

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



APPLICATION FOR GRANTS
UNDER THE

NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM

CFDA # 84.365Z

PR/Award # T365Z170135

Grants.gov Tracking#: GRANT12392032

OMB No. , Expiration Date:

Closing Date: Apr 24, 2017

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="04/24/2017"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

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

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="436003859"/>	* c. Organizational DUNS: <input type="text" value="8048838250000"/>
---	---

d. Address:

* Street1:	<input type="text" value="One University Blvd"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Saint Louis"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="MO: Missouri"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="63121-4400"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

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

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Kim"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Song"/>	
Suffix: <input type="text" value="Ph.D."/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="314-516-5924"/>	Fax Number: <input type="text"/>
---	----------------------------------

* 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:**

SEE-TEL: Strengthening Equity and Effectiveness for Teachers of English Learners

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,646,801.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,646,801.00"/>

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

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

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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

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

Name of Institution/Organization

The Curators of the University of Missouri on behalf of UMSL

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	228,914.00	231,950.00	214,658.00	229,822.00	211,406.00	1,116,750.00
2. Fringe Benefits	75,702.00	75,993.00	70,502.00	76,577.00	77,407.00	376,181.00
3. Travel	24,069.00	20,474.00	20,474.00	20,474.00	24,069.00	109,560.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	7,375.00	1,092.00	1,110.00	1,128.00	1,147.00	11,852.00
6. Contractual	50,899.00	60,422.00	45,962.00	51,523.00	52,103.00	260,909.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	8,171.00	8,416.00	8,669.00	8,929.00	0.00	34,185.00
9. Total Direct Costs (lines 1-8)	395,130.00	398,347.00	361,375.00	388,453.00	366,132.00	1,909,437.00
10. Indirect Costs*	30,957.00	30,684.00	26,899.00	29,000.00	27,884.00	145,424.00
11. Training Stipends	53,058.00	120,733.00	157,903.00	132,172.00	118,074.00	581,940.00
12. Total Costs (lines 9-11)	479,145.00	549,764.00	546,177.00	549,625.00	512,090.00	2,636,801.00

***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: 07/01/2016 To: 06/30/2020 (mm/dd/yyyy)

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

The Indirect Cost Rate is 45.00%.

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

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

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

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

PR/Award # T365Z170135

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Wesley R Harris	Interim Vice Provost for Research
APPLICANT ORGANIZATION	DATE SUBMITTED
The Curators of the University of Missouri on behalf of UMSL	04/24/2017

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

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

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

6. * Federal Department/Agency: <input type="text" value="US Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="English Language Acquisition State Grants"/> CFDA Number, if applicable: <input type="text" value="84.365"/>
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8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

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

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

SEE-TELL GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

SEE-TEL: Strengthening Equity and Effectiveness for Teachers of English Learners
General Education Provisions Act (GEPA) Statement

The proposed project, **SEE-TEL**, aims to follow GEPA requirement to address the 2017 National Program Development (NPD) priorities pertaining to PD activities to improve content teachers' strategies for ELs. The University of Missouri – St. Louis and Columbia campuses and four partner school districts (Bayless, Carthage, Columbia, and Kansas City Public School Districts) will ensure equitable access to, and participation in federally-assisted SEE-TEL project. The University of Missouri – St. Louis and Columbia campuses ensure the U.S. Department of Education, Office of English Language Acquisition, that the proposed NPD grant will comply with GEPA requirements in the following ways:

1. The project will recruit, hire, and involve individuals from social and ethnic minority groups, multi-lingual individuals, consumers, and individuals with disabilities to plan, implement, and evaluate program services, to the greatest extent possible;
2. Information about the professional development services provided by this project will be distributed in the format of print, electronic, and visual to safeguard against lack of equitable accessibility to all individuals who presently work in the four school districts; one in St. Louis, one in Carthage, one in Columbia, and one Kansas City in Missouri.
3. The selection committee that selects participants for this project will consist of individuals who are members of culturally, ethnically, and linguistically diverse groups, individuals with special needs and regardless of age and gender.
4. The project will adhere to the Individuals with Disabilities Education Act. All facilities in the district and on the University of Missouri – St. Louis and Columbia campuses are handicap accessible. Computer technology is available for visually impaired individuals.

5. Develop or acquire and disseminate linguistically and culturally responsive teaching curriculum and instructional materials that can be understood and accessible to all potential participants, regardless of their unique challenges or backgrounds.
6. Arrange for assistive technology devices to translate materials for participants in need of such services (as available).
7. Post information materials, schedules of events, and program assessments on the Internet, which will enable assistive computer devices to interpret the materials for users. Ensure all potential users have direct access to these resources through the provision of usable workstations and/or computer labs, to the greatest extent possible.
8. The project will sponsor parent engagement activities in the four LEA districts. The project will provide babysitting and transportation for parents who attend the onsite PD program functions as needed.
9. The project will provide the translators to the parents who attend the PD sections as needed, and all PD rooms are handicap accessible.
10. The consent and assent forms will be translated in ELs' first languages (Spanish, Arabic, Bosnian, Korean, Vietnamese, Somali, and Indian) and have them available to ELs and their parents.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION

The Curators of the University of Missouri on behalf of UMSL

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: Wesley Middle Name:

* Last Name: Harris Suffix: Ph.D

* Title: Interim Vice Provost for Research

* SIGNATURE: Wesley R Harris

* DATE: 04/24/2017

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

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

1. Project Director:

Prefix: Dr.	First Name: Kim	Middle Name:	Last Name: Song	Suffix: Ph.D
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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: 00000011

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

	Add Attachment	Delete Attachment	View Attachment
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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

1. **Name of IHE:** Curators of University of Missouri
2. **Partners:** Bayless School District, Carthage R-9 School District, Columbia Public Schools, Kansas City Public Schools, Missouri Department of Elementary and Secondary Education
3. **Title of the Proposed Project:** Strengthening Equity and Effectiveness for Teachers of English Learners (Project SEE-TEL)
4. **Priorities:** Absolute Priority, Competitive Preference Priority 1 (August, Branum-Martin, Cardenas-Hagan, & Francis, 2009; Carlo, August, McLaughlin, Snow, Dressler, Lippman, & White, 2004); Competitive Preference Priority 2: Invitational Priority 1; Invitational Priority 2
5. **Project Description:** Project SEE-TEL will prepare 50 in-service content teachers in four Missouri school districts to earn TESOL certification through a course-based TESOL program and Summer Institute professional development. The project will also provide professional development to 5 LEA coaches, 120 school leaders and other educators, and 25 teacher education faculty, and provide onsite family engagement programs for 160 EL parent/family members, using approaches and strategies that build meaningful relationships with school community to support effective and equitable EL education. Project efficacy will be evaluated through ongoing quantitative and qualitative data collection and analysis, including a quasi-experimental study on the impact of the in-service teacher PD.

6. Number and Type of Participants (Total Participants = 360)

Year	In-service teachers		LEA coaches	School leaders & Other educators	Parents & Family members	University Faculty
	Cohort1	Cohort2				
Y1	25		5	30	40	5
Y2				30	40	5
Y3				30	40	5
Y4	25			30	40	5
Y5				30	40	5
Total	50		5	120	160	25

7. Project Goal, Objectives, Performance Outcomes

Goal. Improve and equalize EL instruction and achievement across the state of Missouri by developing educators' expertise on effective EL instructional strategies and parent/family engagement.
Objective 1. Complete a five-year PD plan to prepare participating educators to serve ELs and their families effectively and equitably (GPRA 2,3,4,5,6).
Objective 2. Increase the number and quality of participating educators to provide equitable and effective service to ELs and families (GPRA 2,3,4,5,6).
Objective 3. Increase university faculty's knowledge and skills to prepare LCR teaching force (GPRA 4).
Objective 4. Increase EL parent/family engagement to foster greater connection to their children's education (GPRA 6).

8. **Project Director:** Dr. Kim H. Song songk@msx.umsl.edu

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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SEE-TEL: Strengthening Equity and Effectiveness for Teachers of English Learners

A. PROJECT DESIGN

***Project Overview.** Strengthening Equity and Effectiveness for Teachers of English Learners (SEE-TEL)* is designed to provide high-quality, research-based, innovative and rigorous professional development (PD) to in-service teachers and educators who work with English Learners (ELs) in isolated rural and distressed urban and suburban areas in Missouri. The proposed model builds on the team's previous NPD grant, **QTEL** (*Quality Teachers for English Learners*, 2011-2017), which trained 75 pre-service teachers and 52 in-service teachers working in districts in dire need of EL expertise and resources. Using surveys, interviews, and observations of QTEL teachers' growth in (1) EL instructional strategies, (2) cultural and linguistic competences, and (3) attitudes towards ELs, QTEL demonstrated significant outcomes with challenges in the areas of content discourses in depth and social justice issues for ELs. Specifically, QTEL improved and increased teachers' capabilities on defining and delivering language objectives, using dual language resources, integrating four language modalities in their vocabulary teaching, viewing ELs positively, developing linguistically and culturally responsive teaching (LCRT) tools, and designing inclusive classrooms as it has been demonstrated in annual reports to OELA.

SEE-TEL PI and Co-PIs have partnered for over 10 years across Missouri in urban, rural, and suburban areas with the most significantly increasing and diversifying immigrant populations. Through QTEL and other projects, we have provided dual language resources and expertise, presented research, and trained EL teachers. Now, SEE-TEL will network four local educational agencies (LEAs) in Missouri from these geographically diverse areas with the most demonstrated needs, specifically: Bayless (inner-ring St. Louis suburb), Carthage (rural Southwest), Columbia (mid-state), and Kansas City Schools (see Table 1). SEE-TEL will provide a fully online TESOL

Certification Program for developing new teacher expertise, Summer Institutes, and onsite PD focused on parent and family engagement.

Table 1: SEE-TEL LEA Characteristics

District	ELs % (N)	Free & Reduced Lunch %	Ratio of TESOL certified teachers to ELs	Challenges Identified
Bayless	(PreK) 42% (30) (K-5) 29% (249) (6-8) 13% (47) (9-12) 5% (35)	91% 66% 71% 65%	(K-6) 1 to 60 (7-8) 1 to 30 (9-12) 1 to 60	Lack of knowledge on EL education at high school level; new Syrian refugees
Carthage	(K-5) 65% (6-8) 16% (9-12) 19%	63%	(K-5) 1:50 (6-8) 1:35 (9-12) 1:33	Rural district with recent intense growth in Central American ELs
Columbia	(PreK) 10% (99) (K-5) 9% (794) (6-8) 4% (164) (9-12) 3% (157)	42%	(PreK) 0:99 (K-5) 1:47 (6-8) 1:33 (9-12) 1:22	Welcoming over 200 new students/year of over 50 different languages
Kansas City	(PreK) 3% (45) (K-5) 31% (2459) (6-8) 23% (646) (9-12) 19% (766)	90%	(K-6) 1 to 93.9 (7-8) 1 to 25 (9-12) 1 to 40	Strong jump in refugees; most diverse MO school district with large % of ELs

Project Priorities. SEE-TEL meets the **Absolute Priority, “Providing Professional Development to Improve Instruction for English Learners”** through meeting four priorities:

Competitive Preference Priority (CPP) 1: Moderate Evidence of Effectiveness

Competitive Preference Priority (CPP) 2: Improving Parent, Family, Community Engagement

Invitational Priority (IP) 1: Dual Language Approaches

Invitational Priority (IP) 2: Early Learning Workforce to Serve ELs

For CPP 1, *Moderate Evidence of Effectiveness*, we draw on intervention studies (August et al., 2009; Carlo et al., 2004) that meet the standards of What Works Clearinghouse (WWC). As described in A2 Section, recommended instructional strategies from these studies, which are reported in the Institute of Education Sciences (IES) Educator's Practice Guide (2014), will be embedded in TESOL coursework and Summer Institute PDs. The effectiveness of these instructional interventions will be systematically evaluated using quasi-experimental methods (see Evaluation Section). CPP 2, *Improving Parent, Family, and Community Engagement*, IP 1, *Dual Language Approaches*, and IP 2, *Early Working Force to Serve ELs* will be addressed through PD-based TESOL coursework, Summer Institute PDs, and family engagement events.

A1. Goals, Objectives, and Outcomes are Clearly Specified and Measurable

The overarching goal of SEE-TEL is to **improve and equalize EL instruction and achievement across the state of Missouri by developing educators' expertise on effective EL instructional strategies and parent/family engagement**. Toward this goal, SEE-TEL will provide professional development to a *state-wide* network (see Table 1) with four objectives and nine strategic activities each evaluated by performance-based outcomes. SEE-TEL will be implemented and evaluated in three phases. Phase I includes participant recruitment, design/re-design of seven online TESOL courses, and the development of Summer Institute PDs as well as outcome measures (see Management and Evaluation Plans). Next, Phase II in Years 1-3 will (1) train and certify Cohort I (25 in-service teachers) with TESOL State Certification, (2) provide Summer Institute PD for Cohort I, 5 SEE-TEL Coaches, and 60 other educators; and (3) facilitate

EL family engagement activities for 80 family members. In Years 3-5, Phase III will do the same for another Cohort II (25 in-service teachers), 60 other educators, and 80 more family members.

The proposed project design is outlined in the logic model in A3 (Figure 1).

Objective 1. Complete a five-year PD plan to prepare participating educators to serve ELs and their families effectively and equitably.

Objective 1 meets **Absolute Priority** by designing an effective professional development model to improve EL instruction with high standards including TESOL certification through three major activities. **IP2** is met through recruiting 20% of participants from PreK-3 grades.

Activity 1.1. Recruit program participants in Year 1. SEE-TEL project leaders will collaborate with partner LEAs to recruit the following participants: (1) **50 in-service teachers** who 1a) are content teachers and demonstrate commitment to all of the SEE-TEL activities (required), and who preferably 1b) are bilinguals and/or from underrepresented groups, and 1c) have at least 25 percent ELs in their classroom; (2) **5 LEA coaches** who 2a) currently work in the partner LEAs, 2b) have TESOL certification, and 3b) feel prepared to support participating teachers in SEE-TEL coursework and activities; (3) **120 administrators and other educators** who have at least 10% ELs in their schools; and (4) **25 teacher education faculty**.

Activity 1.2. Design online TESOL certification program. In line with the Missouri Department of Elementary and Secondary Education (DESE) new requirements for TESOL State Certification, SEE-TEL will design one new course and redesign the existing six TESOL courses. The seven TESOL courses will incorporate components that address two **CPPs** and two **IPs**. Table 2 illustrates each of the 7 TESOL courses that are incorporated with the four priorities.

Table 2. Integration of NPD Priorities in TESOL Courses

Dimension	TESOL Course	Projects Per Priority Choice
Foundation	6210 Applied Linguistics for TESOL	Early Dual Language Development Project (IP 1 & 2)
	6220 Principles of Second Language Acquisition	Case study of EL Family Language Practice (CPP 2)
	6230 Crosscultural Communications for TESOL	Family Engagement Program Design & Implementation (CPP 2)
Application Practice	6224 Integrated Curriculum Development for Content Teaching to ELS	Evidence-Based Instructional Strategies (CPP 1); Dual Language Instructional Approaches (IP 1); ePortfolio with Effective Lesson and Assessment Plan (CPP 1)
	6240 Assessment in TESOL	
	6250 Methods and Materials in TESOL	
	6260 Practicum in TESOL	

Activity 1.3. Design Summer Institutes (SI) and Ousite Family Engagement PD for Years 1-4. Leading scholars, consultants, and the partner SEA will be contracted to present workshops at the Summer Institute PDs on the selected topics of effective EL instruction and family engagement for the 50 cohort in-service teachers, five coaches, and 120 other educators.

Outcomes 1.1, 1.2, 1.3. Phase I preparation will lead to eligible participant recruitment and developed PD programs (courses/ SI) and measures.

Objective 2. Increase the number and quality of participating educators to provide equitable and effective service to ELs and families.

Objective 2 speaks to implementation of PD (**Absolute Priority**) for in-service teachers, LEA coaches, administrators and other educators. The PD-based TESOL certification program and Summer Institutes incorporate instructional strategies proven as effective with moderate to strong evidence (**CPP 1**), including dual language instructional strategies for newcomer students (**IP 1**) and early learners (**IP 2**), and systemic initiatives to increase knowledge and skills for family engagement among educators (**CPP 2**).

Activity 2.1. In-service teachers (n=50) complete a PD-based TESOL program and Summer Institutes to improve EL instruction and family engagement. From Year 1 through Year 5, SEE-TEL will provide 50 in-service teachers with tuition and resources to complete the 21-credit online graduate TESOL certificate program at the University of Missouri-St. Louis (UMSL). Cohort participants will have the opportunity to pursue the Master in Education (MED), and/or UMSL graduate certificates along with the TESOL State Certification. Each Cohort teacher will also receive a three-day Summer Institute PD (Y1-Y2 for Cohort 1; Y3-Y4 for Cohort 2) (Table 3) to dive deeper into SEE-TEL objectives. Workshop topics include: 1) book club for linguistically and culturally responsive (LCR) teaching and learning, 2) impact of multilingual/multicultural resources for EL literacy development, 3) content-specific support for ELs, 4) best practices in EL family engagement strategies. **Outcome Measures 2.1.** At least 90% (n=45) teachers will complete the seven TESOL courses (GPRA 2); 80% (n=40) will earn the State Certificate (GPRA 3); 90% (n=45) will rate the course/SI program as effective in teaching and serving ELs families (GPRA 4, 6) using In-Service Teacher Surveys (see Project Evaluation).

Activity 2.2. Five LEA coaches complete Summer Institute PDs to improve mentoring skills for Cohort teachers. In each Years 1-4, five LEA coaches will receive training embedded

in three-day Summer Institutes to effectively support LEA teachers to 1) successfully complete TESOL coursework and 2) transfer SEE-TEL training into onsite classroom practices for ELs.

Outcome Measures 2.2. At least 90% (n=4) coaches will rate the SI training as effective in preparing them to serve ELs and families (GPRA 4, 6), or in preparing EL teaching force (GPRA 5) using the Other Educator Surveys (see Project Evaluation).

Activity 2.3. Administrators and other educators (n=120) complete Summer Institute PDs and improve linguistically and culturally responsive (LCR) services for ELs and families. In each Year 1 to 4, 30 administrators and other educators from partner LEAs will receive two-day Summer Institute PD sessions to enhance their knowledge of and services for immigrants/refugees, EL curriculum and assessment, and equal access to resources for ELs and their families. “Other educators” include counselors, speech pathologists, para-professionals, assistant teachers, and other educational support staff. **Outcome Measures 2.3.** At least 90% (n=108) of participating educators will rate the program as effective in preparing them to serve EL students and families (GPRA 4,6) or in preparing EL teaching force (GPRA 5) using the Other Educator Survey (see Project Evaluation Section).

Table 3. TESOL Program Schedule

Cohort	Y1	Y2	Y3	Y4	Y5
Cohort 1 (n=25)	Course 1	Course 2,3,4	Course 5,6,7		
	SI* PD 1	SI PD 2	WC		
Cohort 2 (n=25)			Course 1	Course 2,3,4	Course 5,6,7
			SI PD 1	SI PD 2	WC

*SI – Summer Institute * Course titles listed in Table 2 * WC – Working Conference

Objective 3. Increase university faculty’s knowledge and skills to prepare a linguistically and culturally responsive (LCR) teaching force for their students.

Objective 2 addresses teacher educator training in preparing a linguistically and culturally responsive (LCR) teaching force, which will impact a very broad population of teachers with ELs and enhance EL education well into the future. Faculty in the early literacy field will receive a focused training on incorporating early dual language development approaches (**IP1; IP2**).

Activity 3.1. Twenty-five College of Education (COE) faculty design and revise teacher education course syllabi to incorporate LCR teaching objectives and activities. In each Years 1-5, five faculty, including clinical mentors who advise teacher candidates, from UMSL and UMC will attend two half-day seminars to design and modify existing teacher education curriculum. They will incorporate EL-specific instructional strategies and issues including: 1) knowledge and skills in early language learning, 2) benefits of using ELs’ L1 through dual language strategies, 3) linguistically and culturally inclusive classroom design, and 4) family engagement. **Outcome Measures 3.1.** As a result of seminars, 80% of the faculty participants (n=20) will produce revised syllabi that have new EL-teaching objectives and aligned outcomes such as student work samples and reflective papers; 80% of the participants (n=20) will rate the program as effective in preparing EL teaching force (GPRA 5) using the Training Evaluation Survey.

Objective 4. Increase EL parent/family engagement to foster greater connection to their children’s education.

Objective 4 addresses **CPP 2** through onsite family engagement activities that expand and enhance EL parents’ and educators’ skills, and knowledge to effectively communicate and advocate for EL children’s education.

Activity 4.1. In-service teachers design and implement EL family engagement projects through TESOL courses. Project in-service teachers will work with SEE-TEL onsite coaches, other educators, and EL family brokers to develop family engagement projects as part of TESOL course assignments (Table 2). SEE-TEL coaches will support implementation of family engagement plans, which may include: 1) home visits; 2) coffee with principal to build trusting relationships; 3) resource fair for EL parents; 4) reading clubs for children with parent volunteers; 5) classroom visits for EL parents; 6) family literacy events where EL family members create stories using multicultural topics and/or multiple languages; 7) PD for using technologies for home-school connection; and 8) information on enhancing college and career readiness. Resulting projects from these activities, like storybooks, will add to the schools' resources and contribute to building community with EL families. **Outcome Measures 4.1.** At least 90% (n=45) in-service teachers will successfully implement family engagement course projects (GPRA 2), and rate their knowledge and skills related to parent/family engagement as effective using the In-Service Teacher Survey (see Project Evaluation Section) (GPRA 6).

Activity 4.2. Forty parents and family members participate in onsite parent/family engagement programs to improve school engagement skills. In Years 2-5, Dr. Trigos-Carrillo, Post-Doctoral family engagement specialist, will support LEAs' planning and implementation of three to five family engagement activities. As a result, 40 parent/family members each year (10 per LEA) will participate in enhanced family engagement activities. **Outcome Measures 4.2.** 90% or 144 participating family members report their needs and perspectives (on Family Surveys) and rate activities as effective in enhancing their knowledge and skills for EL education (GPRA 6).

A2. Project Design and Implementation Lead to Replications of Effective Activities and Strategies

SEE-TEL will address **CPP 1 – Moderate Evidence of Effectiveness** – by drawing on WWC validated research studies with strong or moderate evidence of EL teaching (August et al., 2009; Carlo et al., 2004; Lesaux et al., 2010), in particular, the ones that framed recommendations of the IES Practice Guide (2014). Specifically, SEE-TEL employs the following three research-based intervention strategies in the TESOL courses and Summer Institute PDs for teachers (drawn from the **1st, 2nd, and 4th** IES recommendations, 2014):

1) *Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities* using brief, engaging informational texts as a platform for academic vocabulary instruction; choosing a small set of academic vocabulary for in-depth instruction; teaching academic vocabulary using multiple language modalities; instructing word-learning strategies.

2) *Integrate oral and written English language instruction into content-area teaching* by utilizing multimedia instructional tools (videos, visuals, graphic organizers); explicitly teaching content-specific words; facilitating pair or small group sessions to discuss content; and providing writing opportunities to extend content learning.

3) *Provide small-group instructional intervention to students struggling in areas of literacy and English language development* through content-focused writing assignments; language-based support for writing skill development; diverse group configuration to discuss varying aspects of writing; and periodic assessment of student writing with constructive feedback.

Outcomes from these interventions will result in knowledge that guides replication of effective course-based PD activities. An experimental study will be designed in Phase I and conducted in Phase II with Cohort 1 as the Treatment group and Cohort 2 (waitlist group) as the Comparison

group. In Phase III, the full report of the study results will be documented and disseminated to the field, starting with a presentation in Summer Institute working conference in Year 5. (See more details in the section IV **Project Evaluation.**)

A3. SEE-TEL Project is Supported by Strong Theory

The proposed professional development activities were selected based upon growing research evidence on the effectiveness of and theories about: 1) need for in-service teacher training, 2) LCR framework to serve ELs, and 3) significance of parent/family engagement. Figure 1 on page 14 provides the Logic Model, or Theory of Action, in these three areas.

In-service content teacher training leading to ESOL certification. Particularly in Midwest communities where most of the content teachers are monolingual, white, and female, many content classroom teachers need an in-depth course-based PD program that offers the range, breath, and depth of expertise for durable content instruction for ELs (Loucks-Horsley et al, 1997). Findings from the project planning meeting (April 2017) with LEAs on their current challenges confirmed that Missouri school districts do not have enough TESOL-trained content teachers and administrators, and, thus, their districts are lacking effective EL education programs and family support services. There is increasing research evidence that quick intervention PD models have little to low statistical impact on teachers' pedagogical changes (Kim et al., 2011; Roschelle et al., 2011; Tran, 2014; Wijekumar, 2012). Instead, studies provide evidence for the benefit of a long-term PD models such as graduate-level courses and a series of in-depth PD sessions (Valencia, 2010). Based on the research claim that PD should be sustained and in-depth if it is to be effective and transformative, SEE-TEL will design and implement **PD-based graduate TESOL program** to build deeper levels of commitment, collaboration, and reflection among in-service teachers.

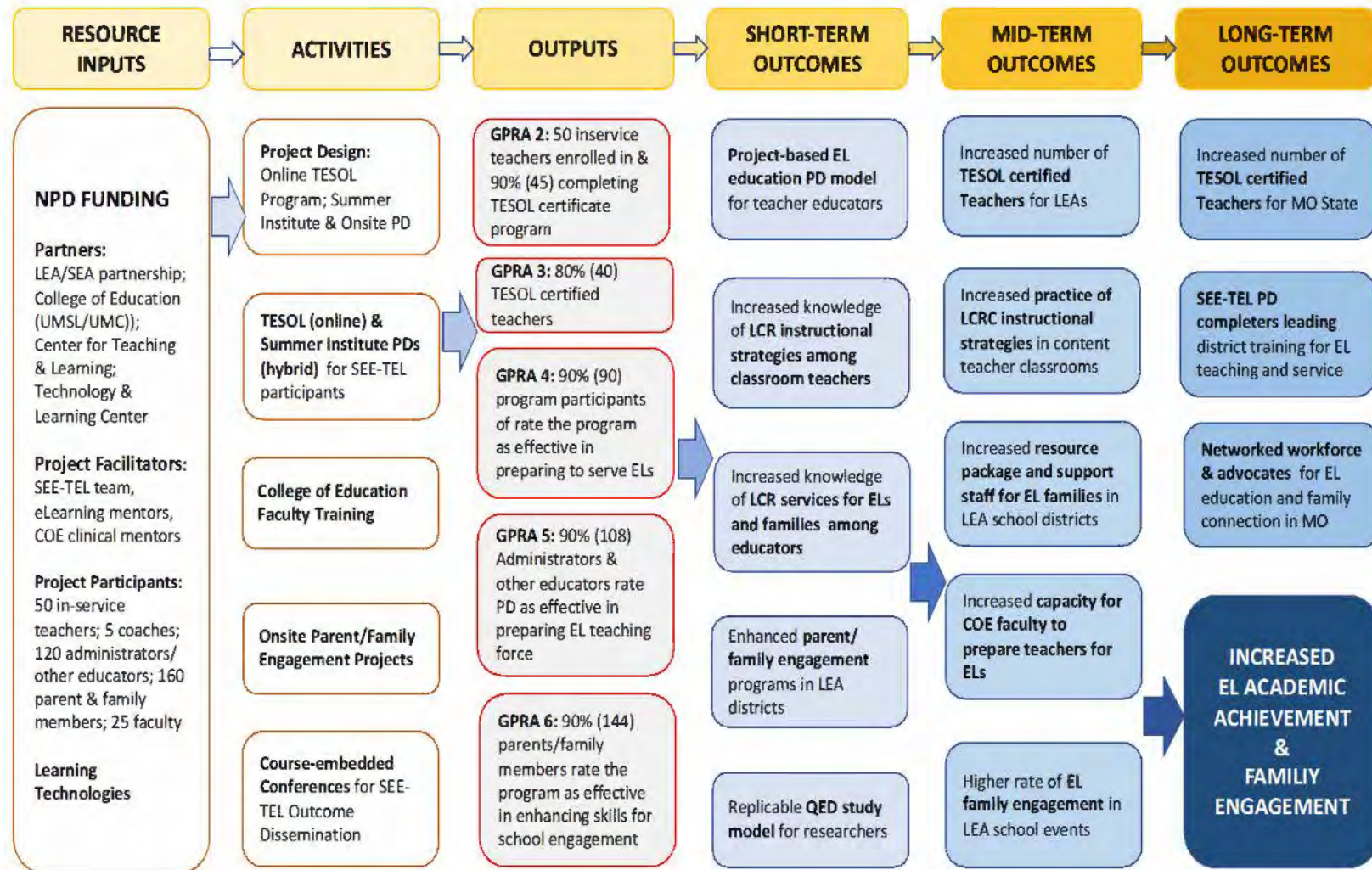
Linguistically and culturally responsive content teaching (LCRCT) model (CPP 1; IP 1). The proposed project will adopt the LCRCT model for designing PD activities. LCRCT model

was developed with the empirical data from the previous NPD grant project (QTEL) and extant research on LCR teacher education (Aguirre, Zavala, & Katanyoutanant, 2012; Commins & Miramontes, 2006; Fillmore & Snow, 2002; González & Darling-Hammond, 1997; Grossman, et al., 2005; Halliday, 1978; Schleppegrell, 2007; Song & Simon, 2014; Song & Coppersmith, 2017; Turner & Drake, 2016; Villegas, 2007). Dr. Kim Song, the principal investigator of QTEL, developed a two-dimensional LCRMT model – M in Mathematics (Song & Coppersmith, 2017). The first dimension of *competences* includes 1) content competence, 2) content discourse competence, and 3) content pedagogical competence. The second dimension of *meta-content features* addresses larger contexts of teaching practice, mainly through three “how-to” actors: 1) know in depth, 2) develop metacognitive procedure skills, and 3) critically examine socio-culturally ‘just’ teachers’ beliefs (Appendix A). SEE-TEL PDs are designed to provide participating educators with opportunities to learn and apply these interdependent dimensions of content and meta-content knowledge and practices. TESOL courses integrate LCRCT dimensions (3 competences and 3 how-to actors) to enhance teachers’ capacity to practice a more linguistically and culturally responsive content instruction (Song & Coppersmith, 2017). Through SEE-TEL coursework and PDs, teachers will learn how to prepare content lessons that involve not only the content knowledge and procedural metacognitive skills, but also examination of “Funds of Knowledge” pertinent to students’ prior experiences including first language practices, cultural capitals, culture-specific discourses and perspectives (Rios-Aguila et al., 2011). Particularly, the four TESOL courses (TCH ED 6210, 6224, 6250, 6260) and Summer Institute teacher training will incorporate dual language (DL) instructional approaches for LEAs that have increasing newcomer immigrant students, to activate EL students’ linguistic and cultural resources, for example, teaching academic vocabulary and concepts using ELs’ L1 such as dual language word wall, bilingual newsletter and children’s literature (Austin, 2009).

Parent/family engagement (CPP 2; IP 2). ELs in our LEAs are from diverse backgrounds including Central America, Bosnia, Nepal, Vietnam, Syria, and Somalia. Most are from lower socioeconomic backgrounds. As the number of ELs increases exponentially, schools are in dire need of training on how to connect with diverse ELs' families. However, research notes that there is a mismatch between teachers' and parents' expectations of one another's roles in children's education (Rodríguez-Brown, 2010). Many ELs' parents experience feelings of confusion and alienation within educational systems that do not understand their culture or experiences (Arias & Morillo-Campbell, 2008). Moreover, school personnel often view EL parents as lacking resources or interest in developing school-family partnerships (Arias & Morillo-Campbell, 2008; Little, 2012; Rennallis, 2006; Valencia, 2010). Additionally, research findings confirm a recurring theme of 'linguicism' (Austin, 2009; Garcia, et al., 2013), discrimination based on one's language use such as accent, widely experienced by ELs and their families. The proposed project addresses the current lack of support for EL families in LEAs, experiences of EL families' linguicism, and resulting issues of inequitable practices (Austin, 2009) by including the following: 1) TESOL course-embedded opportunities for in-service teachers to promote parent/family engagement in schools; 2) Summer Institute PD trainings; and 3) onsite engagement programs. As a result of SEE-TEL training, LEA teachers, administrators/other educators, and EL parents/family members will engage in multiple onsite PD activities (see Activity 4.1, 4.2) including family literacy project.

Family literacy project for early learners (PreK-3). Extensive research has documented that family literacy programs enhance children's early literacy development (Mui & Anderson, 2008; Orellana, 2009; Purcell-Gates, 1996; Taylor & Dorsey-Gaines, 1988). In turn, educators have developed literacy events that support families in increasing school literacies at home.

Figure 1. SEE-TEL Logic Model



Converging evidence indicates that these programs positively affect children's early language and literacy development (Anderson, Friedrich & Kim, 2011; Brooks, Pahl, Pollard, & Rees, 2008) into the elementary school years (St. Clair, Jackson, & Zweiback, 2012). Moreover, parents value such programs (Anderson, Anderson, & Teichert, 2013), and they help teachers and schools understand and build upon the lived experiences of culturally and linguistically diverse families (Anderson, Anderson, & Gear, 2015).

Engagement in family literacies benefits ELs in at least two ways: (1) when educators understand students' home-based knowledge, skills, and literacy practices, they can better shape LCR content curricular practices, and (2) when students' languages, cultures, and literacy practices are valued by teachers, they are more likely to succeed academically (Cushman, Barbier, Mazak, & Petrone, 2006). As will be addressed in the TESOL coursework and Summer Institutes particularly for early teaching force, linguistically and culturally responsive (LCR) teaching operates on the assumption that linguistic-minority students are rich users of literacies that are different from dominant literacy practices, but not deficient. In turn, family literacy events provide the elements to develop successful and effective EL family engagement. SEE-TEL will appropriate the notion of family literacy as an important resource for early learners' literacy development to facilitate each LEA's family literacy event through providing family literacy event models (one of which will be the previous NPD activity of parent-child bilingual storybook making), expertise of family literacy engagement (Dr. Trigos -Carrillo, Post-doctoral Fellow), and event funding for such areas of interpreter services, child care services, transportation, technology facilitation (e.g., projector and iPad), and material and food purchase.

B. PROJECT PERSONNEL

B1. Application from Members of Underrepresented Groups

SEE-TEL personnel and their organizations are committed to equal opportunity in employment and education for all individuals, regardless of age, race, ethnicity, religion, gender, national origin, or disability. As described below and in the Position Description of Key Personnel, SEE-TEL will be led by scholars who are diverse by race, ethnicity, and linguistic capacities, and many come from traditionally underrepresented backgrounds. In addition, the project team will prioritize recruitment of project facilitators and participants from diverse backgrounds (see Activity 1.1 for recruitment criteria).

B2. Qualifications and Experience of the P.I. and Project Director

Principal Investigator and Project Director: Dr. Kim Song is a bilingual speaker of English and Korean, who is originally from South Korea. She is an Associate Professor and Director of TESOL program in the Department of Educator Preparation, Innovation and Research at the University of Missouri-St. Louis (UMSL). Dr. Song has over 14 years of experience managing federal grants as a PI, Co-PI, and external evaluator. Currently, Dr. Song is the PI of **QTEL**, an NPD grant (2011-2017) that lead to 75 pre-service teachers and 52 in-service teachers to acquire TESOL State Certification. In addition, Dr. Song served as an external evaluator for a Mathematics and Science Partnership, and as a Co-PI for Teacher Quality Enhancement Grant, both funded by Department of Education, for eight years in total in 2003 -2011. Dr. Song has more than 25 years of teaching and research on linguistically and culturally responsive education and SIOP-based instruction for ELs: She created the TESOL program at UMSL in 2006; received a UM System grant to re-develop the TESOL courses

online in 2009; developed the undergraduate dual certification program in Elementary Education and TESOL. Dr. Song's publications include 28 articles and chapters in referred journals and edited books, including "Systematic professional development training and its impact on teachers' attitudes toward ELLs: SIOP and guided coaching" and "Linguistically and culturally responsive math teaching for ELLs: From teacher training to classroom practice."

B3. Qualifications and Experience of Key Project Personnel

Co-Principal Investigator and Co-Project Director: Dr. Lisa M. Dorner, who is bilingual in English (native) and Spanish (advanced), is Associate Professor of Educational Policy at the University of Missouri-Columbia (UMC). She received her Ph.D. and post-doctoral training from Northwestern University's School of Education and Social Policy. She is an experienced researcher of dual language (DL) and bilingual education, who was recognized by the University of Missouri Board of Curators for "Advancing Missouri's Communities" through her community partnerships with DL schools. Dr. Dorner has published 26 articles and chapters about children's language development, ELs, and DL education in top-tier research journals including *American Educational Research Journal*, *Educational Policy*, and the *Journal of Adolescent Research*. With colleagues including Dr. Song, she was awarded three UM system grants (2010, 2014, 2015) to create the first-ever graduate seminars on bilingual and global education for Missouri. She was also awarded two research grants (2009, 2015) to examine the development of DL education and experiences across Missouri, and multiple teacher development projects, including one from the Library of Congress that resulted in new instructional materials for St. Louis area schools. Dr. Dorner is an Executive Board member and a faculty fellow of the Cambio Center at UMC, which supports SEE-TEL and its dissemination.

Co-Principal Investigator: Dr. Sujin Kim, Assistant Research Professor at UMSL is fluent in Korean and English. She received her TESOL certificate and Ph.D. in Education from UMSL. From her experience as a Post-Doctoral researcher and project director of School Board Members and Policymaking research project at UMC (2015-2016), Dr. Kim has extensive experiences in local school networking, data collection and analysis, and team research leadership. She was recognized with the Outstanding Scholarly Contribution in Research Award from UMC in 2016 for her research on educational discourses in school website designs. Dr. Kim has published several articles in peer-reviewed journals including *Educational Studies* and *International Journal of Qualitative Studies in Education*. Currently, she is coordinating the QTEL project and preparing two QTEL-related articles on LCRT community building in online TESOL Methods and Practicum courses, and teachers' attitude towards EL students.

Post-Doctoral Fellow: Dr. Lina Trigos-Carrillo is a native of Colombia, Fulbright awardee and fluent Spanish-English bilingual. Currently as a postdoctoral fellow at the Campus Writing Program of UMC, Dr. Trigos-Carrillo works on initiatives to support writing for English as a second language learners and PD for multilingual writers. Dr. Trigos-Carrillo has experience working on projects for a prestigious CAREER award from the National Science Foundation: "CAREER: A Study of Strategies and Social Processes that Facilitate the Participation of Latino English Language Learners in Elementary Mathematics Classroom Communities." As part of this work, she developed PD materials and publications on EL parent involvement in US schools and classrooms. Funded by NCTE (National Council of Teachers of English), she also conducted a study on family and community literacies in Mexico, Colombia, and Costa Rica in 2015-2016. Her research about academic and community literacies has received recognition from the NCTE, the International Literacy Association, and the Fulbright Commission. She also worked as an

educator in Columbia for 12 years, first as a kindergarten and primary teacher, and later as a university faculty in language education programs.

Project Evaluator: Dr. Christine Li-Grining grew up in a multilingual context where her parents spoke different Filipino dialects: Tagalog, Bisaya, Ilocano. Dr. Li-Grining, Associate Professor of Psychology, Loyola University Chicago received her Ph.D. in Human Development and Social Policy at Northwestern University. Dr. Li-Grining has published over 25 manuscripts, which include longitudinal studies on children's academic, social, and cognitive outcomes in non-experimental and experimental contexts. Her publications use longitudinal regression models, hierarchical linear models, growth trajectories, and clustered, randomized controlled trials. Dr. Li-Grining's measurement experience includes work with school administrative data, use of established measures, the adaptation of existing measures, as well as factor analysis, reliability calculations, and scale construction. She recently participated in two IES-sponsored workshops on randomized control trials and quasi-experimental design at Northwestern University. A long-time partner of LEAs, Dr. Li-Grining is currently a member of the Council of the Collaboration for Early Childhood in Oak Park, Illinois.

Project Consultants and a Graduate Research Assistant (GRA) are hired to support Summer Institute PDs and coaching at partner LEAs. Two of the three consultants are Latina, Dr. Denice Adkins who is Spanish/English bilingual, and Dr. Zandra de Araujo, who is a first-generation immigrant with parents from Brazil. The third consultant, Dawn Heston, is an experienced K-12 teacher of Spanish and university instructor of Spanish, and the GRA, Edwin Bonney is also a Spanish instructor and multilingual immigrant from Ghana.

C. MANAGEMENT PLAN

C1. Adequacy of the Management Plan to Achieve the Objectives

Table 4 outlines key project milestones, leading personnel and target dates.

C2. Time Commitment of Project Personnel

PI Song and Co-PI Dorner will function as Co-Project Directors, with the PI committing 30% of her fall and spring semesters, and Co-PI Dorner committing 20%. In addition, on average, they will each commit 50% of their time during the summers (around one and one-half to two months). Co-PI Kim and Post-Doctoral Fellow Trigos-Carrillo will devote 100% during the calendar year, and GRA Edwin Bonney will be the 0.50 FTE graduate research assistant. Project Evaluator Li-Grining, External Evaluator will commit 10% of her fall and spring semesters with one summer month/year commitment to the project. The full-time project coordinator (PC) will assist with all logistical aspects of SEE-TEL, including cohort recruitment and training in collaboration with the PI and Co-PIs. Additional funds are budgeted for Summer Institute Consultants and a website/marketing developer. Fiscal management and accounting will be supported by UMC and UMSL. For more details, see the Position Description document.

Table 4. Management Plan

Timeline	Activities to Accomplish Objective 1	Leading Personnel
Objective 1. Complete a five-year PD plan to prepare participating educators to serve ELs and their families effectively and equitably.		
Activity 1.1. Recruitment		
Sept Y1	Develop SEE-TEL staff and participant recruitment plan, application/contract forms	Song, Dorner, Kim

Sept Y1	Set up selection committee (SC)	Song, Dorner, Kim
Sept-Dec Y1	Recruit & hire project team staff (PC, GRA, LEA coaches)	Selection Committee (SC)
	Distribute cohort application packet to LEAs; Evaluate applicants' credentials	SC
Nov-Apr Y1	Design survey measures; establish validity and reliability	Li-Grining, Song, Doner
Jan-Feb Y1	Complete participant application to UMSL graduate school	Project Coordinator (PC)
Jan-Apr Y1	Recruit TESOL course instructors	SC, PC
Activity 1.2 & 1.3. Re/Design TESOL courses & Summer Institutes		
Sept-Oct Y1	Conduct research on K-12 Content & WIDA standards for TESOL course development	Song, Kim
Sept-Oct Y1	Develop & implement LEA need assessment & meeting with survey questionnaire	Dorner, Trigos-Carrillo
Oct-Feb Y1	Redesign 7 online courses with Center for Teaching and Learning (CTL) eLearning staff	Song, Kim
Oct-Apr Y1-Y4	Develop Summer Institute PD	Song, Dorner, Kim, Trigo-Carrillo
Nov-Mar Y1	Contract with SI PD presenters in developed topic areas	PC, Song
Yearly	Review and update courses/ SI	Song, Kim

Objective 2. Increase the number and quality of participating educators to provide equitable and effective service to ELs and families.		
Activity 2.1. TESOL Courses & Summer Institutes for Cohort 1 & 2 in-service teachers		
June Y1 -May Y5	Implement the 7 TESOL-certification courses to cohort teachers	Song, Kim
Each semester	Host quarterly meetings for students, coaches and instructors to address potential issues that may lead to drop-outs	Kim, PC
June Y1-Y4	Provide three-day Summer Institutes for teachers	Dorner, PC
June Y1 -May Y5	Collect & analyze baseline data and treatment data	Grining, PC
Activity 2.2, 2.3. Summer Institute PD for 5 coaches & 120 educators		
Jan-May Y1-Y4	Recruit 30 educators from LEAs and other districts	PC, Coaches (C)
June Y1-Y4	Provide 2-day SI school leaders and educators; Provide 3-day SI for coaches	Song, PC
June-Aug Y1-Y4	Collect & analyze Course/ SI surveys	Li-Grining, PC
Objective 3. Increase university faculty knowledge and skills to prepare teaching force.		
Activity 3.1. Faculty training		
Spring Y1-Y5	Recruit 5 interested faculty from UMSL and UMC	Kim, Dorner

Summer Y1-Y5	Provide 5 faculty with 2 half-day seminars for LCR curriculum development/ revision	Kim, Dorner
Objective 4. Increase EL parent/family engagement to foster greater connection to their children's education.		
Activity 4.1. Design/Implementation of EL family engagement projects through TESOL courses		
Oct-Feb Y1	Develop course-embedded family engagement assignments	Kim, Trigos-Carrillo
Y1-Y5	Cohort in-service teachers design family engagement project as part of TESOL course assignments	Course Instructor
Y1-Y5	Support cohort teachers to implement designed projects in their schools	Trigos-Carrillo, C
Activity 4.2. Onsite parent/family engagement programs		
Jan Y1	Facilitate a need assessment meeting with LEA staff on parent/family engagement	Dorner, Trigos-Carrillo
Jan-Mar Y1(ongoing)	Distribute & analyze family-need surveys to LEA staff and parents	Trigos-Carrillo, PC
Y2-Y5	Support LEAs to design & implement 3 onsite parent/family engagement programs each year	Trigos-Carrillo, C
Y2-Y5	Evaluate parent/family engagement strategies	Li-Grining, Song

D. PROJECT EVALUATION

The following Project Evaluation plans will guide the annual assessment of SEE-TEL, in order to test whether this NPD program met its aims, and if so, the degree to which it did so. This evaluation will focus on three overarching questions: (1) To what degree will SEE-TEL engage in-service teachers, other educators, university faculty, and families in EL professional development? (2) To what degree will participants rate SEE-TEL as effective at increasing their knowledge and capacity to teach ELs and serve their families? (3) What is the effect of SEE-TEL on ACCESS scores of EL students of the in-service teacher participants? The following sections provide specific information about the research design, quasi-experimental study, monitoring of progress and performance, and validity and reliability of measures.

D1. Research Design is Thorough, Feasible, Appropriate to Goals, Objectives, Outcomes

SEE-TEL will provide PD to four LEAs with four objectives and nine strategic activities each evaluated by performance-based outcomes. In three phases, SEE-TEL will (1) train and certify 50 in-service teachers, (2) provide Summer Institute PD for those 50 teachers plus 120 other educators; and (3) facilitate EL family engagement activities for at least 160 family members. The evaluation will measure SEE-TEL's success using GPRA measures 2-6 and will implement a strong quasi-experimental study to examine whether and how teachers' training improved their instructional practices as well as ELs' outcomes (CPP 1). Note that GPRA 1 is excluded because SEE-TEL is not targeting pre-service teachers, and focusing instead on in-service teachers, administrators, other educators, university faculty, and families.

Based upon the Theory of Action and relevant to project priorities, SEE-TEL will develop six pre/post-test survey measures to assess the success of the program, important to project priorities. The surveys include: **Survey 1: In-Service Teacher Equity and Effectiveness**

to measure *in-service teachers'* 1) knowledge about EL-specific teaching strategies, 2) academic vocabulary/academic language development strategy interventions, 3) linguistic and cultural competences, 4) knowledge and skills of parent/family engagement, and 5) ELs' knowledge of academic vocabulary. **Survey 2: Administrators' & Educators' Efficacy** to measure *other educators'* efficacy of 1) knowledge of ELs and families, 2) dual language approaches, 3) parent/family, and 4) early work force needs. **Survey 3: Educator Competences on Families** to measure *in-service teachers' and other educators' knowledge of parent/family engagement*. **Survey 4: Family Needs** to measure *families'* perspectives on their needs and concerns regarding family engagement. **Survey 5: Family Competences** to measure *parent and family member participants'* development in areas like literacy and technology. **Survey 6: Training Evaluation Survey** to measure *school leaders', other educators', coaches', and university faculty's* evaluation of SEE-TEL training in preparing their teachers to serve ELs or to improve their own abilities to serve ELs.

GPRAs Performance Measures. First, using the six surveys and administrative data on participants, the Project Evaluation will yield descriptive statistics on GPRA measures 2-6. As shown in Figure 1, we view the GPRA measures as outcomes that flow directly from our activities. Furthermore, the GPRA measures lead to short-, mid-, and long-term outcomes that will promote ELs' academic achievement and family engagement.

GPRA Measure 2: *The number and percentage of program participants who complete the in-service program.* Over the five years of the project, we expect a total of 50 *in-service teachers* to enroll in the TESOL coursework, attend two Summer Institutes, and receive coaching. We expect at least 45 to complete all seven TESOL courses and attend the equivalent of two full Summer Institutes.

GPRA Measure 3: *The number and percentage of program completers who are State certified, licensed, or endorsed in EL instruction. We expect at least 80%, or 40 in-service teachers, to obtain Missouri’s State Certification in TESOL.*

GPRA Measure 4: *The percentage of program completers who rate the program as effective in preparing them to serve EL students. As measured on Surveys 1 and 2, we expect 90% of in-service teachers, coaches, administrators and other educators to rate SEE-TEL as effective in preparing them to serve ELs.*

GPRA Measure 5: *The percentage of school leaders, other educators, and employers of program completers who rated the program as effective in preparing their teachers, or other educators, to serve ELs or improve their abilities to serve ELs effectively. This measure will be applied to both SEE-TEL participating and non-participating school leaders and other educators working in partner LEAs. As measured on Surveys 2 and 6, we expect 90% of school leaders and other educators, including SEE-TEL coaches, to rate SEE-TEL as effective in preparing their teachers and other educators to serve ELs. We also expect 90% of these participants to rate SEE-TEL Summer Institutes as effective in improving their own abilities to serve ELs effectively. Finally, we expect that 90% university faculty to rate their training as effective in improving their ability to prepare the new teaching workforce to serve ELs effectively.*

GPRA Measure 6: *The percentage of program completers who rated the program as effective in increasing their knowledge and skills related to parent, family, and community engagement. As measured on Survey 3, we expect 90% of the SEE-TEL participating educators to rate SEE-TEL as effective in increasing their knowledge and skills related to parent, family, and community engagement. In addition, on Survey 5, we expect 90% of parents/family*

members to rate the family engagement activities as effective in enhancing their skills for family engagement.

D2. Evaluation Produces Evidence that Meets WWC Standards with Reservations

In line with CPP 1, SEE-TEL will be evaluated using a quasi-experimental design (QED). Results from a quasi-experimental study like this—one that includes pre- and post-tests and statistical controls—can be similar to findings from randomized studies (Shadish, 2011).

Study Design. During Phase I, SEE-TEL will recruit at least 50 teachers. The Project Evaluator will assign teachers to a treatment group (n=25; Cohort 1) or a waitlist control group (n = 25; Cohort 2), using matching procedures that will take into account background characteristics such as teaching and professional development experience, to help reach baseline equivalence for the treatment and control groups. In addition, teachers from the same school will be assigned to the same group in order to minimize contamination of the control group. In the Summer of Year 1, Cohort 1 will begin their PD (seven TESOL courses, two Summer Institutes, and coaching on-site). During Year 3, the treatment will end for Cohort 1, and it will start for Cohort 2 and last from Years 3-5. Measures will be collected from both cohorts from Years 1-5, and outcomes will be compared throughout the proposed study. In this way, SEE-TEL's project evaluation meets WWC standards with reservations.

Measures. *In-service Teacher surveys* will be administered in the Fall and Spring of each year (Surveys 1 and 3). We specifically aim to demonstrate moderate evidence of effectiveness (CPP 1) of the SEE-TEL instructional interventions on the provision of academic vocabulary teaching and content-language integrated teaching (August et al., 2009; Carlo et al., 2004; Lesaux 2010; IES, 2014). Outcomes will also include in-service teachers' knowledge of linguistically and culturally responsive content teaching and family engagement.

Student outcomes will be captured in two ways. One measure will be based on teacher reports of students' knowledge of academic vocabulary (Survey 1). This outcome measure will be specifically aligned with the SEE-TEL intervention activities. The second measure will be standardized ACCESS assessment, which is regularly administered by each school. This measure will be used to examine the extent to which SEE-TEL is able to take steps toward its long-term goals, which include improving EL students' English proficiency.

Background characteristics of students, parents, and teachers will be included as covariates. Data on background factors will be obtained from school records in an attempt to balance feasibility with thoroughness. All school records data on students, families, and teachers will be archived, anonymized, and collected from partner LEAs. Data will be drawn from the school years overlapping with the proposed study, as well as data in 2016-17, which will serve as a pre-test data point. Data from each year will maximize our ability to examine pre- and post-test data for each cohort. Issues related to validity and reliability for all measures are discussed below.

Data Analysis. Analyses will use multilevel models. Effects on teachers will be estimated with treatment group membership as a teacher-level predictor, and models will take into account the nesting of teachers in schools. Effects on students will be estimated with treatment group membership as a classroom-level predictor, and models will take into account the nesting of students in classrooms, and the nesting of classrooms in schools. All models will include background characteristics and pre-test data as covariates. Although no study can completely eliminate selection bias, the inclusion of pre-test data will allow us to test for differences across subsets of participants, such as: those who were eligible for services but did not receive them, those who remain in the study and those who leave due to attrition, and teachers with different degrees of professional development. By limiting data collection to

school administrative data and outcome measures specifically tied to project goals and objectives, we will not have enough variables necessary for quasi-experimental designs such as propensity score matching. However, analyses with covariates can yield results that are consistent with findings based on propensity score matching (Shadish et al., 2008).

Our analyses will be guided by two sets of hypotheses. First, in comparison to control group teachers, *in-service teachers* who receive TESOL certification will demonstrate increased knowledge about LCR instructional strategies and about LCR services for ELs and families (see short-term outcomes in Figure 1). Second, we hypothesize that among ELs whose teachers participate in the TESOL certification process, students will experience greater knowledge of academic vocabulary and higher ACCESS scores as reflected in pre- and post-test data, in comparison to ELs whose teachers do not participate in the TESOL certification process.

We will examine potential treatment impacts in three ways. First, we will compare Cohorts 1 and 2 across Years 1-3, where Cohort 1 will serve as the treatment group and Cohort 2 will serve as the control group, which will not receive treatment until the Summer of Year 3. With multiple treatment components spread across different years and data collection occurring each year, we will also examine the possible impact of specific aspects of treatment. For instance, we will compare Cohorts 1 and 2 before and after Cohort 1 receives the Year 1 PD activities, as well as before and after Cohort 1 receives PD activities in Years 1 and 2. Second, we will compare pre-test data from Year 1 to post-test data in Years 4 and 5 for Cohort 1. Third, we will compare pre- and post-test data for Cohort 2.

While we will be cautious with the interpretation of findings based on relatively small cell sizes, this evaluation is quite rigorous, and represents a strong meaningful step toward

understanding the potential impact of SEE-TEL, especially given the lack of randomized studies in this field.

Table 5: Data for QED Study

Moderate Evidence of Effectiveness (QED study)	
<p>Pre: demographic and baseline data before QED study (treatment vs comparison) with EL students’ ACCESS scores; pre-teacher survey on instructional strategies</p> <p>During: observation checklist; teacher-designed formative classroom assessment data</p> <p>Post: EL students’ ACCESSs scores; post-survey on instructional strategies</p>	<p>Pre: teacher-provided student data (observation/reflection) as qualitative baseline data; instructional intervention plans & materials for TESOL courses & SI</p> <p>During: instructional materials (lesson plan, texts); classroom observation (Teaching video & onsite); teacher reflection on trained instructional strategies</p> <p>Post: teacher interview; coach feedback; instructor feedback; teacher focus group</p>

D3. Evaluation Provides Performance Feedback and Periodic Assessment of Progress

As described above, the project evaluation will involve regular assessment, which include the collection of GPRA Performance Measures and a QED component. Completion rates for the Summer Institute, university faculty training, and parent/family engagement activities will be tracked each semester and each year of the proposed project. Course completers will take practice exams to determine their preparedness for official certification exams. Official exam scores will be analyzed on an annual basis to evaluate the effectiveness of SEE-TEL and to

inform modifications to SEE-TEL. Teachers will also complete informal reflective self-evaluations and give feedback on workshop sessions.

In addition, pre- and post-test data collection will include both quantitative (six Surveys) and qualitative measures outside of the QED component to facilitate monitoring of progress toward each objective and goal. The qualitative data will include (1) instructional intervention plans and reflection/interviews from participants of SEE-TEL coursework and summer institutes; (2) interviews with LEA educators and leaders about the effectiveness of SEE-TEL activities to enhance EL instruction; (3) digital/video recordings of teaching, and student artifacts like lesson plans and story-books, from the Parent/Family Engagement activities; and (4) interviews with parents and educators about the effectiveness of the Parent/Family Engagement events. Analyses of these data will complement the main quasi-experimental design approach, documenting information about process and implementation that will be helpful for replicating SEE-TEL activities (see Table 6).

Recognizing the complexity of the proposed set of professional development activities, different types of descriptive and longitudinal analyses will be conducted, so that over time, we may provide feedback on outcomes that is specific to teachers, school leaders, other educators, parents, and students. Summary reports and analyses of project effectiveness will be posted on the SEE-TEL website for others to consider and to facilitate replication. Toward that end, we will document all activities, including PD intervention services, data collection procedures, survey questionnaires, data analytic steps, and reporting, to allow for replication of SEE-TEL in other contexts.

Table 6. Summary of Quantitative and Qualitative Measures

Quantitative	Qualitative
Objective 1: Program Building	
cohort application rates; signed & contracted commitment forms (cohort teachers); SI presenters’ profiles & contracts; baseline demographic data of LEAs	cohort participant application with selection criteria; revised TESOL courses against GPRA measures and NPD priorities; meeting minutes/agenda with LEA staff
Objective 2: Educator Capacity Building with GPRA Measures	
<p>Pre-activity: pre-course teacher survey; pre-program coach survey; Summer Institute (SI) participant pre-survey</p> <p>During-activity: course attendance; process measure surveys (knowledge; competence; practice); coach observation checklist; SI daily attendance</p> <p>Post-activity: post-course teacher survey; post-program coach survey; course evaluation records; in-service GPA records & program completion rate (GPRA 2); TESOL state certification rate (GPRA 3); rate of SI completion and effectiveness (GPRA 4,5,6)</p>	<p>Pre: course development plan</p> <p>During: course instruction/SI materials & syllabi; participant produced course project & SI project artifacts (lesson plan, event plan); instructor & SI presenter feedback; coach feedback; observation (teaching videos & onsite supervision); instructor-student meeting notes; progress interviews with teachers</p> <p>Post: course-embedded focus groups (final class); teacher & SI participant interviews & focus groups; instructor feedback & interviews for course evaluation; teacher presentation materials (course conference & regional conference)</p>

Objective 3: COE Faculty Capacity Building with GPRA Measures	
<p>Pre: faculty application packet; rate of application; pre-seminar survey</p> <p>During: rate of revised items in syllabi</p> <p>Post: post-seminar survey; follow-up survey; rate of completion and effectiveness (GPRA 5)</p>	<p>Pre: recruitment plan; selection criteria</p> <p>During: Faculty discussion and reflection; seminar content & material</p> <p>Post: faculty produced syllabi; report in the following year of the changes & implications of new curriculum</p>
Objective 4: Parent/Family Engagement Building with GPRA Measures	
<p>Pre: parent/family engagement survey for teachers; family need survey & pre-program survey for EL family members</p> <p>During: completion rate of course-embedded parent/family engagement projects; coach observation checklist; rate of onsite family engagement programs</p> <p>Post: completion rate of family-component course project (GPRA 2); family engagement survey with LEA leaders; post-program family survey (GPRA 6)</p>	<p>Pre: evaluation of parent/family engagement course components & LEA engagement plans</p> <p>During: engagement program content & materials; observation; program artifacts from teachers & families (e.g. program brochure, storybook, resource list)</p> <p>Post: focus groups & interviews (teachers; family members; LEA leaders); reflective input from LEA leaders & facilitators</p>

Our annual performance reports as well as analysis of stability and change over time will help inform the Project Leaders’ efforts to offer feedback to teachers on their performance and to monitor progress toward the proposed study’s goals and objectives. Annual reports will also

include information on project finances, and at the close of the proposed project, we will submit a final performance report. Collectively, these reports will help inform future phases of PD, as well as research in these areas, where quasi-experimental and randomized-controlled designs might be implemented across a larger number of LEAs within Missouri and across state lines.

Finally, as noted in the Management Plan, project staff will meet bi-weekly and the research team will meet monthly to help track progress toward project objectives and goals, examining both the quantitative and qualitative data. Most important, the project evaluator will visit annually to provide assessment of all data at each point.

D4. Evaluation Provides Valid and Reliable Performance Data on Relevant Outcomes

During Phase I, the evaluation committee will modify existing measures and create new surveys that are aligned with the objectives and outcomes of the proposed project. Steps will include finding existing measures that have been demonstrated to be valid and reliable among ELs and teachers in the extant literature. For example, the PI's prior NPD grant (QTEL) surveys captured: 1) improvement of EL specific instructional strategies, 2) cultural and linguistic competences, and 3) teachers' attitude towards ELs. Factor analysis will be used to examine new measures made from these previous ones, and then the extent to which data can be aggregated into scales and subscales that reflect knowledge of instructional strategies. Correlation coefficients among scales will be estimated to assess validity, where scales capturing different constructs should demonstrate discriminant validity and scales on similar constructs should show convergent validity. Reliability statistics will also be calculated for scales to examine their internal consistency.

Most significant, SEE-TEL's quasi-experimental design relies upon using ELs' ACCESS for ELLs™ annual assessment scores. Most districts in Missouri classify students with a

comprehensive scale score to decide their English proficiency levels, which range from 1 to 6 (1 entering, 2 emerging, 3 developing, 4 expanding, 5 bridging, and 6 reaching). Students whose proficiency level scores are 1-5 are considered ELs who need academic English language support (<https://www.wida.us/standards/eld.aspx>). The ACCESS scores are overall weighted scores that combine outcomes in four domains: listening (15%), speaking (15%), reading (35%), and writing (35%) English. ACCESS has a re-test reliability ranges from .93-.97, correlations with the Language Proficiency Test Series and Language Assessment Scales from 0.56-0.77, and predictive, concurrent, and construct validity based upon multiple research studies (<https://www.wida.us/assessment/ACCESS/TechReports/>).

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Appendix A.

Two-Dimensional Framework of Linguistically and Culturally Responsive Content

Teaching (LCRCT) with Examples

Competence	Content Competence	Content Discourse Competence	Content Pedagogical Competence
How-to Actors			
Know in Depth	Teachers' understanding of students' prior knowledge on content & their knowledge of content curriculum and standards (Jenzen, 2008; Turner & Drake, 2016; Schleppegrell, 2007)	a. Teachers' knowledge on how ELs develop critical content literacy through the first and target languages (Cummins, 2000); b. Knowledge of technical content discourse - vocabulary and grammatical patterns (Halliday, 1978; Schleppegrell, 2007; Grossman, et al., 2005); c. Natural/nontechnical/everyday vocabulary and phrases (Schleppegrell, 2007)	a. Academic language support based ELs' language proficiency-based language objectives that contains the 4 language domains (Echevarria, et al., 2010); b. Understand principles of evidence-based backward assessment (Song, 2008) c. Knowledge of informational technology (Kim & Song, 2017);
Develop & Apply Metacognitive and Procedural Skills	a. Develop teachers' understanding of content concepts and procedural demands (Aguirre, Zavala, & Katanyoutanant, 2012); b. Justify teachers' demonstration of content knowledge with reasoning process (Turner & Drake, 2016; Jenzen, 2008);	a. Explore and analyze content concepts, procedures, and reasoning strategies (e.g., cognates, prefix, and suffix) (Swars, Hart, & Dumas, 2015); b. Identifying process of equality and identity - reversible with equality (Crouch, 2015);	a. Develop the procedural and metacognitive skills, and apply them to teaching ELs (Lucas & Villages, 2010); b. Facilitate project-based teaching to support critical pedagogy (Servage, 2008); c. Utilize technology to make the subject come alive by using different paths to learning (Brophy, 2004);
Examine Socially just Dispositions	a. Examine socially just context of the input (Commins & Miramontes, 2006); b. Examine critically how teachers perceive ELs' previous learning approach (Turner & Drake, 2016; Villages, 2007)	a. Utilize dual language instructional approach for ELs with respect of their L1s (Ruibe-FLorez, et al., 2014); b. Equitable attitude and power toward multilingualism and linguicism (Ligget, 2014; Lemke, 2003);	d. Regarding teaching as collaborative and intellectual work built upon the lived experiences of CLD families (Anderson, Anderson, & Gear, 2015); e. Making instructional decisions within a comprehensive framework that includes the complex interaction of language, culture, race, and content (Ligget, 2014).

Other Attachment File(s)

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SEE-TEL: Strengthening Equity and Effectiveness for Teachers of English of English Learners

April 24, 2017

To: Office of English Language Acquisition
Department of Education

From: Shawn Cockrum
Director of Migrant Education and English Language Learning

Re: DESE MELL Letter of Support

The Migrant Education and English Language Learning (MELL) program, part of Missouri's Department of Elementary and Secondary Education (DESE), is excited to support the National Development Program (NPD) proposal titled: ***SEE-TEL: Strengthening Equity and Effectiveness for Teachers of English of English Learners***.

The proposed program will provide the following for our state: (1) a revised, fully-online state certificate for Teaching English to Speakers of Other Languages (TESOL), which will embrace a new focus on culturally and linguistically responsive teaching as well as family engagement; (2) Summer Institutes, professional development, and coaching designed to improve teachers' use of evidence-based strategies for English Learners; (3) tools, training, and coaching to develop family and community engagement; and (4) a thorough evaluation of all activities. By expanding teachers' access to high-quality, research-based training, as well as engaging educators and parents in family engagement events, this NPD program will ultimately to improve education outcomes for English Learners (EL) in four of the most quickly growing immigrant areas of the state: the school districts in Bayless, Carthage, Columbia, and Kansas City.

Together we will analyze and interpret the evaluation data, and improve our capacity to generate and use research to support school districts. The program's focus is truly important and in line with the State's general interests and scholarship. Either myself or a representative of our agency will attend SEE-TEL's professional development activities when invited and collaborate regularly with network partners to plan and evaluate its ongoing agenda.

DESE agrees to share reports and data including: (1) the numbers of and home languages of English Learners and migrant students in the participating districts; (2) English proficiency data as reported in the ACCESS for ELLs annual assessment, as well as achievement data in ELA and Mathematics; and (3) as necessary, other data the state compiles for stakeholders including the *Consolidated State Performance Report*.

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

Sincerely,

(b)(6)

Shawn Cockrum
Director, Migrant Education and English Language Learning



Administrative Offices
4530 Weber Road
St. Louis, Missouri 63123
314-256-8601
fax. 314-544-6315

Ronald J. Tucker, Ed.S.
Superintendent
rtucker@bayless.k12.mo.us

April 18, 2017

Department of Education
Office of English Language Acquisition
National Professional Development (NPD) Program

Dear NPD Reviewers:

We are excited to partner with the University of Missouri-St. Louis and Columbia on **Strengthening Equity and Effectiveness for Teachers of ELs (SEE-TEL)**. This project will offer the following: (1) a revised, fully-on line state certificate for Teaching English to Speakers of Other Languages (TESOL), which will embrace a new focus on cultural and linguistic responsive teaching as well as family engagement; (2) Summer Institutes PD and coaching designed to improve teachers' use of evidence-based strategies for English Learners; (3) tools, training, and coaching to develop family and community engagement; and (4) a thorough evaluation of all activities.

Our district has over 331 English Learners from many different backgrounds, our most common being Bosnia and Vietnam. Taking part in this project will help our school district leaders and teachers to embrace innovative and research-based strategies to support EL student achievement as well as EL family engagement. The SEE-TEL project, for example, will help our district to increase the number of certified teachers in TESOL, and increase knowledge and skills about TESOL and family engagement for educators/administrators.

We will be engaged with this project in the following ways: (1) We will encourage about 5-10 teachers to join one of the two TESOL cohorts, for a total of 10-20 participants, over four years. SEE-TEL will pay for the teachers' tuition and books. We understand that if participants do not finish the program, they may owe the tuition back to the university. (2) Each summer, our district will encourage the TESOL cohort teachers plus 4 additional teachers, administrators, para-professionals, and/or staff to join three-day Summer Institutes PD. These Summer Institutes may be offered online or onsite, to reduce travel costs for participants from our district. (3) Our district will receive \$4000/year to pay for one of our employees to act as a coach; the Coach will support the development of TESOL activities in the classrooms (per learning from the cohort coursework) and help teachers to develop a family engagement plan, which will include a series of activities to implement over the school year. The grant will provide funds for the Coaches to attend the annual Summer Institutes. (4) Using funds and support from SEE-TEL, the Coach and TESOL cohort educators will host family engagement activities, including one community literacy event each year. (4) Our district will support data collection efforts. For example, teachers and parents will fill out pre-and post-surveys after attending TESOL classes, Summer Institutes, and family events. Our district will also share EL students' academic achievement data (identified only by numbers, teachers, and classroom) with the project evaluators, to determine the ultimate impact of project activities on student achievement.

Our district has annual family engagement events for all district students since 2011 which is also one of the SEE-TEL project goals.

We have been working with Drs. Song, Dorner, and Kim over the past few years and look forward to working with them again through this new state-wide professional development program. It promises to enhance our district's instruction for English Learners, as well as our teachers' and administrators' skills and competencies to build meaningful relationships with EL families.

Sincerely,

Ronald J. Tucker, Ed.S.
Superintendent of Schools

Carthage R-9 School District



... Inspiring Excellence

Dr. Sean Smith
Superintendent

Dr. Mark Baker
Assistant Supt/Business

Kandy K. Frazier
Assistant Supt/Instruction

April 17, 2017

Department of Education
Office of English Language Acquisition
National Professional Development (NPD) Program

Dear NPD Reviewers:

We are excited to partner with the University of Missouri-St. Louis and Columbia on **SEE-TEL: *Equity, Effectiveness for Teachers of English Learners***. This project will offer the following: (1) a revised, fully on line state certificate for Teaching English to Speakers of Other Languages (TESOL), which will embrace a new focus on cultural and linguistic responsive teaching as well as family engagement; (2) Summer Institutes PD and coaching designed to improve teachers' use of evidence-based strategies for English Learners; (3) tools, training, and coaching to develop family and community engagement; and (4) a thorough evaluation of all activities.

Our district has over 1,050 English Learners from many different backgrounds, our most common being Spanish. Taking part in this project will help our school district leaders and teachers to embrace innovative and research-based strategies to support EL student achievement as well as EL family engagement. In addition to the **SEE-TEL** grant activities described here, our district will provide content teachers with an in-district ongoing professional development (CASA- Carthage Affecting Student Achievement) for content area teachers, ensure that EL teachers participate in training on all district curriculum initiatives, increase the number of students and grade levels receiving dual immersion instruction each school year, and continue with strong summer education programs. We are also working to establish a mobile education lab to bring educational opportunities out into the communities of our EL students, increasing afterschool opportunities and extending family learning.

We will be engaged with this project in the following ways: (1) We will encourage about 4-6 teachers and/or administrators to join one of the two TESOL cohorts, for a total of 10-15 participants, over four years. **SEE-TEL** will pay for the educators' tuition and books. We understand that if participants do not finish the program, they may owe the tuition back to the university. (2) Each summer, our district will encourage the TESOL cohort educators plus 4 additional teachers, administrators, para-professionals, and/or staff to join three-day Summer Institutes PD. These Summer Institutes may be offered online or onsite, to reduce travel costs for participants from our district. (3) Our district will receive \$4000/year to pay for one of our employees to act as a Coach; the Coach will support the development of TESOL activities in the classrooms (per learning from the cohort coursework) and help teachers to develop a family engagement plan, which will include a series of activities to implement over the school year. The grant will provide funds for the Coach to attend the annual Summer Institutes. (4) Using funds and support from **SEE-TEL**, the Coach and TESOL cohort educators will host family engagement activities, including one community literacy event each year. (4) Our district will support data collection efforts. For example, teachers and parents will fill out pre- and post-surveys after attending TESOL classes, Summer Institutes, and family events. Our district will also share EL students' academic achievement data (identified only by numbers, teachers, and classroom) with the project evaluators, to determine the ultimate impact of project activities on student achievement.

710 Lyon • Carthage, Missouri 64836 • Phone: 417.359.7000 • FAX: 417.359.7004

www.carthagetigers.org
PR Award # T3652170935

Our district has multiple family engagement and educational events including family literacy nights, college information nights, Hispanic Heritage nights, like Club Sabatino, and various site-based events.

We have been working with Drs. Song and Dorner over the past few years and look forward to working with them again through this new state-wide professional development program. It promises to enhance our district's instruction for English Learners, as well as our teachers' and administrators' skills and competencies to build meaningful relationships with EL families.

Sincerely,

(b)(6)

Kandy K. Frazier
Assistant Superintendent for Instruction & Curriculum
Carthage R-9 School District



April 21, 2017

Office of English Language Acquisition
National Professional Development (NPD) Program
Department of Education

Dear NPD Reviewers:

Columbia Public Schools is excited to partner with the University of Missouri-St. Louis and Columbia on **SEE-TEL: Strengthening Equity and Effectiveness for Teachers of ELs**. This project will offer the following: (1) a revised, fully-online state certificate for Teaching English to Speakers of Other Languages (TESOL), which will embrace a new focus on cultural and linguistic responsive teaching as well as family engagement; (2) Summer Institutes PD and coaching designed to improve teachers' use of evidence-based strategies for English Learners; (3) tools, training, and coaching to develop family and community engagement; and (4) a thorough evaluation of all activities.

Our district has about 1,100 English Learners from many different backgrounds. In consideration of our overall student population, this means that one in every 18 students is an English Learner. We have 52 languages represented in our ELL program. While Spanish and Arabic are the most common languages spoken, we do have a significant number of Korean and Chinese speakers, and growing numbers of speakers of Swahili, Tigrinya, and Kinyarwanda. Refugees make up more than 10% of our EL population.

Effectively reaching these students with such diverse academic, linguistic, and social backgrounds is challenge as we also implement standards-based curriculum and programs to prepare students for college and career. This is why we are so enthusiastic about joining efforts with our colleagues in other Missouri districts and in higher education. Taking part in this project will help our school district leaders and teachers embrace innovative and research-based strategies to support EL student achievement as well as develop effective EL family engagement practices.

We will be engaged with this project in the following ways: (1) We will encourage about 5-10 teachers to join one of the two TESOL cohorts, for a total of 10-20 participants, over four years. SEE-TEL will pay for the teachers' tuition and books. We understand that if participants do not finish the program, they may owe the tuition back to the university. (2) Each summer, our district will encourage the TESOL cohort teachers plus 4 additional teachers, administrators, para-professionals, and/or staff to join two-day Summer Institutes PD. (3) Our district will receive \$4000/year to pay for one of our employees to act as a Coach; the coach will support the development of TESOL activities in the classrooms (per learning from the cohort coursework) and help teachers to develop a family engagement plan, which will include a series of activities to implement over the school year. (4) Using funds and support from SEE-TEL, the Coach and TESOL cohort educators will host family engagement activities, including one community literacy event each year. (5) Our district will support data collection efforts. For example, teachers and parents will fill out pre- and post-surveys after attending TESOL classes, Summer Institutes, and family events.

We look forward to continuing our partnership with our teachers and professors around the state through this new state-wide professional development program. It promises to enhance our district's instruction for English Learners, as well as our teachers' and administrators' skills and competencies to build meaningful relationships with EL families.

Sincerely,

Peter Stiepleman

April 21, 2017

Department of Education
Office of English Language Acquisition
National Professional Development (NPD) Program

Dear NPD Reviewers:

We are excited to partner with the University of Missouri-St. Louis and Columbia on a Strengthening Equity, Effectiveness, and Access for Teachers of EL (SEE-TEL) project. This project will offer the following: (1) a revised, fully-online state certificate for Teaching English to Speakers of Other Languages (TESOL), which will embrace a new focus on cultural and linguistic responsive teaching as well as family engagement; (2) Summer Institutes PD and coaching designed to improve teachers' use of evidence-based strategies for English Learners; (3) tools, training, and coaching to develop family and community engagement; and (4) a thorough evaluation of all activities.

Kansas City Public Schools serves the largest ELL population in the state of Missouri, with over 3,800 English learners, 26 percent of which are refugees with limited or interrupted formal education. Taking part in this project will help our school district leaders and teachers to embrace innovative and research-based strategies to support EL student achievement as well as EL family engagement. The SEE-TEL project, for example, will help our district schools identify and build a sustainable family engagement curriculum, while also identifying and building community partnerships.

We will be engaged with this project in the following ways: (1) We will encourage about 10 teachers to join one of the two TESOL cohorts, for a total of 10-20 participants, over four years. SEE-TELL will pay for the teachers' tuition and books. We understand that if participants do not finish the program, they may owe the tuition back to the university. (2) Each summer, our district will encourage the TESOL cohort teachers plus four additional teachers, administrators, para-professionals, and/or staff to join three-day Summer Institutes PD. These Summer Institutes may be offered online or onsite, to reduce travel costs for participants from our district. (3) Our district will receive \$4000/year to pay for one of our employees to act as a Coach; the Coach will support the development of TESOL activities in the classrooms (per learning from the cohort coursework) and help teachers to develop a family engagement plan, which will include a series of activities to implement over the school year. The grant will provide funds for the Coaches to attend the annual Summer Institutes. (4) Using funds and support from SEE-TEL, the Coach and TESOL cohort educators will host family engagement activities, including one community literacy event each year. (4) Our district will support data collection efforts. For example, teachers and parents will fill out pre- and post-surveys after attending TESOL classes, Summer Institutes, and family events. Our district will also share EL students' academic achievement data (identified only by numbers, teachers, and classroom) with the project evaluators, to determine the ultimate impact of project activities on student achievement.

We have been working with Drs. Song and Dorner over the past few years and look forward to working with them again through this new state-wide professional development program. It promises to enhance our district's instruction for English Learners, as well as our teachers' and administrators' skills and competencies to build meaningful relationships with EL families.

(b)(6)

Allyson Hild
Director of Language Services



April 18, 2017

Department of Education, Office of English Language Acquisition
National Professional Development Program
Letter of Support for SEE-TEL – Strengthening Equity and Effectiveness for Teachers of English Learners

Dear Reviewers:

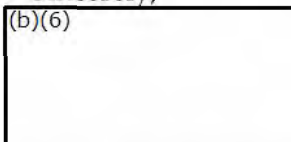
I am excited to partner with SEE-TEL, a critical professional development program that will significantly enhance educational access and opportunity for English Learners in Missouri. This program will offer the following activities: (1) a revised, fully-online state certificate for Teaching English to Speakers of Other Languages (TESOL), which will embrace a new focus on culturally and linguistically responsive teaching as well as family engagement; (2) Summer Institutes, professional development, and coaching designed to improve teachers' use of evidence-based strategies for English Learners; (3) tools, training, and coaching to develop family and community engagement; and (4) a thorough evaluation of all activities.

As a consultant on this project, I will offer my expertise regarding the mathematics education of English Learners (ELs). My work examines strategies for teaching mathematics to English Learners and the preparation of teachers in effective strategies for teaching ELs. Most recently, I studied curricular resources for teachers of ELs in the mathematics classroom. Each of these areas will connect to a continued area of need—the preparation of teachers to engage ELs in high-quality mathematics instruction. This need is particularly great in the state of Missouri because until recently, we have not had state requirements to prepare teachers to teach English Learners. Thus, teachers have had little access to research-based practices to support these learners. I will bring these experiences and expertise to our advisory meetings, in order to support this NPD program and ultimately improve the education of ELs/emerging bilinguals in Missouri.

As a consultant, I will commit to attending at least one day of the SEE-TEL Summer Institutes in Years 1-4 (2018-2021). I will prepare a 2-3 hour presentation and/or workshop in my area of expertise, and provide feedback to participants throughout the day. I may also provide guidance on TESOL coursework re-design during these institutes. For this consulting, SEE-TEL will provide an honorarium of \$1000 each year. SEE-TEL presents an exciting opportunity for Missouri students and teachers. I look forward to being part of the project.

Sincerely,

(b)(6)



Zandra de Araujo
Assistant Professor of Mathematics Education
University of Missouri

UNIVERSITY *of* MISSOURI

COLLEGE OF EDUCATION

SCHOOL OF INFORMATION SCIENCE & LEARNING TECHNOLOGIES

April 18, 2017

Department of Education, Office of English Language Acquisition
National Professional Development Program

Letter of Support for SEE-TEL: Strengthening Equity and Effectiveness for Teachers of ELS

Dear Reviewers:

It is my pleasure to partner with Drs. Dorner, Kim, and Song on their project, **SEE-TEL: Strengthening Equity and Effectiveness for Teachers of ELS**, a critical professional development program that will significantly enhance educational access and opportunity for English Learners in Missouri. This program will offer the following activities: (1) a revised, fully-online state certificate for Teaching English to Speakers of Other Languages (TESOL), which will embrace a new focus on culturally and linguistically responsive teaching as well as family engagement; (2) Summer Institutes, professional development, and coaching designed to improve teachers' use of evidence-based strategies for English Learners; (3) tools, training, and coaching to develop family and community engagement; and (4) a thorough evaluation of all activities.

As a consultant on this project, I will offer my expertise in school libraries and the services they can, should, and do provide for English language learners. My work examines literacy within the Latino community, as well as school library use among poor and disadvantaged students. My research thus far has revealed that school librarians in Missouri have little support for helping non-English fluent students. Moreover, while non-English fluent students in urban areas have more resources for learning in their home languages, numbers of non-English fluent students are increasing in rural areas. Because disadvantaged students use the school library at higher rates than students with more advantages, they derive greater benefits when their school librarians have training and support to work with English learners.

As a consultant on this project, I hope to be able to develop tools for current and future school librarians on working with English learners, to increase librarians' confidence in working with new populations.

As a consultant, I will commit to attending at least one day of the **SEE-TEL Summer Institutes** in Years 1-4 (2018-2021). I will prepare a 2-3 hour presentation and/or workshop in my area of expertise, and provide feedback to participants throughout the day. I may also provide guidance on TESOL coursework re-design during these institutes. For this consulting SEE-TEL will provide an honorarium of \$1000 each year.

SEE-TEL presents an exciting opportunity for Missouri students and teachers. I look forward to being part of the project.



Yours sincerely,

(b)(6)

Denice Adkins, Associate Professor & LIS Program Chair
Tel: (573) 884-9804
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UNIVERSITY *of* MISSOURI

DEPARTMENT OF ROMANCE LANGUAGES AND LITERATURES

COLLEGE OF ARTS & SCIENCE

April 17, 2017

Department of Education, Office of English Language Acquisition
National Professional Development Program
Letter of Support for **SEE-TEL: Strengthening Equity and Effectiveness for Teachers of English Learners**

Dear Reviewers:

I am so pleased to partner with SEE-TEL: Strengthening Equity and Effectiveness for Teachers of EL, a program that will enhance educational access and opportunity for English Language Learners. Within this program, the following activities will be offered: (1) a revised, fully-online state certificate for Teaching English to Speakers of Other Languages (TESOL), which will embrace a new focus on culturally and linguistically responsive teaching as well as family engagement; (2) Summer Institutes, professional development, and coaching designed to improve teachers' use of evidence-based strategies for English Learners; (3) tools, training, and coaching to develop family and community engagement; and (4) a thorough evaluation of all activities.

As a consultant on this project, it is my goal, as a bilingual speaker of English and Spanish, to enhance their mission through my extensive experience in teacher mentoring and second language pedagogies. For the past twelve years, I have been supervising novice teachers, both native and non-native speakers of Spanish in their work. This includes guiding them through pedagogical coursework, as well as conducting classroom observations, and providing concrete suggestions. Most recently, in collaboration with other professors on the University of Missouri campus, I created online modules and a video series to discuss concepts specifically related to teaching in multilingual school settings. The video series and online discussions highlighted the following topics; classroom interactions, differentiated instruction, language study and practice, curricular design, and community outreach. It is my hope that as a faculty member in the Department of Romance Languages and Literatures with extensive studies in Literacy and Reading Education, that the fusion of these skills will enhance our support of teacher preparation for those working with English Language Learners. In the State of Missouri in particular, the demographic shift outpaced teacher preparation and teacher education requirements. The teachers in this state are in need of additional information to best serve the educational requirements of English Language Learners. In many school districts, teachers may lack access to additional professional development and resources in this specific area. We hope to assist in bridging this gap with the EQUAeL program.



As a consultant, I will commit to attending at least one day of the **SEE-TEL Summer Institutes** in Years 1-4 (2018-2021). I will prepare a 2-3 hour presentation and/or workshop in my area of expertise, and provide feedback to participants throughout the day. I may also provide guidance on TESOL coursework re-design during these institutes. For this consulting, **SEE-TELL** will provide an honorarium of \$1000 each year.

SEE-TELL presents an exciting opportunity for Missouri students and teachers. I look forward to being part of the project.

Cordially,

(b)(6)

Dawn Heston
Assistant Teaching Professor
Coordinator of Spanish 1200

Position Descriptions for Key Personnel

Principal Investigator and Project Director (UMSL) – 30% Academic Year; 2 summer months in Years 1, 2, 5; 1 month in Year 3; 1.5 month in Year 4

Responsibilities include, but are not limited to, the following. She/He:

1. Is responsible for directing the overall day-to-day activities of the project.
2. Leads regular monthly project meetings.
3. Meets with SEA and LEA partners to place trainees in high need classrooms.
4. Collaborates with CoPIs, PC, University faculty, and Missouri DESE staff to embed the state content standards into all of the courses.
5. Encumbers the budget costs, and coordinates all reporting.
6. Works closely with students to ensure a direct and immediate transfer of the “theory of action” learned in courses to real classroom settings.
7. Meets with CoPIs to apprise how well the TESOL coursework and PD activities meet project objectives.
8. Meets with LEA administrators to keep them informed on the progress made by the project, and supports them so that teachers can teach ELs more effectively.
9. Directs and oversees the activities of the GRA and the post-doctoral fellows.
10. Is the point person for the Summer Institutes.
11. Coordinates all work with the school districts and is responsible for facilitating the evaluation data collection with the schools.
12. Disseminates/Replicates the program at other IHEs.

Qualifications include: PhD or EdD in Education; experience teaching undergraduate and graduate teacher education courses; bilingual/biethnic/bicultural; experience managing federally-

funded programs including NPD program; experience evaluating federally-funded programs.

Co-Principal Investigator and Co-Project Director (UMC) - 20% Academic Year in Years 1-2 and 4-5; 10% Academic Year in Year 3; 1.5 summer months in Years 1-2 and 5; 1 summer month in Year 3-4

CoPI/Co-Project Director reports to PI. This position will oversee grant activities in Carthage and Kansas City with the PI.

Responsibilities include, but are not limited to, the following. She/He:

1. Helps manage the overall grant activities with the PI.
2. Attends and sometimes leads regular monthly project meetings.
3. Oversees the work of the Post-Doctoral Fellow and GRA, with the PI.
4. Facilitates, schedules, plans and implements the summer institute PDs with the PI.
5. Redesigns online TESOL courses aligned with the project objectives and activities, especially those having to do with family engagement.
6. Provides leadership on the website and outreach materials.
7. Meets with the LEA partners, especially in the areas of Carthage, Columbia, and Kansas City, where s/he has developed relationships as a leading researcher in dual language education for ELs.
8. Leads research program with the project evaluator and GRA, especially collecting data and checking the progress of the evaluation activities.
9. Meets with the consultants and plans for the professional development activities for summer institute PDs.

Qualifications include: PhD in Education; experience teaching undergraduate and graduate teacher education courses; bilingual; experience managing funded programs; experience

coordinating regional and national conferences; experience publishing in top-tier journals and collaborating with experts at the Center for Advanced Research on Language Acquisition.

Co-Principal Investigator (UMSL)

CoPI reports to the PI. This position can be 100% grant-funded.

Responsibilities include, but are not limited to, the following. She/He:

1. Helps with day-to-day operations of the project, under the direction of the Project Directors.
2. Attends and sometimes leads regular monthly project meetings.
3. Leads onsite coaches/master teachers to ensure they follow the guided online coaching for inservice teachers
4. Designs and redesigns online TESOL courses.
5. Collaborates with a Post-Doctoral Fellow in planning summer institute PDs with the evaluation measures.
6. Guides the GRA and PC through regular meetings.
7. Meets with the LEA partners, especially in Bayless, and collaborators around St. Louis city, where s/he has developed relationships as a researcher and teacher trainer.
8. Provides overall logistical support for all grant activities, including data collection and analysis efforts.
9. Organizes all data and project-related information in an efficient way to prepare for the annual report and for the presentation and publication.

Qualifications include: PhD in Education-related field; experience teaching undergraduate and graduate teacher education, and research methods courses; bilingual/bicultural; experience coordinating a NPD program; experience organizing regional and national conferences;

experience publishing research articles, and experience presenting papers in regional and international conventions.

Project Evaluator (Loyola University) – *One summer month in Years 1-5*

Project Evaluator reports to the PI.

Responsibilities include, but are not limited to the following. She/He:

1. Is responsible for planning the evaluation agenda.
2. Guides data collection, analyzes the data (pre/post surveys, student academic achievement outcomes, etc.), and writes the annual evaluation of SEE-TEL professional development activities.
3. Works with GRA to collect, analyze, and regularly report evaluation data and updates to the project team through regular meetings.
4. Supports the posting of relevant outcome data on the SEE-TEL website, in efforts to support replicability.
5. Reports the evaluation data (analyzed) monthly to the SEE-TEL team, and discusses the issues to be solved.
6. Regularly attends research meetings, to share the collected and analyzed data as well as future plans.

Qualifications include: PhD in educational psychology; strong knowledge in program evaluation and statistics; experience working in an education setting; experience with evaluation of federally-funded programs; understanding of and training in random and quasi-experimental designs used in evaluating programs; experience writing findings of evaluations, based on Department of Education requirements; experience working in school districts and in evaluating school district programs; experience analyzing student standardized test scores.

Project Coordinator (PC) at UMSL - 100% Calendar Year in Years 1-5

PC reports to the PI.

Responsibilities include, but are not limited, to the following. She/He:

1. Supports project administration and day-to-day operations of the project.
2. Leads recruitment of cohort participants (teachers, administrators and other educators, university faculty, and coaches)/.
3. Acts as liaison person for all of the district personnel.
4. Coordinates finances under the direction of the PI, in cooperation with UMSL financial staff.
5. Travels to visit the LEAs.
6. Supports and attends all of the Summer Institutes held around the state.
7. Provides overall logistical support for all grant activities including guiding graduate research assistant and other grant personnel in terms of their time sheet and workload.

Qualifications include: Master's degree in Education-related fields preferred; experience managing PD programs; skills in moderate Microsoft technology; basic knowledge and experience in people-soft in order to manage the budget; and good person and communication skills.

Post-Doctoral Fellow (UMC) – 100% Calendar Year, in Years 1-5

Post-Doctoral Fellow reports to MU Cop and PI.

Responsibilities include, but are not limited to, the following. She/He:

1. Helps with day-to-day operations of the project, under the direction of the Project Directors.
2. Leads onsite coaches/master teachers to ensure they follow the guided online coaching

for inservice teachers.

3. Facilitates the development of family engagement activities with the LEAs and Co-Project Directors.
4. Designs and Redesigns online TESOL courses.
5. Collaborates in planning summer institute PDs.
6. Guides the GRA through regular meetings.
7. Provides overall logistical support for all grant activities, including data collection and analysis efforts.
8. Organizes all data and project-related information in an efficient way at UMC to prepare for the annual report and for the presentation and publication.
9. Attends regular monthly project meetings.

Qualifications include: PhD in Education-related fields; experience teaching undergraduate and graduate teacher education, and research methods courses; bilingual; experience coordinating a NPD program; experience organizing regional and national conferences; experience publishing research articles, and presenting papers in regional and international conventions.

Graduate Research Assistant (MU) – 0.50 FTE for Years 1-4

GRA reports to UMC CoPI and UMSL PI.

Responsibilities include, but are not limited to, following. She/He:

1. Provides assistance to the PI as needed and supports data collection efforts, with direction from the Project Evaluator.
2. Conducts research related to teaching ELs including literature review, data collection, and data analysis.
3. Assists with revising course syllabi to ensure PreK-12 standards, ELD standards, and

assessments are aligned and present in all courses.

4. Supports scheduling and conducting project activities, e.g., liaison efforts between the partner schools and SEE-TEL team, coaching efforts, family literacy events, and so on.
5. Provides administrative help to the PI, Co-PIs, and Post-Doctoral Fellows.
6. Transcribes data collection notes; input research data into grant-funded computers; as well as other related research duties.
7. Attends regular monthly project meetings.

Qualifications include: second or third year doctoral student; experience conducting research, having skills of analyzing the quantitative data using SPSS; experience of coding the qualitative data; bilingual in English/Spanish; interest in working with teachers with ELs.

Coaches (from each LEA) – about 20 hours/month for Years 1-5

Coaches reports to UMC Post-Doctoral Fellow, who reports to PI and CoPIs. The five coaches will be recruited at the LEA schools. The building principals along with three PIs will decide upon the criteria to select the coaches. They work at least 10 hours as coaches.

Responsibilities include, but are not limited to, following. They:

1. Are responsible for providing reflective and collaborative coaching to cohort teachers.
2. Collaborate with CoPIs when planning for coaching.
3. Provide coaching based on the guided online/person-to-person coaching cycles.
4. Report monthly and yearly coaching schedule to PC and a CoPI.
5. Meet with PI and CoPIs before and after the semester starts and assess the effectiveness of coaching.
6. Meet with his/her own grant inservice teachers in the school building and have preconference, observation, and post conference; this can be done virtually.

7. Attend summer institutes with cohort inservice teachers.

Qualifications include: holding a valid Missouri State TESOL Certification; experiences of teaching at least three years of teaching PreK-12 ELs with effective intervention strategies and with strong evidence; bilingual (English/Spanish or Building ELs' L1) preferred; experiences of doing coteaching with the content teachers; great interpersonal skills; knowledge of WIDA.

Consultants

Three consultants will be recruited for providing their expertise to grant activities. These consultants will provide research-based professional development in the summer institutes. They will also participate in redesigning the PD-based TESOL online courses. They will also provide the informative assessment notes to the short-term, middle-term, and long-term outcomes. Their support letters are attached in other forms.

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1436003859

DATE:07/07/2016

ORGANIZATION:

University of Missouri System
 118 University Hall
 Columbia, MO 65211

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

SECTION I: INDIRECT COST RATES

RATE TYPES:	FIXED	FINAL	PROV. (PROVISIONAL)	PRED. (PREDETERMINED)
	<u>EFFECTIVE PERIOD</u>			
<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%) LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2016	06/30/2020	55.00 On Campus	Organized Research
PRED.	07/01/2016	06/30/2020	45.00 On Campus	Instruction
PRED.	07/01/2016	06/30/2020	33.00 On Campus	Other Sponsored Activities
PRED.	07/01/2016	06/30/2020	26.00 Off Campus	All Programs
PROV.	07/01/2020	Until Amended		Use same rates and conditions as those cited for fiscal year ending June 30, 2020.

*BASE

ORGANIZATION: University of Missouri System

AGREEMENT DATE: 7/7/2016

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

ORGANIZATION: University of Missouri System

AGREEMENT DATE: 7/7/2016

SECTION I: FRINGE BENEFIT RATES**

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FIXED	7/1/2016	6/30/2017	21.48	All	(1)
FIXED	7/1/2016	6/30/2017	24.94	All	(2)
FIXED	7/1/2016	6/30/2017	24.49	All	(3)
FIXED	7/1/2016	6/30/2017	25.83	All	(4)
FIXED	7/1/2016	6/30/2017	24.88	All	(5)
PROV.	7/1/2017	Until amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2017.

** DESCRIPTION OF FRINGE BENEFITS RATE BASE:

Salaries and wages.

- (1) Med Sch Employees - Columbia
- (2) All Oth Employees - Columbia
- (3) All Employees - Kansas City
- (4) All Employees - St. Louis
- (5) All Employees - Science & Technology

ORGANIZATION: University of Missouri System

AGREEMENT DATE: 7/7/2016

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are charged using the rate(s) listed in the Fringe Benefits Section of this Agreement. FICA is specifically identified to each employee and is charged individually as direct costs. The fringe benefits included in the rate(s) are listed in the Special Remarks Section of this agreement.

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

ORGANIZATION: University of Missouri System

AGREEMENT DATE: 7/7/2016

FRINGE BENEFITS:

Disability Insurance
Worker's Compensation
Life Insurance
Unemployment Insurance
Health Insurance
Dental Insurance
Retirement
Tuition Remission
Wellness Program

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.

Your next Facilities and Administrative cost rate proposal based on actual costs for the fiscal year ending 06/30/2019, is due in our office by 12/31/2019.

Effective 7/1/2016, the Facilities & Administrative rates shown on page 1 of this rate agreement apply to the four (4) University of Missouri campuses listed below:

- University of Missouri - Columbia (1436003859B4)
- University of Missouri - Kansas City (EIN 1436003859A1)
- University of Missouri - St Louis (EIN 1436003859B1)
- Missouri University of Science & Technology (EIN 1436003859A3)

ORGANIZATION: University of Missouri System

AGREEMENT DATE: 7/7/2016

SECTION III: GENERAL

A. LIMITATIONS:

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

B. ACCOUNTING CHANGES:

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

C. FIXED RATES:

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

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

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

BY THE INSTITUTION:

University of Missouri System

(b)(6)

(INSTITUTION)

(SIGNATURE)

Brian D. Burnett, Ph.D.

(NAME) Vice President for Finance & Chief Financial Officer

(TITLE)

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Arif M. Karim -A

Digitally signed by Arif M. Karim -A
DN: cn=US, o=U.S. Government, ou=HHS, ou=PSC,
ou=People, cn=Arif M. Karim -A,
o=S.2342.19100300.100.1.1=200021285
Date: 2014.07.12 08:29:28 -0500

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

7/7/2016

(DATE) 9719

HHS REPRESENTATIVE:

Uyen Tran

Telephone:

(214) 767-3261

COMPONENTS OF THE PUBLISHED FACILITIES & ADMINISTRATIVE COST RATE

INSTITUTION: University of Missouri System

FY COVERED BY RATE: FY 2017 - FY 2020

RATE TYPE:

	ORGANIZED RESEARCH		INSTRUCTION		OTHER SPON ACT	
	On-Camp FY 17 - 20	Off-Camp FY 17 - 20	On-Camp FY 17 - 20	Off-Camp FY 17 - 20	On-Camp FY 17 - 20	Off-Camp FY 17 - 20
Building Depreciation	5.6		3.9		3.1	
Equipment Depreciation	2.1		0.5		0.3	
Interest	0.8		0.8		0.3	
Operations & Maintenance	17.5		8.7		3.1	
Library	3.0		5.1		0.2	
Utility Cost Allowance	0.0		0.0		0.0	
Administrative Component	26.0	26.0	26.0	26.0	26.0	26.0
F&A Rate	55.0	26.0	45.0	26.0	33.0	26.0

RATE COMPONENTS:

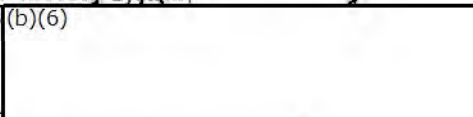
Building Depreciation
 Equipment Depreciation
 Interest
 Operations & Maintenance
 Library
 Utility Cost Allowance
 Administrative Component
 F&A Rate

CONCURRENCE:

University of Missouri System

(Institution) (b)(6)

(Signature)



Brian D. Burnett, Ph.D.

(Name) Vice President for Finance &
 Chief Financial Officer

(Title)

(Date)

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

SEE-TEL Project Budget Narrative

1. Personnel

A. Senior/Key Personnel

Principal Investigator and Co-Project Director, Kim H. Song, Ed.D.

30% Academic Year (AY) in Years 1-5

Summer Salary (S): 2 months in Years 1, 2, 5; 1 month in Year 3, 1.5 month in Year 4

Dr. Song will commit 30% of her academic time to lead this project and guide the Post-Doctoral Fellow, Project Coordinator, and graduate research assistant (GRA). Dr. Song will also devote one to two months of her summer time each year to the project. With support from Dr. Lisa Dorner (UMC Co-PI and Co-Project Director) and Dr. Sujin Kim (Co-Principal Investigator), she will facilitate all aspects of the grant including: designing and implementing the TESOL coursework, recruiting the participating educators, running the summer institutes, developing training for the coaches, facilitating the family engagement events, overseeing data collection, managing the budget, and writing the final report.

Co-Principal Investigator, Lisa Dorner, Ph.D.

20% Academic Year (AY) in Years 1, 2, 4, and 5

10% Academic Year (AY) in Year 3

Summer Salary (S): 1.5 months in Years 1, 2, and 5; 1.0 summer month in Year 3 and 4

Dr. Dorner will commit 20% of her academic time and 1 to 1.5 months of her summer time to co-direct this project and support all activities led by the PI. She will direct the research, data collection, and evaluation activities. She will also support the PI's coordination of all other aspects of the project, including running the summer institutes, facilitating the family engagement events, and overseeing grant and budget management.

Co-Principal Investigator, Sujin Kim, Ph.D.

100% Academic Year (AY) in Years 1-5

Summer Salary (S): 3 months in Years 1-5

Dr. Kim will commit 100% of her academic time to this grant. Dr. Kim will also devote 3 months of her summer time to the project. She will co-develop the TESOL coursework, teach TESOL courses, lead professional learning activities, and support all aspects of the project, especially qualitative data collection and analysis and family engagement events.

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Kim Song Salary	34,234	34,234	26,950	30,595	34,234	\$160,247
Lisa Dorner Salary	29,168	30,043	17,809	27,036	32,672	\$136,728
Sujin Kim Salary	47,476	47,476	47,476	47,476	47,476	\$237,380
Subtotal, Senior Personnel	110,878	111,753	92,235	105,107	114,382	\$534,355

B. Other Personnel

Post-Doctoral Fellow, Lina Trigos-Carrillo

100% Calendar Year (CY), annual salary of \$48,000 in Year 1

Tentatively, the Post-Doctoral Fellow will be Lina Trigos-Carrillo, Ph.D., a bilingual Spanish-English speaker from Colombia. Her primary responsibility will be to support the family engagement activities at each of the partner districts and gather data from each district, under the direction of Drs. Dorner and Song. She will also support the following: developing and teaching portions of online TESOL courses, guiding graduate research assistant, developing professional development plan for family engagement with districts, and providing overall logistical support for all grant activities, including data collection efforts.

Project Coordinator (PC)

100% Calendar Year (CY), annual salary of \$43,000 in Years 1-5

The Project Coordinator's primary responsibilities will be to support project administration and day-to-day operations of the project, which includes, but is not limited to, recruitment of cohort participants (teachers, administrators and other educators, university faculty, and coaches), being a liaison person for all of the district personnel, and coordinating finances under the direction of the PI, in cooperation with UMSL financial staff. The PC will also travel to visit the LEAs and attend all of the Summer Institutes held around the state. The PC also provides overall logistical support for all grant activities including guiding graduate research assistant and other grant personnel in terms of their time sheet and workload.

Graduate Research Assistant (GRA), Edwin Bonney

0.50 FTE in Years 1-4 annual assistantship of \$24,036 in Year 1

Tentatively the GRA will be Edwin Bonney, a multilingual Spanish speaker from Ghana. One .50 FTE GRA at UMC will assist with data collection efforts, basic data analysis, and literature reviews with the direction from the PI and Project Evaluator, and other aspects of the project.

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Post Doctoral Salary	48,000	49,440	50,923	52,451	54,024	\$254,838
Project Coordinator	43,000	43,000	43,000	43,000	43,000	\$215,000
GRA - UMC	24,036	24,757	25,500	26,265	0	\$100,558
Subtotal, Other Personnel	115,036	117,197	119,423	121,716	97,024	\$570,396

2. Fringe Benefits

Fringe benefits are calculated at UMC academic rate of 35.05% for PI Dorner and Post-Doctoral Fellow Trigos Carrillo. A 3% in fringe rates has been estimated each year in Years 2-5.

The fringe benefits for the GRA at UMC will be the cost of medical insurance for the GRA. This cost is estimated at \$2707 in Year 1, with a 3% increase each year in Years 2-5.

Total UMC Fringe: \$155,634

Fringe benefits are calculated at the UMSL academic rate of 36% for PI Song, CoPI Kim, and the Project Coordinator, for Years 1-5.

Total UMSL Fringe: \$220,547

3. Travel

NPD Meeting and Conference Travel for Personnel: \$11,595/Year, for \$57,975 total

\$3000/year is requested for two Key Personnel, including the PI (from UMSL) and Co-PI (from UMC), to travel to the annual NPD meeting in Washington, DC (travel costs estimated at \$1500/person/trip).

\$5000/year is requested for PI Song and Co-PI Kim (UMSL at \$3000/year), Co-PI Dorner and Post-Doctoral Fellow (UMC at \$2000/year) to travel to at least one annual meeting of major conferences (AERA, TESOL, NABE) to present research, develop networks, and share findings from the grant activities and evaluation.

\$3,595/year for Years 1 and 5 is requested for personnel to travel to Missouri conferences, such as those offered by the state, local TESOL organizations and Missouri universities. At these meetings, key personnel will network, recruit participants (Year 1), share findings from the program evaluation, discuss replication, and present research (Year 5). Costs are estimated for each personnel to attend ~1 local conference, for a total of 5 trips in Year 1 and Year 5: registrations, \$150 x 5 = \$750; hotel \$150 x 2 nights x 5 = \$1,500; per diem, \$46/day x 3 days x 5 = \$690; and mileage, \$655 (average distance of ~260 miles round-trip @ .505/mile).

Participants' Travel to Local Conferences: \$7320 for Years 4-5, for \$14,640 total

\$7320 for Years 4 and 5 is requested to pay for 10 participants to attend a major regional conference called Cambio de Colores (Change of Colors) and present their work. Costs figured by registration, \$175 x 10 = \$1,750; hotel \$150 x 2 nights x 10 = \$3,000; per diem, \$42/day x 3 days x 10 = \$1,260; and mileage, \$131 x 10 = \$1310 (average distance of 260 miles round-trip @ .505/mile).

Participants' Travel to Summer Institutes: \$9,220 for Years 1-4, for \$36,880 total

\$9220 for Years 1-4 is requested for 10 teachers to travel for face-to-face Three-Day Summer Institute, and a total of 10 other educators to travel for face-to-face Two-Day Summer Institute. Costs are estimated as follow:

10 travel/year for 3 day PD – 2 hotel nights, 3 per diem, 260 mileage average
 $150 \times 2 \times 10 = 3,000$, $42 \times 3 \times 10 = 1,260$, $131 \times 10 = 1,310 = \mathbf{\$5570}$

10 travel/year for 2 day PD – 1 hotel night, 2 per diem, 260 mileage average
 $150 \times 1 \times 10 = 1,500$, $42 \times 2 \times 10 = 840$, $131 \times 10 = 1,310 = \mathbf{\$3650}$

Personnel Travel to School Sites Across State, \$12,474 for Years 1-5, for \$62,370 total

\$3,669/year is requested for the UMC Co-PI, Post-doctoral Fellow, and GRA to travel to school sites to meet with participants, collect data, create family engagement professional development plans, facilitate family engagement activities, and provide face-to-face coaching as part of the

grant activities. We estimate approximately 10 trips/year of MU Personnel: \$366.88/trip, to cover hotel (\$125/night), per diem for 1.5 days at \$46/day (\$69), and mileage costs for 342.35 miles, which is the average distance between sites, @ .505/mile (\$172.88).

\$8,805/year for Years 1-5 is requested for the UMSL PI, Co-PI, and Project Coordinator to travel to school sites to meet with participants, collect data, create family engagement professional development plans, facilitate family engagement activities, and provide face-to-face coaching as part of the grant activities. We estimate approximately 24 trips/year of UMSL Personnel: \$366.88/trip, to cover hotel (\$125/night), per diem for 1.5 days at \$46/day (\$69), and mileage costs for 342.35 miles, which is the average distance between sites, @ .505/mile (\$172.88).

4. Equipment: \$0

5. Supplies

Computer for Project Evaluation/Research, \$6,000

\$1,200 Year 1 (MU) and \$3,600 Year 1 (UMSL)

In Year 1 money is requested to purchase one laptop computer with operating software for one team member at MU and three team members at UMSL. These costs are estimated at \$1,200. Updated laptops, mobile devices, and operating software are necessary to re-develop the TESOL online coursework, train families in technology, and complete the research functions of this project. The University of Missouri project team does not have access to similar mobile devices to complete the data collection functions of the project.

Specialized Data and Statistical Software

\$215 Year 1 with 3% increase in Years 2-5 (MU)

\$360 Year 1 with 3% increase in Years 2-5 (UMSL)

Each member of the project team at MU (3 total) will need specialized software to complete the Project Evaluation functions of this project. An annual license for both NVivo (\$140/license in Year 1) and SPSS (\$75/license in Year 1) is requested for each team member. The UMSL team will use \$360/year to for access to annual licenses of DeDoose and other qualitative data storage and analysis software. Costs are estimated to increase by 3% each year in Years 2-5.

Program Supplies

\$2,000 Year 1; \$500 Years 2-5

\$2,000 is requested in Year 1 to purchase basic consumable supplies for the project, including a hard drive to back up project data, printer ink, and a tablet, video camera, and SD cards for hourly GRAs and other project personnel to collect data. An additional \$500 in Years 2-5 are requested for similar consumable supplies to complete the functions of the project.

6. Contractual

Subcontract Costs for Loyola University Chicago, Project Evaluator, Christine Li-Grining, Ph.D.

\$12,794 plus \$1,500 travel in Year 1, with 3% increase Years 2-5, and 8% indirect

Subcontract costs for Dr. Li-Grinning in Year 1 include \$12,794 in salary and fringe (\$9,972 in salary + \$2,822 fringe at a rate of 28.3%) plus \$1,500 (2 trips of \$750/each) in travel costs to Missouri. F&A costs of 8% have been included in the Loyola subcontract for a total of \$1,143 in Year 1. A 3% increase will be applied to salary and fringe in Years 2-5.

Dr. Li-Grining will commit the equivalent of 1 summer month/year to this project, with some other time spent facilitating evaluation activities throughout the fall and spring. As an outside Project Evaluator, she will lead all project evaluation activities.

Coaches (5)

\$4000 for each Year for each district, for a total of \$20,000/Year

Five coaches, ideally TESOL trained master teachers, one from each district and two for Kansas City (our largest partner) will be recruited to work as academic teaching mentors for the cohort teachers. Coaches will follow the three guided coaching cycles: 1) pre-conference with the cohort teachers, 2) observation, and 3) post-conference with the cohort teacher. 3% of the annual salary (\$4000 for Year 1/district for about 20 hours a month) will be paid to the district. (\$4000 x 5yrs x 5 = \$100,000)

7. Construction: \$0

8. Other Direct Costs

Skype Technical Fees

\$462 Year 1 with 3% increase in Years 2-5

In order for all team members and school personnel to communicate throughout the course of the project, Skype business service plan is requested. This technical fee is estimated at \$5.50/month in Year 1. Costs are estimated to increase by 3% each year in Years 2-5.

Printing Costs

\$1000 per year, Years 2-5

Estimated costs each year for printing materials, publication fees, recruitment materials, and dissemination materials is \$800/year, with postage at \$200/year, in Years 2-5.

Web Hosting and Web Newsletter Costs

\$15,000 in Years 1-2, and \$5,000 in Years 4-5

Costs for developing and maintaining a website and a regular web newsletter to communicate among all in-service educators, district leaders, and other participants—as well as to recruit new participants—is estimated at \$15,000 in Years 1-2 to jumpstart communications, and \$5,000 in Years 4-5 to update and disseminate information. This site will also post the grant cohorts' teaching videos and virtual collaborative reflections and the service provider will also attend Summer Institute PDs to take photographs, videos, and to arrange for social media technology (like Twitter) to share ideas.

Family and Community Engagement Event

\$8,000 per Year, Years 2-5

For Years 2-5 at each of the four districts, a Family and Community Engagement Event will be offered to EL families in each partner district. Costs per district will be \$2,000/year. These costs will include the following each year: food for approximately 64 family members and educators (16 participants/district) at a cost of \$640; \$800 (200/district) for renting vans, paying drivers, and to transport family members to the event; \$360 in child care costs for 3 hours (\$15/hour x 8 childcare providers, @ 2/district); and \$200 for bilingual reading and education materials.

Consultants

\$3,000 per year, Years 1-4

Three consultants will bring expertise in TESOL certification, Community Literacy Events, and teacher professional development. They will run PD sessions at the Summer Institutes. These consultants are already employees and instructors at MU: Denice Adkins, Dawn Heston, Zandra de Araujo.

GRA Tuition at MU

\$8,171 in Year 1 with 3% increase in Years 2-5

GRA tuition is requested for each year of the project. Tuition costs in Year 1 for the MU GRA is estimated at \$371.42/credit hour for 22 credit hours annually, for a total of \$8,171. Tuition costs for the GRA will increase by 3% each year in Years 2-5.

9. Total Direct Costs

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Direct Costs	\$395,130	\$398,347	\$361,375	\$388,453	\$366,132	\$1,909,437

10. Indirect Costs

Indirect costs for the University of Missouri system is calculated at 8% of Modified Total Direct Costs. Modified Total Direct Costs has been calculated using total direct costs minus subcontract costs over \$25,000 to Loyola University, minus tuition costs, and minus the participant costs. This indirect rate is consistent with the guidelines for this grant program as described on page 6 of the RFP.

11. PD Training Stipends

Summer Institute Costs – Stipends for Participants

\$7500/year for Years 1-4

Each summer in Years 1-4, a three-day Summer Institute will be offered to 25 inservice TESOL coursework participants and 5 coaches, for a total of 30 total participants. In addition, two-day Summer Institutes will be offered to other educators and administrators from partner and other districts. These Summer Institutes will cover core SEE-TEL topics, including presentations and workshops on three “EL-specific strategies,” as defined in the Project Narrative. Costs are estimated as follows:

3 days for 25 in-service teachers, and 5 coaches (3 days, 2 nights) $30 \times 3 \times 50 = \$4500/\text{year}$ for 4 years (Year 1-4)

2 days for other educators and administrators from partner and other districts (2 days, 1 night) (30) $30 \times 2 \times 50 = \$3000/\text{year}$ for 4 years (Year 1-4)

Regional Mini-Conferences

\$500 in Years 3 and 5

In Years 3 and 5, \$500 is requested to support supplies and food for mini-conferences, where TESOL course participants will present their learning to the educational community.

Faculty Stipend

\$2000/year, Years 1-5

5 faculty and/or clinical mentors for teacher candidates per year, in Years 1-5, will attend 2 half-day PDs on including the EL-specific activities into their syllabi. \$400 will be paid to 25 faculty total over the course of the grant for a total of \$10,000.

Online Graduate Course Tuition, 7 graduate courses are offered to 50 graduate students/in-service teachers in two cohorts over five years. Course fees are estimated at \$444.50 per credit hour in Year 1, with 2% increase.

Total Training Costs

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Training Costs	\$53,058	\$120,733	\$157,903	\$132,172	\$118,074	\$581,940