3 rounds @ \$1,610 = \$4,830. Cohort 5: 3 rounds @ \$1,610 = \$4,830. Cohort 6: 3 rounds @ \$1,610 = \$4,830. Total substitute expenses for Year 3 = **\$19,320.**

Year 4: Cohort 5: Reimburse districts for substitutes during 3 rounds of observations @ \$1,610 = \$4,830. Cohort 6: 3 rounds @ \$1,610 = \$4,830. Cohort 7: 3 rounds @ \$1,610 = \$4,830. Cohort 8: 3 rounds @ \$1,610 = \$4,830. Total substitute expenses for Year 4 = **\$19,320.**

Year 5: Cohort 7 will participate in 3 rounds of observations @ \$1,610 per round = \$4,830, and cohort 8 will participate in 3 rounds = \$4,830. Substitute Teacher Total Year 5 = **\$9,660.**

Saturday Seminar Honoraria for guest speakers: \$100 per seminar * 4 seminars = **\$400** each year. In order to engage the grant participants more and make the seminar content more relevant to the St. Louis area, we will identify guest speakers from the community (with the assistance of our community partners and school districts).

Printing. \$500 per year. For color printing and bulk printing as needed for Saturday Seminars and meeting materials with the Advisory Committee and district partners.

Conference. \$10,000 honorarium for a well-known keynote speaker in Year 5; \$1,200 for travel, lodging, and per diem for the keynote speaker; and \$1,000 for advertising and programs for the conference. **Total for the conference = \$12,200.**

The end-of-project conference will provide an opportunity for grant participants to share their group projects (developed through the Saturday Seminar curriculum) and strategies to increase family, parent, and community engagement with the greater St. Louis community. Having a

well-known keynote speaker will help generate greater interest in the conference so that grant participant presentations may reach more school teachers, school professionals, and community members.

Other Costs	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Mentor Stipend	\$6,150	\$12,300	\$12,300	\$12,300	\$6,150	\$49,200
Sub. Teachers	\$9,660	\$19,320	\$19,320	\$19,320	\$9,660	\$77,280
Sat. Sem. Honoraria	\$400	\$400	\$400	\$400	\$400	\$2,000
Printing	\$500	\$500	\$500	\$500	\$500	\$2,500
Presenter Honoraria					\$10,000	\$10,000
Presenter Travel					\$1,200	\$1,200
Conference Other					\$1,000	\$1,000
Total Other	\$16,710	\$32,520	\$32,520	\$32,520	\$28,910	\$143,180

9. Total Direct Costs (1–8) Sum of lines 1–8:

Year 1 – \$305,223

Year 2 – \$206,376

Year 3 – \$198,067

Year 4 – \$187,225

Year 5 – \$298,219

TOTAL DIRECT COSTS – \$1,195,110

10. Indirect Costs calculated at Training Grant rate of 8% of Modified Total Direct Costs:*Year 1 – \$23,093**Year 2 – \$16,510**Year 3 – \$15,845**Year 4 – \$14,978**Year 5 – \$23,858***TOTAL INDIRECT COSTS – \$94,284****11. Training Stipends**

Note that tuition rates increase an estimated 3% annually per 3-credit course and are rounded to the nearest \$5 amount.

Year 1. Tuition: Cohorts 1 & 2 = 30 teachers * 4 (3-credit) courses @ \$1,155 per course + 1 (3-credit) Saturday Seminar @ \$1,155 = **\$173,250. Application Fees:** 30 new students @ \$50 each = **\$1,500. Books:** Required course texts @ \$1,285 per person for 32 people (texts to be reused by successive cohorts) = \$41,120. Farrell's book @ \$47.95 * 120 teachers (all NPD cohort members) = \$5,754. Total books = **\$46,874.** Note that enough course texts will be purchased for each student to borrow during the term he or she is taking each class. Every grant participant will need a copy of Farrell's book, so these will all be purchased in Year 1 to purchase in bulk. ***Total Training Stipends for Year 1 = \$221,624.***

Year 2. Tuition: Cohorts 1 & 2 (30 teachers) take 3 classes = \$108,000 + summer prerequisites @ \$1,230 (new fiscal year rate) = \$36,900. Cohorts 3 & 4 take 4 classes +

Saturday Seminar = \$180,000. Total tuition for Year 2 = **\$324,900**. **Application Fees:** 30 new students * \$50 = **\$1,500**. **Total Training Stipends for Year 2 = \$326,400**.

Year 3. Tuition: Cohorts 3 & 4 (30 teachers) * 3 classes = \$110,700 + summer prerequisites @ \$1,275 = \$38,250. Cohorts 5 & 6 take 4 classes + Saturday Seminar = \$184,500. Total tuition for Year 3 = **\$333,450**. **Application Fees:** 30 new students * \$50 = **\$1,500**. **Total Training Stipends for Year 3 = \$334,950**.

Year 4. Tuition: Cohorts 5 & 6 (30 teachers) * 3 classes = \$114,750 + summer prerequisites @ \$1,320 = \$39,600. Cohorts 7 & 8 take 4 classes + Saturday Seminar = \$191,250. Total tuition for Year 4 = **\$345,600**. **Application Fees:** 30 new students * \$50 = **\$1,500**. **Total Training Stipends for Year 4 = \$347,100**.

Year 5. Tuition: Cohorts 7 & 8 (30 students) * 3 classes = \$118,800 + summer prerequisites @ \$1,365 = \$81,900. Total tuition for Year 5 = **\$200,700**. **Total Training Stipends for Year 5 = \$200,700**.

Cost	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Tuition	\$173,250	\$324,900	\$333,450	\$345,600	\$200,700	\$1,377,900
App. Fees	\$1,500	\$1,500	\$1,500	\$1,500		\$6,000
Req. Texts	\$41,120					\$41,120
Farrell's Book	\$5,754					\$5,754
Total Training Stipends	\$221,624	\$326,400	\$334,950	\$347,100	\$200,700	\$1,430,774

12. Total Costs (Direct + Indirect + Training Stipends)

Year 1 – \$549,940

Year 2 – \$549,286

Year 3 – \$548,862

Year 4 – \$549,303

Year 5 – \$522,777

TOTAL – \$2,720,168