

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



**APPLICATION FOR GRANTS**  
**UNDER THE**

**NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM**

**CFDA # 84.365Z**

**PR/Award # T365Z170072**

**Grants.gov Tracking#: GRANT12391692**

OMB No. , Expiration Date:

Closing Date: Apr 24, 2017

## **\*\*Table of Contents\*\***

<b>Form</b>	<b>Page</b>
<b>1. Application for Federal Assistance SF-424</b>	e3
<b>2. Standard Budget Sheet (ED 524)</b>	e6
<b>3. Assurances Non-Construction Programs (SF 424B)</b>	e8
<b>4. Disclosure Of Lobbying Activities (SF-LLL)</b>	e10
<b>5. ED GEPA427 Form</b>	e11
<i>Attachment - 1 (1236-Lev_GEPA_Statement)</i>	e12
<b>6. Grants.gov Lobbying Form</b>	e13
<b>7. Dept of Education Supplemental Information for SF-424</b>	e14
<i>Attachment - 1 (1237-Lev_HumanSubjects)</i>	e15
<b>8. ED Abstract Narrative Form</b>	e17
<i>Attachment - 1 (1235-Project_Abstract_Lev_2017)</i>	e18
<b>9. Project Narrative Form</b>	e19
<i>Attachment - 1 (1241-Project_Narrative_Lev_FINAL)</i>	e20
<b>10. Other Narrative Form</b>	e61
<i>Attachment - 1 (1238-Letters_of_Support)</i>	e62
<i>Attachment - 2 (1239-Position Descriptions)</i>	e76
<i>Attachment - 3 (1240-Purdue F&amp;A Rate Agreement Dated 02-07-2014)</i>	e79
<b>11. Budget Narrative Form</b>	e80
<i>Attachment - 1 (1234-Leveraging Budget Justification)</i>	e81
<i>Attachment - 1240-Purdue FAndA Rate Agreement Dated 02-07-2014.pdf</i>	e93

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

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="04/21/2017"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

**State Use Only:**

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

**B. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="35-6002041"/>	* c. Organizational DUNS: <input type="text" value="0720513940000"/>
--	---

**d. Address:**

* Street1:	<input type="text" value="155 S Grant Street"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="West Lafayette"/>
County/Parish:	<input type="text" value="Tippecanoe"/>
* State:	<input type="text" value="IN: Indiana"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="47907-2114"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="Curriculum &amp; Instruction"/>	Division Name: <input type="text" value="College of Education"/>
---	---

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Suzanne"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Payne"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="765-494-6204"/>	Fax Number: <input type="text" value="765-494-1360"/>
---	---

\* Email:

**Application for Federal Assistance SF-424**

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

H: Public/State Controlled 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:**

Leveraging the Lectura y Lenguaje: A Collaborative Scale up of Literacy and Language in Indiana Schools

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="1,840,319.00"/>
* 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="1,840,319.00"/>

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

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

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

- Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

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

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

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

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

Name of Institution/Organization

Purdue 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	144,806.00	187,094.00	167,853.00	171,863.00	172,483.00	844,099.00
2. Fringe Benefits	39,274.00	43,879.00	41,785.00	42,801.00	42,848.00	210,587.00
3. Travel	10,261.00	16,736.00	18,526.00	21,526.00	21,526.00	88,575.00
4. Equipment						
5. Supplies	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	12,500.00
6. Contractual	16,846.00	24,185.00	26,108.00	26,541.00	26,981.00	120,661.00
7. Construction						
8. Other	10,320.00	35,913.00	25,973.00	26,395.00	22,976.00	121,577.00
9. Total Direct Costs (lines 1-8)	224,007.00	310,307.00	282,745.00	291,626.00	289,314.00	1,397,999.00
10. Indirect Costs*	17,095.00	22,340.00	20,930.00	21,606.00	21,387.00	103,358.00
11. Training Stipends	2,000.00	92,115.00	93,576.00	81,771.00	69,500.00	338,962.00
12. Total Costs (lines 9-11)	243,102.00	424,762.00	397,251.00	395,003.00	380,201.00	1,840,319.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2014 To: 06/30/2017 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): DHHS, Denise Shirlee (214) 767-3261

The Indirect Cost Rate is 55.00%.

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

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

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

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

PR/Award # T365Z170072

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

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

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

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

## 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.

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>	<b>TITLE</b>
Amanda Hamaker	Director, Pre Award
<b>APPLICANT ORGANIZATION</b>	<b>DATE SUBMITTED</b>
Purdue University	04/21/2017

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

<b>1. * Type of Federal Action:</b> <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	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <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:**

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

<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <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](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

Lev\_GEPA\_Statement.pdf

Add Attachment

Delete Attachment

View Attachment

## GEPA Statement

Purdue has a history of attracting diverse students, staff, and faculty. In 2013, almost 8,000 students (20% of all students) and 2,700 faculty and staff at Purdue represented more than 120 foreign countries. The university and all project personnel will ensure no potential participant or employee will be impeded from participation in this project due to race, color, language or national origin, disability, age, sexual orientation, or parental status; the PI and Evaluator are both of Asian descent and the PI, co-PI and Evaluator speak Spanish, Khmer and Cantonese respectively. Project personnel are committed to equitable hiring practices. Applicants for the two open positions will be recruited from a pool of graduate degree holders in literacy and English language learning. Priority will be given to applicants (a) with experience and/or certified elementary, Masters level or higher EL teachers, (b) with a background in literacy development, (c) with 5 or more years teaching experience with English Learners, and (d) who are from traditionally underrepresented groups. Further, we are committed to recruiting and preparing individuals with disabilities and/or individuals from groups that are underrepresented in the profession.

Potential applicants will be recruited from the following list of resources:

- Indiana Teachers of English to Speakers of Other Languages (INTESOL) listserv of 600, which recruit from a Midwestern membership of EL specialists, many of whom are multilingual and minorities.
- Indiana Department of Education job bank website, announcing position openings in school districts, universities and other educational settings.
  - Website for IDOE job bank at <https://doeonline.doe.in.gov/jobbank/search.aspx>
- Electronic mailings to national universities, online media, professional organizations and conferences, and/or collaboration with existing College of Education recruitment resources.
- Campus agencies including the Disability Resource Center, the Director of Multicultural Programs for the Purdue Graduate School, Office of Diversity Initiatives, and Purdue Office of Diversity and Inclusion for additional recruitment suggestions.

These guidelines will be closely followed to ensure equal access and treatment to individuals who are members of traditionally under-represented groups. See Purdue's non-discriminatory employment practices statement at ([http://www.purdue.edu/purdue/ea\\_eou\\_statement.html](http://www.purdue.edu/purdue/ea_eou_statement.html)).

## 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.

<b>* APPLICANT'S ORGANIZATION</b> Purdue University	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Amanda"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Hamaker"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Director, Pre-Award"/>	
* SIGNATURE: <input type="text" value="Amanda Hamaker"/>	* DATE: <input type="text" value="04/21/2017"/>

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

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

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Patricia	<input type="text"/>	Morita-Mullaney	<input type="text"/>

Address:

Street1:	100 N University Street
Street2:	Beering Hall of Liberal Arts and Education
City:	West Lafayette
County:	Tippecanoe
State:	IN: Indiana
Zip Code:	47907-2098
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
<input type="text" value="765-494-2358"/>	<input type="text" value="765-496-1622"/>

Email Address:

**2. Novice Applicant:**

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

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

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

Yes  No

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

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

No Provide Assurance #, if available:

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

<input type="text" value="Lev_HumanSubjects.pdf"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
--	---	--	--

**Human Subjects Involvement and Characteristics:** Throughout this project we will work directly with a total of 50 in-service elementary teachers obtaining an EL license, 120 pre-service teachers, and 12 elementary school administrators, 4 EL directors, and, indirectly, with the EL children and/or families (40) who are taught by the in-service teachers within rural and urban districts in Central Indiana. Teacher and administrator participants will not be excluded due to age, race, degrees held, or years of experience. Children and families will not be excluded due to age or race, and will be included based on current or historic English language learning status. Our research involves English language learners, an underserved population frequently in need of assessment and intervention in order to accomplish learning gains in school more similar to those of native English speakers.

**Sources of Materials:** Data will be collected on teacher performance in intervention programs using classroom observations and activity performance that will be audio and video recorded. Data on usability and feasibility of the program will be collected via surveys, rating scales, interviews and questionnaires. Data will be collected from school administrators via surveys and interviews. Data will be collected on EL student learning using standardized measures, already collected within the schools, not by the researchers, as well as by direct observation of teachers' video and audio recordings. Data collected on EL families will include program needs assessment, interviews, and video reading vignettes.

**Recruitment and Informed Consent:** The Principal Investigator (PI) will contact each of the partner school districts and collaborate with the EL Director in order to identify possible teacher participants. The PI will send out an email and informational flyer as well as the informed consent documents to each school district. Elementary educators can return the informed consent form to the PI or Program Manager via email, mail, or in person. Our family-community engagement will collaborate with district EL directors and district family liaisons and will collect informed consent forms from EL families. The PI/co-PI will be available by phone or video conference to meet with educators or families to give them more information about the study, as needed. Signed informed consent/assent documents will be stored at Purdue University for participating teachers and students. No waivers for consent have been submitted or approved by the Institutional Review board.

**Potential Risks:** The risks to the teacher, administrator, family liaisons, student and family participants are low and not outside of the everyday risks experienced by the student or teacher participants in routine classroom settings. There is a potential risk of breach of confidentiality in any research study and we will take steps to minimize this possibility.

**Protection Against Risk:** Data will be collected using paper and pencil and computer software programs. The paper data sheets and any identifier records will be stored in a locked cabinet in the PI's office at Purdue University. Electronic data and video recordings from participants will be stored on a password protected computer. No identifying information will be entered into the electronic files. Video and audio recordings will be destroyed 7 years after the conclusion of the study unless participants have provided written permission for recordings to be used for conference presentations, training or pre- or in-service educational courses.

**Importance of the Knowledge to be Gained:** Teachers may demonstrate an increased

knowledge and implementation of skills for English language learners and their families. Administrators may demonstrate an increased knowledge and greater support for their EL teachers, EL students, and EL families. Students may demonstrate increased learning gains as a result of teachers' implementation of skills and knowledges. EL families may demonstrate increased abilities to communicate with their children's teachers and/or administrators and a stronger connection with their children's literacy and English language development education. This study seeks to teach educators effective literacy and English language development strategies for use with English language learners. The results of this research may contribute to the fields of EL and literacy education by providing educators and researchers with appropriate and effective means of providing EL professional development.

**Collaborating Site(s):** Professional development for educators will occur primarily at and in partnership with the Wabash Valley Education Center in West Lafayette, IN, Central Indiana Educational Services Center in Indianapolis, IN, La Plaza in Indianapolis, IN, Indiana Teachers of English to Speakers of Other Languages in Indianapolis, IN and the Indiana Department of Education. Participating school districts where observations will occur during regular school hours will include the Lafayette, Frankfort, Logansport, and Metropolitan School District (MSD) of Lawrence school districts. Private schools in the Lafayette (2) and MSD of Lawrence (4) will also be invited to participate annually. Additional districts, including private schools will be added during the scale up portion 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:

## **Project Abstract: Leveraging the Lectura y Lenguaje**

- 1) Name of IHE:** Purdue University, West Lafayette, Indiana
- 2) Program Partners:** La Plaza, Indiana TESOL (INTESOL), Indiana Department of Education (IDOE), Wabash Valley Education Center (WVEC), Central Indiana Education Service Center (CIESC), Lafayette Schools (LS), Community Schools of Frankfort (CSF), Logansport Schools (LS) and Metropolitan School District of Lawrence (MSDLT)
- 3) Program Title:** Leveraging the Lectura y Lenguaje: A Collaborative Scale up of Literacy and Language for ELs in Central Indiana
- 4) Grant Priorities:** Competitive Preference Priority 1\*: Moderate Evidence of Effectiveness; Competitive Preference Priority 2: Improving Parent, Family, and Community Engagement. Carlo, M. S., August, D., McLaughlin, B., Snow, C. E., Dressler, C., Lippman, D. N., . . . White, C. E. (2004). <http://eric.ed.gov/?id=EJ684719>  
Lesaux, N.K., Kieffer, M.J., Kelley, J.G. & Harris, J.R.(2014)<https://eric.ed.gov/?id=EJ1045653>
- 5) Project Description:** The purpose of the Leveraging the Lectura y Lenguaje [Literacy & Language] project is to increase the overall literacy and English language development capacities of elementary pre- and in-service educators, administrators and family liaisons in Central Indiana. The project will create literacy and language bridges with a community agency that will positively contribute to EL family engagement, teacher quality and student achievement in literacy and English language learning. Dissemination plans are also addressed. Overall, its aims are to increase the expertise and create a stable EL infrastructure for Central Indiana schools.
- 6) Types of Participants Served:** The Leveraging the Lectura y Lenguaje project will serve pre-service elementary teachers (120), in-service elementary teachers with licensure (50), building and district administrators (12), district family liaisons (4) and EL parents (40). N=226.
- 7) Project goals, objectives, and performance outcomes:**  
**Goal 1)** Increase the number of specialized in-service EL teachers in Central Indiana through EL licensure cohorts (50), and improve EL preparation of administrators serving them (12):  
*Objective 1.1: EL Licensure.* License 50 EL teachers to enhance EL specialty within elementary classrooms. Performance outcomes: Increase fidelity of application of ELD framework within literacy and ELD instruction. *Objective 1.2: Randomized Control Trial with treatment EL teachers.* Performance outcomes: Effects of coaching on the fidelity of the ELD framework. *Objective 1.3: Principal Leadership Institute.* Performance Outcomes: Increased awareness of an ELD framework and family literacies. **Goal 2)** Improve the preparation of pre-service teachers (120) in Purdue University's College of Education to provide effective language and literacy instruction for ELs: *Objective 2.1: Integrate ELD into literacy courses, Objective 2.2: Revise ELD Methods course, Objective 2.3: Expand EDCI 370 credit and practicum hours.* Overall Performance Outcomes include course content changes, increased credit and clinical practicum time. **Goal 3)** Engage families, schools and community agencies in literacy partnerships, maximizing the role of parents (40) in EL student's academic achievement and English language learning: *Objective 3.1: Family-Community-School Needs Assessment, Objective 3.2: Develop infrastructures with community agencies, family liaisons, parents and in-service teachers, Objective 3.3: Create family literacy videos for pre- and in-service teachers.* Performance Outcomes: Effect on pre- and in-service educators' understanding of family literacies.
- 8) Contact: Project Director's name, telephone and e-mail:** Dr. Trish Morita-Mullaney, 317-750-4068 (cell), (765) 494-2358 (office), [tmoritam@purdue.edu](mailto:tmoritam@purdue.edu)

## Project Narrative File(s)

---

\* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

---

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

## Table of Contents

<b>Quality of the Project Design</b> .....	<b>1-21</b>
Introduction.....,	1-2
Background and Significance .....	2-8
(1) Extent to which project is guided by strong theory.....	8-10
(2) Goals, objectives, and outcomes are clearly specified and measurable .....	10-18
(3) Extent to which design results will guide project replications.....	18-21
 <b>Quality of Project Personnel</b> .....	 <b>21-24</b>
(1) Project will encourage underrepresented minority participation.....	21
(2) Qualifications, training and experience of project director/PI.....	21-22
(3) Qualifications, training and experience of key personnel.....	22-24
 <b>Quality of the Management Plan</b> .....	 <b>24-27</b>
(1) Adequacy of the management plan to achieve objectives .....	24-26
(2) Appropriate and adequate time commitment of personnel to meet objectives...	26-27
 <b>Quality of the Project Evaluation</b> .....	 <b>27-34</b>
(1) Methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.....	27-30
(2) Methods of evaluation will produce evidence about project’s effectiveness that meet the What Works Clearinghouse Evidence Standards with reservations .....	30-31
(3) Evaluation will provide valid/reliable performance data on outcomes.....	31-34
(4) Methods of evaluation will provide performance feedback .....	34
Logic Model.....	35

## Quality of Project Design

Language programs serving English Learners (EL) in Indiana schools have been gravely under-resourced, resulting in educators with limited expertise and frequent use of pre-existing literacy-based interventions that may not be well-suited for ELs (Morita-Mullaney, 2016). A lack of awareness of effective language pedagogies often defaults to interventions that attempt to combine English language development (ELD) and literacy development under the false assumption that they are synonymous. This affects *both* academic and English language learning gains, while reducing cumulative access to effective literacy instruction that is linguistically appropriate and academically rigorous for ELs. Further, due to lack of state-level language policies, teachers and administrators often have limited access to high quality professional development on teaching ELs as such expectations for pre- and in-service teachers is not an Indiana requirement (Ballantyne, Sanderman, & Levy, 2008; Indiana Department of Education, 2010). Thus, general education instruction for ELs is frequently the default instructional model (DeJong & Harper, 2005) with instruction primarily accomplished through EL pull-out by certified or classified educators. This model is considered the least effective in helping ELs attain English proficiency and succeed academically in mainstream English-only classrooms and is the most costly language model for ELs over time (Thomas & Collier, 1997, 2002; Umansky & Reardon, 2014). Such models restrict the capacity building of general education teachers with whom ELs spend most of their instructional time.

Indiana's EL student population has grown by 492% in the past 18 years, making it one of the faster-growing EL populations in the country (Migrant Policy Institute, 2015), thereby increasing the demand for effective EL and general education teachers and administrators. Among the four school districts for this proposed project, there are currently only eight

elementary teachers with EL certification—a 1:319 teacher/EL student ratio. Further, the lack of external resources and increasing EL population is exacerbated by a perception that EL parents are to blame for their children’s language and academic struggles in schools (Baquedano-López, Alexander, & Hernandez, 2013). The parents’ role in education is often dismissed or diminished, thereby removing another essential element in the child’s education. In order to address Indiana’s EL education shortcomings in literacy and ELD there is a critical need to 1) improve literacy and English language development (ELD) instruction among pre- and in-service teachers and administrators within general education elementary classrooms; 2) increase the number of licensed EL teachers, and 3) develop a cohesive infrastructure of teachers, administrators, and EL families and community organizations. Addressing each of these critical areas, the proposed project, *Leveraging the Lectura y Lenguaje*, will improve the capacities of focal area educators for ELs by leveraging the *Lectura*—“reading or literacy” (Spanish translation) with an explicit focus on the *lenguaje* (language). We propose to 1) prepare pre- and in-service teachers to apply an innovative, research-based framework of ELD within an existing evidence-based guided reading program to improve literacy and ELD instruction. Further, ELD content will become fully embedded and language learning explicitly taught throughout the coursework; 2) prepare teachers for EL licensure to address shortages of qualified EL educators; and 3) work collaboratively with area teachers, administrators, EL families, and community organizations to develop a cohesive infrastructure for EL education, thereby enhancing the instructional practices and supports for elementary educators to improve EL students’ learning gains in both literacy *and* English language.

## **BACKGROUND AND SIGNIFICANCE**

**Demographics.** The *Leveraging the Lectura y Lenguaje* partnership consists of four Indiana school districts, Frankfort, Lafayette, Logansport and Metropolitan School District

(MSD) of Lawrence Township; one community agency, La Plaza; two educational service centers which support the four districts, the Wabash Valley (WVEC) and the Central Indiana Educational Services (CIESC) Centers; Indiana Teachers of English to Speakers of Other Languages (INTESOL) and the Indiana Department of Education (IDOE). Letters of collaboration are included (see Attachments). Six private elementary schools have also been directly recruited from these specific regions, but at this time have not committed to the project. Recruitment efforts of private schools will continue throughout the project period (See Management Plan). In each of the partnering districts the English language arts (ELA) portion of the state standardized exam (ISTEP+) shows moderate to significant academic disparities between non-ELs and ELs. Further, Indiana’s annual targets for English learning progress, attainment, and academic achievement (as required by Title III) have not been met in three of the four districts over the last four academic years. Indiana’s school accountability program grades schools on a scale of A-F, which includes student achievement in ELA. All partner LEA district grades are Cs; in two districts, grades have not improved or have declined (Table 1).

<b>School District</b>	<b>Frankfort</b>	<b>Lafayette</b>	<b>Logansport</b>	<b>Lawrence</b>	<b>Average</b>
<b># of ELs</b>	708	735	913	1792	1037
<b>% of Population</b>	22.2%	9.6%	21.5%	11.2%	16.1%
<b>% Free/Reduced Lunch</b>	76.6%	66.3%	56.2%	63.3%	65.6%
<b>State Grade</b>	C	C	C	C	C
<b>Met Eng Assessment Targets</b>	No	No	Yes	No	3/4 No
<b>ISTEP+ ELA, % EL Pass</b>	42.6	57.3	51.7	38.7	47.6
<b>ISTEP+ ELA, % non-EL Pass</b>	54.7	48.9	63.1	57.6	56.1

The four partner districts’ elementary schools currently use the guided reading framework and the related Leveled Literacy Intervention reading intervention program by Fountas and Pinnell

for their ELs (Ransford-Kaldon et al., 2010). However, none of the districts currently has an ELD framework for elementary teachers to inform EL's language development in English, making general literacy instruction the main model for ELD.

Our community partner, La Plaza has a long history of working in Central Indiana with a core mission to create access through educational and health services. Since 2006, La Plaza has worked directly with the MSD of Lawrence and Purdue faculty in creating college and career ready pathways for its youth, achieving a 95% high school graduation rate compared to Indiana's average graduation rate of 60%. They have achieved this aim through a variety of programs, beginning as early as elementary school, which link students, school personnel and parents through engagement activities. This reciprocal partnership is instrumental for EL families' understanding the educational system, and in galvanizing educators to examine practices that limit instructional access.

Our partnering educational services centers, WVEC and CIESC report that school districts frequently request EL professional development for elementary educators, but there are few developed resources to share. INTESOL, an affiliate of TESOL, is working actively to create EL specialist networks throughout the state to meet the professional development needs of general education educators who have limited training in addressing EL student and family needs. The proposed project, *Leveraging the Lectura y Lenguaje* will focus on increasing the quality of ELD instruction within general education classrooms. Our partnership with La Plaza and district family liaisons will link instructional improvement with and among EL families, thereby creating a sustaining infrastructure for ELs, improving their language learning and academic achievement. This model will be disseminated through all of our partners, including INTESOL, WVEC and CIESC, and thus create conditions for scale up.



*Leveraging the Lectura y Lenguaje* will furnish direct support to our partner schools through **three main goals**. First (**Goal 1**), addressing the *Absolute Priorities*, we will license 50 general education elementary teachers with an EL license and provide professional development on literacy and language to 12 elementary administrators during summer Principal Institutes. The 50 licensure teachers will also participate in a Randomized Control Trial (treatment: N=25; control: N=25) with the application of our ELD framework within their own classrooms, testing the efficacy of our ELD intervention which meets WWC's criterion on EL student achievement and English language learning, and thus addresses *Competitive Priority 1*.

Purdue University's five online graduate EL licensure courses are designed for practicing teachers who want to improve their instruction through an add-on EL license. TESOL recognized this outstanding graduate program in 2013 for its innovative delivery model as well as its rigorous alignment to TESOL standards.

The reasoning behind the Principal Institutes above is that principals have little to no training in EL research and praxis during their leadership coursework (Baecher, Knoll, & Patti, 2013), yet serve as key decision-makers in how instruction is shaped for ELs (Menken & Solorza, 2014). To address this weakness, we will host PD for school administrators who are responsible for evaluating the instructional efficacy of literacy and English language learning.

Second (**Goal 2**), to adequately prepare our pre-service teachers to meet the literacy and language needs of ELs in their future classrooms we will improve the preparation of Purdue's pre-service elementary teachers (N=120) by integrating the ELD framework into two literacy methods courses and one EL methodology course.

Purdue University's undergraduate EL course, Teaching English as a New Language was implemented in 2006 to address the shortcomings of ELD preparation among pre-service

teachers. This practicum based course meets the criterion for CAEP and IDOE and hosts the newest developments in research, theory and practice for ELD, which students apply during instructional practicums. We propose an extension of the ELD content to existing literacy methods courses so that ELD content is fully embedded and language learning is explicitly taught throughout key literacy courses.

Preparing our pre- and in-service educators also involves the voices of our EL families at representative schools (**Goal 3**) and addresses *Competitive Priority 2*. Families are key members in the educational process of their EL children that schools often dismiss (Arias, 2015). In partnership with La Plaza and family liaisons from partner districts, we will conduct an assessment of the language and literacy practices of the home and community. The results will be used to identify specific content for the creation of related *family video vignettes* that will be included in pre- and in-service courses and principal institutes on the representation of family languages and literacies in the home, affirming the family's engagement in their children's literacy and language development as well as in PD, connecting families and teachers. In summary, prior needs assessment conducted with our district, state and community partners demonstrates the need for a sustaining infrastructure for EL students and families *Competitive Priorities 1, 2*.

**Instruction:** Many Indiana schools have adopted the Fountas and Pinnell literacy framework which is used during mandatory 90-minute reading blocks in elementary school ("Reading plan and instruction," 2012). Students' reading levels are established by assessments that measure independent reading level and target their zone of proximal development (Fountas & Pinnell, 2013, 2017). Students then receive literacy instruction based on this outcome. The Fountas & Pinnell *Guided Reading* system (<http://www.fountasandpinnell.com>) is an

instructional reading framework designed for implementation by general education elementary teachers. Ransford-Kaldon et al. (2010) have evaluated the related *Leveled Literacy Intervention (LLI)*, and found it effective for struggling readers, including ELs, meeting the *What Works Clearinghouse (WWC)* protocol without reservations.

Despite WWC evidence of effectiveness, Fountas and Pinnell (2013, 2017) noted the guided reading framework requires modification for ELs, but their limited guidance does not explicitly address English language development needs of elementary ELs, nor is it intended to replace direct ELD instruction. Thus, to be effective, it must be modified appropriately and used within a framework of English language development.

To address this concern, we have developed an ELD framework to augment the Fountas and Pinnell guided reading program and, thereby increase its effectiveness for elementary ELs among pre- and in-service elementary teachers. This Purdue ELD framework, nested within guided reading literacy instruction, includes the research-based components of word study, oral language development, and regularly structured times to develop writing skills, components that meet the criterion for WWC protocol with minimal to strong evidence (S. Baker et al., 2014). The Purdue ELD framework will serve as the instructional intervention with our in-service teachers, applied to guided reading, as it simultaneously focuses on literacy and English language development for ELs. By combining an existing evidence-based reading program with an innovative and research-based ELD framework, the proposed project will address the need for improved EL instruction within general education elementary classrooms.

In-service teachers will learn the ELD framework through our in-service EL licensure program, with half receiving additional coaching. Pre-service elementary teachers who will be licensed in general education through the proposed project will learn to apply the ELD

framework during their course of study. Moreover, the proposed project builds a strong foundation of personnel, knowledge and resources, refined for Indiana educators, focused on EL students' needs at the school, family, and community levels, thereby addressing the need for improved infrastructure. In all, five sets of educators—pre-service teachers (120), in-service teachers (50), administrators (12), family liaisons (4) and parents (40)—will be provided with the professional development needed to harness the power of *lectura y lenguaje* (literacy and language) to address the needs of Indiana elementary EL students.

### **EXTENT TO WHICH PROJECT IS GUIDED BY STRONG THEORY**

All goals of *Leveraging the Lectura y Lenguaje* are grounded in sociocultural principles that posit that social interaction and collaboration mediate significant learning in relationship to a specific setting (focal schools) with a particular group of learners (educators and families) within a particular endeavor (improvement of literacy and language for ELs). Social interaction and collaboration is facilitated by project staff and partnering personnel that moves focal participants from their current understandings of ELD and literacy toward a more comprehensive approach that instructionally impacts ELs' student outcomes.

### **Literacy and ELD for ELs: The Content**

The Purdue EL faculty has developed a research-based ELD framework, which is already in use in some EL teacher licensure courses. The Purdue ELD framework augments the guided reading framework so that literacy and ELD can be taught concurrently, enhancing both literacy and English language development outcomes. The Purdue ELD framework is three-fold including academic vocabulary-in-use or word study (Carlo et al., 2004; Nelson, Vadasy, & Sanders, 2011) oral language development (Solari & Gerber, 2008; Wright, 2016), and regularly structured times to develop second language reading and writing skills (Lesaux,

Kieffer, Kelley, & Harris, 2014) nested within a larger aim of literacy as modeled in Figure 1.

The Educator's Practice Guide published by the *What Works Clearinghouse* (S. Baker et al.,

2014) reports that "These

recommendations and practices are

based on the currently available

research evidence and expert

opinion" (p. 3). Coupled with the

guided reading and Leveled Literacy

Intervention (LLI) which

demonstrates moderate to high levels

of effectiveness in literacy development through empirical studies in the *What Works*

*Clearinghouse* with ELs (Ransford-Kaldon, et al., 2010), the Purdue ELD Framework will

improve literacy and English language learning instruction and EL student outcomes.

### The Process

The process for the ELD content with in-service educators (as detailed in Goal 1 below)

is instructional coaching (Saunders, Goldenberg, & Gaillimore, 2009). August et al. (2014) and

Teemant (2014) found that *fidelity of implementation* of an instructional framework was

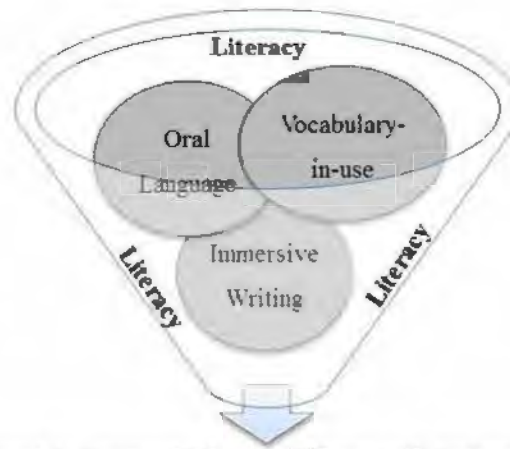
supported by consistent and frequent visits during interventions to provide modeling,

mentoring, and explicit feedback to teachers, mediating shifts in instructional practice. For pre-

service educators (Goal 2) the process of mediating instructional applications of the ELD

framework is through mentoring provided by literacy and EL faculty during field placements.

For our family and community partners (Goal 3), the process for establishing ELD and literacy



*Figure 1: Improved Educator Efficacy with Instructional*

*Practice and Improved Literacy & English language learning*

*of effectiveness in literacy development through empirical studies in the What Works*

*Clearinghouse* with ELs (Ransford-Kaldon, et al., 2010), the Purdue ELD Framework will

improve literacy and English language learning instruction and EL student outcomes.



community partners. The proposed project will thereby address OELA *Competitive Priority 1* of moderate evidence of effectiveness and *Competitive Priority 2* of improving parent, family, and community engagement, with the intent of dissemination through Indiana Education Centers, INTESOL and IDOE and for later scale up to other schools, as shown in Figure 2. A visual representation of the research plan below, including responsible person(s) and timing, is presented in Table 4 in the management plan.

***Goal 1: Increase the Number of Specialized In-service EL Teachers in Schools through EL Licensure Cohorts and Improve EL Preparation of Administrators Serving Them.***

*Objective 1.1: EL Licensure Cohorts: Increase the Number of Highly Qualified, EL licensed Teachers, Trained in the Purdue ELD framework.*

Purdue has a 15-credit (5 courses), intensive, online and award-winning EL program in which current educators can complete an add-on EL license within a 12-month period. Teachers benefit from interactive Web 2.0 technologies, including Voice Thread and Vlogs, which enable communication via video and voice in threaded discussions with instructor and peers in an asynchronous format. With online delivery, our EL licensure courses are fully accessible to teachers at distant locales.

*Activity 1: Provide EL licensure courses.* We will provide access to and cover full tuition for EL licensure for 50 general education teachers. To encourage full participation, upon passing the requisite EL Licensure exam, teachers will receive a \$500 stipend.

*Activity 2: Conduct semi-structured interviews.* We will conduct interviews with all EL licensure teachers at the beginning and conclusion of licensure courses.

***Measurable Outcomes:*** Measure 1: By the end of year 5, 50 in-service educators will have successfully completed the online EL licensure program. Measure 2: 80% will rate the EL

licensure courses as effective to highly effective in improving their language and literacy instruction with ELs. **GPRA 2, 3, 4**

*Objective 1.2: Compare Effects of Coaching on Efficacy of Implementation of ELD Framework with In-service EL-licensure Candidates.*

The Randomized Controlled Trial/Quasi-Experimental Intervention will examine the 50 elementary teachers' implementation of the ELD framework with EL licensure coursework. Treatment teachers (N=25) will receive coaching four times during the year in which they complete their licensure coursework in order to augment their understanding and application of the ELD framework in their elementary classrooms. Control teachers (N=25) will not receive coaching, but will apply the ELD framework during course assignments in the EL licensure program. This Random assignment of teachers into control versus treatment groups enables the quasi-experimental design's approximation of a randomized controlled trial and the subsequent analyses of their students' pre-, mid- and post-test scores.

*Activity 1: Create coaching manuals.* We will create manuals to guide coaching and to support project activities. Manuals will be revised, as needed, during implementation.

*Activity 2: Baseline observations and testing.* Prior to the ELD intervention, teachers will be observed and student data will be collected as outlined in Measurement Tools below.

Results from treatment teachers will inform coaching sessions #1 and 2 (Activity 4).

*Activity 3: Mid-year observation.* All teachers will be observed mid-year using the ELD observation scale in Measurement Tools. Results from treatment teachers will inform coaching sessions #3 and 4 (Activity 4).

*Activity 4: Follow up coaching.* Four times throughout the school year (2/semester), treatment group teachers will be coached to fully conceptualize and implement the Purdue



ELD framework. New content is most effective when coaching accompanies it (Knight, 2009). Upon completion, treatment teachers will receive an additional \$500 stipend.

*Activity 5: Post-observations and testing.* All teachers will be observed and students will be tested (post-test) at the end of the school year following the intervention as above.

*Activity 6: Collect EL instructional videos.* With all necessary permissions, videos of ELD teachers implementing effective practices guided by the Purdue ELD Framework will be collected for use in EL licensure courses and the Principal Institute (Obj 1.3).

*Measurement Tools:* A teacher ELD observation scale will be used with all groups to measure their instructional performance with the Purdue ELD framework. Student language and literacy proficiency data will be collected using the following instruments: (1) guided reading running records of reading proficiency and (2) English language proficiency instrument, WIDA's ACCESS 2.0 for ELs (speaking, listening, reading, writing, and overall English language proficiency level). The collection of reading *and* English proficiency measures is linguistically appropriate for examining the relationship between reading and English language development.

*Measurable Outcomes:* Measure 1: At the conclusion of each school year, during Years 2-5, teachers in the treatment group are expected to improve their implementation of the ELD framework (from developing to proficient) and outperform their counterparts in the control group. Measure 2: Based on past studies (Fountas & Pinnell, 2013, 2017; Ransford-Kaldon et al., 2010), we expect that EL students in the ELD framework treatment group teachers' classrooms will improve their overall English language proficiency level on the ACCESS 2.0 by .55 levels for grades K-3 and by .45 levels for grades 4-6; improve by 4 reading levels in grades K-2 and 5.5 reading levels in grades 3-6 in the Fountas & Pinnell leveled reading benchmarks as measured by guided reading running records. Measure 3: During Years 2-5, 50

teachers in the control and treatment groups will impact between 350-360 unique elementary ELs, meeting the criterion for a Random Control Trial, meeting *Competitive Priority 1*.

Measure 4: 80% of teachers will rate coaching as effective for increasing their ELD knowledge and/or implementation. **GPRA 2, 4**

*Objective 1.3: Principal Leadership Institute: Furnish Professional Development on Literacy and Language to 12 Elementary Administrators.*

Building the infrastructure of EL expertise includes increasing school administrators' EL awareness and support (Menken & Solorza, 2014). Three cohorts of four administrators (N=12) from focal districts will participate in a two-day leadership institute (Years 2, 3, 4) during which they will receive training on second language learning, literacy instructional models, including the Purdue ELD framework (Activity 1), and family literacies (Activity 2).

*Activity 1: Create PD manuals.* We will create manuals for PD and measurement tools to support project activities. Manuals will be revised, as needed, during implementation.

*Activity 2: ELD baseline/post-test.* Administrators will view the ELD implementation videos and assess the quality of literacy and ELD instruction and their perceived effectiveness with ELs, establishing a baseline of understanding. This will be repeated at the end of the two-day session, serving as a post-test assessment.

*Activity 3: Family literacy vignette baseline/post-test.* Administrators will a) watch video vignettes involving EL children and their parents reading together and b) participate in semi-structured interviews, documenting their understanding of what is occurring in the EL child-parent reading interactions both before and after the two-day institute.

*Activity 4: Follow up interviews.* We will conduct follow-up interviews with administrators twice in the school year following the Institute. Descriptive interviews will

solicit current awareness of ELD framework and family literacies in their local context.

*Measurement Tools:* An awareness scale of ELD and literacy will be used to collect pre-/post-data documenting principals' changed awareness through semi-structured interview questions.

*Measurable Outcomes:* Measure 1: We expect principals' awareness of the ELD framework to improve from the leadership institute's post-test from developing to improving and their awareness of family literacies (Goal 3) from the leadership institute's post-test to improve from developing to improving. Measure 2: By the end of year 4, 12 principals will have participated in the Principal Institutes. Measure 3: Follow up interviews will reveal understanding of ELD framework and family literacies, informing subsequent principal institutes. Measure 4: 80% or more of the principals will rate the videos as effective to highly effective. **GPRA 5, 6**

***Goal 2: Improve EL Pre-service Teacher Preparation in Purdue University's Elementary School Education Program.*** Purdue's elementary teacher education graduates will serve in Indiana schools, so it is critical that they observe and apply quality literacy and ELD instruction during their clinical experiences and courses. We will revise these courses to include an articulated ELD component applied in related practicums.

*Objective 2.1: Integrate the ELD framework into key literacy methods courses (EDCI 326: Literacy in the Intermediate Grades and EDCI 363: Literacy in the Elementary School II).*

*Activity 1: Curriculum changes.* Purdue's EL faculty will identify high quality instructional videos from ELD implementation (Obj 1.2) for use in pre-service courses.

*Activity 2: ELD Framework Survey.* We will measure pre-service teachers' understanding of distinctions between ELD and literacy before EDCI 326 and after EDCI 363 and will examine assignments for examples of ELD knowledge integration.

*Objective 2.2: Redesign Elementary ELD Methods Course (EDCI 370: Teaching English as*

*a New Language (ENL)) to Include More Explicit Connections and Distinctions Between Literacy and ELD and to Provide Training in the Purdue ELD Framework.*

*Activity 1: Curriculum changes.* Purdue's EL faculty will meet to incorporate appropriate content into EDCI 370 as in Objective 2.1 activities.

*Activity 2: ELD Framework Survey.* We will measure pre-service teachers' understanding of the distinctions between ELD and literacy before and after EDCI 370 and examine assignments for examples of ELD knowledge integration.

*Objective 2.3: Expand EDCI 370 Instruction and Practicum Hours to Enable Pre-service Teachers Additional Time to Observe and Apply ELD Framework in Clinical Practicums.*

*Activity 1: Increase course hours.* Instructional time will move from 1 hour 40 minutes to 2 hours and 40 minutes/week for a total of 30 hours per semester, adding one credit.

*Activity 2: Increase practicum hours.* Hours in schools will increase from 8 to 12 hours and will enable more robust application of the ELD framework.

*Measurable Outcomes:* Measure 1: By the end of year 4, representative ELD videos will be used in key literacy courses and reflected in syllabi. Measure 2: At the end of year 3, an ELD and literacy model will be present in EDCI 370 course syllabi and related lessons. Measure 3: By Year 4, pre-service teachers will receive one additional credit in ELD 370 and apply ELD framework in all EDCI 370 lessons. Measure 4: Pre- and post-surveys and lessons will show increased understanding of ELD framework. Measure 5: At least 80% of pre-service teachers will rate the courses as effective or highly effective in preparing them to teach ELs. **GPR 1 Goal 3: Engage Families and Community Agencies in Literacy Partnerships, Maximizing the Parents' Role in EL Student's Academic Achievement and English Language Learning.** Family and community engagement is central to language and literacy development of ELs

(Arias, 2015). In pilot work which informs the proposed project, La Plaza and the WVEC, in collaboration with Purdue's College of Education, have examined the multiple ways that EL parents practice literacy and language with their elementary children, including discussions about literacy homework, through the use of their heritage language and English. These family languages and literacies have been shared with Frankfort School educators, one of our focal districts, enabling them to have rigorous and appropriate expectations of EL families and thereby increasing family connections with schools. We will work with La Plaza's Educational Coordinator to scale up this infrastructure among district family liaisons who are *already district employees* of the four focal districts. La Plaza's staff identifies the need to improve the quality of EL family literacies with schools.

*Objective 3.1: Conduct Family-Community-School Needs Assessment among EL parents to Identify Language and Literacy Connections Between School, Community and Home.*

*Objective 3.2: Develop Infrastructures and Methods of Fostering Language and Literacy Engagement Among Educators, EL Families, Schools and Community Agencies.*

*Activity 1: School-teacher-family connection.* ALL EL licensure in-service teachers will attend Family PD (Activity 4) and work with their district family liaison and one EL family on an assignment called *additive family literacies* during EDCI 559.

*Objective 3.3: Create Locally-generated EL Family Literacy and Language Content Videos for Pre- and In-service Teachers and Principal Institute.*

*Activity 1: Produce family literacy video vignettes.* In collaboration with La Plaza's Educational Coordinator, district family liaisons, the Project's Course Coordinator and Purdue's Learning Design and Technology graduate program, we will produce 10 videos of EL parent-child language and literacy interactions to highlight effective at-home

strategies. Later content will be determined by results from Needs Assessment.

*Activity 2: Incorporate family literacy video vignettes into EL licensure courses.* We will incorporate the videos into two (Goal 1) EL licensure courses, EDCI 530 (English language development) and EDCI 559 (Academic Language and Content Area Learning) and one (Goal 2) pre-service course, EDCI 370 (Teaching English as a New Language).

*Activity 3: Family PD.* District family liaisons and La Plaza will use family literacy videos to inform a parent workshop. Educators in EDCI 559 will attend and interact with EL families on their family literacies project.

*Measurable Outcomes: Measure 1: Complete the needs assessment during year 1 and use it to identify the type and degree of language and literacy connections between EL families, schools and communities. Measure 2: 85% of in-service teachers will rate the *additive family literacies* assignment in EDCI 559 as effective to highly effective in shaping their understanding of literacy and language. Measure 3: The family literacy videos viewed by educators, administrators, and parents will be rated as effective to highly effective (by 80%) in shaping their understanding of family literacies and languages. Measure 4: 80% or more of the families and EL teachers attending the Family PD will rate it as effective or highly effective in creating stronger language and literacy connections between home and school. **GPRA 1, 2, 4, 6***

#### **EXTENT TO WHICH DESIGN RESULTS WILL GUIDE PROJECT REPLICATIONS**

Project replications are feasible, appropriate and attainable and are detailed below by each goal and collectively meet GPRA criterion, 1-6.

Goal 1: Through the use of the ELD framework, in-service teachers in the treatment cohort will create a consistent basis for restructuring delivery of intervention and enhance pedagogical understanding around English language learning and literacy differences, thereby

informing the appropriateness and duration of the intervention. Student achievement on three measures serve as outcomes that will demonstrate the efficacy of the ELD intervention and the instructional coaching by showing clear differences between control and treatment groups. Content and process effects can be more easily articulated under the conditions of a control and treatment group, demonstrating the effect of the ELD content on the guided reading and the effect of instructional coaching on its execution. This content (ELD framework within guided reading) and process intervention (coaching) is a replicable model, driven by the urgent need for classroom teachers and EL educators to coordinate resources and instructional models to significantly improve under-resourced Indiana schools.

*Objective 1.1: EL Licensure Cohorts: Increase the Number of Highly Qualified EL-licensed Teachers, Trained in the Purdue ELD Framework.* Purdue University's online EL teacher licensure program is readily available for replication and scale-up. Further, inclusion of ELD and family videos from participating teachers and ELs (Goal 1) and families, communities and schools (Goal 3) means that content is authentic to the local context of their schools.

*Objective 1.2: Compare Effects of Coaching on Efficacy of Implementation of ELD Framework with In-service EL-licensure Candidates.* During the planning phase in year 1, we will create manuals to guide coaching and support activities, revised as needed during implementation. These manuals will support replication of project activities and future scale up. At the end of the project period, we will make the manuals available to the Educational Services Centers, WVEC and CIESC, two key Indiana hubs for EL education materials for educators. We will also share with INTESOL and the IDOE, where the PI has already produced and hosted online modules. In addition, we will share portions of the content of these manuals with in-service educators and pre-service teachers nationally via an online EL resource

site we are developing called the “*Purdue ELL Language Portraits*”

(<http://ellps.squarespace.com>). Results from the study will be disseminated through peer-reviewed conference presentations, manuscripts meeting WWC criteria, and press releases.

*Objective 1.3: Principal Leadership Institute: Provide Professional Development on Literacy and Language to 12 Elementary Administrators.* During the planning phase, prior to the first two-day leadership institute, we will create PD manuals, with measurement tools, to guide activities. These manuals will aid replication of project activities and for future scale-up.

Goal 2: Literacy is the foundational framework for elementary education pre-service teachers whereas English language learning is under-addressed. Throughout this project, the restructuring of elementary literacy courses will make the English language development content-specific, observable, and measurable through the use of lessons that include the Purdue ELD framework. Teachers will learn via observations in literacy and EL clinical practicums, and related instruction in three elementary education courses that include specific distinctions between literacy and ELD. As Purdue University has three full-time EL faculty and cooperating faculty in elementary literacy methods, it is well positioned to execute this project, institutionalize it and facilitate its replication elsewhere. Because Indiana has no requirement of any content-specific pre-service EL preparation, the project is an explicit effort to create a scale-up model for other Indiana universities to improve EL preparation of general education elementary teachers. Our TESOL-award winning online program has already been presented to and supported by the Indiana Blue Ribbon Commission.

Goal 3: Family liaisons create bridges between EL families, students, and schools that are replicable within this project as schools already have such roles instituted. By creating a model of collaboration between community agencies, schools, and EL families, with a central



focus on language and literacy, the scale within the four districts can expand to other regions of the state and serve as a national model for quickly growing EL communities.

### **Project Personnel**

#### **EXTENT TO WHICH PROJECT IS INCLUSIVE OF MINORITY GROUPS**

Purdue has a history of attracting diverse students and faculty. In 2013, almost 8,000 students (20% of all students) and 2,700 faculty and staff at Purdue represented more than 120 foreign countries. The university and all project personnel will ensure that no potential participant or employee will be impeded from participation in this project due to race, color, language or national origin, disability, age, sexual orientation, or parental status; the PI and Evaluator are both of Asian descent. The PI, co-PI and Evaluator are bilingual in Spanish, Khmer and Cantonese. University guidelines will be closely followed to ensure equal access and treatment to individuals who are members of traditionally under-represented groups including: (a) members of racial or ethnic minority groups, (b) women, and (c) persons with disabilities. See Purdue's non-discriminatory employment practices statement at ([http://www.purdue.edu/purdue/ea\\_eou\\_statement.html](http://www.purdue.edu/purdue/ea_eou_statement.html)).

#### **QUALIFICATIONS, TRAINING AND EXPERIENCE OF PROJECT DIRECTOR**

The Project Director / Principal Investigator (~28% effort), Dr. Trish Morita-Mullaney is an Assistant Professor of Language, Literacy and Education at Purdue University where she teaches in-service teachers and pre-service teachers in literacy and EL education. She is of Asian-American descent and bilingual in Spanish and English. She has developed interactive online content for the EL licensure program and has expertise in mixed methods and qualitative design. She authored 11 journal articles and book chapters and received grants to conduct local research on the distinctions between literacy and ELD as seed support for later scale up through

this proposed NPD project. She has served as an EL specialist at the Indiana Department of Education and as an EL coach. She led a district EL program that hosted a 2007 NPD project and co-published her work with the PI (Brooks, Adams & Morita-Mullaney, 2010) and presented outcomes at TESOL. Currently, she works with Wabash Valley educators on the distinctions between literacy and ELD. She is an active leader in the K-12 Indiana educator community having served as INTESOL's president in 1999 and 2015. During her recent presidency she developed the regional *INTESOL EL Collaboratives* to create regional networks of support for its educators of ELs, which will assist with future scale up. She will oversee all project components, including administration, staff supervision, finances, recruitment, instruction, data collection, analysis and meeting timelines, benchmarks and evaluations.

#### **QUALIFICATIONS, TRAINING AND EXPERIENCE OF KEY PERSONNEL**

The Co-PI/Course Director is Dr. Wayne E. Wright (~10%), Professor and the Barbara I. Cook Chair of Literacy and Language at Purdue University. He is a former ESL and bilingual (English and Khmer) teacher. Dr. Wright has over 90 publications and is an internationally recognized scholar of language education and EL teaching practices. He is the author of two best-selling foundational textbooks for pre- and in-service teachers, *Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice* (2<sup>nd</sup> ed., 2015), and *Foundations of Bilingual Education and Bilingualism* (with Colin Baker, 6<sup>th</sup> ed., 2017). He is also author of the comprehensive edited volume, *Handbook for Bilingual and Multilingual Education* (with Sovicheth Boun & Ofelia Garcia, 2015), and editor of a leading academic journal, the *Journal of Language, Identity, and Education* (with Yasuko Kanno). Dr. Wright will oversee the development of the ELD framework for the pre-service undergraduate EL course (EDCI 370), the in-service graduate EL courses (EDCI 530 and 559) and the

implementation of the ELD framework into two literacy methodology courses (EDCI 326 and 361). He will supervise creation of materials for dissemination for educational services centers.

The Project Manager (100%) will be a Masters or Ph.D. level educator in literacy and English language learning. S/he will work closely with the Project Director to coordinate all district activities including recruitment, coaching, scheduling, data collection and professional development. The Project Manager will serve as an additional coaching resource.

One Literacy/ELD coach (~15% in Y1; ~23% in Y2-5) will be hired to serve as coach to teachers participating in the in-service educator interventions. The coach will be a certified elementary, Master's level or greater EL teacher with a background in literacy development and ELD with five or more years of EL teaching experience. The coach will come to Indiana to work directly with treatment cohort teachers four times during each school year (Years 2-5) assessing their fidelity of implementation of and performance with the ELD framework.

The Family-Community Engagement Partner (~5%) is the Educational Coordinator of La Plaza is a bilingual individual. This person will facilitate the family-community component in collaboration with educators, administrators, family liaisons and EL families.

Four district EL leaders will serve as local leaders for their district administration, participating teachers and family liaisons. Lori North (Frankfort), Brenda Ward (Lafayette), Emily Graham (Logansport), and Erika Tran (MSD Lawrence) are EL districts leaders with 140+ years of collective EL teaching and leadership experience. All of them serve within state venues for leadership, demonstrating their shared capacity to make statewide impact as a result of the project. They will work with the project manager for recruitment, to determine licensure scholarships and teacher retention within the project.

The Evaluator (6%) is Dr. Ming Ming Chiu who serves as the Charles R. Hicks

Endowed Chair Professor of Educational Psychology and Research Methodology at Purdue University and is Chinese American and bilingual in English and Cantonese. Dr. Chiu invented two statistical methods and has expertise in large-scale data analysis, including RCT methods with instructional interventions. He is an internationally recognized scholar with over 150 publications and 26 grants totaling over \$4.5 million.

Graduate students (2 at 50% in Yr 2-5) Two graduate students will assist the PI and Dr. Chiu with data collection and analysis throughout the project. Another (1 at 50% in Yr 1&2) will work in collaboration with Dr. Wright and the Learning Design and Technology team to capture, edit and refine videos for use in courses and professional development activities.

### Management Plan

#### ADEQUACY OF MANAGEMENT PLAN TO ACHIEVE OBJECTIVES

Table 2 below details paid personnel responsible for project operations. Specific information about their responsibilities was included in above paragraphs.

<b>Table 2: Governance and Management Structure</b>				
(1) Project Director / Principal Investigator, Dr. Trish Morita-Mullaney				
(2) Course Director / Co-PI, Dr. Wayne Wright				
(3) Evaluator / Co-PI, Dr. Ming Ming Chiu				
(4) Project Manager				
(5) Literacy/ELD Coach				
(6) Graduate Students				
(7) EL & Literacy Faculty				
(8) Family Community Engagement Partner				
<b>Leveraging Advisory Council</b>				
Purdue fac. N=5	Elem educators N=4: In-service N=2: Pre-service	Administrators N=4	Parents & Family Liaisons N=9	Ed Srvs & EL Directors N=6

Additional details about the Advisory Council appears after Table 3. The management plan, shown in Table 3 below, identifies benchmark accomplishments, with responsible person(s), corresponding timeline of activities, and GPRA measures.

Project Benchmarks / Activities		Person*	Y1	Y2	Y3	Y4	Y5	GPRA
* Personnel numbering matches Management Structure (Table 2)								
Goal 1 In-service	EL Licensure and RCT - Literacy/ELD	Furnish EL Licensure Courses	1,2					2,3,4
		Conduct Interviews with Licensure Cohorts	1,3,4,6					2,3,4
		Create Coaching Manuals	1,4,5,6					
		Baseline Testing All Cohorts	1,3,4,6					2,4
		Mid-year Testing All Cohorts	1,3,4,6					2,4
		Coach Treatment Cohorts	1,4,5					2,4
		Post-test All Cohorts	1,3,4,6					2,4
		Collect Instructional Videos	2,6					
	Leaders	Create PD Manuals	1,4,6,8					
		Principal Instit. Pre/Post Literacy/ELD (G1)	1,4,6,8					5
Principal Instit. Pre/Post Family Videos (G3)		1,4,6,8					5,6	
Principal Follow up Interviews twice per year		1,4,6					5,6	
Goal 2 Pre-service	Curriculum	Incorporate ELD into literacy courses	1,2,4,7					4
		Revise ENL Methods (EDCI 370)	1,2,7					4
		Collect surveys and lesson samples	1,2,7					4
		Increase ENL Course Credit & Pract Hrs	1,2,7					1
Goal 3 Fam/Comm	Creating Connections	Family Needs Assessment in Schools	4,8					6
		School-Teacher-Family Connection Assignment	1,4,8					2,6
		Produce Video Vignettes	2,4,6,8					6
		Incorporate Videos into EDCI 370, 530, 559	1,2,7					1,2,4,6
		Family PD	1,4,6,8					2,6

As shown in Table 2 above, a comprehensive and interdisciplinary *Leveraging Advisory Council* will be consulted for feedback once annually. This group will ensure that all project participants are fully supported, informed, and engaged throughout the project period. This Leveraging Partners Advisory Council consists of EL families (4), the Educational Coordinator from La Plaza (1), and one family liaison from each district (4). Representative educators are pre-service teachers (2), in-service teachers (4), and administrators (4), with one from each district. Faculty representatives include Dr. Susan Britsch, EL faculty (3), Co-PIs Morita-Mullaney and Wright; literacy faculty (1), Dr. Christy Wessel-Powell, and a representative from our educational leadership faculty (1), Dr. Rachel Roegeman. *Leveraging* staff includes the Project Manager (1). The professional development directors of the Educational Services Centers (2), Ms. Tami Hicks and Ms. Laurie Ferry will also serve. Lastly, each EL director of our target districts (4) will also serve as they lace together their different resources and infrastructures within this advisory capacity. Goals of the Advisory Council include recruitment, retention and teacher progress and establishes sustainable intra-school and intra-agency infrastructures, family connections and plans for dissemination of developed resources.

#### **APPROPRIATE TIME COMMITMENT OF PERSONNEL TO MEET OBJECTIVES**

Project personnel directly involved in the daily operations of the project activities include the project director, course director, project manager and coach and will meet eight times year and keep in weekly contact. As detailed above, the project director will supervise all components of the project and serve in this capacity at ~28% FTE. The project manager (100% FTE) will be responsible for routine oversight and scheduling of all project activities, including coordination with district leaders. The coach (~23%) will conduct interventions with the ELD framework. Personnel working on pre- and in-service course redesign are EL and literacy

faculty (<1%) and course director (~10%) to lead implementation and augment online content. The Family-Community Partner (~5%) will help lead the needs assessment and family PD. The evaluator (6% FTE) created the methodological design for data collection and analysis and will oversee this portion with graduate student assistance (2 at 50%).

## Evaluation Plan

### **METHODS OF EVALUATION ARE THOROUGH, FEASIBLE, AND APPROPRIATE**

We use a quasi-experimental design with matched control and treatment groups, descriptive statistics and qualitative methods to address our two focal questions.

- 1) What is the effect of improved instructional practices on elementary EL achievement?
- 2) What is the effect of project activities on educator knowledge and the fidelity of implementation of targeted instructional practices for ELs?

To address question one, we collect data on instructional practices (ELD teacher observation scale) and student achievement (reading running records, ACCESS 2.0 English proficiency assessment). We statistically test whether the achievement of students in the treatment group improves more than those in the control group (see details in the statistical analysis below). To address question two, we collect data on educator knowledge (Literacy and ELD differences survey, interviews with administrators, EL teachers, and EL parents) and instructional practices (ELD observation scale, class lesson samples). Exploratory analyses of these data will follow.

### **Goal 1 Evaluation: In-Service interventions with elementary teachers and administrators**

**Running Records.** Running records measure students' reading accuracy and comprehension of selected leveled benchmark books, thus providing an accurate measure of their reading level. All focal districts will collect data (control and treatment) during the beginning and end of each school year (*pre- and post-tests*).

**WIDA's ACCESS 2.0 English language proficiency (ELP) assessment.** ACCESS 2.0, the ELP assessment used by Indiana and other states in the WIDA consortium, measures *English listening, speaking, reading, and writing*, and provides an *overall English proficiency score*. These oral language and literacy constructs correspond to our ELD framework. EL students are assessed before and after each year of the project intervention (pre- and post-tests).

**ELD Observation Scale.** Teachers participating in the ELD treatment group will participate in a pre- and post-observation of their instruction with ELs. These pre- and post-observations will be conducted with the in-service teachers in the EL licensure program with coaching (treatment) and without coaching (control) in beginning of given school year (August) and end of school year (May). Teacher performance will not be shared with the project manager or coach responsible for interventions so the results will not impact the fidelity of their intervention. The observation scale measures three dimensions of ELD: *oral language*, *vocabulary-in-use* and *immersive writing* (all on a scale of 1-not evident to 4-fully evident).

**Administrators' Literacy and ELD differences survey.** This survey will be conducted as a baseline for participating administrators in each cohort during Year 2, 3 and 4 of the project (a total of 12 administrators). Following the two-day professional development institute, a post-survey will be collected and differences measured. These differences will then inform follow up interviews conducted during the subsequent year of their participation.

**Interviews with Administrators.** Semi-structured interviews will be conducted with each administrator in the school year following their participation in the two-day institute. An interview protocol will be developed and informed by our ELD Framework, observations of the institutes, and analysis of the administrator surveys. The purposes of these interviews will be to determine the degree to which administrators understand the ELD framework including the



linguistic and academic supports needed for ELs, and to determine each administrator's commitment and plans for supporting the implementation of the framework in their schools.

**Goal 2 Evaluation: Restructuring Revising of pre-service elementary literacy courses**

*ELD framework survey:* Beginning in Year 3 of the project, the ELD framework will be integrated into three pre-service education courses: Literacy courses (EDCI 326, EDCI 363) and the EL methods course (EDCI 370). Using the ELD Framework survey, a baseline will be established for pre-service teachers' understandings of the distinctions between literacy and ELD and the components of the ELD Framework (oral language, vocabulary-in-use, and immersive writing) at the onset of EDCI 326 - Literacy in the Intermediate Grades (a course taken earlier in the program). At the conclusion of EDCI 363 - Literacy in the Elementary School II and EDCI 370 - Teaching English as a New Language (courses taken later in the program), the same survey will be administered to document changes in pre-service teachers' understanding. The number of EDCI 326 students surveyed pre- and post-semester will be between 60-70 students per course during Year 3 (EDCI 326), 4 (EDCI 363) and 5 (EDCI 370) of the project. Students are expected to improve their understanding as they complete courses (from emerging to developing). In our exploratory analysis of whether these 60-70 teachers' knowledge of *literacy and ELD differences* improved from pre- to post-test, we will use a *Wilcox Matched Pairs Signed Ranks* test (Dalgaard, 2008). As the variables are ordered rather than continuous, paired T-tests are not appropriate.

*Lesson samples.* Beginning in year 3 of the project, a purposeful sample of 20 literacy lessons will be collected from pre-service teachers in EDCI 326, EDCI 363 and EDCI 370. This purposeful sample will include lessons representing low, moderate and high applications of the Purdue ELD framework. During years 3-5, one complete cohort will have received

instruction and applied the ELD framework in their field experiences in all three courses, informing their future developments, refinements, and robust alignments. Students are expected to improve in their overall reading score as a result of the guided reading program *and* the three domain areas of oral language, vocabulary-in-use and immersive writing of the Purdue ELD framework (from a beginning to a developing stage).

### **Goal 3 Evaluation: Connecting family, parent and community with literacy**

During Year 1 of the project, a needs assessment will be conducted with EL families from the four partner districts. The needs assessment includes surveys and semi-structured interviews and will identify the primary literacy and English language development needs of EL families. Results from the assessment will inform other project activities and components will be incorporated into courses and professional development.

*EL parent interviews.* La Plaza's Educational Coordinator, the Project Manager and district family liaisons will collaborate to conduct interviews with EL parents within the 4 partner districts. These EL parent interviews will also be guided by an interview protocol developed and informed by our ELD Framework, prior needs assessments, and observations of family, parent and community engagement activities.

The Leveraging Advisory Council will receive an annual report and discuss interim outcomes of the project's three goals and furnish feedback on interim results at the conclusion of each project year. Results will be shared with other district and community stakeholders. At the conclusion of the project, a large-scale report will be furnished to the College of Education, Wabash Valley and Central Indiana Education Centers, partner schools, IDOE and INTESOL.

### **EVALUATION PRODUCES EVIDENCE STANDARDS WITH RESERVATIONS**

While all goals of the project are addressed, Goal 1, Objective 1.2 of the project

specifically examines the effect of the implemented intervention of the ELD framework on effective implementation of language and literacy. A *What Works Clearinghouse* study (Ransford-Kaldon, et al., 2010) has shown that focused reading improves EL learning in literacy and the accompanying ELD framework is expected to improve English language development further. Teachers in the in-service licensure program will be randomly selected into control versus treatment groups to help measure the impact of the intervention on teacher practices and their students' learning. Teachers in the treatment condition will receive four sessions of coaching throughout a given school year on the ELD framework.

All teachers in the both groups will be assessed on level of implementation of the ELD framework (proximal measure). At the beginning and end of each school year (pre- and post-test), we will collect test scores of reading running records, and the ACCESS 2.0 ELP assessment (distal measure) of all EL students in control and treatment groups.

#### **EVALUATION PROVIDES VALID/RELIABLE PERFORMANCE DATA ON OUTCOMES**

After using matching to create similar control and treatment groups, we test whether the reading achievements of students in the treatment group improves more than those in the control groups. While teachers are randomly assigned to the control or versus treatment groups, their students are not randomly assigned (potential *selection bias*), so we conduct a *quasi-experimental study* to approximate a *randomized controlled trial* (RCT) by identifying similar subsets of students in the control and treatment groups via three matching methods (*Propensity Score Matching* [PSM], *Mahalanobis Distance Matching* [MDM], and *Coarsened Exact Matching* [CEM] (King, Lucas, & Nielsen, 2015; King, Nielsen, Coberley, Pope, & Wells, 2011). We use the best matching results that optimize (a) similarity in the control and treatment groups and (b) maximum matched sample size (King et al., 2011; Stuart., 2010). We further reduce selection bias with a *difference-in-differences* model (Bertrand, Duflo, &

Mullainathan, 2004) controlling for bias due to unspecified fixed variables (*omitted variable bias*) and variables common to both control and treatment groups.

We also address several analytic difficulties involving the data set (missing data), outcome variables (inter-rater reliability of scoring student responses, student achievement measures, differences across levels [student, classroom, school, and year], multiple outcomes) and explanatory variables (false positives, robustness).

**Data issues.** In addition to selection bias and omitted variable bias (addressed above), some data might be missing. We estimate the missing data with *Markov Chain Monte Carlo multiple imputation*, which addresses this issue more effectively than other methods (e.g., deletion, mean substitution, simple imputation, etc.) according to computer simulations (Peugh & Enders, 2004).

**Outcome variable issues.** Outcome issues include inter-rater reliability (scoring student answers to test questions), student achievement estimates based on their test scores, modeling differences across levels (student, classroom, school and year), and multiple outcomes (English proficiency scores on ACCESS 2.0 test and reading subtest). Inter-rater reliability will be computed with *Krippendorff's  $\alpha$*  (2012), which can be applied to incomplete data, any sample size, any measurement level, any number of coders or categories, and scale values. This will help identify biases (if any) of the coders, rubric components, or their interactions. We create calibrated scales of student achievement from their responses to test questions with factor analysis (Joreskog & Sorbom, 2012) and item response models (F.B. Baker & Kim, 2004). We identify whether the responses to the questions reflect one underlying achievement or multiple types of achievements through *factor analyses* (Joreskog & Sorbom, 2012). If the responses reflect one achievement, we create a calibrated scale of student achievement via an *item*

*response* (IR) model (F. B. Baker & Kim, 2004). If the responses to the questions reflect multiple types of achievements, we will create separate scales via separate IR models for each set of questions within the same type of achievement.

Our data includes differences among students, classrooms, schools and years. To model this nested data (students within classrooms within schools across years), we use *multilevel cross-classification analysis* (Goldstein, 2011). Likewise, to model the multiple outcomes, we use a *multivariate outcome, multilevel, cross-classification analysis* (Goldstein, 2011).

**Explanatory variable issues.** Analytic difficulties involving explanatory variables include false positives (Type I error) and robustness. To reduce false positives, we will use the *two-stage linear step-up method*, which is more effective than 13 other methods according to computer simulations (Benjamini, Krieger, & Yekutieli, 2006). To check the robustness of the results, we run the analytic models on subsamples and on the original data (Kennedy, 2008).

**Analytic models.** We will model students' achievement scores with a *multivariate outcome, multilevel, cross-classification, difference-in-differences analysis* (Bertrand et al., 2004; Goldstein, 2011) to address our first research question.

1) What is the effect of improved instructional practices on elementary school English learners' achievement?

$$\mathbf{Achievement}_{yij(kt)} = \beta_{0y} + \beta_{1y}Post_y + \beta_{2y}Treatment_y + \beta_{3y}Post*Treatment_y \\ + c_{yij(kt)} + d_{yij(kt)} + e_{yj(kt)} + f_{y(kt)} + g_{yt}$$

In the **Achievement** vector, the test-derived achievement score  $y$  (reading running records, ACCESS 2.0 English proficiency) by student  $i$  in classroom  $j$  in school  $k$  at time  $t$  has a grand mean intercept  $\beta_{0y}$ . *Post* indicates the student achievement score on the post-test (rather than the pre-test), *Treatment* indicates the achievement score of a student in the treatment group

(rather than the control group), and *Post\*Treatment* indicates the achievement score on the post-test of a student in the treatment group. A significant, positive regression coefficient of *Post\*Treatment* ( $\beta_{3y}$ ) would show that the intervention yielded higher achievement scores by students in treatment group compared to that of students in the control group. Unexplained components (*residuals*) are at the test-, student-, classroom-, school-, and time-levels  $d_{yijk}$ ,  $e_{ijk}$ ,  $f_{jk}$ , and  $g_k$ , respectively. All variables are centered on their overall mean.

### **METHODS OF EVALUATION WILL PROVIDE PERFORMANCE FEEDBACK**

All evaluation goals address the overarching constructs of literacy and ELD with the central benefactors being EL students and families. Goal 1 focuses on in-service teachers and its measures are both *formative and summative*. Formative feedback from observations will inform the content and focus for follow up coaching sessions. Summative feedback will inform the degree of effectiveness of the intervention of the ELD framework and meets the criterion for the *What Works Clearinghouse*. Goal 1, objective 1.3 focuses on administrators from the focal districts and uses *formative* data from surveys and interviews to identify practices being used with elementary ELs. Goal 2 focuses on pre-service elementary teachers and the methods allow for periodic assessment of the Purdue ELD framework and instruction and serve as a *progress monitor* allowing for adjustments to be made during Years 3 to 5 of the project, creating greater coherence between literacy and ELD instruction and curriculum among EL and literacy faculty. Goal 3 focuses on district family liaisons and EL families and uses *formative* data to inform professional development sessions with educators and/or administration. Formative progress monitoring and summative data inform the *Leveraging the Lectura y Lenguaje* project and help build triangulated evidence of the project's overall impact on EL students and their families in Central Indiana.

<b>Table 4: Resources</b>	<b>Activities</b>	<b>Outputs</b>	<b>Short-T Outcomes</b>	<b>Mid-T Outcomes</b>	<b>Long-T Outcome</b>
<b>Elem Teachers: Intervention 1 and 2</b>	ELD survey, PD, Coaching, courses	# EL lic. Ts, # ELD Ts	Knowledge of ELD and lit diffs	Application of ELD framework	Improved practices for ELs
<b>Elem administrators</b>	Principal instit., surveys, interviews	Literacy/ELD family literacies	Knowledge of ELD/ lit, family literacies	Applying of ELD and lit differences	Sustain/recruit specialized staff
<b>Instruct. Coaches</b>	Coach and model	Improve Literacy and ELD practices	Skill of coaching	Replication of skills across setting	Malleability of coaching
<b>Researcher/Evaluator</b>	Analyze ELD	Improve ELD inst.	Application/skills	Develop new tools	Replicable tech.
<b>Pre-service elem teachers</b>	ELD framework, EL pract, videos	Application to lit. and ELD lessons	Knowledge of ELD and lit diffs	Instructional EL preparation	Improved inst. conditions for ELs
<b>University literacy and EL faculty</b>	Collect/Impl videos, > prac.	Applic. of ELD framework	Curriculum / course alignment	Curriculum / course align.	Improved literacy & EL preparation
<b>Community- engagement</b>	Id. fam ed. needs, PD	Family-School conn. & knowldge	Knowl family literacies/engagement	Framework for replication	Comm-Family- School connections
<b>EL parents &amp; students</b>	Create family lit. videos	Affirmation of family literacies	Attitude and skill of lang and lit in home	Engagement EL language and lit.	Comm-Family- School connections
<b>Educational Services Centers</b>	Hub for developed resources	Disseminate resources to schools	Contribute to advisory council	Identify methods of dissemination	Increased intra- agency conn w/ schs
<b>INTESOL</b>	Advocate for Indiana EL education	Dissemination to EL educators	Contribute to advisory council	Identify collective methods of advocacy	Increased statewide advocacy for EL ed.

## References

- Arias, M. B. (2015). Parent and community involvement in bilingual and multilingual education. In W. Wright, S. Boun, & O. Garcia (Eds.), *Handbook of bilingual and multilingual education* (pp. 282-298). Malden, MA: Wiley-Blackwell.
- August, D., Branum-Martin, L., Hagan-Cárdenas, E., Francis, D. J., Powell, J., Moore, S. K., & Haynes, E. F. (2014). Helping ELLs meet the common core state standards for literacy in science: the impact of an instruction intervention focused on academic language. *Journal of Research on Educational Effectiveness, 7*, 54-82.
- Baecher, L., Knoll, M., & Patti, J. (2013). Addressing English Language Learners in the School Leadership Curriculum. *Journal of Research on Leadership Education, 8*(3), 280-303. doi:10.1177/1942775113498377
- Baker, F. B., & Kim, S. H. (2004). *Item Response Theory*. Boca Raton, FL: CRC.
- Baker, S., Geva, E., Kieffer, M. J., Lesaux, N., Linan-Thompson, S., Morris, J., . . . Russell, R. (2014). *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School*. Retrieved from Washington, DC:
- Ballantyne, K. G., Sanderman, A. R., & Levy, J. (2008). *Educating English language learners: Building teacher capacity roundtable report*. Retrieved from Washington, DC:
- Baquedano-López, P., Alexander, R. A., & Hernandez, S. J. (2013). Equity issues in parental and community involvement in schools: What teacher educators need to know. *Review of Educational Research, 37*(1), 149-182. doi:10.3102/0091732X12459718
- Benjamini, Y., Krieger, A. M., & Yekutieli, D. (2006). Adaptive linear step-up procedures that control the false discovery rate. *Biometrika, 93*, 491-507.



- Bertrand, M., Duflo, E., & Mullainathan, S. (2004). How much should we trust differences-in-differences estimates? *Quarterly Journal of Economics*, *119*(1), 249-275.
- Carlo, M. S., August, D., McLaughlin, B., Snow, C. E., Dressler, C., Lippman, D. N., . . . White, C. E. (2004). Closing the gap: addressing the vocabulary needs of English-language learners in bilingual and mainstream classrooms. *Reading Research Quarterly*, *39*(2), 188-215.
- Dalgaard, P. (2008). *Introductory Statistics with R*. New York: Springer.
- DeJong, E. J., & Harper, C. A. (2005). Preparing mainstream teachers for English language learners: Is being a good teacher good enough? *Teacher Education Quarterly*, *32*(2), 101-124.
- Fountas, I. C., & Pinnell, G. S. (2013). *Leveled Literacy Intervention System Guide*. Portsmouth, NH: Heinemann.
- Fountas, I. C., & Pinnell, G. S. (2017). *Guided Reading: Responsive Teaching Across the Grades* (2nd ed.). Portsmouth, NH: Heinemann.
- Goldstein, H. (2011). *Multilevel statistical models*. Sydney: Edward Arnold.
- Indiana Department of Education. (2010). *Indiana developmental standards for school educators*. Retrieved from Indianapolis, IN:  
<http://www.doe.in.gov/sites/default/files/licensing/all-grade-standards.pdf>
- Joreskog, K., & Sorbom, D. (2012). *LISREL 9.1*. New York: Scientific Software International.
- Kennedy, P. (2008). *Guide to econometrics*. New York: Wiley-Blackwell.
- King, G., Lucas, C., & Nielsen, R. (2015). The balance-sample size frontier in matching methods for causal inference. *PS: Political Science and Politics*, *42*, 11-22.

- King, G., Nielsen, R., Coberley, C., Pope, J. E., & Wells, A. (2011). Comparative effectiveness of matching methods for causal inference. Working paper. .
- Knight, J. E. (2009). *Coaching: Approaches and perspectives*. Thousand Oaks, CA: Corwin.
- Lesaux, N. K., Kieffer, M. J., Kelley, J. G., & Harris, J. R. (2014). Effects of Academic Vocabulary Instruction for Linguistically Diverse Adolescents. *American Educational Research Journal*, 51(6), 1159-1194.
- Menken, K., & Solorza, C. (2014). Principals as linchpins in bilingual education: the need for prepared school leaders. *International Journal of Bilingual Education and Bilingualism*, 1-22. doi:10.1080/13670050.2014.937390
- Migrant Policy Institute. (2015). *ELL information center: Fact sheet series*. Retrieved from Washington, DC:
- Morita-Mullaney, T. (2016). Borrowing legitimacy as English Learner (EL) Leaders: Indiana's 14-year history with English language proficiency standards. *Language Testing*, 34(2), 1-30. doi:10.1177/0265532216653430
- Nelson, J. R., Vadasy, P. F., & Sanders, E. A. (2011). Efficacy of a Tier 2 supplemental root word vocabulary and decoding intervention with Kindergarten Spanish-speaking English learners. *Journal of Literacy Research*, 43(2), 184-211.
- Peugh, J. L., & Enders, C. K. (2004). Missing data in educational research: a review of reporting practices and suggestions for improvement. *Review of Educational Research*, 74, 525-556.
- Ransford-Kaldon, C. R., Flynt, E. S., Ross, C. L., Franceschini, L., Zoblotsky, T., Huang, Y., & Gallagher, B. (2010). *Implementation of effective intervention: An empirical study to*

- evaluate the efficacy of Fountas & Pinnell's Level Literacy Intervention System (LLI) 2009-2010*. Retrieved from Memphis, TN:
- Reading plan and instruction, Indiana Code 511 § 6.2-3.1-4 (2012).
- Saunders, W. M., Goldenberg, C. N., & Gaillimore, R. (2009). Increasing achievement by focusing grade-level teams on improving classroom learning: a prospective, quasi-experimental study of Title I schools. *American Educational Research Journal*, 46(4), 1006-1003.
- Solari, E. J., & Gerber, M. (2008). Early comprehension instruction for Spanish-speaking English Language Learners: teaching text-level reading skills while maintaining effects on word-level skills. *Learning Disabilities Research*, 23(4), 155-168.
- Stuart, E. A. (2010). Matching methods for causal inference: A review and a look forward. *Statistical Science*, 25, 1-21.
- Tanenbaum, C., & Anderson, L. (2010). *Title III Accountability and District Improvement Efforts: A Closer Look*. Retrieved from Washington, DC:  
<https://www2.ed.gov/rschstat/eval/title-iii/district-efforts.pdf>
- Teemant, A. (2014). A Mixed-Methods Investigation of Instructional Coaching for Teachers of Diverse Learners. *Urban Education*, 49(5), 574-604.
- Thomas, W. P., & Collier, V. P. (1997). *School effectiveness for language minority students*. Retrieved from Washington, DC:
- Thomas, W. P., & Collier, V. P. (2002). *A national study of school effectiveness for language minority students' long-term academic achievement*. Retrieved from Santa Cruz, CA:
- Umansky, I., & Reardon, S. (2014). Bilingual, Dual Immersion, and English Immersion Classrooms in Reclassification Patterns Among Latino English Learner Students.

*American Educational Research Journal*, 51(5), 879-912.

doi:10.3102/0002831214545110

Wright, W. (2016). Let them talk!: Strategies and programs that build oral language proficiency. *Educational Leadership*, 73(5), 24-31.

## Other Attachment File(s)

---

\* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

---

To add more "Other Attachment" attachments, please use the attachment buttons below.

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

[View Optional Other Attachment](#)



April 12, 2017

To the Office of English Language Acquisition:

The Metropolitan School District of Lawrence Township is large community within Indianapolis, Indiana. We have nearly 16,000 students and 1,792 of those students are English Learners (ELs). The greatest density of our ELs is in the elementary schools accounting for 74% of our total EL population. Our ELs are mainly in Title I schools and receive literacy supports, but teachers have expressed a need to enhance our focus on the specific literacy needs of ELs. Not only are outcomes disappointing, but related strategies within our instruction are insufficient for ELs.

While large-scale EL training is available, we know that such training does not transfer as deeply to classroom practices and related student outcomes. The *Leveraging the Lectura y Lenguaje* project allows us to extend our learning beyond one-time sessions and assist us more deeply with teacher and leader practice within our elementary schools.

We are also excited about the role of La Plaza, the community based organization as they have been a powerful resource for our educators and families in preparing young children for college and career readiness. La Plaza has been instrumental in keenly identifying the issues of our local immigrant and Latino community, which has helped us shape our instructional approaches and our outreach. Our relationship with La Plaza led to recognizing the need to hire family liaisons to serve as key ambassador between families and educators, thereby impacting improved conditions for our district's EL students.


We have met with Dr. Morita-Mullaney's expert team and understand the beneficial impact to our educators. We look forward to scaling up our understanding of literacy and English language development for ELs and infusing more licensed EL teachers into our school district and enhancing the understanding of literacy and language among our building principals. Ms. Erika Tran, our EL Coordinator will serve as our district point of contact for this partnership. Our roles and responsibilities follow:

- Identify elementary teachers wanted to obtain their EL licensure;
- Allow participating teachers to be observed during the school year;
- Identify elementary teachers to acquire their EL license;
- Permit participating teachers to be coached four times during an academic school year by Purdue's *Leveraging the Lectura y Lenguaje* project staff;
- Support participating teachers in completing a survey and interviews on literacy and English language development to inform intervention outcome measures;

- Provide demographic data, STAR reading scores, reading running records, IREAD and ISTEP+ and WIDA ACCESS test data as requested to inform intervention outcome measures;
- Continue to provide pre- and in-service practicum and student teaching placements for Purdue's elementary teachers during literacy and EL courses;
- Coordinate with district family liaisons, project staff and La Plaza in identifying literacy needs and assets of our EL families and;
- Recruit and coordinate with private schools (4) within our geography for participation in the project annually.

*Leveraging the Lectura y Lenguaje* is a perfect opportunity for us to enhance our knowledge and build a needed system of support for our elementary ELs.

Sincerely,



Dr. Shawn A. Smith  
Superintendent

(b)(6)

Troy Knoderer  
Director of Curriculum

Erika Tran  
Coordinator of ELL

March 31, 2017

Dear Office of English Language Acquisition:

The Lafayette School district is a community north of Indianapolis, Indiana with over 7,600 students, including 735 English Learners (ELs). Sixty-nine percent or 506 of our ELs are elementary aged students, mainly enrolled in schools with higher levels of poverty, some of which are eligible for additional Title I program support.

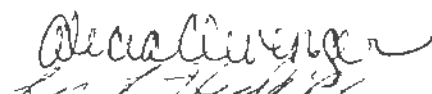
While Title I program is helpful, it insufficiently addresses the needs of our ELs who are learning English and developing literacy at the same time. The unique coaching component of the *Leveraging the Lectura y Lenguaje* project allows us to deepen our knowledge around literacy and language. Further, it builds a necessary infrastructure for our EL students by having highly specialized elementary educators and leaders in our schools through EL licensure and training opportunities.

We have met with Dr. Morita-Mullaney's team and understand the beneficial impact to our educators. Ms. Brenda Ward, our Coordinator of EL will serve as our district point of contact for this partnership. Our roles and responsibilities follow:

- Identify elementary teachers and/or administrators to acquire their ELL license;
- Allow participating teachers to be observed during the school year;
- Permit participating teachers to be coached four times during an academic school year by Purdue's *Leveraging the Lectura y Lenguaje* project staff with minimal interference to instruction;
- Support participating teachers in completing a survey and interviews on literacy and English language development to inform intervention outcome measures;
- Provide demographic data, STAR reading scores, reading running records, IREAD and ISTEP+ and WIDA ACCESS test data as requested to inform intervention outcome measures;
- Send representative leaders to a summer institute on English language learning;
- Continue to provide pre- and in-service practicum placements for Purdue's elementary teachers during literacy and ELL courses and
- Recruit and coordinate with the two private schools within our geography for participation during the 5-year project

Lafayette Schools is an enthusiastic partner in the *Leveraging the Lectura y Lenguaje* project where we look forward to building expert elementary educators in literacy and language learning.

Sincerely,



Dr. Les Huddle  
Superintendent

Ms. Alicia Clevenger  
Director of Elementary Education

(b)(6)

Ms. Brenda Ward  
Coordinator of ELL





# LOGANSPORT

COMMUNITY SCHOOL CORPORATION

## BOARD OF SCHOOL TRUSTEES

Scott B. Kraud  
*President*

Bill J. Cuppy  
*Vice-President*

Milton G. Hess  
*Secretary*

David M. McClure  
*Member*

Michael J. McCord  
*Member*

## ADMINISTRATION

Michele M. Starkey  
*Superintendent*

Gregory E. Korreckt  
*Controller/Treasurer*

Tim Moss  
*Transportation Director*

Cyle Dibble  
*Technology Director*

## MEMBER SCHOOLS

Columbia Elementary School  
*20 East Columbia Street*

Fairview Elementary School  
*846 S. Cicott Street*

Franklin Elementary School  
*410 W. Miami Avenue*

Landis Elementary School  
*One Landis Lane*

Columbia Middle School  
*1300 N. Third Street*

Lincoln Middle School  
*2901 Usher Street*

Logansport High School  
*One Berry Lane*

Century Career Center  
*2500 Hopper Street*

## Website

[www.lcsc.k12.in.us](http://www.lcsc.k12.in.us)

Home of the Berries



2829 GEORGE STREET ♦ LOGANSPORT, INDIANA 46947 ♦ VOICE 574 722 2911 ♦ FAX 574 722 7634

March 30, 2017

To the Office of English Language Acquisition (OELA):

Logansport, Indiana is a rural community located 90 miles outside of Indianapolis and is the county seat of Cass County. With a population of just over 8,000 community members, our school district is home for 4,254 students. Many of our students are English Learners (ELs) and Spanish is the most representative language, accounting for over 25% of our total school community.

In 1993, Iowa Beef Packers (IBP) purchased a facility in Logansport and over the subsequent months, our school district experienced massive growth with most being ELs hailing from Mexico and Vietnam. Our district had to quickly assemble support for our educators from the Indiana Department of Education and large urban districts with a longer history of serving ELs. Although these resources were helpful, they lacked the distinct complexities of serving ELs in rural communities.

Being in a rural setting presents us with unique challenges as a school district. Opportunities for rural educators to learn about English Learners (ELs) are often hosted in large cities far from Logansport, and are not accessible for us geographically or pedagogically.

Since the 2013-2014 school years, we have worked with Dr. Trish Morita-Mullaney of Purdue University to unravel these unique rural realities for ELs. She has worked with our EL Director, Emily Graham to examine the specific conditions of rural ELs and how current literacy instructional practices need to be reshaped to galvanize culturally and linguistically responsive instruction. Her research has assisted us in understanding the bilingual identities and assets of our EL community and how we can address such specifics within our literacy instruction in general education classrooms, EL settings and the greater community. Central in this relationship has been the shared input from Logansport educators in shaping the research and the recommended professional development.

As a district, we have met with Dr. Morita-Mullaney and understand the full scope of the project including the timeline and its impact on principals, teachers and students in our schools. We look forward to scaling up our understanding of literacy and English language development for ELLs as well building more highly-qualified ELL teachers in our rural school district. As a fully committed partner, we understand that we will assist the *Leveraging the Lectura y Lenguaje y Lenguaje* project in the following ways:

- Identify elementary teachers using the *Leveled Literacy Intervention* with ELs;
- Identify elementary teachers interested in acquiring their EL license;
- Allow participating teachers to be observed, filmed and audio taped during the school year;



# LOGANSPORT

COMMUNITY SCHOOL CORPORATION

## BOARD OF SCHOOL TRUSTEES

- Scott B. Kraud  
*President*
- Bill J. Cuppy  
*Vice-President*
- Milton G. Hess  
*Secretary*
- David M. McClure  
*Member*
- Michael J. McCord  
*Member*

## ADMINISTRATION

- Michele M. Starkey  
*Superintendent*
- Gregory E. Korreckt  
*Controller/Treasurer*
- Tim Moss  
*Transportation Director*
- Cyle Dibble  
*Technology Director*

## MEMBER SCHOOLS

- Columbia Elementary School  
*20 East Columbia Street*
- Fairview Elementary School  
*846 S. Cicott Street*
- Franklin Elementary School  
*410 W. Miami Avenue*
- Landis Elementary School  
*One Landis Lane*
- Columbia Middle School  
*1300 N. Third Street*
- Lincoln Middle School  
*2901 Usher Street*
- Logansport High School  
*One Berry Lane*
- Century Career Center  
*2500 Hopper Street*

## Website

[www.lcsc.k12.in.us](http://www.lcsc.k12.in.us)

Home of the Berries



2829 GEORGE STREET ♦ LOGANSPORT, INDIANA 46947 ♦ VOICE 574.722.2911 ♦ FAX 574.722.7634

- Permit participating teachers to be coached four times during an academic school year by Purdue's *Leveraging the Lectura y Lenguaje y Lenguaje* project staff;
- Support participating teachers in completing a survey and interviews on literacy and English language development to inform intervention outcome measures;
- Provide demographic data, STAR reading scores, reading running records, IREAD and ISTEP+ and WIDA ACCESS test data as requested to inform intervention outcome measures and
- Begin hosting pre- and in-service practicum placements for Purdue's elementary teachers during literacy and EL courses.

Ms. Emily Graham, our Director of EL will serve as our district liaison and leader for this partnership. She will assist with the oversight of all aforementioned activities.

The opportunity to continue this work through *Leveraging the Lectura y Lenguaje* project is a partnership worth sustaining and celebrating. As a Superintendent, it is infrequent that such a research partnership evolves with input from my educator community. We know that it will continue to assist our community of ELs.

Sincerely,

Michele Starkey, Superintendent  
[starkeym@lcsc.k12.in.us](mailto:starkeym@lcsc.k12.in.us)

(b)(6)

Emily Graham, ELL Director  
[grahame@lcsc.k12.in.us](mailto:grahame@lcsc.k12.in.us)



Don DeWeese, Ed. S., *Superintendent of Schools*  
Joel McKinney, *Assistant Superintendent*

2400 E. Wabash St. • Frankfort, Indiana 46041 • [www.frankfortschools.org](http://www.frankfortschools.org)  
765.654.5585 • 765.659.6220

March 15, 2017

To the Office of English Language Acquisition (OELA):

This letter serves as a letter of support and partnership with Purdue University's *Leveraging the Lectura y Lenguaaje* project and the Community Schools of Frankfort. Frankfort, Indiana is a rural, industrial and agrarian community. Over 16,000 people call Frankfort their home and just under 3,200 are students of the Community Schools of Frankfort with two elementary schools, one middle and one high school. Over 25% of our students are English Language Learners (ELLs).

In the 2010-2011 school year, we were excited to work with the ELL professors at Purdue to license several of our general education teachers, most of who were elementary teachers. This was a wonderful starting point in our work with Purdue University and these teachers serve as excellent internal resources to their colleagues, but we are excited to enrich our partnership with Purdue through the *Leveraging the Lectura y Lenguaaje* project.

As a rural school district, our most recent challenges have been in the area of improving our overall literacy outcomes for our elementary students, a third of whom are English Language Learners. In the 2016-2017 school year we have a total of 708 ELLs, but 474 ELLs were elementary-aged, accounting for 67% of our EL student community. We consistently use a guided reading framework within our 90-minute, daily literacy block, but we want to continue to improve the quality of instruction ELLs are receiving within this block. We are excited to extend our partnership with the *Leveraging the Lectura y Lenguaaje* project by scaling up the number of ELL licensed teachers in our elementary schools as we anticipate continued growth of our EL community.

#### **Community Schools of Frankfort's leadership role in project**

As a district, we have met with Dr. Morita-Mullaney and understand the full scope of the project including the timeline and its impact on principals, teachers and students in our schools. We look forward to scaling up our understanding of literacy and English language development for ELLs as well building more highly-qualified ELL teachers in our school district. As a fully committed partner, we understand that we will assist the *Leveraging the Lectura y Lenguaaje* project in the following ways:

- Identify elementary teachers implementing the guided reading framework within their classrooms
- Identify elementary teachers interested in acquiring their ELL license;
- Allow participating teachers to be observed, filmed and audio taped during the school years of the project;
- Permit participating teachers to be coached four times during an academic school year by Purdue's *Leveraging the Lectura y Lenguaaje* project staff;
- Support participating teachers in completing a survey and interviews on literacy and English language development to inform intervention outcome measures;
- Provide demographic data, including STAR reading scores, reading running records, IREAD, ISTEP+ and WIDA ACCESS test data as requested to inform intervention outcome measures;
- Identify elementary administrators to participate in a summer principal's institute focused on English language and literacy development

PR/Award # T365Z170072

- Identify family liaison to collaborate on family components of project that inform educators and principals and;
- Continue to provide pre- and in-service practicum placements for Purdue's elementary teachers during literacy and ELL courses.

Ms. Lori North, our Director of ELL will serve as our district coordinator for this partnership. She will assist with the oversight of all aforementioned activities.

Working with *Leveraging the Lectura y Lenguaje* project is an appropriate next step in improving instruction in literacy and English learning for our ELLs. We look forward to the continued partnership.

Sincerely,



Donald DeWesee  
Superintendent

(b)(6)

Joel McKinney  
Assistant Superintendent

Lori North  
ELL Director

March 20, 2017

To the Office for English Language Acquisition:

La Plaza is very excited to support the endeavors of *Leveraging the Lectura y Lenguaje* in partnership with Purdue's College of Education English Learner faculty and the districts they will serve: MSD Lawrence Township, Lafayette, Frankfort and Logansport Schools. We have been engaged with Central Indiana schools and look forward to enhancing our relationship to improve the conditions among our shared families. All portions of their proposed project link back to our families in Central Indiana. Our mission states:

*La Plaza strengthens Central Indiana by advocating and preparing Latino students for educational success and by connecting Latino families to health and social services.*

### **Our schools and connections**

Located in Central Indiana, the average income falls well below the federal poverty rate, presents our school communities with distinct challenges. The MSD of Lawrence reached out to La Plaza for their own professional learning in meeting the needs of their EL children who predominantly live in poverty, are learning English and struggling in reading and writing as well as parents who are underemployed and earn a small wage.

Through a unique college readiness program called, *Tu Futuro* we host bilingual outreach among our elementary, middle and high school families within the schools. In coordination with EL educators and principals, we have sustained a solid trajectory for high school completion and admission to four-year universities. We have been working with MSD Lawrence since the 2006-2007 school year. On average, 95% of our students graduate from high school and a high proportion are admitted and attend four-year universities.

### **The Partnership**

*Leveraging the Lectura y Lenguaje* project is a need that our EL families consistently express. In our established role of conducting regular needs assessments with our families, we welcome our role in making the explicit connection to their children's literacy and language development. In the *Leveraging the Lectura y Lenguaje* partnership, our Educational Director will serve as the Community Engagement Partner leader to scale up our current

approaches to bridging literacy and English language development between adults, children and schools within the four partnering districts. Because the Office of Workforce Development has expressed a specific requirement to robustly address the educational needs of adult ELs, this opportunity is significant and timely.

### **Leadership Role**

Our role within the project is as follows:

- Collaborate and conduct a needs assessment about the literacy bridges that exist between child and parent; child and school and parent and schools among parents, EL students, school leadership, teachers and district family liaisons;
- Share needs assessment with the Leveraging staff and Advisory Council and leadership of four focal districts;
- Assist the district family liaisons in identifying literacy bridges between child and parent to inform their future staff development within their districts;
- Collaborate with Purdue's Learning Design and Technology team to capture *family literacy vignettes* to be used within the EL teacher licensure courses;
- Provide professional development during summer training for teachers and administrators of the focal districts on family engagement through language and literacy.

This project takes the community, the university, the schools and centralizes it on the needs of Indiana's EL families. I enthusiastically support this innovative *Leveraging the Lectura y Lenguaje* partnership and we look forward to our collaborative leadership.

Sincerely,

(b)(6)

Miriam Acevedo Davis  
President & CEO  
[miriam@laplaza-indy.org](mailto:miriam@laplaza-indy.org)

March 15, 2017

Dear Office for English Language Acquisition:

It is with great pleasure and confidence that I send my support and enthusiasm for *Leveraging the Lectura y Lenguaje y Lenguaje*, a project supported by the Central Indiana Educational Services Center (CIESC) located in Indianapolis, Indiana. The CIESC is one of nine educational centers throughout Indiana and we assess the professional development needs of our area districts. In our particular region of central Indiana, most of our schools are large and urban and nearly every educator has ELs within their classrooms.

The CIESC, Indiana TESOL and Purdue faculty, Dr. Trish Morita-Mullaney have worked to refine our understanding around EL education in the context of literacy and language.

The project, *Leveraging the Lectura y Lenguaje y Lenguaje* promises to build upon our network of schools by infusing literacy and EL professional development so we can more precisely attend to the needs of educators within our region. As a continuing partner in this work, we will support the project in the following ways:

- Serve in an advisory capacity to project staff during each year of the project;
- Host summer training for area educators participating in the literacy and English language development framework;
- Host summer institutes for identified school principals and district administrators;
- Assist with promotion of project to other schools in the Central Indiana region in years 4-5 of the project, including private schools;
- Host developed materials during the project for dissemination to area schools

We enthusiastically support this important work in Central Indiana.

Sincerely,

(b)(6)

Laurie Ferry  
Director of Professional Learning  
[lferry@ciesc.k12.in.us](mailto:lferry@ciesc.k12.in.us)



March 15, 2017

Dear Office for English Language Acquisition:

It is with great pleasure and confidence that I send my support and enthusiasm for *Leveraging the Lectura y Lenguaje*, a project conceived in partnership with the Wabash Valley Education Center, area schools and Purdue University's Literacy and Language and English Learner (EL) faculty. The Wabash Valley Education Center is one of nine educational centers throughout Indiana and our role is to assess the professional development needs of our area districts. In our particular region of Indiana, most of our schools are small or rural and have a moderate to high representation of ELs and this was a dominant need expressed by area educators. We have become so specialized in EL education that we are now the host of the Indiana State EL conference and EL professional development conducted by Purdue's EL and literacy faculty.

Our Wabash Valley Education Center team and Dr. Trish Morita-Mullaney have worked to refine our understanding around EL education in the context of literacy. **We are now identifying ourselves as conveners of small and rural EL education.** When the Indiana Department of Education was seeking a home for Migrant and rural EL education, they sought us out as a center for those resources. We now host a library for area educators to use in their classrooms.

The project, *Leveraging the Lectura y Lenguaje y Lenguaje* promises to build upon our historic partnership by infusing literacy and EL professional development so we can more precisely attend to the needs of educators within our region. As a continuing partner in this work, we will support the project in the following ways:

- Serve in an advisory capacity on the goals and objectives of the project
- Host summer training for area educators participating in the literacy and English language development framework;
- Host summer institutes for identified school principals and district administrators;
- Assist with promotion of project to other schools in the Wabash Valley region in years 4-5 of the project, including private schools;
- Host developed materials during the project for dissemination to area schools

We enthusiastically support this important work for Indiana's ELs.

Sincerely

(b)(6)

Tami Hicks  
Professional Development Coordinator  
thicks@esc5.k12.in.us





P.O. Box 44673 ~ Indianapolis, IN 46204

---

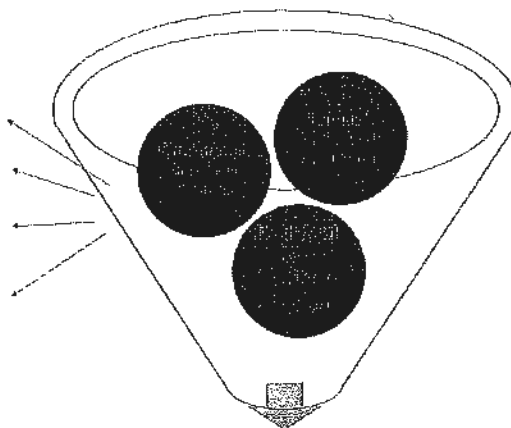
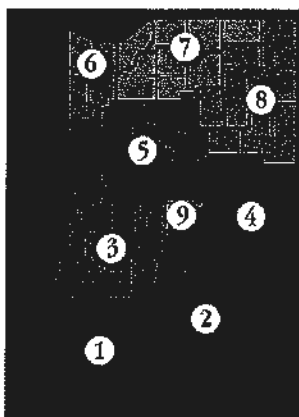
April 1, 2017

Supreet Anand, Deputy Director  
United States Department of Education  
Office of English Language Acquisition

Dear Dr. Anand:

I am writing this letter as President of the Indiana Teachers of English to Speakers of Other Languages (INTESOL) to support the efforts of *Leveraging the Lectura y Lenguaje*, a National Professional Development grant actively conceived in partnership with INTESOL. This project is a shared effort in creating a network of EL educators, disseminating new research throughout the state and creating the conditions for advocacy for Indiana's ELs.

**Establishing a network.** The Principal Investigator, Dr. Morita-Mullaney developed the idea of *Indiana ELL Collaboratives* in 2010. In cooperation with INTESOL, Dr. Morita-Mullaney developed a geographically focused effort with the *Indiana ELL Collaboratives* in nine regions of the state to develop area expertise. Stakeholders included practicing K-12 educators, principals, educational services centers, university ELL scholars and leaders within INTESOL from across the state, including small, rural, urban and suburban settings.



ELL Advocacy

**Disseminating research and information.** The *INTESOL ELL Collaboratives* have met several times since its inception and is a network that will allow *Leveraging the Lectura y Lenguaje* to share its results, but also provide much needed professional development on dual language bilingual education in each of the nine regions.

**Building advocacy.** The *INTESOL ELL Collaboratives* embody sustained advocacy that represents the diversity of each ELL community by region. Dr. Morita-Mullaney shared this approach at the annual Teaching English to Speakers of Other Languages (TESOL) conference in 2015, where ELL scholars and practitioners affirmed its merits, sustainability and its promise for replication. By sharing results of *Leveraging the Lectura y Lenguaje* in these regional locations, differentiation can be made for each unique ELL community.

**Leveraging the Lectura y Lenguaje and the INTESOL ELL Collaboratives.**  
Through our partnership, *INTESOL* will collaborate in the following ways:

- 1) Provide regional settings for *Leveraging the Lectura y Lenguaje* results to be shared;
- 2) Co-facilitate professional development on best practices within ELL language education with *Leveraging the Lectura y Lenguaje*;
- 3) Host a session on *Leveraging the Lectura y Lenguaje*'s findings at our annual INTESOL conference each November and;
- 4) Recruit educators and administrators to participate in *Leveraging the Lectura y Lenguaje* in latter years of the project.

As an INTESOL organization, we support this deepened and sustained effort of *Leveraging the Lectura y Lenguaje*'s literacy and English language development education goals improving the infrastructure of expertise throughout the state.

Sincerely,

(b)(6)  


Nathan Williamson,  
President  
[president@intesol.org](mailto:president@intesol.org)



# Indiana

## DEPARTMENT OF EDUCATION

March 31, 2017

Supreet Anand, Deputy Director  
United States Department of Education  
Office of English Language Acquisition

Dear Dr. Anand:

This letter serves to extend the support of the Indiana Department of Education for this National Professional Development Program grant application, *Leveraging the Lectura y Lenguaje* of Purdue University. We believe this initiative will further the State of Indiana's goals to develop a strong workforce of highly trained teachers for all English learners and create a cohort of teachers who are culturally competent and prepared to work with linguistically and culturally diverse students. Indiana believes in the importance of recruiting, developing and retaining excellent educators in order to ensure the English learner program can achieve its objectives. In order to provide appropriate support and instruction to English learners, teachers must be highly trained in language acquisition. To make this happen, LEAs and schools must provide the personnel necessary to effectively implement English learner programs, close achievement and opportunity gaps, and provide the essential professional development to teachers and administrators. With this grant, the Indiana Department of Education believes that Purdue University will further the mission to ensure equity and high quality for all English learners through the activities proposed in the grant.

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

Respectfully,

(b)(6)

Austin Cole Dietrich  
[adietrich@doe.in.gov](mailto:adietrich@doe.in.gov)  
English Learning and Migrant Education Coordinator  
Indiana Department of Education  
115 West Washington Street, Suite 600 South  
Indianapolis, IN 46204

The Project Director / Principal Investigator (~28% effort), Dr. Trish Morita-Mullaney is an Assistant Professor of Language, Literacy and Education at Purdue University where she teaches in-service teachers and pre-service teachers in literacy and EL education. She is of Asian-American descent and bilingual in Spanish and English. She has developed interactive online content for the EL licensure program and has expertise in mixed methods and qualitative design. She authored 11 journal articles and book chapters and received grants to conduct local research on the distinctions between literacy and ELD as seed support for later scale up through this proposed NPD project. She has served as an EL specialist at the Indiana Department of Education and as an EL coach. She led a district EL program that hosted a 2007 NPD project and co-published her work with the PI (Brooks, Adams & Morita-Mullaney, 2010) and presented outcomes at TESOL. Currently, she works with Wabash Valley educators on the distinctions between literacy and ELD. She is an active leader in the K-12 Indiana educator community having served as INTESOL's president in 1999 and 2015. During her recent presidency she developed the regional *INTESOL EL Collaboratives* to create regional networks of support for its educators of ELs, which will assist with future scale up. She will oversee all project components, including administration, staff supervision, finances, recruitment, instruction, data collection, analysis and meeting timelines, benchmarks and evaluations.

The Co-PI/Course Director is Dr. Wayne E. Wright (~10%), Professor and the Barbara I. Cook Chair of Literacy and Language at Purdue University. He is a former ESL and bilingual (English and Khmer) teacher. Dr. Wright has over 90 publications and is an internationally recognized scholar of language education and EL teaching practices. He is the author of two best-selling foundational textbooks for pre- and in-service teachers, *Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice* (2<sup>nd</sup> ed., 2015), and

*Foundations of Bilingual Education and Bilingualism* (with Colin Baker, 6<sup>th</sup> ed., 2017). He is also author of the comprehensive edited volume, *Handbook for Bilingual and Multilingual Education* (with Sovicheth Boun & Ofelia Garcia, 2015), and editor of a leading academic journal, the *Journal of Language, Identity, and Education* (with Yasuko Kanno). Dr. Wright will oversee the development of the ELD framework for the pre-service undergraduate EL course (EDCI 370), the in-service graduate EL courses (EDCI 530 and 559) and the implementation of the ELD framework into two literacy methodology courses (EDCI 326 and 361). He will supervise creation of materials for dissemination for educational services centers.

The Project Manager (100%) will be a Masters or Ph.D. level educator in literacy and English language learning. S/he will work closely with the Project Director to coordinate all district activities including recruitment, coaching, scheduling, data collection and professional development. The Project Manager will serve as an additional coaching resource.

One Literacy/ELD coach (~15% in Y1; ~23% in Y2-5) will be hired to serve as coach to teachers participating in the in-service educator interventions. The coach will be a certified elementary, Master's level or greater EL teacher with a background in literacy development and ELD with five or more years of EL teaching experience. The coach will come to Indiana to work directly with treatment cohort teachers four times during each school year (Years 2-5) assessing their fidelity of implementation of and performance with the ELD framework.

The Family-Community Engagement Partner (~5%) is the Educational Coordinator of La Plaza is a bilingual individual. This person will facilitate the family-community component in collaboration with educators, administrators, family liaisons and EL families.

Four district EL leaders will serve as local leaders for their district administration, participating teachers and family liaisons. Lori North (Frankfort), Brenda Ward (Lafayette),

Emily Graham (Logansport), and Erika Tran (MSD Lawrence) are EL districts leaders with 140+ years of collective EL teaching and leadership experience. All of them serve within state venues for leadership, demonstrating their shared capacity to make statewide impact as a result of the project. They will work with the project manager for recruitment, to determine licensure scholarships and teacher retention within the project.

The Evaluator (6%) is Dr. Ming Ming Chiu who serves as the Charles R. Hicks Endowed Chair Professor of Educational Psychology and Research Methodology at Purdue University and is Chinese American and bilingual in English and Cantonese. Dr. Chiu invented two statistical methods and has expertise in large-scale data analysis, including RCT methods with instructional interventions. He is an internationally recognized scholar with over 150 publications and 26 grants totaling over \$4.5 million.

Graduate students (2 at 50% in Yr 2-5) Two graduate students will assist the PI and Dr. Chiu with data collection and analysis throughout the project. Another (1 at 50% in Yr 1&2) will work in collaboration with Dr. Wright and the Learning Design and Technology team to capture, edit and refine videos for use in courses and professional development activities.

There was a problem attaching a file(s).

The file was missing in the application package submitted through Grants.Gov

## Budget Narrative File(s)

---

\* **Mandatory Budget Narrative Filename:**

---

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



## BUDGET NARRATIVE

Year 1

### Personnel

In accordance with 2 CFR 200, Uniform Administrative Requirements, Cost Principles, And Audit Requirements for Federal Awards, Purdue University tracks and reports its professional personnel on a percent of effort and not on an hourly basis. Salaries are adjusted by standard University inflation rates each fiscal year (July 1): 3% for faculty, 2.5% for professional and technical assistants, and 2% for post docs, graduate/undergraduate students and service staff. Summer Salary Policy: Payments made to academic year faculty/staff on summer payroll receive compensation calculated at their annual base salary plus an adjustment of 2.778%. The 2.778% is based on Summer Pay Policy allowing AY faculty/staff to work 12 out of 13 summer weeks.

#### 1 - Personnel (\$144,806)

*Trish Morita-Mullaney, PhD, Principal Investigator/Program Director-Faculty: (\$26,813)* Throughout the project period Dr. Morita-Mullaney will take primary responsibility for the administrative oversight of the grant, including coordinating and overseeing the development and implementation of all project activities and benchmarks, communications, reports, and financial management of the project. She will be responsible for the direct supervision of the Program Manager and Coach. In Year 1, she will have a primary role in recruitment, project planning, instruction, professional development and coaching manual preparation, training, needs assessment, data collection and analysis, and meeting with and incorporating feedback from the Evaluator and Advisory Council. Dr. Morita-Mullaney effort is 20.56% (1.85 person months Academic Year, AY) and 51% (1.5 person summer) total ~28% FY during Year 1 at a starting base salary of **\$65,933 AY** effective 7/01/2016.

*Wayne Wright, PhD, Co-PI/Course Director-Faculty: (\$18,601)* Throughout the project period Dr. Wright will oversee the development and implementation of the ELD framework into the undergraduate EL and literacy courses, along with the PI and Purdue EL faculty. He will also be involved in all Licensure Program activities. In Year 1, he will oversee the development of new course content for all 3 courses and will have a primary role in coordinating with Purdue Learning Design and Technology on the collection of family video vignettes and creation of materials for dissemination of materials for the educational services centers and the shared supervision of one graduate student. Dr. Wright effort is 2.0% (0.18 person months Academic Year, AY) and 34% (1 person summer) total ~10% FY during Year 1 at a starting base salary of **\$123,753 AY** effective 7/01/2016.

*Dr. Ming Ming Chiu, PhD, Co-PI/Evaluator-Faculty: (\$13,586)* As Evaluator for the program, Dr. Chiu will oversee all data analysis and provide feedback on both collection and analysis throughout the duration of the project, with special emphasis on the quasi-experimental study. In year 1 he will provide feedback on data collection measures and establish a data collection protocol. Dr. Chiu effort is 2.5% (0.23 person months Academic year, AY) and 15% (.46 person summer) total ~6% FY during Year 1 at a starting base salary of **\$160,320 AY** effective 7/01/2016.

*TBD, MA or PhD, Project Manager: (\$60,000)* The project manager will work closely with the PI throughout the project and will coordinate and take part in the day-to-day execution of all pre- and in-service and family/community activities, including recruitment, scheduling, data collection, and coaching. The project manager effort is 100% (12.0 person months) FY in Year 1 at a starting base salary of **\$59,800 FY** effective 7/01/2016.

*TBD, MA or PhD, Family-Community Engagement Partner- Admin/Management:* (**\$3,681**) The family-community partner (La Plaza) will facilitate the family-community-school component of the project. In Year 1 s/he will conduct a Needs Assessment of focal districts and will facilitate PD based on results. S/he effort is 100 hours total (~4.8% FY 0.58 person months) during Year 1 at a starting base salary of **\$91,635** effective 7/01/2016.

*EL and Literacy Faculty:* (**\$3,125**) During each summer of the project three members (Susan Britch, Christy Wessel Powell and Melanie Kuhn) of the Purdue University College of Education EL and/or Literacy faculty will convene for two days (0.09 summer months), joining the PI and Course Director, to examine ELD/Literacy videos, vignettes, and other content collected within project activities to select for appropriateness and effectiveness for course revisions. A total of \$3,125 is requested in Year 1 for the 3 faculty effort. Starting base salaries are all effective 7/01/2016 and are as follows:

1. Susan Britsch- **\$91,635 AY**
2. Christy Wessel Powell- **\$57,000 AY**
3. Melanie Kuhn- **\$117,174 AY**

*Graduate Student:* (**\$19,000**) We request funds for one 50% FY (6.0 person months) graduate student with a starting base salary of **\$37,130 FY** effective 7/01/2016. The graduate student will work in collaboration with Dr. Wright and the Learning Design and Technology team to capture, edit and refine videos for use in courses and professional development activities.

## **2 - Fringe Benefits**

*Fringe benefits* (**\$39,274**) include retirement, Social Security benefits, unemployment insurance, workman's compensation, and health insurance. These are calculated at the current Purdue rates. Fringe benefits are budgeted in accordance with university policy as follows: Faculty 27.7%, Post-Doctoral 31.7%, Admin/Management 33.5% and Graduate Students 9.4%.

## **3 - Travel**

*Travel* (**\$10,261**) We request funding in Year 1 to defray the cost of researchers' travel to/from the schools, based on standard university rates (\$3,629); to support the PI and Evaluator to attend the Annual Directors' Meeting in Washington, DC (\$3,212); and for the coach to travel to Indiana 2-4 times/year for up to one week/trip (airfare, lodging, per diem x 2 trips; \$3,420).

## **5 - Supplies**

*Supplies* (**\$2,500**) We request \$2,500 annually to offset the costs of supplies and materials associated with the project, such as data storage, miscellaneous supplies, and to defray the costs of printing and copying and publication charges.

## **6 - Contractual**

- *Transcription* (**\$3,000**) We request funding in the amount of \$3,000 in Year 1 to offset the costs of transcribing videotapes and interviews (\$1.50-2/min, depending on number of speakers).
- *Consultant Literacy/ELD Coach* (**\$13,846**) The coach will be responsible for the majority of ELD coaching for the Intervention throughout the project period; in Year 1 s/he will have a primary role in developing content for the coaching manual (4 weeks x 2x, base salary \$90,000).

## **8 - Other Expenses**

- *Graduate Fee Remissions.* A total of **\$10,320** is requested in Year 1 for graduate fee remission, budgeted in accordance with university policy.

## **10 - Indirect Costs**

*Indirect Costs.* The indirect cost rate (8% MTDC) has been applied to this project as allowed by sponsor. The base for indirect cost calculation is \$213,687. All direct costs with the exception Participant Stipends and Graduate Fee Remissions are included in the base. The total indirect cost for Year 1 is **\$17,095**.

## **11 - Training Stipends**

- *Participant Support: Stipends* We request **\$2,000** in Year 1 for participant stipends upon completion of the PD/workshop (\$100 each; 20 Family/community participants).

## **12 - Total Year 1: \$243,102**

## BUDGET NARRATIVE

Year 2

### 1 - Personnel (\$187,094)

*Trish Morita-Mullaney, PhD, Principal Investigator/Program Director-Faculty:* (\$27,618) For the remainder of the project period Dr. Morita-Mullaney will be responsible for the direct supervision of two graduate students who will assist the Evaluator in the collection and analysis of data. In Year 2, she will have a primary role in recruitment, project planning, instruction, coaching, training, professional development, data collection and analysis, and meeting with and incorporating feedback from the Evaluator and Advisory Council. Dr. Morita-Mullaney effort is 20.56% (1.85 person months Academic Year (AY) and 51% (1.5 person summer) total ~28% FY during during Year 2.

*Wayne Wright, PhD, Co-PI/Course Director-Faculty:* (\$19,159) In Year 2, he will continue to oversee the development of new course content for all 3 courses and will have a primary role in coordinating with Purdue Learning Design and Technology on the collection of family video vignettes, ELD teaching videos, and creation of materials for dissemination of materials for the educational services centers and the supervision of one graduate student. Dr. Wright effort is 2.0% (0.18 person months Academic Year, AY) and 34% (1 person summer) total ~10% FY during Year 2.

*Dr. Ming Ming Chiu, PhD, Co-PI/Evaluator-Faculty:* (\$13,994) In Year 2 Dr. Chiu will continue to oversee all data analysis, with assistance from the PIs graduate students. He will provide feedback on collection and analysis, with special emphasis on the quasi-experimental study and will provide feedback on data collection measures. Dr. Chiu effort is 2.5% (0.23 person months Academic year, AY) and 15% (.46 person summer) total ~6% FY during Year 2.

*TBD, MA or PhD, Project Manager:* (\$61,199) In Year 2, the project manager will continue to work closely with the PI throughout the project and will coordinate and take part in the day-to-day execution of all pre- and in-service and family/community activities, including recruitment, scheduling, Principal Institute and family PD/workshop, data collection, and coaching. The project manager effort is 100% (12.0 person months) FY in Year 2.

*TBD, MA or PhD, Family-Community Engagement Partner- Admin/Management:* (\$3,773) In Year 2 s/he will facilitate PD based on results from the Needs Assessment and will train district family liaisons to conduct future family PD/workshops S/he effort is 100 bours total (~4.8% FY 0.58 person months) during Year 2.

*EL and Literacy Faculty:* (\$3,213) In the summer of Year 2, EL and/or Literacy faculty will again convene for two days (0.09 months of summer), joining the PI and Course Director, to examine ELD/Literacy videos, vignettes, and other content collected within project activities to select for appropriateness and effectiveness for course revisions.

*Graduate Students:* (\$58,138) We request support for three 50% FY (18.0 person months) graduate students in Year 2. One will continue to work with the Co-PI and the Learning Design and Technology team to capture, edit and refine videos for use in courses and professional development activities. The other two will assist the PI and Evaluator with the Intervention, including data collection and analysis.

## 2 - Fringe Benefits

*Fringe benefits* (\$43,879) are budgeted in accordance with university policy as follows: Faculty 27.7%, Post-Doctoral 31.7%, Admin/Management 33.5% and Graduate Students 9.4%.

## 3 - Travel

*Travel* (**\$16,736**) We request funding in Year 2 to defray the cost of researchers' travel to/from the schools, based on standard university rates (\$5,184); to support the PI and Evaluator to attend the Annual Directors' Meeting in Washington, DC (\$3,212); and for the coach to travel to Indiana 4 times/year for up to one week/trip (airfare, lodging, per diem x 4 trips; total \$6,840).and to defray the costs for the PI and/or Co-PI to attend a conference (e.g., AERA, TESOL, or AAAL; total \$1,500).

## 5 - Supplies

*Supplies* (**\$2,500**) We request \$2,500 in Year 2 to offset the costs of supplies and materials associated with the project, such as data storage, miscellaneous supplies, and to defray the costs of printing and copying and publication charges.

## 6 - Contractual

- *Transcription* (**\$3,000**) We request funding in the amount of \$3,000 in Year 2 to offset the costs of transcribing videotapes and interviews (\$1.50-2/min, depending on number of speakers).
- *Consultant Literacy/ELD Coach* (**\$21,185**). The coach will be responsible for the majority of ELD coaching for the Intervention, time includes preparing individual coaching before intervention and logging information afterward (3 weeks x 4x, base salary \$91,800).

## 8 - Other Expenses

- *Graduate Fee Remissions*. A total of **\$31,063** is requested in Year 2 for graduate fee remission, budgeted in accordance with university policy.
- *Professional Development*: A total of **\$4,850** is requested to host professional development for in-service teachers, administrators, and family/community. The cost includes all space, management, and meals.

## 10 - Indirect Costs

*Indirect Costs*. The indirect cost rate (8% MTDC) has been applied to this project as allowed by sponsor. The base for indirect cost calculation is \$279,246. All direct costs with the exception Participant Stipends and Graduate Fee Remissions are included in the base. The total indirect cost for Year 2 is **\$22,340**.

## 11 - Training Stipends

- *Participant Support: Stipends* We request **\$12,500** in Year 2 for participant stipends upon completion of the licensure and/or PD session (\$500/participant; 7 ELD, 14 Licensure participants and \$100 each; 20 Family/community participants – amount reflects time commitment).
- *Participant Support: Tuition* We request **\$74,542** for tuition costs in Year 2 for 14 in-service teachers to obtain licensure, (2016 per credit rate of \$348/credit, with inflation cost of 2% each year).

- *Participant Support: Books* A total of \$4,900 is requested to cover the cost of books for 14 in-service teachers' licensure courses in Year 2.
- *Participant Support: Travel* We request \$173 for administrator participants to travel to Principal Institute.

**12 - Total Year 2: \$424,762**

## BUDGET NARRATIVE

Year 3

### 1 - Personnel (\$167,853)

*Trish Morita-Mullaney, PhD, Principal Investigator/Program Director-Faculty: (\$28,446)* In Year 3, she will have a primary role in recruitment, project planning, instruction, coaching, training, professional development, data collection and analysis, and meeting with and incorporating feedback from the Evaluator and Advisory Council. Dr. Morita-Mullaney effort is 20.56% (1.85 person months Academic Year (AY) and 51% (1.5 person summer) total ~28% FY during Year 3.

*Wayne Wright, PhD, Co-PI/Course Director-Faculty: (\$19,734)* In Year 3, he will continue to oversee the development of new course content for all 3 courses. Dr. Wright effort is 2.0% (0.18 person months Academic Year, AY) and 34% (1 person summer) total ~10% FY during Year 3.

*Dr. Ming Ming Chiu, PhD, Co-PI/Evaluator-Faculty: (\$14,414)* Dr. Chiu will oversee all data analysis, with assistance from the PIs graduate students. He will provide feedback on collection and analysis, with special emphasis on the quasi-experimental study. Dr. Chiu effort is 2.5% (0.23 person months Academic year, AY) and 15% (.46 person summer) total ~6% FY during Year 3.

*TBD, MA or PhD, Project Manager: (\$62,423)* In Year 3, the project manager will coordinate and take part in the day-to-day execution of all pre- and in-service and family/community activities, including recruitment, scheduling, Principal Institute and Family PD/workshop, data collection, and coaching. The project manager effort is 100% (12.0 person months) FY in year 3.

*EL and Literacy Faculty: (\$3,302)* In the summer of Year 3, EL and/or Literacy faculty will again convene for two days (0.09 months of summer), joining the PI and Course Director, to examine ELD/Literacy videos, vignettes, and other content collected within project activities to select for appropriateness and effectiveness for course restructuring.

*Graduate Students: (\$39,534)* We request support for two 50% FY (12.0 person months) graduate students in Year 3. One will continue to work with the Co-PI and the Learning Design and Technology team to capture, edit and refine videos for use in courses and professional development activities. The other two will assist the PI and Evaluator with the Intervention, including data collection and analysis.

### 2 - Fringe Benefits

*Fringe benefits (\$41,785)* are budgeted in accordance with university policy as follows: Faculty 27.7%, Post-Doctoral 31.7%, Admin/Management 33.5% and Graduate Students 9.4%.

### 3 - Travel

*Travel (\$18,526)* We request funding in Year 3 to defray the cost of researchers' travel to/from the schools, based on standard university rates (\$3,974); to support the PI and Evaluator to attend the Annual Directors' Meeting in Washington, DC (\$3,212); and for the coach to travel to Indiana 4 times/year for up to one week/trip (airfare, lodging, per diem x 4 trips; total \$6,840).and to defray the costs for the PI and Co-PIs to attend one conference each (e.g., AERA, TESOL, or AAAL; total \$4,500).

## 5 - Supplies

*Supplies (\$2,500)* We request \$2,500 in Year 3 to offset the costs of supplies and materials associated with the project, such as data storage, miscellaneous supplies, and to defray the costs of printing and copying and publication charges.

## 6 - Contractual

- *Transcription. (\$4,500)* We request funding in the amount of \$4,500 in Year 3 to offset the costs of transcribing videotapes and interviews (\$1.50-2/min, depending on number of speakers).
- *Consultant Literacy/ELD Coach (\$21,608)* The coach will be responsible for the majority of ELD coaching for the Intervention, time includes preparing individual coaching before intervention and logging information afterward (3 weeks x 4x, base salary \$93,636).

## 8 - Other Expenses

- *Graduate Fee Remissions.* A total of **\$21,123** is requested in Year 3 for graduate fee remission, budgeted in accordance with university policy.
- *Professional Development:* A total of **\$4,850** is requested to host professional development for in-service teachers, administrators, and family/community. The cost includes all space, management, and meals.

## 10 - Indirect Costs

*Indirect Costs.* The indirect cost rate (8% MTDC) has been applied to this project as allowed by sponsor. The base for indirect cost calculation is \$261,622. All direct costs with the exception Participant Stipends and Graduate Fee Remissions are included in the base. The total indirect cost for Year 2 is **\$20,930**.

## 11 - Training Stipends

- *Participant Support: Stipends* We request **\$12,500** in Year 3 for participant stipends upon completion of the licensure and/or PD session (\$500/participant; 7 ELD, 14 Licensure participants and \$100 each; 20 Family/community participants – amount reflects time commitment).
- *Participant Support: Tuition* We request **\$76,003** for tuition costs in Year 3 for 14 in-service teachers to obtain licensure.
- *Participant Support: Books* A total of \$4,900 is requested to cover the cost of books for 14 in-service teachers' licensure courses in Year 3.
- *Participant Support: Travel* We request \$173 for administrator participants to travel to Principal Institute.

## 12 - Total Year 3: \$397,251



## BUDGET NARRATIVE

Year 4

### 1 - Personnel (\$171,863)

*Trish Morita-Mullaney, PhD, Principal Investigator/Program Director-Faculty: (\$29,300)* In Year 4, she will have a primary role in project management and reporting, recruitment, project planning, instruction, coaching, training, professional development, data collection and analysis, manuscript preparation, dissemination of results, and meeting with and incorporating feedback from the Evaluator and Advisory Council. Dr. Morita-Mullaney effort is 20.56% (1.85 person months Academic Year (AY) and 51% (1.5 person summer) total ~28% FY during Year 4.

*Wayne Wright, PhD, Co-PI/Course Director-Faculty: (\$20,326)* In Year 4, he will continue to oversee the development of new course content for all 3 courses, as well as manuscript preparation and dissemination of results. Dr. Wright effort is 2.0% (0.18 person months Academic Year, AY) and 34% (1 person summer) total ~10% FY during Year 3.

*Dr. Ming Ming Chiu, PhD, Co-PI/Evaluator-Faculty: (\$14,846)* Dr. Chiu will oversee all data analysis, with assistance from the PIs graduate students. He will provide feedback on collection and analysis, with special emphasis on the quasi-experimental study and will participate in manuscript preparation and dissemination of results. Dr. Chiu effort is 2.5% (0.23 person months Academic year, AY) and 15% (.46 person summer) total ~6% FY during Year 4.

*TBD, MA or PhD, Project Manager: (\$63,672)* In Year 4, the project manager will coordinate and take part in the day-to-day execution of all pre- and in-service and family/community activities, including recruitment, scheduling, Principal Institute and Family PD/workshop, data collection, and coaching. The project manager effort is 100% (12.0 person months) FY in year 4.

*EL and Literacy Faculty: (\$3,394)* In the summer of Year 4, EL and/or Literacy faculty will again convene for two days (0.09 months of summer), joining the PI and Course Director, to examine ELD/Literacy videos, vignettes, and other content collected within project activities to select for appropriateness and effectiveness for course revisions.

*Graduate Students: (\$40,325)* We request support for two 50% FY (12.0 person months) graduate students in Year 4. One will continue to work with the Co-PI and the Learning Design and Technology team to capture, edit and refine videos for use in courses and professional development activities. The other two will assist the PI and Evaluator with the Intervention, including data collection and analysis.

### 2 - Fringe Benefits

*Fringe benefits (\$42,801)* are budgeted in accordance with university policy as follows: Faculty 27.7%, Post-Doctoral 31.7%, Admin/Management 33.5% and Graduate Students 9.4%.

### 3 - Travel

*Travel (\$21,526)* We request funding in Year 4 to defray the cost of researchers' travel to/from the schools, based on standard university rates (\$3,974); to support the PI and Evaluator to attend the Annual Directors' Meeting in Washington, DC (\$3,212); and for the coach to travel to Indiana 4 times/year for up to one week/trip (airfare, lodging, per diem x 4 trips; total \$6,840).and to defray the costs for the PI, Co-PI, Evaluator and graduate students to attend one conference each (e.g., AERA, TESOL, or AAAL; total \$7,500).

### 5 - Supplies

*Supplies (\$2,500)* We request \$2,500 in Year 4 to offset the costs of supplies and materials associated with the project, such as data storage, miscellaneous supplies, and to defray the costs of printing and copying and publication charges.

#### **6 - Contractual**

- *Transcription. (\$4,500)* We request funding in the amount of \$4,500 in Year 4 to offset the costs of transcribing videotapes and interviews (\$1.50-2/min, depending on number of speakers).
- *Consultant Literacy/ELD Coach (\$22,041)* The coach will be responsible for the majority of ELD coaching for the Intervention, time includes preparing individual coaching before intervention and logging information afterward (3 weeks x 4x, base salary \$95,509).

#### **8 - Other Expenses**

- *Graduate Fee Remissions.* A total of **\$21,545** is requested in Year 4 for graduate fee remission, budgeted in accordance with university policy.
- *Professional Development:* A total of **\$4,850** is requested to host professional development for in-service teachers, administrators, and family/community. The cost includes all space, management, and meals.

#### **10 - Indirect Costs**

*Indirect Costs.* The indirect cost rate (8% MTDC) has been applied to this project as allowed by sponsor. The base for indirect cost calculation is \$270,081. All direct costs with the exception Participant Stipends and Graduate Fee Remissions are included in the base. The total indirect cost for Year 2 is **\$21,606**.

#### **11 - Training Stipends**

- *Participant Support: Stipends* We request **\$11,000** in Year 4 for participant stipends upon completion of the licensure and/or PD session (\$500/participant; 6 ELD, 12 Licensure participants and \$100 each; 20 Family/community participants – amount reflects time commitment).
- *Participant Support: Tuition* We request **\$66,398** for tuition costs in Year 4 for 12 in-service teachers to obtain licensure, budgeted in accordance with university policy with inflation of 2% each year.
- *Participant Support: Books* A total of \$4,200 is requested to cover the cost of books for 12 in-service teachers' licensure courses in Year 4.
- *Participant Support: Travel* We request \$173 for administrator participants to travel to Principal Institute.

#### **12 - Total Year 4: \$395,003**

## BUDGET NARRATIVE

Year 5

### 1 - Personnel (\$172,483)

*Trish Morita-Mullaney, PhD, Principal Investigator/Program Director-Faculty: (\$30,179)* In Year 5, she will have a primary role in project management and reporting, recruitment, project planning, instruction, coaching, professional development, data collection and analysis, writing manuscripts, dissemination of results, and meeting with and incorporating feedback from the Evaluator and Advisory Council. Dr. Morita-Mullaney effort is 20.56% (1.85 person months Academic Year (AY) and 51% (1.5 person summer) total ~28% FY during Year 5.

*Wayne Wright, PhD, Co-PI/Course Director-Faculty: (\$20,936)* In Year 5, he will make any needed adjustments to course content and will work with PI and Evaluator on manuscripts and dissemination of results. Dr. Wright effort is 2.0% (0.18 person months Academic Year, AY) and 34% (1 person summer) total ~10% FY during Year 5.

*Dr. Ming Ming Chiu, PhD, Co-PI/Evaluator-Faculty: (\$15,292)* Dr. Chiu will oversee all data analysis, with assistance from the PIs graduate students. He will provide feedback on collection and analysis, with special emphasis on the quasi-experimental study and will participate in manuscript preparation and dissemination of results. Dr. Chiu effort is 2.5% (0.23 person months Academic year, AY) and 15% (.46 person summer) total ~6% FY during Year 5.

*TBD, MA or PhD, Project Manager: (\$64,945)* In Year 5, the project manager will coordinate and take part in the day-to-day execution of all pre- and in-service and family/community activities, including recruitment, scheduling, and Family PD/workshop, data collection, and coaching. The project manager effort is 100% (12.0 person months) FY in Year 5.

*Graduate Students: (\$41,131)* We request support for two 50% FY (12.0 person months) graduate students in Year 5. The other two will assist the PI and Evaluator with the Intervention, including data collection and analysis, manuscript preparation and dissemination of results.

### 2 - Fringe Benefits

*Fringe benefits (\$42,848)* are budgeted in accordance with university policy as follows: Faculty 27.7%, Post-Doctoral 31.7%, Admin/Management 33.5% and Graduate Students 9.4%.

### 3 - Travel

*Travel (\$21,526)* We request funding in Year 5 to defray the cost of researchers' travel to/from the schools, based on standard university rates (\$3,974); to support the PI and Evaluator to attend the Annual Directors' Meeting in Washington, DC (\$3,212); and for the coach to travel to Indiana 4 times/year for up to one week/trip (airfare, lodging, per diem x 4 trips; total \$6,840). and to defray the costs for the PI, Co-PI, Evaluator and graduate students to attend one conference each (e.g., AERA, TESOL, or AAAL; total \$7,500).

### 5 - Supplies

*Supplies (\$2,500)* We request \$2,500 in Year 5 to offset the costs of supplies and materials associated with the project, such as data storage, miscellaneous supplies, and to defray the costs of printing and copying and publication charges.

## 6 - Contractual

- *Transcription. (\$4,500)* We request funding in the amount of \$4,500 in Year 5 to offset the costs of transcribing videotapes and interviews (\$1.50-2/min, depending on number of speakers).
- *Consultant Literacy/ELD Coach (\$22,481)* The coach will be responsible for the majority of ELD coaching for the Intervention, time includes preparing individual coaching before intervention and logging information afterward (3 weeks x 4x, base salary \$97,419).

## 8 - Other Expenses

- *Graduate Fee Remissions.* A total of **\$21,976** is requested in Year 5 for graduate fee remission, budgeted in accordance with university policy.
- *Professional Development:* A total of **\$1,000** is requested to host family PD/workshop for teachers and family/community at the schools. The cost includes management, and meals.

## 10 - Indirect Costs

*Indirect Costs.* The indirect cost rate (8% MTDC) has been applied to this project as allowed by sponsor. The base for indirect cost calculation is \$267,338. All direct costs with the exception Participant Stipends and Graduate Fee Remissions are included in the base. The total indirect cost for Year 2 is **\$21,387**.

## 11 - Training Stipends

- *Participant Support: Stipends* We request **\$9,500** in Year 5 for participant stipends upon completion of the licensure and/or PD session (\$500/participant; 5 ELD, 10 Licensure participants and \$100 each; 20 Family/community participants – amount reflects time commitment).
- *Participant Support: Tuition* We request **\$56,500** for tuition costs in Year 5 for 10 in-service teachers to obtain licensure, budgeted in accordance with university policy with inflation of 2% each year.
- *Participant Support: Books* A total of \$3,500 is requested to cover the cost of books for 14 in-service teachers' licensure courses in Year 5.

## 12 - Total Year 5: \$380,201

**Grand Total \$1,840,319**



DEPARTMENT OF HEALTH & HUMAN SERVICES

Program Support Center  
Financial Management Service  
Division of Cost Allocation

February 7, 2014

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

Mary Catherine Gaisbauer  
Comptroller  
Purdue University  
Freehafer Hall of Administrative Services  
401 S. Grant Street  
West Lafayette, IN 47907-2024

Dear Ms. Gaisbauer:

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

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

The Office of Management and Budget (OMB) has requested that we reach an agreement with each institution on components for the published F&A cost rates. The attached form(s) are provided for that purpose. Please sign the form(s) and return them with the agreement.

An F&A cost proposal, together with supporting information, are required to substantiate your claim for F&A costs under grants and contracts awarded by the Federal Government. Thus, your next proposal based on actual costs for the fiscal year ending 6/30/2016 is due in our office by 12/31/2016.

Sincerely,

(b)(6)

Ami Karim  
Director  
Division of Cost Allocation

Enclosures

PLEASE SIGN AND FAX A COPY OF THE RATE AGREEMENT

**COLLEGES AND UNIVERSITIES RATE AGREEMENT**

EIN: 1356002041A1  
 ORGANIZATION:  
 Purdue University  
 Office of the Comptroller  
 1070 Freehafer Hall  
 West Lafayette, IN 47907-2024

DATE:02/07/2014  
 FILING REF.: The preceding  
 agreement was dated  
 12/21/2009

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.	07/01/2013	06/30/2014	54.00	On Campus	Organized Research
PRED.	07/01/2014	06/30/2017	55.00	On Campus	Organized Research
PRED.	07/01/2013	06/30/2014	52.00	On Campus	Instruction
PRED.	07/01/2014	06/30/2017	54.00	On Campus	Instruction
PRED.	07/01/2013	06/30/2014	36.00	On Campus	Other Sponsored Activities
PRED.	07/01/2014	06/30/2017	38.00	On Campus	Other Sponsored Activities
PRED.	07/01/2013	06/30/2017	26.00	Off Campus	All Programs
PROV.	07/01/2017	06/30/2019			Use same rates and conditions as those cited for fiscal year ending June 30, 2017.

ORGANIZATION: Purdue University

AGREEMENT DATE: 2/7/2014

---

**\*BASE**

Modified total direct costs, consisting of all salaries and wages, fringe benefits, materials, supplies, services, travel and subgrants and subcontracts up to the first \$25,000 of each subgrant or subcontract (regardless of the period covered by the subgrant or subcontract). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, student tuition remission, rental costs of off-site facilities, scholarships, and fellowships as well as the portion of each subgrant and subcontract in excess of \$25,000.

ORGANIZATION: Purdue University

AGREEMENT DATE: 2/7/2014

---

---

**SECTION II: SPECIAL REMARKS**

---

TREATMENT OF FRINGE BENEFITS:

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

TREATMENT OF PAID ABSENCES

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

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s), the off-campus rate will apply. Actual costs will be apportioned between on-campus and off-campus components. Each portion will bear the appropriate rate.

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  
403(b) Defined Contribution Plan  
Retirement  
Worker's Compensation  
Life Insurance  
Unemployment Insurance  
Health Insurance  
Staff Tuition Remission  
Disability Insurance  
Other Post Employment Benefit OPEB (effective 7/1/2014)

The next indirect cost proposal based on actual costs for the fiscal year ending 06/30/2016, is due by 12/31/2016.

The Purdue University rates cited above apply also to the Purdue Research Foundation, EIN# 1351052049A1



ORGANIZATION: Purdue University

AGREEMENT DATE: 2/7/2014

**SECTION III: GENERAL**

**A. LIMITATIONS:**

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

**B. ACCOUNTING CHANGES:**

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

**C. FIXED RATES:**

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

**D. USE BY OTHER FEDERAL AGENCIES:**

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

**E. OTHER:**

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

BY THE INSTITUTION:

Purdue University

(INSTITUTION)

(b)(6)

(SIGNATURE)

MARY CATHERINE GAISBAUER

(NAME)

Comptroller

(TITLE)

3/12/2014

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

(b)(6)

(O)

Arif Karim

(NAME)

Director, Division of Cost Allocation

(TITLE)

2/7/2014

(DATE) 5043

HHS REPRESENTATIVE: Denise Shirlee

Telephone: (214) 767-3261

**COMPONENTS OF THE PUBLISHED FACILITIES & ADMINISTRATIVE COST RATE**

INSTITUTION: PURDUE UNIVERSITY

FY COVERED BY RATE: FY 2014 - FY 2017

RATE TYPE:

**RATE COMPONENTS:**

	ORGANIZED RESEARCH			INSTRUCTION			OTHER SPONSORED ACTIVITIES		
	On-Camp FY 2014	On-Camp FY 2015-2017	Off-Camp FY 2014 - 2017	On-Camp FY 2014	On-Camp FY 2015-2017	Off-Camp FY 2014 - 2017	On-Camp FY 2014	On-Camp FY 2015-2017	Off-Camp FY 2014 - 2017
Building Depreciation	8.1	5.3		3.0	3.3		1.7	2.1	
Equipment Depreciation	5.0	5.2		2.0	2.2		0.8	1.0	
Interest	1.2	1.2		0.8	1.0		0.2	0.3	
Operations & Maintenance	15.2	15.8		12.4	13.4		7.0	8.1	
Library	1.5	1.5		7.8	8.1		0.3	0.5	
Administrative Component	26.0	26.0	26.0	26.0	26.0	26.0	26.0	26.0	26.0
F&A Rate	54.0	55.0	26.0	52.0	54.0	26.0	36.0	38.0	26.0

CONCURRENCE:

PURDUE UNIVERSITY

(Institution)

(b)(6)

Mary Catherine Gaisbauer  
(Name)

Comptroller  
(Title)

3/12/2014  
(Date)