

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



APPLICATION FOR GRANTS
UNDER THE

NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM

CFDA # 84.365Z

PR/Award # T365Z170160

Grants.gov Tracking#: GRANT12392127

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"/>
--	--	--

* 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"/>
--	---

State Use Only:

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

B. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="046002284"/>	* c. Organizational DUNS: <input type="text" value="9488451930000"/>
---	---

d. Address:

* Street1:	<input type="text" value="100 State Street PO Box 9101"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Framingham"/>
County/Parish:	<input type="text" value="Middlesex"/>
* State:	<input type="text" value="MA: Massachusetts"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="01701-9101"/>

e. Organizational Unit:

Department Name: <input type="text" value="Continuing Education"/>	Division Name: <input type="text" value="Academic Affairs"/>
---	---

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

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Jonathan"/>
Middle Name: <input type="text" value="Trevor"/>	
* Last Name: <input type="text" value="Lee"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="508-626-4679"/>	Fax Number: <input type="text" value="508-626-4592"/>
---	---

* 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:

A: State Government

Type of Applicant 3: Select Applicant Type:

E: Regional Organization

*** 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.):

04212017_FSU_Affected areas_US ED NPD.pdf

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

PROPELL: Producing Reading and Oral Proficiency in ELLs

Attach supporting documents as specified in agency instructions.

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="1,522,342.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,522,342.00"/>

*** 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:

OELA: NPD Program CFDA Number 84.365Z

PROPELL: Producing Reading and Oral Proficiency in ELLs

04/21/2017

Areas affected by the Framingham State University (FSU) project:

- Waltham, MA
- Milford, MA
- Framingham, MA



Framingham
State University

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

Re.: OELA: NPD Program CFDA Number 84.365Z

April 21, 2017

Dear Supreet Anand:

The Framingham State University (FSU) project, “PROPELL: Producing Reading and Oral Proficiency in ELLs” will occur in Congressional Districts MA-004 (Milford, MA) and MA-005 (Waltham, MA and Framingham, MA).

Thank you very much for your kind consideration of this grant application.

Sincerely,

Jonathan T. Lee

Jonathan T. Lee, RAC
Director of Grants & Sponsored Programs
Campus Representative, Fulbright Scholar Program

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

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

Name of Institution/Organization

Framingham State University

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	30,000.00	30,000.00	30,000.00	30,000.00	30,000.00	150,000.00
2. Fringe Benefits	435.00	435.00	435.00	435.00	435.00	2,175.00
3. Travel	5,120.00	5,170.00	5,220.00	5,270.00	5,320.00	26,100.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	12,500.00	0.00	0.00	0.00	0.00	12,500.00
6. Contractual	104,575.00	102,155.00	102,235.00	102,315.00	99,895.00	511,175.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	125,965.00	119,965.00	232,765.00	134,965.00	8,015.00	621,675.00
9. Total Direct Costs (lines 1-8)	278,595.00	257,725.00	370,655.00	272,985.00	143,665.00	1,323,625.00
10. Indirect Costs*	16,874.60	15,178.00	18,772.40	16,398.80	11,493.20	78,717.00
11. Training Stipends	0.00	15,000.00	0.00	45,000.00	60,000.00	120,000.00
12. Total Costs (lines 9-11)	295,469.60	287,903.00	389,427.40	334,383.80	215,158.20	1,522,342.00

***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: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

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

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

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

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

PR/Award # T365Z170160

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Jonathan T Lee	Director of Grants & Sponsored Programs
APPLICANT ORGANIZATION	DATE SUBMITTED
Framingham State University	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
--	--	--

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

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

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

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

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

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

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

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

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

04212017_Section 427 FSU_US ED NED.pdf

Add Attachment

Delete Attachment

View Attachment

**Section 427: General Education Provision Act (GEPA) Statement
Framingham State University
For Project PROPELL**

This document is intended to describe the steps that will be taken to ensure equitable access to, and participation in, Project PROPELL. Framingham State University (FSU) is the lead applicant and will have primary responsibility for overseeing all aspects of programming.

A core value of the FSU is having an inclusive and collaborative community. We seek to encourage a supportive, diverse, collaborative, and cohesive environment in which we learn from each other through informed, clear, and open communication. One of our goals in the hiring process is to attract diverse applicant pools of individuals who share that commitment. We seek candidates who may contribute to the overall representation of the faculty and staff. We also encourage applications from candidates who are veterans and persons with disabilities. Race, color, ethnicity, gender, disability, and other protected classifications cannot be considered as part of a final hiring decision, but intentional marketing efforts are explicitly undertaken to promote representation within the candidate pool.

Search committees are required to demonstrate significant effort in attempting to recruit a diverse pool of candidates including persons from underrepresented racial and ethnic backgrounds, women, veterans, and persons with disabilities. Failure to make such efforts can result in the postponement of recruitment/appointment until a more diverse mix of candidates can be compiled. Through the "FSU Strategic Plan for Inclusive Excellence - 2015," the University has established the objective to attract and retain an increased number of historically underrepresented and underserved faculty and staff. One intended outcome is that in five years, Framingham State University will have implemented inclusive hiring initiatives to increase the racial/ethnic diversity of full time faculty and staff and align with regional workforce availability data. For example, the five year "Plan Target" for faculty is 21.0%, which is based on candidate availability within a reasonable recruitment area.

To achieve our aims, we employ multiple specific strategies, including:

- Placing advertisements in professional journals or newsletters targeting underrepresented groups.
- Making overtures via letter/email or phone call to underrepresented individuals in the field encouraging them to submit nominations or to apply for the position.
- Sharing the posting on LinkedIn affinity groups.
- Upon receiving nominations or applications of qualified individuals from underrepresented groups, following up with letters or calls to encourage interest in the position.
- Contacting graduate schools which traditionally award large numbers of specialized degrees or doctorates to members of underrepresented groups.
- If funds are available, the institution may support the cost for one or more members of the department to travel to a national conference for the purpose of recruiting and interviewing possible candidates.
- Attending meetings of affinity groups within professional organizations.
- Multiple other no-cost strategies, including:

- Referrals from current employees.
- Word of mouth to friends, neighbors, and professional contacts.
- Professional and personal acquaintances, alumni, and others.
- Bulletin boards and job placement offices at universities and other educational institutions, and their alumni associations.
- Bulletin boards at community centers and libraries.
- Local professional organizations such as the Chamber of Commerce, women's groups, trade organizations, and diversity/multicultural/disability organizations.
- Public employment services such as local career centers.
- Vendors and businesses that are downsizing.

These strategies demonstrate our robust approach and proactive commitment to ensuring equitable access to all, regardless of gender, race, national origin, color, disability, or age.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION

Framingham State University

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. * First Name: Jonathan Middle Name: Trevor

* Last Name: Lee Suffix:

* Title: Director of Grants & Sponsored Programs

* SIGNATURE: Jonathan T Lee

* DATE: 04/24/2017

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

1. Project Director:

Prefix: Ms.	First Name: Mary-Ann	Middle Name:	Last Name: Stadtler-Chester	Suffix: Ph.D
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Address:

Street1:	100 State Street PO Box 9101
Street2:	
City:	Framingham
County:	Middlesex
State:	MA: Massachusetts
Zip Code:	01701-9101
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
508-626-4672	508-626-4592

Email Address:
mstadtlerchester@framingham.edu

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #, if available:

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

<input type="checkbox"/>	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:

Abstract

- 1) **Name of the IHE:** Framingham State University (FSU)
- 2) **Partners:** Framingham Public School District, Milford Public School District, and Waltham Public School District
- 3) **Title of the proposed project:** Producing Reading and Oral Proficiency in ELLs (PROPELL)
- 4) **Priorities:**
 - **Absolute Priority:** Providing Professional Development to Improve Instruction for English Learners
 - **Competitive Preference Priority 1:** Moderate Evidence of Effectiveness
<http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=236>
<http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=363>
 - **Competitive Preference Priority 2:** Improving Parent, Family, and Community Engagement
- 5) **Description:** The PROPELL project will effect wide-scale change in teacher leadership for ELL instruction across Central and Eastern Massachusetts by providing training resulting in the increase of highly qualified teachers (in TESL) who are providing instruction to ELLs in Massachusetts. PROPELL will establish a system of change that will produce teachers who are experts in TESL and who take leadership roles in their schools and districts, continuously sharing their expertise with other teachers, parents, families, colleagues, and the community.
- 6) **Participants:** The projected number to be served by the project:
 - Number of in-service teachers completing the M.Ed. in TESL program = 50
 - District teachers (not enrolled in M.Ed. program) who will complete professional development workshops = 1,331
 - Combined number of ELLs in the three partner school districts = 3,257
 - Parents of ELLs who will attend workshops = 3,257
 - **TOTAL = 7,895**
- 7) **Project goals, objectives, and performance outcomes:** PROPELL will address three main project goals and seventeen related objectives and outcomes, and it will utilize a **quasi-experimental design to measure student performance.**
 - Goal 1:** By May 2022, increase the number of highly qualified teachers (in TESL) who are providing instruction to ELLs in Massachusetts.
 - Goal 2:** Establish a permanent system by which teachers who are highly qualified to teach ELLs continuously share their expertise (engaging and benefitting parents, families, colleagues, the community, and various other stakeholders who support ELLs).
 - Goal 3:** Improve the academic language proficiency of ELLs.
- 8) **Contact:** Dr. Mary-Ann Stadler-Chester; 508-626-4672; mstadlerchester@framingham.edu

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

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**Project Narrative
for
PROPELL: Producing Reading and Oral Proficiency in ELLs**

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NOTE: Detailed Evaluation Strategies for the *Project Goals and Objectives*
and the *GPRA Measures* are located in Appendix B

Statement of Need

The United States has experienced rapid growth in the number of immigrants entering the country. The biggest contributing factor to annual population growth in the U.S. is immigration. The foreign-born population is 26% and rising, and it is estimated to rise to 36% by 2065¹. This increase has led to a corresponding rise in the number of public school students in need of additional language instruction, as more children enter school from homes in which English is not the primary language or rarely spoken at all. These same students often struggle in classrooms that are based on a language with which they have had limited exposure and limited proficiency, leading to challenges that impact achievement and lifelong learning. Therefore, it is important that school districts increase their capacity to serve—and their intent to support—English Language Learner students.

In 2000-2001, The U.S. Department of Education's Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA) conducted a survey of State Educational Agencies (SEAs) in the United States. OELA found that more than 4 million students with limited proficiency in English were enrolled in public schools across the nation, making up almost 10 percent of the total pre-K through 12th grade public school enrollment.² According to the same report, the population of students who are English-language-learners had grown 105 percent, while the general school population had

¹ Center for Immigration Studies backgrounder: Immigrants in the United States - 2002, a Snapshot of America's Foreign-Born Population, November, 2002.

² Bureau of U.S. Citizenship and Immigration Services (formerly the Immigration and Naturalization Service), "Immigrants, Fiscal Year 2001."

grown only 12 percent since the 1990-1991 school year.³ The survey also found that students with limited proficiency in English in US public schools speak more than 460 languages.⁴ This increase in numbers of students with limited proficiency in English and in need of additional instruction has led to a call for more focused support of these students through development of new programs and, as importantly, increased professional development and certification of teachers for these populations.

State and federal laws require that students in public schools who are not proficient in English or whose native language is not English, and who are not currently able to perform grade-level academic work in English, receive instruction to assist them both in learning English and subject matter content. These students are referred to as limited English proficient (LEP) students or as English language learners (ELLs).

Similar to many states, Massachusetts has a large immigrant population. As of the 2010 Census, Massachusetts' population was 6,547,629 and the total immigrant population was 943,335.⁵ Beginning in the 2003-2004 school year the state required its districts to provide sheltered English immersion (SEI) instruction until students are proficient in English. SEI is defined as an English language teaching method in which nearly all classroom instruction is in English but with curriculum and presentation designed for children who are learning the language. Books and instructional materials are in English and all reading, writing, and subject matter are taught in English. Massachusetts has determined that a key element to providing effective services is having well trained and qualified staff in SEI classrooms.

³ Kindler r, A.L., "Survey of the States' Limited English Proficient Students and Available Educational Programs and Services, 2000-2001 Summary Report," National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs, 2002.

⁴ Ibid

⁵ 2010 Census Data. United States Census Bureau. Retrieved 2016-01-10

Since 2004, Massachusetts has worked to meet the goal of increasing the number of highly qualified teachers serving ELL students. In 2005, Massachusetts determined that there was a severe dearth of highly qualified teachers serving ELL students.⁶ The work to improve the qualifications of ESL certified teachers has been slow, as professional development is not always accessible to teachers in all school districts, particularly those in more rural areas. Also, it has been determined that a substantial need exists to develop more trainers who are qualified to provide these workshops and thereby increase accessibility. Thus, the development of more highly qualified master teachers in the area of Teaching English as a Second Language (TESL) is needed to strengthen the capacity of Massachusetts school districts to better support targeted ELL populations.

Given the growing need among the ELL populations, the state of Massachusetts recently instituted policies mandating that ELL training be provided to all elementary and secondary teachers through the program “Rethinking Equity and Teaching for English Language Learners (RETELL).” It is through this program that Massachusetts provides professional development that results in all teachers gaining Sheltered English Instruction (SEI) endorsement. This is certainly a commendable effort by the state, and it will no doubt provide some help in addressing the deficiencies that exist in meeting the needs of ELLs. However, a clear need still exists for additional (more intensive, more comprehensive) training of “expert teachers” of ELLs.

This need is evident in the performances of ELL students on language proficiency assessments. The state of Massachusetts administers the ACCESS for ELLs assessment, which is based on the WIDA English Language Development Standards. Massachusetts joined the WIDA consortium in 2012. Student performance sub-scores are reported based on proficiency levels in four domains: listening, speaking, reading, and writing. Student proficiency in each domain is categorized as meeting one of the six WIDA English Language Proficiency Levels: 1-Entering, 2-

⁶ The Commonwealth of Massachusetts. “Revised Plan for Meeting the Highly Qualified Teacher Goal” (2006).

Emerging, 3-Developing, 4-Expanding, 5-Bridging, and 6-Reaching.

Table 1 shows that the three participating school districts (Waltham, Milford, and Framingham) are lagging behind the state in ELL proficiency outcomes. The combined percentage of students who performed at the highest levels (Level 5 and Level 6) on the ACCESS tests in 2016 was, at every grade level (except 1st, 2nd, and 6th), higher among students across the state than among students at the Waltham School District. In Milford this same disparity exists for Grades 1, 2 and 10. This is also the case in Framingham for Grade 1, 3, 7, 9 and 10.

Table 1. Percentage of Students at Each Performance Level on the 2016 ACCESS for ELLs (Grades K–6 and 7–12) for State and Partner Schools

	<u>Grade K</u>				<u>Grade 1</u>				<u>Grade 2</u>				<u>Grade 3</u>				<u>Grade 4</u>				<u>Grade 5</u>				<u>Grade 6</u>			
	State	Framingham	Milford	Waltham	State	Framingham	Milford	Waltham	State	Framingham	Milford	Waltham	State	Framingham	Milford	Waltham	State	Framingham	Milford	Waltham	State	Framingham	Milford	Waltham	State	Framingham	Milford	Waltham
Level 6	0	0	0	0	1	0	0	1	3	0	2	1	13	6	17	5	16	5	20	10	13	11	18	10	3	2	0	5
Level 5	4	2	6	1	4	1	1	2	11	12	6	12	26	18	39	21	27	27	28	16	26	28	35	19	17	19	21	0
Level 4	9	7	5	3	15	6	23	8	32	25	45	21	36	50	29	33	31	35	36	49	31	32	29	42	37	35	36	20
Level 3	14	9	21	11	54	54	66	54	41	48	38	46	15	21	10	21	15	20	16	22	18	20	12	13	26	23	43	35
Level 2	17	19	14	16	22	33	8	29	10	13	9	17	6	3	2	14	7	9	0	0	7	6	0	13	12	14	0	15
Level 1	56	63	55	69	6	7	1	7	4	3	0	3	3	2	3	5	4	4	0	2	4	3	6	3	5	7	0	25

	<u>Grade 7</u>				<u>Grade 8</u>				<u>Grade 9</u>				<u>Grade 10</u>				<u>Grade 11</u>				<u>Grade 12</u>			
	State	Framingham	Milford	Waltham	State	Framingham	Milford	Waltham	State	Framingham	Milford	Waltham	State	Framingham	Milford	Waltham	State	Framingham	Milford	Waltham	State	Framingham	Milford	Waltham
Level 6	3	0	NA	0	2	7	0	0	6	5	20	0	6	3	0	0	6	0	0	3	5	20	NA	0
Level 5	15	10	NA	4	10	7	30	0	16	13	10	0	15	3	0	0	13	21	25	0	13	20	NA	5
Level 4	34	38	NA	30	33	41	20	14	20	13	0	24	24	39	7	28	24	16	17	20	28	13	NA	14
Level 3	29	28	NA	39	31	28	20	61	22	18	20	33	26	33	13	13	27	37	17	30	28	27	NA	43
Level 2	14	13	NA	17	16	7	0	11	21	34	0	19	19	21	40	50	21	16	42	27	18	20	NA	29
Level 1	7	10	NA	9	9	10	30	14	13	16	50	24	9	0	40	9	10	11	0	20	8	0	NA	10

As shown in Table 2, in addition to lagging behind the state in ELL proficiency, the three partner school districts (combined) also have a much higher percentage of their student populations designated as ELLs. Whereas 9.5% of Massachusetts' students are ELLs⁷, the percentages at the three partner districts are much higher: Milford (13.4%) is significantly higher than the state; Framingham (18.5%) is nearly double the state; and Waltham (19.3%) is more than double the state.

Table 2. Number and Percentage of ELL Students in Participating Schools

District	# non-native English speaking students	% non-native English speaking students	# ELLs	% ELLs
Framingham	3,669	42.6	1,589	18.5
Milford	1,140	27.2	561	13.4
Waltham	2,471	45.2	1,054	19.3

⁷ Massachusetts Department of Elementary and Secondary Education. 2016-17 - Selected Populations Report.

(a) Quality of the Project Design

The project Producing Reading and Oral Proficiency in ELLs (PROPELL) will accomplish precisely the stated purpose of the NPD Program: “professional development activities that are designed to improve classroom instruction for English Learners (ELs) and assist educational personnel working with such children to meet high professional standards, including standards for certification and licensure as teachers who work in language instructional programs or serve ELs.” One of the key outcomes of this effort will be to improve student performance, especially increasing the percentage of ELL students who are highly proficient on the ACCESS Language Acquisition assessment. This will be accomplished by working closely with the three partner districts: Framingham, Waltham, and Milford. Framingham State University (FSU) will offer intensive training that goes far beyond, and supports, the State’s RETELL training. Through PROPELL, teachers will become leaders in Teaching English as a Second Language. One of the primary mechanisms for accomplishing this will be completion of a tailored Master’s Program in Education (M.Ed. in TESL), which will produce educators with strong specialty expertise in serving ELL students. These expert teachers will be placed among the other teachers who received the baseline training from the state, and they will act as a catalyst for the continued growth and development of those other teachers. This will result in a much larger population of ELLs receiving quality instruction from teachers (and school administrators) who possess expertise in ELL instruction. And the benefits will be evident in superior performance by ELLs attending the schools and districts in which the M.Ed. participants work and serve. In this way, Project PROPELL clearly addresses the **Absolute Priority: Providing Professional Development to Improve Instruction for English Learners.**

As noted, the state of Massachusetts has recently implemented an ambitious program that requires all elementary and secondary teachers to obtain basic formal training in teaching English Language Learners (ELLs) through the program Rethinking Equity and Teaching for English

Language Learners (RETELL). Promoting rudimentary ELL competency among all teachers is certainly commendable, but it will undoubtedly be insufficient to meeting the substantial needs of ELLs. It will not produce expert teachers who can champion solutions to ongoing and future challenges; experts who will actively advocate on behalf of ELLs. Framingham State University (FSU) is uniquely positioned to produce these experts through their Teaching English as a Second Language Master's Program in Education (M.Ed. in TESL). This well-established program is designed specifically to produce educators with expertise in serving ELLs. As stated in the university's program description, "The Master of Education (M.Ed.) with a concentration in The Teaching of English as a Second Language (TESL) is designed for teachers interested in fostering academic success for learners whose language is not English. It takes into consideration the needs of the new immersion classroom and provides instructors with the theoretical and practical knowledge to promote effective teaching of English language skills and sheltered content areas."⁸ In other words, the master's program focuses specifically on TESL. And the good work of Massachusetts to lay the groundwork of a broad training for all teachers fits perfectly with what can be offered by the FSU master's program. The expert teachers produced by the M.Ed. program will be placed among those other teachers who received the rudimentary training from the state, and the experts will act as a catalyst for the continued growth and development of those other teachers. This will happen through several specific mechanism that are described in this section (and throughout the application), and which are reflected in the "Logic Model" on page 18. M.Ed. graduates will become leaders in their schools. They will help to continue cultivating TESL skills and competencies among all teachers. In this way, the proposed project also becomes a partner with the state of Massachusetts. It parlays the training provided by the state. It helps

⁸ <https://www.framingham.edu/academics/graduate-studies/graduate-degree-programs/master-of-education/master-of-education-concentration-in-the-teaching-of-english-as-a-second-language>

maximize the benefits of the state's efforts by producing expert teachers who are leaders of TESL in their schools. These expert teachers will perpetuate and enhance the efforts of the state by serving as exemplary teachers and dispensing their expertise. They will be a resource to—and leaders of—the other teachers. This will produce greater efficacy among all teachers of ELLs. And as described below, it will produce greater efficacy among many other constituents who serve ELLs, including other school personnel, parents and families of ELLs, and the broader community. This will produce many benefits for ELLs, including superior language acquisition.

It is important to note that the curriculum delivered to M.Ed. participants is based on empirically valid best practices. This also means that the instruction that participants subsequently deliver to their ELL students will also be based on empirically valid best practices. To illustrate this, and to explicitly demonstrate how the PROPELL project addresses **Competitive Preference Priority 1: Moderate Evidence of Effectiveness**, two examples are provided here. The first is “Instructional Conversations and Literature Logs.” The full citation for this work can be found at: <http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=236> This activity is based on small-group discussions, wherein the teacher acts as a facilitator to engage English language learners in story discussions that include key concepts and personal experiences. This encourages students to build on fellow students' understanding, experience, and knowledge. These discussions are buttressed by “Literature Logs,” which feature writing and responding to questions about the stories and sharing ideas and information in small groups and/or partnerships.

The second specific example of how our curriculum will be based on empirically valid best practices is the use of “Peer Tutoring and Response Groups.” The full citation for this work can be found at: <http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=363> This activity is based on pairing students to work on tasks together, “coaching one another,” including feedback on writing and one-to-one interaction. This intervention can be used by teachers during classroom

instruction, where assigned partners (tutor and tutee) work together on an assignment, such as reading a passage aloud and answering comprehension questions.

Both of these interventions are particularly relevant for Project PROPELL. For example, the “Instructional Conversations and Literature Logs” intervention features writing activities that involve students analyzing assigned readings (stories) by making connections with their own experiences, comparing and contrasting their personal stories with what they read. Teachers of ELLs in our partner school districts have already been using similar strategies, but the approach has been intuitive and anecdotal. The PROPELL project will give our teachers the opportunity to refine their approach and precisely align their activities with known (empirically valid) best practices. Also, the “Peer Tutoring and Response Groups” intervention is particularly relevant for our partner school districts. One of the distinct characteristics of this intervention is the capacity to group students of varying abilities. One of the specific challenges expressed by teachers in the partner district is the diversity in abilities of the ELLs they teach. Using the techniques outlined in the description of the intervention (e.g., pairing a bilingual student with one who is just beginning to learn English or an English-only student with an ELL) will change what has been a challenge into a strength.

Both of these ELL intervention programs involve teaching methods that have been empirically validated as effective in improving the performance of ELLs. **As described in detail in the “Evaluation” section**, the Project Director and External Evaluator will establish data collection methods and assessment strategies to ensure that these particular intervention activities are implemented with fidelity; that they are key features of Project PROPELL and faithfully replicate these best practices. M.Ed. participants will learn the principles of these programs—and others like it—in both their graduate coursework and in the series of additional Professional Development workshops that they complete. They will subsequently develop and

deliver to their ELL students lessons that are based on their acquired knowledge. As with all aspects of the PROPELL project, assessments will be made to evaluate performance. This includes the extent to which program participants (M.Ed. students) succeed in acquiring skills associated with these innovative teaching practices. And it also includes the extent to which the subsequent lessons that participants deliver to their students actually affect ELL student performance.

As noted, the PROPELL project will be guided by the efforts of the primary university partner, Framingham State University, which has an established M.Ed. in TESL program. The university will serve—and collaborate with—three partner school districts: Framingham, Milford, and Waltham. The PROPELL project will fund 50 scholarships, which will incentivize enrollment in the M.Ed. in TESL program. All candidates for the program are already employed as teachers in the partner school districts, which means they will remain in their school districts after graduation and become firmly established ELL experts who provide tangible support (e.g., professional development) to their colleagues. Furthermore, FSU will create and deliver additional ELL-themed professional development workshops that focus on engaging the parents and families of ELLs. Initially, the workshops will be delivered *to* the M.Ed. participants, increasing their competency in engaging parents and families of ELLs. The workshops will also train the participants to subsequently *deliver* workshops that focus on engaging parents and families of ELLs. Some of these workshops will be delivered directly to parents and families of ELLs, stimulating their greater engagement and support. Others will be delivered to colleagues (fellow teachers) who also serve ELLs so that they, too, will have greater competency in engaging the parents and families of the ELLs they teach. Additional information about the workshops is provided throughout the narrative, including in Table 3 below and in Appendix B. But it is important to note here that these workshops will be designed in consultation with Christine

Tibor, Executive Director of Family and Community Engagement for the Framingham Public Schools, and in collaboration with community support organizations such as the Brazilian American Center of Framingham (<http://www.brazilianamericancenter.org>), the Milford Community Center (<http://mcs.milford.ma.us/>), and the Massachusetts Immigrant and Refugee Advocacy Coalition of Waltham (<https://www.miracoalition.org/>). This is clear evidence of how the PROPELL Project addresses **Competitive Preference Priority 2: Improving Parent, Family, and Community Engagement.** As described in the “Evaluation” section below, quantitative and qualitative data will be gathered in a continuous effort to improve the efficacy of the workshops and to measure the beneficial outcomes that they produce among parents, families, and community members.

The key partners in the proposed project will be the three school districts directly served by the grant: Framingham, Milford, and Waltham. Some of the many ways in which these districts will help to address program goals include:

- Help to recruit a pool of 50 candidates for potential enrollment in the FSU M.Ed. in TESL program, with an emphasis on drawing candidates from across all schools in the partner districts. Special effort will also be made to recruit teachers in core content areas such as Science, Mathematics, and Technology.
- Help facilitate and support the commitment made by every M.Ed. participant to serve as a teacher leader at their school in the area of TESL (e.g., become a site-based trainer, provide site-based instructional coaching for colleagues, serve on a district advisory committee for improvement of ELL support structures).
- Help identify and supply at least one administrator from each partner district to serve as a representative on the multi-partner Advisory Council, helping to guide continual improvement of the project and to plan for sustained program activity beyond the

- years of formal funding (i.e., capacity building).
- Help supply at least one administrator from each partner school district to serve as a “District Cohort Coordinator,” with special effort made to recruit those persons in the district who are already most directly involved with (directing) the district’s current efforts to address the needs of ELLs (e.g., “district ELS directors”). These Coordinators are a crucial element of the project. They will be directly involved in helping organize and facilitate the activities of the M.Ed. participants who are working in the schools. Some of the many contributions that they will make include supporting the development and execution of the ELL-themed professional development courses, both those delivered *to* the M.Ed. participants and those eventually delivered *by* the M.Ed. participants. The Coordinators will develop and administer an orientation/overview workshop for all school staff (including clerical and support) titled “Who Are English Language Learners?” And the Coordinators will also assist in program evaluation by helping to collect data related to program goals (e.g., practices and performance of teachers enrolled in the M.Ed. program, performance of ELLs being taught by those teachers).

The combined efforts of the project partners will work to accomplish the specific goals, objectives, and outcomes shown in Table 3. **Please note:** descriptions of the specific ways in which the outcomes will be measured and evaluated has been intentionally omitted from Table 3.

The methods of evaluation for the Project Objectives and the GPRA Measures are explained in detail in the “Evaluation” section below and in Appendix B.

Table 3. Project Goals and Objectives

Goal 1: By May 2022, increase the number of highly qualified teachers (in TESL) who are providing instruction to ELLs in Massachusetts.

Obj. 1.1: Upon award of funds, District Superintendents meet with local Principals and other district representatives to design and execute a plan for recruiting candidates for enrollment in the M.Ed. in TESL program.

Outcome: 1.1: The recruitment activities specified occur.

Obj. 1.2: By September 2017, enroll 50 teachers in the FSU M.Ed. in TESL program.

Outcome: 1.2: Fifty (50) teachers are enrolled in the FSU M.Ed. in TESL program.

Obj. 1.3: Participants will demonstrate improved learning, knowledge, skills, and effectiveness in TESL.

Outcome: 1.3: On a semester basis, participants will demonstrate improved learning, knowledge, skills, and effectiveness in TESL.

Obj. 1.4: By May 2021, 50 teachers complete the FSU M.Ed. in TESL program.

Outcome: 1.4: Fifty (50) teachers have graduated from the FSU M.Ed. in TESL program.

Obj. 1.5: By September 2021, 50 teachers who have completed the FSU M.Ed. in TESL program will be providing instruction to ELLs in Massachusetts.

Outcome: 1.5: Fifty (50) teachers who graduated from the FSU M.Ed. in TESL program are teaching ELLs in Massachusetts.

Goal 2 – Establish a permanent system by which teachers who are highly qualified to teach ELLs continuously share their expertise (engaging and benefitting parents, families, colleagues, the community, and various other stakeholders who support ELLs).

Obj. 2.1: Upon award of funds, contract with an external evaluator to conduct data collection and evaluation activities related to program delivery and outcomes.

Outcome: 2.1: By September 2017, the external evaluator will produce a detailed Program Evaluation Plan that includes a timeline of evaluation-related activities and the mechanisms and instruments that will be used to measure, collect, analyze, and report formative and summative data.

Obj. 2.2: By December 2017, implement data collection processes that allow the M.Ed. in TESL program to track the employment and teaching activities of participants for three years beyond program completion.

Outcome: 2.2: All participants who complete the M.Ed. in TESL program will be tracked for at least three years after the completion of the project so that an assessment can be made of the long-term impact of the program on the participants and on the ELLs they serve.

Obj. 2.3: Upon award of funds, recruit at least one administrator from each partner school district to serve as a District Cohort Coordinator, with special effort made to recruit those persons in the district who are already most directly involved with the district's current efforts to address the needs of ELLs (e.g., "district ELS directors"). Coordinators will be members of the Executive Management Team, and they will help organize and facilitate the activities of participants enrolled in the M.Ed. program.

Outcome: 2.3: Formal enlistment of District Cohort Coordinators.

Obj. 2.4: Upon award of funds, establish an Advisory Council (AC) comprised of the Executive Management Team, M.Ed. in TESL professors, partner school district administrators (at least one representative from each of the partner districts), and student representatives from among the M.Ed. in TESL enrollees. This will establish a body that

will help guide and support the PROPELL project, during the years of the grant and beyond.

Outcome: 2.4: The Advisory Council is established and active.

Obj. 2.5: On a semester basis, gather input from the Advisory Council to help guide and refine project activities.

Outcome: 2.5: Information is gathered from the Advisory Council regarding delivery of the program.

Obj. 2.6: By December 2017, establish an English Learners Curriculum Community (ELLCC), an online forum for collaboration among M.Ed. program participants where they will share best practices and teaching strategies.

Outcome: 2.6: By May 2018, 100% of program participants will have participated in the ELLCC forum.

Obj. 2.7: By December 2017, all participants in the M.Ed. in TESL program will commit to leadership roles in the area of TESL in their given partner school districts.

Outcome: 2.7: By December 16, 100% of program participants will have indicated their commitment to serve as a lead teacher in their schools (in the area of TESL) in capacities such as: site-based trainer, instructional coach, ELL district advisory committee member, workshop presenter, etc.

Obj. 2.8: On a semester basis, gather information about the ways in which participants have actually provided leadership in the area of TESL.

Outcome: 2.8: The collection of information from participants regarding the ways in which they have provided leadership in their schools (in the area of TESL) in capacities such as: site-based trainer, instructional coach, ELL district advisory

committee member, workshop presenter, etc.

Obj. 2.9: By May 2018, establish and begin delivering to participants additional Professional Development Courses (one course per year). These will further enhance their TESL competencies and help them prepare to develop the knowledge and skills necessary to create workshops that they will subsequently deliver to parents of ELLs, families, colleagues, the community, and other stakeholders.

Outcome: 2.9: Each year, 100% of M.Ed. participants will complete the additional Professional Development course.

Obj. 2.10: By August 2020, M.Ed. participants begin *delivering* Professional Development Courses that share their expertise with parents of ELLs, families, colleagues, the community, and other stakeholders who support ELLs.

Outcome: 2.10: By August 2022, 100% of M.Ed. participants will have succeeded in delivering a minimum of eight professional development courses to those who will benefit from their expertise, including, but not limited to: TESL training for fellow teachers throughout the districts; workshops for the parents of ELLs (e.g., understanding the U.S. education system, utilizing available resources, collaborating with their child's teachers); ESL classes for parents of ELLs; and workshops designed to educate and engage the larger community.

Goal 3 – Improve the academic language proficiency of ELLs.

Obj. 3.1: Each year, the individual schools in a given partner district that have one or more teachers enrolled in the M.Ed. in TESL program will experience a greater improvement in student scores on the ACCESS assessment than schools in the same partner district that do not have any teachers enrolled in the M.Ed. in TESL program. Further, schools with a higher percentage of their teachers enrolled in the M.Ed. in TESL program will experience

larger improvements in student ACCESS scores compared to schools that have a lower percentage of their teachers enrolled in the M.Ed. in TESL program.

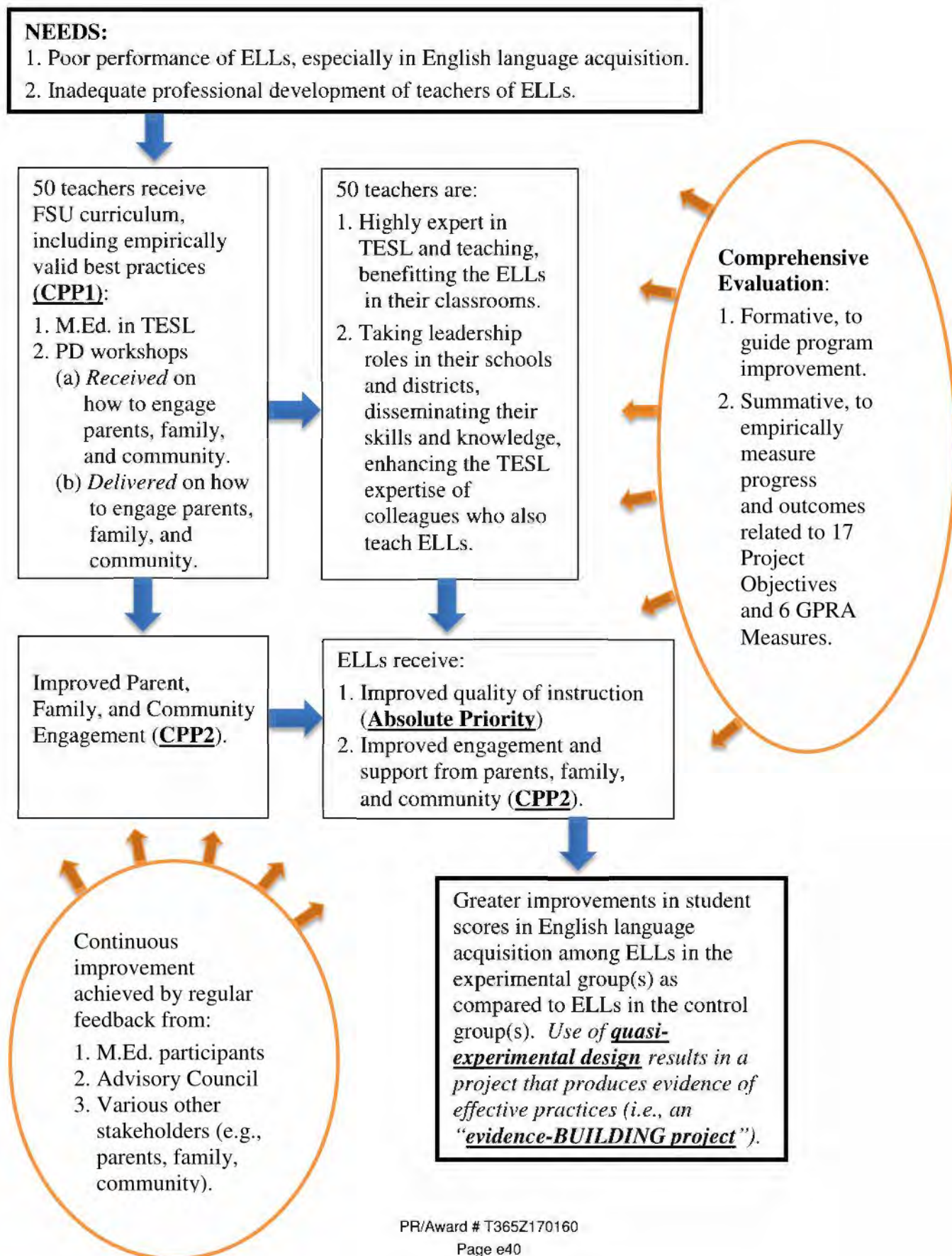
Outcome: 3.1: Greater improvement in student ACCESS scores among schools that have M.Ed. in TESL teachers.

Obj. 3.2: Each year, the school districts that are partners in the project will experience a greater improvement in student scores on the ACCESS assessment than school districts that are not partners in the project. Further, due to the lasting and permeating effects of the project—expert teachers infusing the entire district with improved TESL instruction—the improvement gap between partner districts and non-partner districts (i.e., the size of difference in improvement in student ACCESS scores) will widen each year of the program.

Outcome: 3.2: Greater improvement in student ACCESS scores among the partner school districts than among school districts that are not partners.

As demonstrated, the PROPELL project is based on **strong theory**. The activities described above, and the “Management Plan” and “Evaluation Plan” that are described in the sections that follow provide a well-specified conceptual framework that identifies key components of the proposed processes and practices that are critical to achieving the relevant outcomes. These descriptions, and the “Logic Model” below (Figure 1), provide clear identification of the relationships among the key components and outcomes, both theoretically and operationally. This provides a clear and strong rationale for the proposed processes and practices, designed to result in improved student performance.

Figure 1. Logic Model



The projected total number of individuals served by the PROPELL Project is 7,895. The teachers who are M.Ed. participants will conduct workshops to train other non-ESL teachers in their districts. There are 1,479 non-ESL teachers in these 3 districts combined. If 90% of these non-ESL teachers attend the district workshops, then a total of 1,381 teachers will be served by this grant, including the 50 M.Ed. participants. There are 3,257 ELL students enrolled in the partner school districts. They will be served directly by the M.Ed. participants and by the non-ESL teachers being trained in the workshops. Further, the M.Ed. participants will conduct workshops for parents of ESL students. These workshops will also be open to parents of students whose L1 is not English. It is difficult to predict the percentage of parents who will attend because of potential conflicts with jobs, daycare, transportation, and other issues. But if we assume that, on average, one parent for each ELL student attends at least one workshop, then 3,257 parents would be served by the grant.

(b) Quality of Project Personnel

A core value of the Framingham State University is having an inclusive and collaborative community. The university seeks to encourage a supportive, diverse, collaborative, and cohesive environment in which individuals learn from each other through informed, clear, and open communication. A goal of the hiring process is to attract diverse applicant pools of individuals who share that commitment. Candidates are sought who may contribute to the overall representation of the faculty and staff. Applications are encouraged from candidates who are veterans and persons with disabilities. Race, color, ethnicity, gender, disability, and other protected classifications cannot be considered as part of a final hiring decision, but intentional marketing efforts are explicitly undertaken to promote representation within the candidate pool. For a more

detailed description of the efforts that will be undertaken to address this issue, please see the enclosed Section 427: General Education Provision Act (GEPA) Statement.

The project has a strong, talented management team comprised of key personnel from each of the four partners. This team, with input from teachers and administrators, has developed the PROPELL project to meet the needs of teachers educating ELLs in Eastern Massachusetts. The key personnel are as follows:

1. Dr. Mary-Ann Stadtler-Chester - Project Director

Dr. Stadtler-Chester is a Professor at Framingham State University in World Languages and Education. She was honored in 2015 with the Distinguished Faculty Award for Excellence in Teaching. Her career includes 37 years of university teaching and training teachers. Dr. Stadtler-Chester earned her BA from Manhattanville College, her MA from the University of Chicago, and her Ph.D. from the University of Paris, Sorbonne. She began her teaching career at Harvard University, teaching French and training and coaching language teachers. She then taught at Simmons College and chaired the Modern Language Department at Emmanuel College for 4 years. In the fall of 2000, she joined the faculty at FSU where she teaches French, Chinese Education, and Global Studies courses at the undergraduate and graduate levels. Her instructional responsibilities in the Education Department include the Professional Preparation and Field Study II course, the methods course for ESL, Spanish, and French student teachers, and the supervision of ESL, Spanish, and French student teachers' practica. She also designed and now teaches the graduate and undergraduate level Sheltered English Immersion (SEI) course that has recently been mandated by the state of Massachusetts.

Dr. Stadtler-Chester has taught in the M.Ed. in TESL program at FSU since its inception in 1998. She has also taught in this program as part of the FSU International Education Program for

23 years, training English and content teachers in Europe, Asia, South America, and the Middle East. She spent one year at the Hunan Normal University in China training English teachers how to teach English communicatively. She has taught ESL to Russian immigrants in New York City, Vietnamese refugees in Boston, university students in France and China, and international students at Boston University and FSU.

In the summer of 2013, Dr. Stadtler-Chester was awarded a Fulbright-Hays Scholarship to study history, geography, and traditional arts in Xian, China. She traveled on the Silk Road and did research on minority groups in China, delivering the 2014 Lyceum Lecture at FSU on this topic. For 20 years she taught French, Spanish, or Chinese one day a week in a private kindergarten in Framingham, and she has experience teaching French and Spanish at the middle school level.

Dr. Stadtler-Chester has traveled extensively in Europe, Latin America, and Asia. She speaks English, French and Chinese, and has also studied Spanish and German. She shares her passion for languages and cultures on the Committee for Diversity and Inclusion at FSU. As a member of the Global Studies Advisory Committee, she has helped draft the new Global Studies major. Finally, Dr. Stadtler-Chester is the incoming Chair of the World Languages Department (starting on July 1, 2017).

2. Dr. Drew Echelson - Waltham District Cohort Coordinator

Dr. Echelson began work as Superintendent of Waltham Public Schools on July 1, 2015. At age 28, Echelson was appointed principal of the Tucker School in Milton (MA). When Echelson entered the Tucker, the school was the lowest performing school in the city and, many assumed, on a path toward “turnaround.” Several years later, the school was designated as a Level 1 School and recognized for high overall performance and closing of achievement gaps, an honor it held for many years after his departure. After proudly serving Tucker, Echelson served as Chief-

of-Staff in the Seattle (WA) Public Schools. In his work as Chief-of-Staff, he worked closely with the district's governance team on policy and led district strategy work including but not limited to turnaround, collective bargaining, and system alignment.

After leaving Seattle, Echelson led the recruitment and selection efforts for a statewide turnaround district in Michigan leading to the appointment of 15 principals and 600 teachers and staff in persistently low achieving schools in the city of Detroit. Most recently, Echelson worked as Network Superintendent for three years in the Boston Public Schools where he coached, supported and supervised schools in the southern part of the city. Echelson completed his undergraduate work at the University of Connecticut in Sociology with a focus on African-American Studies and earned a Master's (School Leadership) and doctorate in education (Urban Superintendents Program) at the Harvard Graduate School of Education.

3. Jennifer Noorjanian - Milford District Cohort Coordinator

Jennifer Noorjanian is the PreK-12 English Learners (EL) Program Director in Milford Public Schools, Milford, MA. She has taught a total of twelve years as either an SEI or EL teacher in Orlando, Fl, Toronto, Ontario, Canada or Milford, MA. For the past five years, Jenn has held the EL Program Director position in Milford, MA. Over the past seventeen years, Jenn has taught in Pre-K through Grade 5 classrooms or directed a district Pre-K through Grade 12 program. Jenn has obtained a Bachelors in Elementary Education K-6 from University of Central Florida, Masters in English as a Second Language from Framingham State University, and a Masters in Intercultural Relations from Lesley University. In addition, she was a RETELL SEI Endorsement Course Instructor for the MA DESE from 2012 to 2016. Through leading courses for DESE, she has experience using Blackboard for discussion boards, work submission, grading, and the assignment of readings and classwork. As the director in her district, she has experience mentoring staff and leading several professional development initiatives. Jenn is on the Board of MATSOL and the

state's Special Interest Group Chair for EL students with limited and/or interrupted formal education. She is also currently seeking a bilingual/English Learners with Disabilities (ELL/SPED) certificate through Lasell College. Her wealth of experience and knowledge make her the perfect candidate for the District Cohort Coordinator position.

4. Sonia Diaz – Framingham District Cohort Coordinator

For the last five years, Sonia Diaz has served as Chief Academic Officer (CAO) for the Framingham Public Schools in Massachusetts. In this role, she oversees all matters having to do with curriculum and instruction; she supervises the departments of Bilingual Education, Curriculum and Instruction, Staff Development and Academic Supports, Community Resource Development, Health and Wellness, Special Education, and Family and Community Engagement. She also served as CAO in the Dracut Public Schools before moving to the Framingham district.

Sonia Diaz's recent projects include working with the Puerto Rico Department of Education on leadership development, with the Hawaii State Department of Education on Formative Assessment matters, and with the Prince George's County Public Schools on Performance Management and Data Analysis. She formerly served as Superintendent of Community School District One in New York City, and as Superintendent of the Bridgeport, Connecticut school system. Among other assignments, she worked in Miami/Dade County as Deputy Superintendent for Curriculum and Instruction, and in Baltimore County Public Schools as CAO.

Dr. Diaz has always focused on identifying "best teaching and learning opportunities" for all students, focusing her energies on equity and excellence as the prime principles of her educational philosophy. From her initial work as a bilingual teacher at the Rafael Hernandez School in Boston, to her current assignments, Dr. Diaz has been relentless in identifying and applying successful leadership, instructional, and management strategies that lead to improved

student and staff performance. She earned a Bachelor of Arts degree from Kent State University, a Master of Arts from the University of Pennsylvania, a Master and Doctor of Education from Harvard University.

5. Dr. Scott Greenberg - Executive Project Manager

Dr. Greenberg is the Associate Vice President for Academic Affairs and Dean of Continuing Education at Framingham State University. His prior positions include Assistant Dean for Lifelong Learning at The Richard Stockton College of New Jersey in Pomona, NJ and Dean of Continuing Education at Quincy College in Quincy, MA. Dr. Greenberg earned his BA in English from the University of Massachusetts, Amherst and his M.Ed., with a concentration in Continuing Education, from Boston University. He earned his Ed.D. with a concentration in Human Development and Education, from Boston University. His articles on adult learning and graduate studies include “Understanding Student Needs Vital to Succeeding in the Graduate Student Environment.” He has also presented on graduate adult student persistence at national and regional conferences.

6. Dr. Marguerite Mahler – Project Advisor

Dr. Mahler has been the Coordinator and Advisor of the Framingham State University Master of Education in the Teaching of English as a Second Language (M.Ed. in TESL) since its creation in 1998. Dr Mahler’s academic life has included learning English as an adult, teaching in three different languages: English, French, and Spanish at three different levels: high school, college undergraduates, and graduates, and on five continents. In each of her teaching positions, she was given the opportunity to create, coordinate, and manage academic programs in ESL and Modern Languages. She chaired the Modern Languages department for five years. Dr. Mahler was recognized as the 2008 Distinguished Faculty member. She has served on the Advisory

Council of the International Education Programs (IEP) since 1987. The FSU M.Ed in TESL is currently offered at 4 sites in South Korea.

Prior to Framingham State University, Dr. Mahler taught graduate courses in linguistics at Harvard University. Overlapping with employment at Harvard and Framingham State University, She taught immersion courses at Middlebury College Summer Language Schools for 12 years. Dr. Mahler holds a PhD in Linguistics from the University of Florida. She will serve as Project Advisor.

7. Christine Tibor – Family and Community Engagement Consultant

Christine Tibor was born and raised in Framingham. She received her undergraduate degree in Education from Bridgewater State College and her Masters in Administration from Cambridge College. She had the opportunity to live and work in both Venezuela and Germany before beginning work with The Framingham Public Schools. Christine has held positions as an ESL teacher, Acting Director of the Bilingual Department of The Framingham Public Schools, and Director of Framingham Adult ESL Plus, Christine is currently the Executive Director of Family and Community Engagement for Framingham Public Schools.

Christine is especially proud of her work with Framingham Adult ESL Plus, serving as the program's first teacher and overseeing program growth from 30 students to 800 students over the past 33 years. Her current position with Family and Community Engagement unites many of the issues, populations, and challenges that she has focused on throughout her career. Christine was the 2014 Salute to Framingham Honoree. This award honors individuals for their outstanding commitment and service to Framingham's youth.

(c) Quality of the Management Plan

1) The Management Plan:

The management plan for the project ensures accountability and specifies time driven actions that facilitate the attainment of project goals and objectives. The management of the project will be facilitated by the Project Director, Dr. Mary-Ann Stadtler-Chester, and FSU will act as the lead agency responsible for fiscal and programmatic outcomes.

An Executive Management Team (EMT) will oversee the implementation of the project. The EMT is comprised of: Dr. Stadtler-Chester, Project Director; Dr. Drew Echelson, Waltham District Cohort Coordinator; Jennifer Noorjanian, Milford District Cohort Coordinator; Sonia Diaz, Framingham District Cohort Director; and Dr. Scott Greenberg, Executive Project Manager.

The EMT will support collaborative decisions regarding the needs of the project and will manage communication issues, address project challenges, and review and monitor the completion of operational tasks in comparison to the project implementation plan and associated budget. Over the course of the project, members of the EMT will be responsible for providing expert guidance and input on project activities, allocating resources necessary for attaining project outcomes, and ensuring compliance with grant requirements. Through quarterly feedback, an Advisory Council will inform the EMT about the progress of the project and about program development activities.

The Advisory Council is comprised of: the members of the EMT; the Project Advisor, Dr. Marguerite Mahler; the M.Ed. in TESL FSU faculty (Loy Dona Riley, Diane Epstein, and Laurie Keating); three administrators from the three partnering school districts; and three District Cohort Coordinators (one from each district). The Advisory Council will meet quarterly to discuss the impact of the project and identify any issues experienced by program participants. They will assist in the review and design of curriculum content during

periodic revisions and updates. They will also gather information related to the effectiveness of the professional development workshops provided for the participants, as well as the workshops that participants provide for fellow teachers, parents and families of ELLs, and the community. The Advisory Council will forge partnerships that lead to continued development of district level teacher training programs.

2) Overview of Staffing Plan:

- *Project Director:* Manages project administration, monitoring, planning, instructional supervision, reporting, resource delivery, course scheduling, and coordination of project activities. Will also work closely with District Cohort Coordinators to examine school enrollment data by characteristics such as grade, race, and ethnicity to identify candidates that would be the best fit for the grant program.
- *District Cohort Coordinators:* Coordinate activities between project partners; facilitate the English Language Learners Curriculum Community; recruit teachers, parents and families of ELLs, and community members for workshops; develop and administer an orientation/overview workshop for all school staff (including clerical and support) titled “Who Are English Language Learners?”; and provide mentoring, on-site supervision, and support for teachers in the PROPELL project.
- *Executive Project Manager:* Provides academic oversight and facilitates approval of course content and programming.
- *Project Advisor:* Provides advice on strategic planning and implementation of the project.
- *External Evaluator:* In collaboration with the Executive Management Team, the External Evaluator conducts formative and summative evaluations that guide project improvement and measure progress in achieving objectives/outcomes.

3) Detailed Executive Management Team Roles:

Please note that the specific time commitments that correspond to each role have been carefully evaluated. We are thoroughly confident that the number of hours specified are sufficient for accomplishing the associated tasks and responsibilities.

Project Director – Dr. Mary-Ann Stadtler-Chester (575 hours Year 1, 550 hours Years 2-4, 525 hours Year 5)

Academic Advising (325 hours Year 1, 300 hours Years 2-4, 275 hours Year 5)

- ❖ Pre-application: academic evaluation of credential and pre-approval
- ❖ Application to M.Ed. in TESL program, answer questions
- ❖ Review applications: college transcripts, GRE/MAT scores, and letters of recommendation
- ❖ Review requests for course transfer and course waivers
- ❖ Submit recommendations of admission to Dean of Graduate Studies
- ❖ Meet with students in academic difficulty
- ❖ Pre-comprehensive examination advising
- ❖ Pre-practicum advising
- ❖ Office hours

Recruiting faculty (60 hours)

- ❖ Advertising
- ❖ Review of dossiers and checking of credentials
- ❖ Interview candidates
- ❖ Advising on program
- ❖ Class visits

Courses (40 hours)

- ❖ Course scheduling
- ❖ Staffing
- ❖ Classroom reservation
- ❖ Faculty meetings
- ❖ Preparing comprehensive exam questions
- ❖ Comprehensive examination panels

Project Administration (150 hours)

- ❖ Conduct site visits with partner districts
- ❖ Manage all partner relations
- ❖ Prepare content and facilitate Advisory Council meetings
- ❖ Notice to Business Office of transfer of tuition and fees money to DGCE
- ❖ Forms for students' books and supplies reimbursement (with receipts)
- ❖ Faculty travel and supplies reimbursement forms
- ❖ Hardware/software purchase forms and submission to Business Office
- ❖ Data collection and submission -Student course progress and Data submission to RA

District Cohort Coordinators – Dr. Echelson, Jennifer Noorjanian, Sonia Diaz (250 hours annually for each Coordinator)

- ❖ Recruit teacher cohort candidates (50 hours, Year 1 only)
- ❖ Conduct class visits (50 hours, Years 2-5)
- ❖ Schedule and Recruit teacher, parent, and community participants for workshops (20 hours Year 2, 40 hours Year 3, 60 hours Year 4, 90 hours Year 5)
- ❖ Conduct workshops “Who Are English Language Learners” for administrative and support staff in all district schools (25 hours/yr)

- ❖ Identify and moderate criteria and recruiting methods for Advisory Council members in partner districts (20 hours Year 1, 15 hours Year 2, 10 hours Years 3, 5 hours Year 4)
- ❖ Manage planning and use of Curriculum Resource Toolkit materials (10 hour Year 1)
- ❖ Design and manage ongoing Collaborative ESL Curriculum Community (35 hours Years 1-4, 25 hours Year 5)
- ❖ Collaborate with the Project Director to: (110 hours Year 1, 105 hours Year 2, 90 hours Year 3, 75 hours Year 4, 60 hours year 5)
 - Create public relations materials, including marketing for recruits
 - Design five professional development courses
 - Evaluation data collection and submission

Executive Project Manager – Dr. Scott Greenberg (100 hours annually)

- ❖ Provide academic oversight (80 hours)
- ❖ Provide curriculum approval for coursework (20 hours)

4) Project Implementation Plan and Timeline:

The PROPELL project will be implemented in a timely and efficient manner. The project team has already undertaken a number of activities such as developing the curriculum and forming relationships with partners. **Appendix A (attached in “Other Forms”) provides a detailed description and timeline** of the strategies and activities that will be used for achieving project objectives, the persons responsible for carrying out the various activities, and milestones/outcomes that will indicate success in achieving objectives.

(d) Quality of the Evaluation Plan

PROPELL intends to contract with a highly qualified, doctorate level researcher to implement the evaluation framework described below. Our third-party evaluation team will be led by Dr. Paul Muller, a Ph.D. level researcher with extensive background in program evaluation, including English Language Learners (ELLs) programming. Dr. Muller has worked with FSU leadership to plan and develop assessment and evaluation protocols, procedures, timelines, and areas of responsibility. Dr. Muller is highly experienced in planning and implementing comprehensive formative and summative evaluation frameworks and has worked extensively in evaluating education-focused programming. In coordinating the evaluation effort, he will work closely with project leadership and the Advisory Council to implement a plan of action that streamlines the collection of data (both quantitative and qualitative). Data will be used to assess the degree to which effectiveness and efficiency are achieved, especially in relation to the program's goals, objectives, activities, and performance measures. The evaluator will prepare quarterly programmatic reports, which will be reviewed by the Project Director, the Executive Management Team, and the Advisory Council. Information and performance feedback from these reports will not only provide multiple feedback loops, it will also serve as a basis for continually refining, strengthening, and improving the project.

The focus of evaluation efforts will be on analyzing data statistically. **And a quasi-experimental design** will be used within the context of the Framingham State University's PROPELL project. This will provide an assessment of the impact of an educational treatment (ELLs of teachers enrolled in the M.Ed. in TESL program) on student academic outcomes (ACCESS scores). Data will be collected and analyzed based on the pretest/posttest measures of student outcomes on the ACCESS Language acquisition assessment for participating teachers (treatment group) and compared to the outcomes for non-participating teachers

(comparison group). The total number teachers in all three partner districts who are eligible candidates for potential enrollment in the M.Ed. program is 1,479. The 50 who will actually be admitted to the program constitute the intervention (or treatment) group, and the 1,429 who are not admitted to the program constitute the comparison group. Assessments of differences in outcomes between the intervention group and comparison group will include analysis of with-in group differences among teachers enrolled in the M.Ed. program, with attention to variates of placement, seminar instructor, gender, age, race, educational major, association with other (if any) co-occurring training or support, and teaching grade level. Potentially confounding factors will be controlled. For example, in our comparisons, we will be using multiple units rather than one or few (26 schools for one set of analyses, and 404 school districts for another set of analyses). And this intervention (the NPD program) will not be huddled with any other services, such as additional resources from the state of Massachusetts. Also, measurement of performance scores among treatment and comparison groups will occur simultaneously (rather than staggered). Finally, the legitimacy of the impact of the intervention will be assured because of the rigorous nature of the measures being employed (ACCESS Language Acquisition assessment). These measures have been developed by WIDA, whose ongoing partnership with the state of Massachusetts in helping to administer, collect, and analyze the data will help assure veracity in the validity and reliability of the data. Examination of relationships between groups will be based principally on ANOVA and ANCOVA analyses.

A detailed description of evaluation procedures for the Project Objectives and the GPRA Measures is included in Appendix B. It describes many specific examples of project elements (both formative and summative) that will utilize quantitative data analysis. This includes straight-forward indicators of basic implementation (e.g., ongoing monitoring of the

number of teachers enrolled in the M.Ed. TESL program; the number of parents of ELLs that attend a workshop). It also includes measurement of the fidelity with which program elements are delivered (e.g., classroom observations of Cohort Coordinators to assess the extent to which specific lessons are being delivered in the manner in which they were designed). We will also employ a variety of qualitative methodologies to help evaluate progress and outcomes. For example, focus groups and case studies will be used to assess things such as teachers' experiences and progress in the M.Ed. program. Interviews and surveys will be used to assess things such as workshop attendees' understanding and retention of information.

As demonstrated throughout this proposal—including the Logic Model on page 18, the Project Timeline in Appendix A, and the Project Goals and Objectives (with Evaluation descriptions) in Appendix B—all of the project objectives and outcomes will be carefully analyzed for their measurable impacts on the various processes and outcomes related to the project. **But special attention should be given to Goal 3 in Appendix B.** It is directly related to actual ELL performance, and student performance is one of the most important outcomes for any student intervention program. Indeed, the stated purpose of the NPD Program is to provide “professional development activities intended to improve instruction for English Learners.” Student performance on the ACCESS English language acquisition assessment is an extremely important indicator of progress toward that purpose. Therefore, because of its importance in providing an empirical indicator that is based on actual student performance, it is with Goal 3 that we have taken the greatest care in assuring utilization of a **quasi-experimental design**. Using this rigorous design will allow us to ascertain the actual effects of the program on ELL student performance while ruling out competing explanations for those changes.

Please also see Appendix A for a description and timeline of the strategies, activities, personnel, and milestones/outcomes that will be used to achieve the objectives.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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



Framingham State University

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

Re.: OELA: NPD Program CFDA Number 84.365Z

April 21, 2017

Dear Supreet Anand:

On behalf of Framingham State University (FSU), I am pleased to articulate my full support for the innovative project, "PROPELL: Producing Reading and Oral Proficiency in ELLs." Framingham State is submitting a grant application to the National Professional Development (NPD) program, administered by the Office of English Language Acquisition of the U.S. Department of Education.

The grant project's purpose is the creation of a partnership involving local school districts to improve the qualifications of their teachers to teach English Language Learners (ELLs) in the classroom. Framingham State will recruit approximately 50 teachers from the Waltham (MA), Milford (MA), and Framingham (MA) school districts and will offer the instructors an MEd in TESL after rigorous coursework. In addition, Framingham State will provide the teachers with all textbooks, a curriculum toolkit, Master's comprehensive exam fees, graduation fees, and their ESL teaching practica. The grant will last for five years. Student participants will spend the first four years in coursework leading to the Master's degree, as well as conducting workshops for teachers in their districts. The fifth year will entail the participants' leading English classes and workshops for ELL parents to help integrate them into the American school system.

Thank you for your consideration of this grant application. We look forward to learning about your decision.

(b)(6)

✓
Linda Vaden-Goad
Provost, Vice President for Academic Affairs

MEMORANDUM OF UNDERSTANDING

Between Framingham State University and the Waltham School District

Introduction:

This agreement outlines a partnership between Framingham State University and the Waltham Public School District to jointly apply for a US Department of Education National Professional Development Program grant. The goal of this grant is to implement professional development activities that will improve instruction for English Language Learners.

As part of this grant, teachers accepted into this program from the Waltham School District will have the opportunity to pursue a M.Ed. in Teaching English as a Second Language (TESL) at Framingham State University with no financial cost to the teachers or the District. Program participants will provide professional development workshops for teachers district-wide, ELL parents, and the community. This collaboration will last for 5 years.

This grant will provide funding for a combined total of 45 teachers from 3 participating school districts.

Collaboration:

A. Framingham State University is responsible for the following major areas of the collaboration:

- Review applications and accept up to 17 teachers into the Master's in TESL Program.
- Provide needed courses in the program each semester over the course of 4 years.
- Provide free tuition, textbooks, Comprehensive Examination fees, and graduation fees to all participants.
- Provide technology (iPads / Chromebooks) to be used for an English Language Learners Curriculum Community among cohort participants.
- Provide a Curriculum Resources Toolkit for each participant.
- Provide one professional development workshop each year to program participants.

B. Waltham Public School District is responsible for the following major areas of the collaboration:

- Recruit teachers to pursue a M.Ed. in TESL at Framingham State University.
- Forward applications to FSU.
- Appoint a District Cohort Coordinator to serve as liaison between FSU and the school district, coordinate professional development activities, facilitate the English Language Learners Curriculum Community, mentor and support participants, and identify and recruit parents of ELLs for outreach workshops run by grant participants. Support the Coordinator in carrying out these duties.
- Support the participants during the full 5 years of the program.
- Support the participants in delivering professional development workshops for teachers district-wide, ELL parents, and the community at large.
- Complete all evaluation instruments requested by the Grant Evaluator and FSU. Meet with the external Grant Evaluator on a semi-annual basis and conduct annual self-assessment activities

that will enable the program to modify practices to ensure that participants benefit to the fullest extent.

Agreement:

Both parties enter into this agreement willingly. Any changes to the agreement must be made in writing, with consent of both parties.

(b)(6)

Dr. Scott Greenberg

Associate Vice President for Academic Affairs and
Dean of Continuing Education
Framingham State University

4/13/17
Date



Dr. Drew Echelson

Superintendent
Waltham Public Schools

4/20/17
Date

MEMORANDUM OF UNDERSTANDING

Between Framingham State University and the Milford School District

Introduction:

This agreement outlines a partnership between Framingham State University and the Milford Public School District to jointly apply for a US Department of Education National Professional Development Program grant. The goal of this grant is to implement professional development activities that will improve instruction for English Language Learners.

As part of this grant, teachers accepted into this program from the Milford School District will have the opportunity to pursue a M.Ed. in Teaching English as a Second Language (TESL) at Framingham State University with no financial cost to the teachers or the District. Program participants will provide professional development workshops for teachers district-wide, ELL parents, and the community. This collaboration will last for 5 years.

This grant will provide funding for a combined total of 45 teachers from 3 participating school districts.

Collaboration:

A. Framingham State University is responsible for the following major areas of the collaboration:

- Review applications and accept up to 16 teachers into the Master's in TESL Program.
- Provide needed courses in the program each semester over the course of 4 years.
- Provide free tuition, textbooks, Comprehensive Examination fees, and graduation fees to all participants.
- Provide technology (iPads / Chromebooks) to be used for an English Language Learners Curriculum Community among cohort participants.
- Provide a Curriculum Resources Toolkit for each participant.
- Provide one professional development workshop each year to program participants.

B. Milford Public School District is responsible for the following major areas of the collaboration:

- Recruit teachers to pursue a M.Ed. in TESL at Framingham State University.
- Forward applications to FSU.
- Appoint a District Cohort Coordinator to serve as liaison between FSU and the school district, coordinate professional development activities, facilitate the English Language Learners Curriculum Community, mentor and support participants, and identify and recruit parents of ELLs for outreach workshops run by grant participants. Support the Coordinator in carrying out these duties.
- Support the participants during the full 5 years of the program.
- Support the participants in delivering professional development workshops for teachers district-wide, ELL parents, and the community at large.
- Complete all evaluation instruments requested by the Grant Evaluator and FSU. Meet with the external Grant Evaluator on a semi-annual basis and conduct annual self-assessment activities

that will enable the program to modify practices to ensure that participants benefit to the fullest extent.

Agreement:

Both parties enter into this agreement willingly. Any changes to the agreement must be made in writing, with consent of both parties.

(b)(6)

Dr. Scott Greenberg
Associate Vice President for Academic Affairs and
Dean of Continuing Education
Framingham State University

4/13/17
Date



Dr. Kevin McIntyre
Superintendent
Milford Public Schools

4/18/17
Date

MEMORANDUM OF UNDERSTANDING

Between Framingham State University and the Framingham School District

Introduction:

This agreement outlines a partnership between Framingham State University and the Framingham Public School District to jointly apply for a US Department of Education National Professional Development Program grant. The goal of this grant is to implement professional development activities that will improve instruction for English Language Learners.

As part of this grant, teachers accepted into this program from the Framingham School District will have the opportunity to pursue a M.Ed. in Teaching English as a Second Language (TESL) at Framingham State University with no financial cost to the teachers or the District. Program participants will provide professional development workshops for teachers district-wide, ELL parents, and the community. This collaboration will last for 5 years.

This grant will provide funding for a combined total of 45 teachers from 3 participating school districts.

Collaboration:

A. Framingham State University is responsible for the following major areas of the collaboration:

- Review applications and accept up to 17 teachers into the Master's in TESL Program.
- Provide needed courses in the program each semester over the course of 4 years.
- Provide free tuition, textbooks, Comprehensive Examination fees, and graduation fees to all participants.
- Provide technology (iPads / Chromebooks) to be used for an English Language Learners Curriculum Community among cohort participants.
- Provide a Curriculum Resources Toolkit for each participant.
- Provide one professional development workshop each year to program participants.

B. Framingham Public School District is responsible for the following major areas of the collaboration:

- Recruit teachers to pursue a M.Ed. in TESL at Framingham State University.
- Forward applications to FSU.
- Appoint a District Cohort Coordinator to serve as liaison between FSU and the school district, coordinate professional development activities, facilitate the English Language Learners Curriculum Community, mentor and support participants, and identify and recruit parents of ELLs for outreach workshops run by grant participants. Support the Coordinator in carrying out these duties.
- Support the participants during the full 5 years of the program.
- Support the participants in delivering professional development workshops for teachers district-wide, ELL parents, and the community at large.
- Complete all evaluation instruments requested by the Grant Evaluator and FSU. Meet with the external Grant Evaluator on a semi-annual basis and conduct annual self-assessment activities

that will enable the program to modify practices to ensure that participants benefit to the fullest extent.

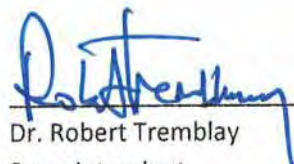
Agreement:

Both parties enter into this agreement willingly. Any changes to the agreement must be made in writing, with consent of both parties.

(b)(6)

Dr. Scott Greenberg
Associate Vice President for Academic Affairs and
Dean of Continuing Education
Framingham State University

4/13/17
Date


Dr. Robert Tremblay
Superintendent
Framingham Public Schools

4/19/2017
Date



Memorandum

To: Dr. Dale Hamel, EVP of Administration, Finance, and Technology
From: Jonathan Lee, RAC, Director of Grants & Sponsored Programs
Re: Indirect Cost Recovery (ICR) and allocation policy
Date: May 3, 2016

Framingham State University (FSU) administrators have decided that the university's default rate for Indirect Cost Recovery (ICR) on funded grants is the federal government's standard rate of 10%. The Federal Register specifies this default rate. The percentage applies to FSU grant applications that respond to grant programs without a specified or negotiable rate. FSU chooses to utilize the Register's standard rate because the university has not proceeded through the application process to certify a federally-sponsored figure.

The definition of ICR is:

"Indirect costs represent the expenses of doing business that are not readily identified with a particular grant, contract, project function or activity, but are necessary for the general operation of the organization and the conduct of activities it performs. In theory, costs like heat, light, accounting, and personnel might be charged directly if little meters could record minutes in a cross-cutting manner. Practical difficulties preclude such an approach. Therefore, cost allocation plans or indirect cost rates are used to distribute those costs to benefiting revenue sources." (Source: U.S. Department of Education)

ICR funds—based on the 10% standard rate (or lower if noted in the grant program)—will be allocated at FSU in this manner:

- **General Institution** (Administration, Finance, and Technology) – 20% of total indirect costs
- **Academic Affairs** – 20% of total indirect costs
- **Academic Department** – 30% of total indirect costs
- **Other** (Office of Grants and Sponsored Programs) – 30% of total indirect costs

Any ICR funds associated with a negotiated or a specified rate above the 10% standard rate will be retained by the Academic Department.

This policy stipulates that the "General Institution," "Academic Affairs," and "Other" ICR share allocations support pre- and post-grant administration.

APPENDIX A

Project Timeline for PROPELL

Year 1 of PROPELL Project Timeline

Activities/Strategies	Person(s) Responsible	Milestones/Outcomes
Upon award of funds, review management and implementation plan. Key partners meet and Executive Management Team is notified of award.	Project Director	Project work plan in place and Executive Management Team meeting schedule established.
Executive Management Team reviews project budget and institutional resources, partner roles, and establishes Advisory Committee membership and meeting schedule.	Project Director Executive Management Team	Advisory Council members are identified and engaged in their roles and responsibilities in attaining project outcomes.
50 candidates are identified for enrollment in the M.Ed. in TESL program at FSU. Faculty hired, course schedules and faculty course loads determined.	Project Director	50 candidates are enrolled in the FSU M.Ed. in TESL program and have begun coursework.
Advisory Council begins development of the English Language Curriculum Community (ELLCC) framework. ELLCC framework and structure is finalized and relevant equipment and materials are purchased.	Project Director M.Ed. Faculty Advisory Council	English Language Curriculum Community (ELLCC) framework is established. M.Ed. participants join the ELLCC (supported through the use of technology and resources.)
Participants take their first two Master's courses (toward the M.Ed. in TESL).	Project Director M.Ed. Faculty	Participants demonstrate successful completion of their first two FSU Master's courses.
Data is gathered from participants that measures improvement in learning, knowledge, skills, and effectiveness in TESL, as evidenced by instruments such as: the academic performance of M.Ed.; results from pre- and post-test scores on knowledge assessment instruments;	Project Director External Evaluator	Data from various sources (as noted) is analyzed and summarized in reports presented to the Executive Management Team (and Advisory Council) for the purpose of continuous improvement in project improvement and performance outcome efficacy.

classroom; performance of the ELL students that are directly taught by M.Ed. participants; performance of all ELL students in the schools in which M.Ed. participants are employed; M.Ed. participant self-report		
Administer surveys to gather data from the Advisory Council	Project Director External Evaluator	Data is gathered from the Advisory Council and analyzed. Reports are produced and delivered to the Executive Management Team to help guide and refine project activities.
Administer surveys to participants in the English Learners Curriculum Community (ELLCC).	Project Director External Evaluator	Data is gathered from the ELLCC participants regarding their level of participation (including sharing best practices and teaching strategies, and any suggestions they may have for improving the forum). Reports of the analyzed data are produced and delivered to the Advisory Council (and Executive Management Team) to help guide and refine project activities.
Administer surveys to M.Ed. participants to gather data related to their contributions as “lead teachers” in TESL in their school districts.	Project Director External Evaluator	Data is gathered from the M.Ed. participants regarding their contributions (e.g., site-based trainer, instructional coach, ELL district advisory committee member, workshop presenter). Reports of the analyzed data are produced and delivered to the Advisory Council (and Executive Management Team) to help guide and refine project activities.
Participants receive one additional professional development workshop, designed to improve the ability of teachers to engage parents, families, and the community.	Project Director M.Ed. Faculty	100% of participants complete the additional Professional Development workshop.
Measure proficiency in reading, writing, listening, and speaking English among all ELL students in all of the partner school districts.	Project Director External Evaluator	Results from the annual administration of the ACCESS assessment will be measure the progress of ELLs and to compare the rate of improvement of ELLs exposed to the project with ELLs in Massachusetts who are less exposed (and not exposed).

Year 2 of PROPELL Project Timeline

Activities/Strategies	Person(s) Responsible	Milestones/Outcomes
Participants take two more Master's courses (their third and fourth) toward the M.Ed. in TESL.	Project Director M.Ed. Faculty	Participants demonstrate successful completion of their third and fourth FSU Master's courses.
Participants receive one additional professional development workshop, designed to improve the ability of teachers to engage parents, families, and the community.	Project Director M.Ed. Faculty	100% of participants complete the additional Professional Development workshop.
Participants deliver the first of eight workshops for district-wide parents that will put action plan from Professional Development into practice: "What to expect from schools / What to expect from families"	Project Director M.Ed. participants	100% of participants deliver the first workshop for district-wide parents.
Data is gathered from participants that measures improvement in learning, knowledge, skills, and effectiveness in TESL, as evidenced by instruments such as: the academic performance of M.Ed.; results from pre- and post-test scores on knowledge assessment instruments; classroom; performance of the ELL students that are directly taught by M.Ed. participants; performance of all ELL students in the schools in which M.Ed. participants are employed; M.Ed. participant self-report	Project Director External Evaluator	Data from various sources (as noted) is analyzed and summarized in reports presented to the Executive Management Team (and Advisory Council) for the purpose of continuous improvement in project improvement and performance outcome efficacy.
Administer surveys to gather data from the Advisory Council.	Project Director External Evaluator	Data is gathered from the Advisory Council and analyzed. Reports are produced and delivered to the

		Executive Management Team to help guide and refine project activities.
Administer surveys to participants in the English Learners Curriculum Community (ELLCC).	Project Director External Evaluator	Data is gathered from the ELLCC participants regarding their level of participation (including sharing best practices and teaching strategies, and any suggestions they may have for improving the forum). Reports of the analyzed data are produced and delivered to the Advisory Council (and Executive Management Team) to help guide and refine project activities.
Administer surveys to M.Ed. participants to gather data related to their contributions as “lead teachers” in TESL in their school districts.	Project Director External Evaluator	Data is gathered from the M.Ed. participants regarding their contributions (e.g., site-based trainer, instructional coach, ELL district advisory committee member, workshop presenter). Reports of the analyzed data are produced and delivered to the Advisory Council (and Executive Management Team) to help guide and refine project activities.
Measure proficiency in reading, writing, listening, and speaking English among all ELL students in all of the partner school districts.	Project Director External Evaluator	Results from the annual administration of the ACCESS assessment will be measure the progress of ELLs and to compare the rate of improvement of ELLs exposed to the project with ELLs in Massachusetts who are less exposed (and not exposed).

Years 3-5 of PROPELL Project Timeline

Activities/Strategies	Person(s) Responsible	Milestones/Outcomes
<p>Participants take the remaining Master's courses toward the M.Ed. in TESL. Four courses in Year 3, and the final two courses in Year 4. Also in Year 4, participants take Master's Comprehensive Exams and receive their degrees.</p>	<p>Project Director M.Ed. Faculty</p>	<p>Participants demonstrate successful completion of their remaining coursework (courses 5 through 10), successfully complete their Master's Comprehensive Exams, and receive their degrees.</p>
<p>M.Ed. participants continue receiving their annual additional Professional Development Courses: Y3="Distinguishing a Language Learning Disability from a Language Learning Difficulty"; Y4="Culturally Responsive Teaching"; Y5="ELLs with Disabilities".</p>	<p>Project Director M.Ed. Faculty</p>	<p>Each year, 100% of participants complete the scheduled additional Professional Development workshops.</p>
<p>M.Ed. participants continue delivering their series of eight total workshop for the benefit of parents of ELLs, families of ELLs, district-wide colleagues, the community, and other stakeholders supporting ELLs. Workshops include: "District-wide pre-k-12 Teachers of ELLs Needs Assessment Workshop"; "Reaching Your ELLs"; ESL classes for ELL parents and the non-native English speaking community at large.</p>	<p>Project Director M.Ed. participants</p>	<p>Each year, 100% of participants deliver the workshop that culminates in eight total workshops.</p>
<p>Each year, data is gathered from participants that measures improvement in learning, knowledge, skills, and effectiveness in TESL, as evidenced by instruments such as: the academic performance of M.Ed.; results from pre- and post-test scores on knowledge</p>	<p>Project Director External Evaluator</p>	<p>Data from various sources (as noted) is analyzed and summarized in reports presented to the Executive Management Team (and Advisory Council) for the purpose of continuous improvement in project improvement and performance outcome efficacy.</p>

assessment instruments; classroom; performance of the ELL students that are directly taught by M.Ed. participants; performance of all ELL students in the schools in which M.Ed. participants are employed; M.Ed. participant self-report		
Each year, administer surveys to gather data from the Advisory Council	Project Director External Evaluator	Data is gathered from the Advisory Council and analyzed. Reports are produced and delivered to the Executive Management Team to help guide and refine project activities.
Each year, administer surveys to participants in the English Learners Curriculum Community (ELLCC).	Project Director External Evaluator	Data is gathered from the ELLCC participants regarding their level of participation (including sharing best practices and teaching strategies, and any suggestions they may have for improving the forum). Reports of the analyzed data are produced and delivered to the Advisory Council (and Executive Management Team) to help guide and refine project activities.
Each year, administer surveys to M.Ed. participants to gather data related to their contributions as “lead teachers” in TESL in their school districts.	Project Director External Evaluator	Data is gathered from the M.Ed. participants regarding their contributions (e.g., site-based trainer, instructional coach, ELL district advisory committee member, workshop presenter). Reports of the analyzed data are produced and delivered to the Advisory Council (and Executive Management Team) to help guide and refine project activities.
Each year, measure proficiency in reading, writing, listening, and speaking English among all ELL students in all of the partner school districts.	Project Director External Evaluator	Results from the annual administration of the ACCESS assessment will be measure the progress of ELLs and to compare the rate of improvement of ELLs exposed to the project with ELLs in Massachusetts who are less exposed (and not exposed).

APPENDIX B

Project Objectives and GPRA Measures for PROPELL

Project Goals and Objectives, **Including Evaluation Plan**

Goal 1: By May 2022, increase the number of highly qualified teachers (iu TESL) who are providing instruction to ELLs in Massachusetts.

Obj. 1.1: Upon award of funds, District Superintendents meet with local Principals and other district representatives to design and execute a plan for recruiting candidates for enrollment in the M.Ed. in TESL program.

Outcome: 1.1: The recruitment activities specified occur.

Evaluation Plan: Progress will be assessed by examining records of the meetings, the actual recruitment plans, and the actual list of candidates for the M.Ed. in TESL program. Baseline=0 (indicating no occurrence), Target=1 (for Year 1, indicating occurrence).

Obj. 1.2: By September 2017, enroll 50 teachers in the FSU M.Ed. in TESL program.

Outcome: 1.2: Fifty (50) teachers are enrolled in the FSU M.Ed. in TESL program.

Evaluation Plan: Progress will be assessed by examining FSU enrollment records. In the event that program participants experience challenges (life events) that threaten their continued enrollment in the program, we will work to accommodate them. For example, a participant who cannot take a course at the appointed time with their cohort could do so in the regular TESL M.Ed. program at FSU. These kinds of procedures will help safeguard against attrition. Baseline=0 (indicating no participating teachers enrolled), Target=50 for Year 1, and maintenance of 50 across each subsequent year (Year 2, 3, 4 and 5).

Obj. 1.3: Participants will demonstrate improved learning, knowledge, skills, and effectiveness in TESL.

Outcome: 1.3: On a semester basis, participants will demonstrate improved learning, knowledge, skills, and effectiveness in TESL.

Evaluation Plan: Progress will be assessed by multiple indicators and instruments such as: the academic performance of M.Ed. participants in FSU classes comprising the M.Ed. in TESL program; results from pre- and post-test scores on knowledge assessment instruments administered before and after completion of M.Ed. coursework; classroom observations by District Cohort Coordinators of M.Ed. participants' classroom teaching; performance of ELL students in the schools in which M.Ed. participants are employed; performance of all students (ELL and non-ELL) in the schools in which M.Ed. participants are employed; and M.Ed. participant self-report. This includes evaluation of implementation and outcomes related to the two empirically valid best practices noted earlier in the proposal (related to CPP1: Moderate Evidence of

Effectiveness). For example, evaluation will include, but will not be limited to, assuring that the components of “Instructional Conversations and Literature Logs” is implemented with fidelity. Specifically, District Cohort Coordinators will prepare and execute training for the teachers that replicates the specific practices featured in the intervention (e.g., how to pair tutors with tutees), and the Coordinators will conduct classroom observations to verify that the delivery of the lessons complies with the training. Further, the specific methods that were used to assess student performance in the original studies (e.g., “factual comprehension” instruments) will also be used by our teachers. Quantitative assessment of implementations and outcomes will be used continuously to monitor progress and improve performance.

Obj. 1.4: By May 2021, 50 teachers complete the FSU M.Ed. in TESL program.

Outcome: 1.4: Fifty (50) teachers have graduated from the FSU M.Ed. in TESL program.

Evaluation Plan: Progress will be assessed by examining FSU enrollment/graduation records. Baseline=0 (indicating no teachers graduated), Target=50 by end of project period (May 2021).

Obj. 1.5: By September 2021, 50 teachers who have completed the FSU M.Ed. in TESL program will be providing instruction to ELLs in Massachusetts.

Outcome: 1.5: Fifty (50) teachers who graduated from the FSU M.Ed. in TESL program are teaching ELLs in Massachusetts.

Evaluation Plan: Progress will be assessed by examining state/district employment records. Baseline=0 (indicating no teachers graduated), Target=50 by end of project period (May 2021).

Goal 2 – Establish a permanent system by which teachers who are highly qualified to teach ELLs continuously share their expertise (engaging and benefitting parents, families, colleagues, the community, and various other stakeholders who support ELLs).

Obj. 2.1: Upon award of funds, contract with an external evaluator to conduct data collection and evaluation activities related to program delivery and outcomes.

Outcome: 2.1: By September 2017, the external evaluator will produce a detailed Program Evaluation Plan that includes a timeline of evaluation-related activities and the mechanisms and instruments that will be used to measure, collect, analyze, and report formative and summative data.

Evaluation Plan: Progress will be assessed by examining the actual Program Evaluation Plan document. Baseline=0 (indicating no deliverable), Target=1 (for Year 1, indicating plan achieved and delivered).

Obj. 2.2: By December 2017, implement data collection processes that allow the M.Ed. in TESL program to track the employment and teaching activities of participants for three years beyond program completion.

Outcome: 2.2: All participants who complete the M.Ed. in TESL program will be tracked for at least three years after the completion of the project so that an assessment can be made of the long-term impact of the program on the participants and on the ELLs they serve.

Evaluation Plan: Progress will be assessed by examining records of employment and results from a combination of indicators of teacher performance (e.g., classroom observations) and student performance (e.g., performance on the ACCESS English language assessment). Baseline=0 (indicating no teacher tracked), Target=50 (for Years 6, 7, and 8, indicating tracking is occurring for each participant).

Obj. 2.3: Upon award of funds, recruit at least one administrator from each partner school district to serve as a District Cohort Coordinator, with special effort made to recruit those persons in the district who are already most directly involved with the district's current efforts to address the needs of ELLs (e.g., "district ELS directors"). Coordinators will be members of the Executive Management Team, and they will help organize and facilitate the activities of participants enrolled in the M.Ed. program.

Outcome: 2.3: Formal enlistment of District Cohort Coordinators.

Evaluation Plan: Progress will be assessed by examining the resulting list of Coordinators. Baseline=0 (indicating no system in place and no District Cohort Coordinator), Target=3 (one for each of the three participating districts). Annual progress will be monitored, and in the unlikely event that a Coordinator discontinues, they will immediately be replaced by another Coordinator.

Obj. 2.4: Upon award of funds, establish an Advisory Council (AC) comprised of the Executive Management Team, M.Ed. in TESL professors, partner school district administrators (at least one representative from each of the partner districts), and student representatives from among the M.Ed. in TESL enrollees. This will establish a body that will help guide and support the PROPELL project, during the years of the grant and beyond.

Outcome: 2.4: The Advisory Council is established and active.

Evaluation Plan: Progress will be assessed by examining the list of members, records of meetings that have occurred, and a schedule of meetings that are planned to occur. Baseline=0 (indicating no Advisory Council established) Target=1 (indicates the establishment of the Advisory Council. Annual progress will be monitored, and in the unlikely event that a Council Member discontinues, they will immediately be replaced by another representative.

Obj. 2.5: On a semester basis, gather input from the Advisory Council to help guide and refine project activities.

Outcome: 2.5: Information is gathered from the Advisory Council regarding delivery of the program.

Evaluation Plan: Progress will be assessed by examining the collected data and by the actual production of the resulting summaries/reports. Baseline=0 (indicating no input) Target for Years 1-5 = two collections annually.

Obj. 2.6: By December 2017, establish an English Learners Curriculum Community (ELLCC), an online forum for collaboration among M.Ed. program participants where they will share best practices and teaching strategies.

Outcome: 2.6: By May 2018, 100% of program participants will have participated in the ELLCC forum.

Evaluation Plan: Progress will be assessed by examining electronic records of forum activity and/or results of surveys of the participants regarding their level of participation (including sharing best practices and teaching strategies, and also any suggestions they may have for improving the forum). Baseline=0% (indicating no shared input), Target=100% (indicates the percentage of program participants who have shared best practices and teaching strategies: Year 1=80%; Year 2=85%; Year 3=90%; Year 4=95%; Year 5=100%).

Obj. 2.7: By December 2017, all participants in the M.Ed. in TESL program will commit to leadership roles in the area of TESL in their given partner school districts.

Outcome: 2.7: By December 16, 100% of program participants will have indicated their commitment to serve as a lead teacher in their schools (in the area of TESL) in capacities such as: site-based trainer, instructional coach, ELL district advisory committee member, workshop presenter, etc.

Evaluation Plan: Progress will be assessed by examining participants' signed affirmation to provide such leadership during their time in the program and thereafter. Baseline=0% (indicating no signed commitments), Target=100% (for Year 1, indicating that all participants have provided affirmation).

Obj. 2.8: On a semester basis, gather information about the ways in which participants have actually provided leadership in the area of TESL.

Outcome: 2.8: The collection of information from participants regarding the ways in which they have provided leadership in their schools (in the area of TESL) in capacities such as: site-based trainer, instructional coach, ELL district advisory committee member, workshop presenter, etc.

Evaluation Plan: Progress will be assessed by examining the data gathered and by the actual production of the resulting summaries/reports. At the conclusion of each year, the percentage of participants who have demonstrated providing leadership in the area of TESL will be at least: Y1 = 85%; Y2 = 90%; Y3 = 95%; Y4 = 100%; and Y5 = 100%.

Obj. 2.9: By May 2018, establish and begin delivering to participants additional Professional Development Courses (one course per year). These will further enhance their TESL competencies and help them prepare to develop the knowledge and skills necessary to create workshops that they will subsequently deliver to parents of ELLs, families, colleagues, the community, and other stakeholders.

Outcome: 2.9: Each year, 100% of M.Ed. participants will complete the additional Professional Development course.

Evaluation Plan: A primary aim of the workshops will be to strengthen the ability of parents to support their child's education. In scheduling these workshops, organizers will be sensitive to work, childcare, and transportation issues that families face, as well as to the specific needs of individual cultures. Each workshop will be targeted toward one language group, with interpreting facilitated by a member of the community. The workshops will cover such topics as fees, school lunches, school buses, appropriate school clothing, school day hours, parent involvement expectations, vacations, homework, and literacy in the home. Progress and outcomes will be assessed by multiple indicators and

instruments such as: pre- and post-test scores on knowledge assessment instruments administered before and after completion of workshops; focus-group discussions; workshop presenter self-assessments; and instruments completed by participants and organizers designed to rate/assess program effectiveness. Baseline=0% (indicating no program teachers participated in workshops), Target=100%, for each year.

Obj. 2.10: By August 2020, M.Ed. participants begin *delivering* Professional Development Courses that share their expertise with parents of ELLs, families, colleagues, the community, and other stakeholders who support ELLs.

Outcome: 2.10: By August 2022, 100% of M.Ed. participants will have succeeded in delivering a minimum of eight professional development courses to those who will benefit from their expertise, including, but not limited to: TESL training for fellow teachers throughout the districts; workshops for the parents of ELLs (e.g., understanding the U.S. education system, utilizing available resources, collaborating with their child's teachers); ESL classes for parents of ELLs; and workshops designed to educate and engage the larger community.

Evaluation Plan: Progress will be assessed by examining records of the occurrence of the workshops (e.g., promotional materials, handouts provided to attendees); records of attendance at the workshops, including the types of attendees (e.g., parents of ELLs, community members). Program effectiveness will be evaluated using a variety of methods, including: pre- and post-test scores on knowledge assessment instruments administered before and after completion of workshops; focus-group discussions; workshop presenter self-assessments; and instruments completed by participants and organizers designed to rate/assess program effectiveness. Y1 = 0 (indicating that no workshops are scheduled to be delivered by participants); Y2 = 100% of participants will deliver one workshop (as scheduled); Y3 = 0 (indicating that no workshops are scheduled to be delivered by participants); Y4 = 100% of participants will deliver three workshops (as scheduled); Y5 = 100% of participants will deliver four workshops (as scheduled).

Goal 3 – Improve the academic language proficiency of ELLs.

Obj. 3.1: Each year, the individual schools in a given partner district that have one or more teachers enrolled in the M.Ed. in TESL program will experience a greater improvement in student scores on the ACCESS assessment than schools in the same partner district that do not have any teachers enrolled in the M.Ed. in TESL program. Further, schools with a higher percentage of their teachers enrolled in the M.Ed. in TESL program will experience larger improvements in student ACCESS scores compared to schools that have a lower percentage of their teachers enrolled in the M.Ed. in TESL program.

Outcome: 3.1: Greater improvement in student ACCESS scores among schools that have M.Ed. in TESL teachers.

Evaluation Plan: Progress will be assessed each year by examining changes in scores on the ACCESS assessment, with comparisons made among all schools that comprise each partner district to ascertain differences in student performance between schools that have M.Ed. in TESL teachers (i.e., the intervention group)

and schools that do not have such teachers or that have fewer such teachers (i.e. the comparison group). **Utilizing this quasi-experimental design**, at the conclusion of each year, ELLs in the intervention group will show greater improvement in English language acquisition than ELLs in the comparison group (as measured by the percentage of ELLs scoring Level 5 or 6 on the ACCESS assessment), with the following specific targets: Y1 = 1% greater increase among intervention ELLs than among comparison ELLs; Y2 = 2% greater increase; Y3 = 3% greater increase; Y4 = 4% greater increase; and Y5 = 5% greater increase.

Obj. 3.2: Each year, the school districts that are partners in the project will experience a greater improvement in student scores on the ACCESS assessment than school districts that are not partners in the project. Further, due to the lasting and permeating effects of the project—expert teachers infusing the entire district with improved TESL instruction—the improvement gap between partner districts and non-partner districts (i.e., the size of difference in improvement in student ACCESS scores) will widen each year of the program.

Outcome: 3.2: Greater improvement in student ACCESS scores among the partner school districts than among school districts that are not partners.

Evaluation Plan: Progress will be assessed each year by examining changes in scores on the ACCESS assessment, with comparisons made among all school districts in Massachusetts, especially between districts that are partners in the project (i.e., the intervention group) and districts that are not partners in the project (i.e., the comparison group). **Utilizing this quasi-experimental design**, at the conclusion of each year, ELLs in the intervention group (i.e., partner districts) will show greater improvement in English language acquisition than ELLs in the comparison group (i.e., non-partner districts) as measured by the percentage of ELLs scoring Level 5 or 6 on the ACCESS assessment, with the following specific targets: Y1 = 1% greater increase among intervention ELLs than among comparison ELLs; Y2 = 2% greater increase; Y3 = 3% greater increase; Y4 = 4% greater increase; and Y5 = 5% greater increase.

GPRA Measures, Including Evaluation Plan

Measure 1: The number and percentage of program participants who complete the preservice program. Completion is defined by the applicant in the submitted application.

Outcome 1: All of our participants will be licensed classroom teachers. Therefore, there will be zero “program participants who complete the preservice program.”

Evaluation Plan: N/A

Measure 2: The number and percentage of program participants who complete the in-service program. Completion is defined by the applicant in the submitted application.

Outcome 2: Fifty (50) teachers enroll in the FSU M.Ed. in TESL program, and 50 (100%) will complete the program.

Evaluation Plan: Progress will be assessed by examining FSU enrollment records. In the event that program participants experience challenges (life events) that threaten their continued enrollment in the program, we will work to accommodate them. For example, a participant who cannot take a course at the appointed time with their cohort could do so in the regular TESL M.Ed. program at FSU. These kinds of procedures will help safeguard against attrition. Therefore, the number and percentage enrolled at the conclusion of each year will be... Y1: N=50, 100%; Y2: N=50, 100%; Y3: N=50, 100%; Y4: N=50, 100%; Y5: N=50, 100%.

Measure 3: The number and percentage of program completers, as defined by the applicant under measures 1 and 2, who are State certified, licensed, or endorsed in EL instruction.

Outcome 3: Program participants who complete the in-service program (measure 2) will have obtained a M.Ed. in TESL. This credential represents a level of expertise in EL instruction that is virtually unsurpassed, but it does not happen to also result in any additional state accreditation, so there will be zero “completers...who are State certified, licensed, or endorsed in EL instruction.” However, it is important to note that completers of the M.Ed. in TESL can subsequently elect to obtain State certification in ESL by taking the ESL MTELs (Massachusetts Tests for Educator Licensure). If they have never completed a practicum in Massachusetts, then they would also need to complete a 300 hour student teaching practicum supervised by FSU, in addition to the MTELs.

Evaluation Plan: N/A

Measure 4: The percentage of program completers who rate the program as effective in preparing them to serve EL students.

Outcome 4: By the end of Year 5, all program completers (100%) will rate the program as effective in preparing them to serve EL students.

Evaluation Plan: A valid and reliable instrument for rating program effectiveness (on a 5-point Likert Scale) will be administered annually. At the conclusion of each year, the percentage of completers who rate the program as highly effective in preparing them to serve EL students will be at least: Y1 = 85%; Y2 = 90%; Y3 = 95%; Y4 = 100%; and Y5 = 100%.

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.

Outcome 5: By the end of Year 5, all school leaders, other educators, and employers of program completers will rate the program as effective in preparing their teachers to serve ELs.

Evaluation Plan: A valid and reliable instrument for rating program effectiveness (on a 5-point Likert Scale) will be administered annually to school leaders, other educators, and employers of participants. At the conclusion of each year, the percentage who rate the program as highly effective will, among all members of each of the groups, be at least: Y1 = 85%; Y2 = 90%; Y3 = 95%; Y4 = 100%; and Y5 = 100%.

Measure 6: For projects that received competitive preference points for Competitive Priority 2, the percentage of program completers who rated the program as effective, as defined by the grantees, in increasing their knowledge and skills related to parent, family, and community engagement.

Outcome 6: By the end of Year 5, all program completers (100%) will rate the program as effective in increasing their knowledge and skills related to parent, family, and community engagement.

Evaluation Plan: A valid and reliable instrument for rating program effectiveness (on a 5-point Likert Scale) will be administered annually. At the conclusion of each year, the percentage of completers who rate the program as highly effective in increasing their knowledge and skills related to parent, family, and community engagement will be at least: Y1 = 85%; Y2 = 90%; Y3 = 95%; Y4 = 100%; and Y5 = 100%.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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PROPELL
Budget Narrative
Year 1

1. Personnel
 - a. District Cohort Coordinators
 - i. Duties
 - ii. Compensation \$10,000/yr
 - iii. Average of 5 hours per week for 50 weeks x \$40/hr = \$10,000.
 - iv. Key to recruiting teachers from their school districts to enroll in FSU M.Ed. in TESL.
 - v. Interface between school districts and FSU. Recruit teachers from their school districts to enroll in FSU M.Ed. in TESL, Schedule and coordinate Professional Development Pre K-12 District Workshops, Community Outreach ELL Parent Workshops, and Community Engagement Workshops. Also schedule and coordinate Professional Development Workshops to be given in their school districts.
2. Fringe Benefits
Not applicable.
3. Travel
 - a. Director/PI travel to grant related NPD and Department of Education meeting in DC.
 - i. 1 meeting per year. Travel from Boston to DC, with 2 nights hotel. Estimated cost \$800/trip. Airfare \$300, hotel \$179x2= \$358 plus taxes per State Department lodging rates, meals \$120.
 - b. Director/PI, 3 District Coordinators, and other teachers local travel to participating school districts and Framingham State University for meetings and professional development activities.
 - c. Mileage reimbursement IRS rate for 2016 \$.54/mile. Average round trip 40 miles x 20 trips/year x 10 people = \$4,320.
4. Equipment
Not applicable.
5. Supplies
 - a. Curriculum resource toolkits, 1 per student, \$250x40 = \$10,000. Teaching materials – books, classroom materials, posters, games, to provide creative ideas for teachers to use in ELL classroom. Also includes assessment tools, professional texts and journals.
6. Contractual
 - a. Contractual costs are estimated and will be incurred in alignment with the District's established internal procurement system and 34 CFR Parts 74.40-74.48 and Part 80.36. These costs include consultant fees associated with the program evaluation. In order to assess the quality of

the potential contractors FSU will consider the extent to which they have experience conducting similar services for projects of comparable size and scope, with goals and objectives equivalent to the project. M.Ed. in TESL Department costs for purchasing courses are based on the FSU rate.

- b. Evaluation: FSU plans to contract with an external evaluator in order to conduct a local evaluation of the program. The evaluation will be aligned with the research questions of the national evaluation as described in the project narrative and include both qualitative and quantitative measures to determine project outcomes and the extent to which the project attains its objectives. The evaluator will also conduct annual self-assessment activities that will enable the program to modify practices to ensure participants benefit to the fullest extent. FSU expects to receive an annual report and bi-annual surveys from the evaluation contractor.
 - i. $\$100/\text{hr} \times 400 \text{ hours annually} = \$40,000.$
 - ii. Evaluator travel for 2 evaluation firm staff members to travel from a regional location to perform formative and summative evaluation of activities that occur at each project site. Cost per trip includes airfare from a regional location to the FSU M.Ed. in TESL Department and school sites for two people, lodging for two people for two days and per-diem travel for three days based on federal per-diem travel and meal rates.
 - iii. Evaluator travel costs: $\$130 \text{ per night} \times 2 = \260 lodging,
 $\$600/\text{trip airfare, meals } \$177.5, = \$1,037.50/\text{trip} \times 2 \text{ trips} =$
 $\$2,075.00.$
- c. Professional Development Workshops given for each cohort and additional school district staff. Courses are titled: Massachusetts Laws Governing the Education of ELLs, Effective Engagement with Families of ELLs, Distinguishing A Language Learning Disability from a Language Learning Difficulty, SEI/ESL MTEL Preparation, and ELLs with Disabilities.
 - i. Cost per contractor to run each workshop = \$2,000. X 2 cohorts = \$4,000/yr.
 - ii. Parent Engagement Workshop Consultant, \$1000/yr
- d. Project Director Stipend: Funds are requested to allow for a stipend for the project Director who will direct 500 hours annually toward the project. Dr. Mary-Ann Stadler-Chester. \$57,500 per year annual stipend for the Project Director for 575 hours at \$100/hr. The specified number of hours have been carefully analyzed and found to be sufficient for accomplishing the activities and related objectives.

7. Construction

Not applicable.

8. Other
 - a. Scholarships: Scholarships for 50 candidates for tuition, fees, and books over the life of the grant.
 - i. Tuition will be a fixed rate of \$17,000 per course. (2 courses per year per cohort) = \$68,000/yr
 - ii. Books \$200/student/course x 50 students x 2 courses = \$20,000/yr
 - iii. Scholarship Total: \$88,000/yr
 - b. Instructor Stipends: Stipends for faculty teaching M.Ed. in TESL courses.
 - i. \$6,200/course x 4 courses = \$24,800 for faculty/yr
 - c. Recruitment: Recruitment supplies to include printing, flyers, postage, and paper. \$7,000 for marketing, \$450 for consumable supplies. \$7,450 for first year, \$450/yr years 2-5. Also used for parent outreach.
 - d. Miscellaneous: \$6,150 to cover any unforeseen expenses.
9. Training Stipends
 - a. During years 3,4, and 5, the cohort students will develop and deliver workshops for parents of ELLs, for other teachers in their districts, and the community.

Years 2-4

1. Personnel
 - a. District Cohort Coordinators
 - i. Duties
 - ii. Compensation \$10,000/yr
 - iii. Average of 5 hours per week for 50 weeks x \$40/hr = \$10,000.
 - iv. Key to recruiting teachers from their school districts to enroll in FSU M.Ed. in TESL.
 - v. Interface between school districts and FSU. Recruit teachers from their school districts to enroll in FSU M.Ed. in TESL, Schedule and coordinate Professional Development Pre K-12 District Workshops, Community Outreach ELL Parent Workshops, and Community Engagement Workshops. Also schedule and coordinate Professional Development Workshops to be given in their school districts.
2. Fringe Benefits

Not applicable.
3. Travel
 - a. Director/PI travel to grant related NPD and Department of Education meeting in DC.
 - i. 1 meeting per year. Travel from Boston to DC, with 2 nights hotel. Estimated cost \$850/trip in Year 2, \$900 in Year 3, and

- \$950 in Year 4. Base year Airfare \$350, hotel \$179x2= \$358 plus taxes per State Department lodging rates, meals \$120.
- b. Director/PI, 3 District Coordinators, and other teachers local travel to participating school districts and Framingham State University for meetings and professional development activities.
 - c. Mileage reimbursement IRS rate for 2016 \$.54/mile. Average round trip 40 miles x 20 trips/year x 10 people = \$4,320.
4. Equipment
 - Not applicable.
 5. Supplies
 - Not applicable in years 2-4.
 6. Contractual
 - a. Contractual costs are estimated and will be incurred in alignment with the District's established internal procurement system and 34 CFR Parts 74.40-74.48 and Part 80.36. These costs include consultant fees associated with the program evaluation. In order to assess the quality of the potential contractors FSU will consider the extent to which they have experience conducting similar services for projects of comparable size and scope, with goals and objectives equivalent to the project. M.Ed. in TESL Department costs for purchasing courses are based on the FSU rate.
 - b. Evaluation: FSU plans to contract with an external evaluator in order to conduct a local evaluation of the program. The evaluation will be aligned with the research questions of the national evaluation as described in the project narrative and include both qualitative and quantitative measures to determine project outcomes and the extent to which the project attains its objectives. The evaluator will also conduct annual self-assessment activities that will enable the program to modify practices to ensure participants benefit to the fullest extent. FSU expects to receive an annual report and bi-annual surveys from the evaluation contractor.
 - i. \$100/hr x 400 hours annually = \$40,000.
 - ii. Evaluator travel for 2 evaluation firm staff members to travel from a regional location to perform formative and summative evaluation of activities that occur at each project site. Cost per trip includes airfare from a regional location to the FSU M.Ed. in TESL Department and school sites for two people, lodging for two people for two days and per-diem travel for three days based on federal per-diem travel and meal rates.
 - iii. Evaluator travel costs: \$140 per night x 2 = \$280 lodging, \$620/trip airfare, meals \$177.5, = \$1,023.50/trip x 2 trips = \$2,155 in Year 2, increasing to \$2,235 Year 3, \$2,315 Year 4

- c. Professional Development Workshops given for each cohort and additional school district staff. Courses are titled: Massachusetts Laws Governing the Education of ELLs, Effective Engagement with Families of ELLs, Distinguishing A Language Learning Disability from a Language Learning Difficulty, SEI/ESL MTEL Preparation, and ELLs with Disabilities.
 - i. Cost per contractor to run each workshop = \$2,000. X 2 cohorts = \$4,000/yr.
 - ii. Parent Workshop Engagement Coordinator, \$1,000/yr
 - d. Project Director Stipend: Funds are requested to allow for a stipend for the project Director who will direct 550 hours annually toward the project. Dr. Mary-Ann Stadtler-Chester. \$55,000 per year annual stipend for the Project Director for 550 hours at \$100/hr. The specified number of hours have been carefully analyzed and found to be sufficient for accomplishing the activities and related objectives.
7. Construction
Not applicable.
8. Other
- a. Scholarships: Scholarships for 50 candidates for tuition, fees, and books over the life of the grant.
 - i. Tuition will be a fixed rate of \$17,000 per course. (2 courses per year per cohort) = \$68,000/yr. Tuition in Year 3, (4 courses per year per cohort) = \$136,000
 - ii. Exam fees, only in Year 4, \$300/student x 50 students = \$15,000/yr
 - iii. Books \$200/student/course x 50 students x 2 courses = \$20,000/yr. Year 3 = \$40,000
 - iv. Scholarship Total, Year 2=\$88,000, Year 3=\$136,000, Year 4=\$103,000
 - b. Instructor Stipends: Stipends for faculty teaching M.Ed. in TESL courses.
 - i. \$6,200/course x 4 courses = \$24,800 for faculty/yr, Years 2 and 4, \$49,600 Year 3
 - c. Recruitment: Recruitment supplies to include printing, flyers, postage, and paper. \$450/yr years 2-5. Also used for parent outreach.
 - d. Miscellaneous: \$7,150 to cover any unforeseen expenses.
9. Training Stipends
- a. During years 2,4, and 5, the cohort students will develop and deliver workshops for parents of ELLs, for other teachers in their districts, and the community.

- b. Year 2, 50 students will each deliver 1 ELL Parent Outreach workshop. Stipend \$300 each workshop = \$15,000 Workshop Stipend Year 3 total
- c. Year 3, no student workshops
- d. Year 4, 50 students will each deliver 2 Professional Development Pre K-12 District Workshops, in teams. Stipend \$300 each x 100 workshop leaders = \$45,000.

Year 5

1. Personnel
 - a. District Cohort Coordinators
 - i. Duties
 - ii. Compensation \$10,000/yr
 - iii. Average of 5 hours per week for 50 weeks x \$40/hr = \$10,000.
 - iv. Key to recruiting teachers from their school districts to enroll in FSU M.Ed. in TESL.
 - v. Interface between school districts and FSU. Recruit teachers from their school districts to enroll in FSU M.Ed. in TESL, Schedule and coordinate Professional Development Pre K-12 District Workshops, Community Outreach ELL Parent Workshops, and Community Engagement Workshops. Also schedule and coordinate Professional Development Workshops to be given in their school districts.
2. Fringe Benefits

Not applicable.
3. Travel
 - a. Director/PI travel to grant related NPD and Department of Education meeting in DC.
 - i. 1 meeting per year. Travel from Boston to DC, with 2 nights hotel. Estimated cost \$1000/trip. Airfare \$400, hotel \$199x2= \$398 plus taxes per State Department lodging rates, meals \$120.
 - b. Director/PI, 3 District Coordinators, and other teachers local travel to participating school districts and Framingham State University for meetings and professional development activities.
 - c. Mileage reimbursement IRS rate for 2016 \$.54/mile. Average round trip 40 miles x 20 trips/year x 10 people = \$4,320.
4. Equipment

Not applicable.
5. Supplies

Not applicable in year 5..
6. Contractual
 - a. Contractual costs are estimated and will be incurred in alignment with the District's established internal procurement system and 34 CFR

Parts 74.40-74.48 and Part 80.36. These costs include consultant fees associated with the program evaluation. In order to assess the quality of the potential contractors FSU will consider the extent to which they have experience conducting similar services for projects of comparable size and scope, with goals and objectives equivalent to the project. M.Ed. in TESL Department costs for purchasing courses are based on the FSU rate.

- b. Evaluation: FSU plans to contract with an external evaluator in order to conduct a local evaluation of the program. The evaluation will be aligned with the research questions of the national evaluation as described in the project narrative and include both qualitative and quantitative measures to determine project outcomes and the extent to which the project attains its objectives. The evaluator will also conduct annual self-assessment activities that will enable the program to modify practices to ensure participants benefit to the fullest extent. FSU expects to receive an annual report and bi-annual surveys from the evaluation contractor.
 - i. $\$100/\text{hr} \times 400 \text{ hours annually} = \$40,000$.
 - ii. Evaluator travel for 2 evaluation firm staff members to travel from a regional location to perform formative and summative evaluation of activities that occur at each project site. Cost per trip includes airfare from a regional location to the FSU M.Ed. in TESL Department and school sites for two people, lodging for two people for two days and per-diem travel for three days based on federal per-diem travel and meal rates.
 - iii. Evaluator travel costs: $\$170 \text{ per night} \times 2 = \340 lodging , $\$680/\text{trip airfare}$, meals $\$177.5$, $= \$1,197.50/\text{trip} \times 2 \text{ trips} = \$2,395$.
- c. Professional Development Workshops given for each cohort and additional school district staff. Courses are titled: Massachusetts Laws Governing the Education of ELLs, Effective Engagement with Families of ELLs, Distinguishing A Language Learning Disability from a Language Learning Difficulty, SEI/ESL MTEL Preparation, and ELLs with Disabilities.
 - i. Cost per contractor to run each workshop = $\$2,000$. X 2 cohorts = $\$4,000/\text{yr}$.
- d. Project Director Stipend: Funds are requested to allow for a stipend for the project Director who will direct 525 hours annually toward the project. Dr. Mary-Ann Stadtler-Chester. $\$52,500$ per year annual stipend for the Project Director for 525 hours at $\$100/\text{hr}$. The specified number of hours have been carefully analyzed and found to be sufficient for accomplishing the activities and related objectives.

- 7. Construction
 - Not applicable.
- 8. Other
 - a. Recruitment: Supplies for parent outreach workshop marketing, printing, flyers, postage, and paper. \$450 year 5.
 - b. Graduation fees. \$40/student x 50 students = \$2,000.
 - c. Miscellaneous: \$6,000 to cover any unforeseen expenses.
- 9. Training Stipends
 - a. During years 3,4, and 5, the cohort students will develop and deliver workshops for parents of ELLs, for other teachers in their districts, and the community.
 - b. Year 5, 50 students will each deliver, individually or in teams, 5 workshops. Stipend \$300 each x 250 workshops = \$75,000.

10. Total Direct Costs

- a. These are the yearly sums of expenditures per budget category of lines 1-9.

Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$278,595	\$257,725	\$370,655	\$272,985	\$143,655	\$1,323,625

11. Indirect Costs

- a. 8% of Other (which includes Tuition and fees), +Stipends

12. Total Costs

Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$295,470	\$287,903	\$389,427	\$334,384	\$215,158	\$1,522,342