U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM

CFDA # 84.365Z

PR/Award # T365Z170163

Gramts.gov Tracking#: GRANT12392130

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

* 3. Date Received:	4. Applicant Identifier:
04/24/2017	

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: CSU Chico, Research Foundation

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
68-0386518	6121771620000

d. Address:

* Street1: 25 Main Street
Street2:
* City: Chico
County/Parish:
* State: CA: California
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 95928-5388

e. Organizational Unit:

Department Name:	Division Name:
Office of Research	

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

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

Title: Director of Contracts and Development

Organizational Affiliation:
Office of Research and Sponsored Programs

* Telephone Number: 530-898-5700
Fax Number:

* Email: mbently@csuchico.edu

Application for Federal Assistance SF-424

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

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 3: Select Applicant Type:

S: Hispanic-serving Institution

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.365

CFDA Title:

English Language Acquisition State Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-022117-001

* Title:

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

13. Competition Identification Number:

84-365Z2017-2

Title:

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

Add Attachment | Delete Attachment | View Attachment

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

Community and Instruction for expanding English Learner's educational Opportunities (CIELO)

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

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Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant: CA-001
* b. Program/Project: Ca-001

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

Congressional Districts.pdf | Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 10/01/2017
* b. End Date: 09/30/2022

18. Estimated Funding ($):

* a. Federal	2,613,134.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	2,613,134.00

*** 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 .
- [x] 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
- [x] No

If "Yes", provide explanation and attach

Add Attachment | Delete Attachment | View Attachment

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

- [x] ** 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: Dr.
* First Name: Kevin
Middle Name:
* Last Name: Kelley
Suffix:

* Title: AVP of Research and Sponsored Programs

* Telephone Number: 530-898-5700
Fax Number:

* Email: kmkelley@csuchico.edu

* Signature of Authorized Representative: Julie T Jessen
* Date Signed: 04/24/2017

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Additional List – Program/Project Congressional Districts

CA - 1

CA - 3

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

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

Name of Institution/Organization

CSU Chico, Research Foundation

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	174,660.00	178,976.00	180,470.00	185,749.00	191,186.00	911,041.00
2. Fringe Benefits	51,644.00	58,049.00	60,768.00	63,958.00	67,291.00	301,710.00
3. Travel	7,500.00	7,500.00	7,500.00	7,500.00	7,500.00	37,500.00
4. Equipment						
5. Supplies	34,345.00	28,750.00	28,750.00	23,500.00	23,000.00	138,345.00
6. Contractual	47,500.00	47,500.00	47,500.00	47,500.00	37,500.00	227,500.00
7. Construction						
8. Other	93,750.00	192,250.00	192,250.00	192,250.00	192,250.00	862,750.00
9. Total Direct Costs (lines 1-8)	409,399.00	513,025.00	517,238.00	520,457.00	518,727.00	2,478,846.00
10. Indirect Costs*	27,852.00	26,262.00	26,599.00	26,857.00	26,718.00	134,288.00
11. Training Stipends						
12. Total Costs (lines 9-11)	437,251.00	539,287.00	543,837.00	547,314.00	545,445.00	2,613,134.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2016 To: 06/30/2020 (mm/dd/yyyy)

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

The Indirect Cost Rate is 41.50 %.

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

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

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

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

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

PR/Award # T365Z170163

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

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

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OMB Number: 4040-0007
Expiration Date: 01/31/2019

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
Julie T Jessen	AVP of Research and Sponsored Programs
APPLICANT ORGANIZATION	**DATE SUBMITTED**
CSU Chico, Research Foundation	04/24/2017

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

Tracking Number:GRANT12392130 Funding Opportunity Number:ED-GRANTS-022117-001 Received Date:Apr 24, 2017 01:42:22 PM EDT

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

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

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

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name* CSU Chico, Research Foundation

** Street 1* 25 Main Street *Street 2*

** City* Chico *State* CA: California *Zip* 95928-5388

Congressional District, if known: CA-001

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

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

7. * Federal Program Name/Description:
English Language Acquisition State Grants

CFDA Number, *if applicable:* 84.365

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*
$

10. a. Name and Address of Lobbying Registrant:

Prefix ** First Name* n/a *Middle Name*

** Last Name* n/a *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

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

Prefix ** First Name* n/a *Middle Name*

** Last Name* n/a *Suffix*

** Street 1* *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:** Julie T Jessen

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

** Last Name* Kelley *Suffix*

Title: AVP of Research and Sponsored Programs **Telephone No.:** 530-898-5700 **Date:** 04/24/2017

Federal Use Only:

Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

Tracking Number:GRANT12392130 Funding Opportunity Number:ED-GRANTS-022117-001 Received Date:Apr 24, 2017 01:42:22 PM EDT

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

GEPA.pdf | Add Attachment | Delete Attachment | View Attachment

GEPA

CIELO will serve our scholars and select our personnel through processes that demonstrate a clear commitment to meeting the needs of English Learners and ensuring the development of underrepresented populations. As part of the California State University, Chico campus community, all services will be accessible to all faculty, staff, students, and other program participants with special needs to participate fully in all proposed activities. The University complies with all federal and state laws and prohibits any unlawful practice of harassment in work or academic environments based on an individual's age, ancestry, color, mental or physical disability, gender, serious medical constitution, national origin, race, religion, sexual orientation, gender identity, spousal affiliation, or veteran status in its education and research programs, services, and activities. All CIELO activities, institutes, and meetings may be utilized by participants with disabilities. Program staff will work closely with the CSU, Chico Accessibility Resource Center to ensure all program materials and resources are accessible and that participants receive adaptations according to their individual needs. Our program is dedicated to a continuous review of program policies and procedures to identify and remove any barriers that would inhibit access or full participation in program activities.

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 Congrass, 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

CSU Chico, Research Foundation

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

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

* Last Name: Kelley Suffix:

* Title: AVP of Research and Sponsored Programs

* SIGNATURE: Julie T Jessen * DATE: 04/24/2017

Tracking Number:GRANT12392130 Funding Opportunity Number:ED-GRANTS-022117-001 Received Date:Apr 24, 2017 01:42:22 PM EDT

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

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

1. Project Director:

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2. Novice Applicant:

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

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

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

☐ Yes ☒ No

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

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

☐ No Provide Assurance #, if available:

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.

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Tracking Number:GRANT12392130 Funding Opportunity Number:ED-GRANTS-022117-001 Received Date:Apr 24, 2017 01:42:22 PM EDT

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 2017.pdf | Add Attachment | Delete Attachment | View Attachment

Tracking Number:GRANT12392130 Funding Opportunity Number:ED-GRANTS-022117-001 Received Date:Apr 24, 2017 01:42:22 PM EDT

Project Abstract

IHE	California State University, Chico
PROJECT TITLE	The CIELO Project: Community and Instruction for expanding English Learners' Opportunities in rural California schools
PARTNER	Orland Unified School District

PROJECT DESCRIPTION: The Community and Instruction for expanding English Learners' Opportunities Project (CIELO) will meet the purposes of the National Professional Development Program by responding to the dramatic need to improve instructional practice for English Learners (ELs) and educational outcomes for English Learners within Dual Immersion programs throughout rural northern California through a partnership established between the CSU, Chico Center for Bilingual/Multicultural Studies (CBMS) within the School of Education (SOE) and the Orland Unified School District (OUSD). The CIELO Project will be delivered over the five-year grant period to address four goals:

1) Increase the pool of state and district highly effective bilingual educators.
2) CIELO scholars develop and deliver linguistically and culturally responsive lessons in Dual Immersion (DI) and English language Development settings (Competitive Preference priority 1 – CPP 1).
3) Increase target language proficiency of bilingual CIELO scholars
4) Increase bilingual pre-service educators' family-community engagement knowledge and skills.

The partnership will enable experts from CSU, Chico and OUSD to form a consortium for planning CIELO activities to address the four areas of need – teacher shortage, specifically bilingual teacher shortage, professional development for pre-service (Invitational Priority 2 – IP 2) and in-service teachers and paraprofessionals (IP 2) serving ELs to improve instruction (Absolute Priority - AP), development of language skills (Spanish or Hmong) (Invitational Priority 1 IP 1), and bilingual pre-service teachers' engagement with parents, families and community (Competitive Preference 2 – CPP 2).

The CIELO Project addresses the four project goals and associated objectives connected to the experiment-control EL groups in DI and GE/ELD models and pre-/in-service teachers' and paraprofessionals' growth, delivery of improved curricula and training for the MA degree program. Quantitative classroom observational data, qualitative evidence, self, team, and facilitator reflection rubric scores, and community engagement field work and documentation collectively provide evidence to evaluate the overall effectiveness of the project. The six performance measures (GPRA) number of pre-/in-service state endorsed completers (1, 2 & 3), completers and other educators rating project effectiveness (GPRA 4 & 5), and community engagement effectiveness (GPRA 6) will be analyzed as described in C & D of the narrative.

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:** Project Narrative 2017.pdf

Add Mandatory Project Narrative File | Delete Mandatory Project Narrative File | View Mandatory Project Narrative File

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

Add Optional Project Narrative File | Delete Optional Project Narrative File | View Optional Project Narrative File

Community and Instruction for Expanding English Learners' Opportunities Project (CIELO)
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A. QUALITY OF PROJECT DESIGN

The **C**ommunity and **I**nstruction for expanding **E**nglish **L**earners' **O**pportunities Project in rural California schools (CIELO) responds to the dramatic need to improve instructional practice for English Learner (ELs). CBMS faculty have a strong statewide reputation for preparing highly qualified pre-service bilingual teachers with in-depth knowledge of effective practices for teaching ELs. The CIELO Project is a partnership between the School of Education's Center for Bilingual/Multicultural Studies (CBMS) at CSU, Chico and Orland Unified School (OUSD). While California's EL population is 22.2%, OUSD's is 27.5%, with a higher concentration at the elementary grades (ranging from 44.5% in K to 34% in 5th) (DataQuest, 2016). Almost eighty-five percent (84.8%) of all K-5 OUSD students qualify for free and reduced lunch.

OUSD is starting a Kindergarten thru fifth grade Dual Immersion (DI) program in fall 2017. Each year a new grade level will be added, requiring new bilingual teachers and/or Spanish language professional development for the bilingual teachers they currently have in General Education + English Language Development (GE/ELD) classrooms.

This partnership will enable experts from CSU, Chico and OUSD to form a consortium responsible for planning, developing and implementing the CIELO Project activities. CIELO addresses four areas of need: **1.** teacher shortage, specifically bilingual teacher shortage; **2.** professional development for pre-service **[IP2]** and in-service teachers and paraprofessional **[IP2]** serving ELs to improve instruction **[AP]**; **3.** development of language skills **[IP1]**; and **4.** bilingual pre-service teachers engagement with parents, families and community **[CP2]**. Table 1 includes CIELO's goals and objectives. CIELO's professional development model is based on research gleaned from What Works Clearinghouse (WWC) – [i.e., (061615); (060512) ; (100506); (102606)] **[CP1]** (see page 11).

A.1. Extent Goals, Objectives, Outcomes are Specified/Measureable and Meet Need.

CIELO's four goals and corresponding measureable objectives align with the areas of need. Table 1 includes the four goals.

Table 1: CIELO Project Goals

Goal 1: Increase pool of state and district highly effective bilingual educators.

Goal 2: CIELO scholars develop & deliver linguistically/culturally responsive lessons in dual immersion & general education + English Language Development (GE/ELD) classrooms

Goal 3: Increase target language proficiency of bilingual CIELO scholars

Goal 4: Increase bilingual pre-service scholars' family-community engagement skills

A.1.b. Explanation of Goals and Objectives

Goal 1: Increase pool of state and district highly effective bilingual educators.

Objective 1.1: Prepare 217 bilingual educators (pre-service, in-service, paraprofessionals and MA candidates) **[IP2]**

CIELO will serve **112** pre-service bilingual teacher candidates, **75** in-service teachers, ten paraprofessionals, and **20** in-service teachers will be recruited for the MA in Education – EL Advising Pattern, with 10 completing the MA within the project's five years. Bilingual pre-service teacher scholars will be recruited from CSU, Chico student support programs, community colleges and service area high schools. CIELO staff also will utilize existing partnerships with campus programs supporting and retaining low-income and first generation students (e.g., Educational Opportunities Program, California Mini Corps, Upward Bound, etc.).The CIELO recruiter will also participate in community college information fairs in the CSU, Chico in Butte, Glenn, Tehama and Yuba counties and network with CSU EduCorps to recruit bilingual candidates beyond our service area.

The pre-service bilingual candidates are enrolled for one year in CSU, Chico's Bilingual Authorization Credential Program (BAP). Students are placed in: (a) local DI programs and (b) GE/ELD classrooms with a high number of ELs, where they provide primary language support.

Throughout the project, 50 of the 75 in-service teachers will be from OUSD, our partner district. The DI and GE/ELD teachers will be from Mill Street School (K-2) and Fairview School (3-5). The remaining 25 teachers will be recruited from statewide DI schools. The ten paraprofessionals will be primarily from OUSD, with others participating if space is available.

Pre-/in-service teachers and paraprofessionals (i.e., scholars) will participate in the CIELO one-week summer ELD/STEM Institute (Years 2 – 5). In addition, scholars will be involved in Lesson Study (LS) for one year after the institute. LS process is described on pages 5 & 9. Table 2 below identifies each group of CIELO scholars, recruitment source; professional development; and added credential authorization or MA degree earned by the end the project.

Goal 2: CIELO scholars dev/deliver ling./cult. responsive lessons in DI & GE/ELD clssrms

Objective 2.1: Develop an intensive one-week ELD/STEM institute with one-year of LS follow-up support
Objective 2.2: 100% of CIELO scholars incorporate the OPAL domains in lessons

EL Curricular Access. The CIELO one-week summer institute's focus is on ELD strategies and effective practices facilitating STEM curriculum access for ELs. It is followed by one-year of Lesson Study (LS). Needs assessment meetings with OUSD in-service teachers will be conducted the year prior to an institute. Meeting outcomes will guide teacher-driven content and LS follow-up. At the core of the ELD component is the research-based Observation Protocol for Academic Literacies (**OPAL**) training (p. 5/9). OPAL will be used to design and reflect on LS lessons.

Table 2: CIELO scholar population recruited, professional development and credential authorization or degree sought

Scholar Population	Recruitment Sources	Institute & Lesson Study	Credential Authorization or MA
Bilingual pre-service (112)	University support programs Information fairs Educorps	Yes, during program year	Credential w/Bilingual Authorization
In-service teachers (75)	OUSD (50)	Yes, for two years*	None
	DI from the state (25)	Yes, for one year	
Paraprofessionals (10)	OUSD (5)	Yes, for two years*	None
	DI from the state (5)	Yes, for one year	
MA candidates (20)	Statewide	OPAL & LS in program	10 - MA in Education w/EL focus

Years 2 & 4 the Institute will be for K-2 teachers; year 3 & 5 for 3-5. OUSD will engage for both years. DI teachers from the state will be required to participate for one year with the option of returning for the second year.

Pre-service scholars will be involved in the institute the summer prior to starting the BAP and in LS throughout the year they are in the program. OUSD in-service teachers will attend an institute every other year as outlined in Table 3 below followed by a year of support through LS. They will have a second year to continue refining their practice before they participate in the second institute. The paraprofessionals will follow this same schedule. DI and paraprofessionals from outside OUSD, will commit to one summer institute, followed by one year of LS; engagement in CIELO for a second year will be optional.

Scholars will work in LS grade level teams with a CIELO facilitator to plan/modify a lesson guided by the OPAL indicators. Each team will consist of pre-/in-service teachers and paraprofessionals. A team member will teach the lesson, that will be observed or video taped.

After the observation, the team will reflect and further refine the lesson to be re-taught to different students. This observation and reflection process will occur and repeated twice each year. CIELO LS Rubrics and data collection is described in objectives 2.3 – 2.5 below on p. 6.

Table 3: CIELO scholars participating in project professional development

Scholar Group	Summer Institute Years	Lesson Study Years
Bilingual pre-service*	2018 - 2022 (Yrs. 2 - 5)	2018 – 2021 (Yrs. 2 - 5)
In-service teachers (K-2)	2018 & 2020 (Yrs. 2 & 4)	2018-19 & 2020-21 (Yr. 2 & 4)
In-service teachers (3-6)	2019 & 2021 (Yrs. 3 & 5)	2019-20 & 2021-22 (Yr. 3 & 5)
Paraprofessionals (K-2)	2018 & 2020 (Yrs. 2 & 4)	2018-19 & 2020-21 (Yr. 2 & 4)
Paraprofessionals (3-6)	2019 & 2021 (Yr. 3 & 5)	2019-20 & 2021-22 (Yr. 3 & 5)
MA scholars (K-2)	*OPAL introduced in courses*	*Implemented in key assignments*

** Bilingual pre-service scholars - one project year. Each project year a new will participate in the institute the summer prior to program entry and in LS throughout year.*

STEM Content. CIELO STEM content will focus on students' critical thinking and collaborative problem-solving skills that extend beyond the clasroom. In this teacher-driven (p. 3) model, scholars learn to engage students in discussions of complex ideas and provide opportunities for students to become more effective users of English (WCER, 2017). These opportunities support in understanding other's thinking, modeling complex/precise language, and focus on students' science and mathematical thinking that addresses students' community, cultural, and linguistic funds of knowledge (MacDonald & Molle, 2015; Quinn, 2015).

***Objective 2.3*:** 90% of CIELO scholars' pre-post OPAL Domain rubric scores demonstrate an upward, positive trend

***Objective 2.4*:** 90% of CIELO scholars' Team Reflections yield a minimum OPAL Domain rubric score of 4 (scale 1-6)

Objective 2.5: 90% of CIELO scholars' Team Reflections scores correlate (.80) with OPAL Facilitator scores

The OPAL rubrics and LS cycles support scholars in developing and reflecting on their lessons. The four domains and indicators are intertwined with math and science content. Two CIELO reflection rubrics (Self-Reflection and Team-Reflection) will capture scholars' progress as they incorporate OPAL indicators in their practice. Scholars complete three Self-Reflection rubrics each year – beginning, middle and end of the year. This rubric's focus is on the scholars' overall practice. At the end of each LS cycle, teams will complete a Team-Reflection rubric – two per year – to reflect on how well their lesson addressed the OPAL indicators. Facilitators rate the team's performance at the end of the each cycle – two per year. These two rubrics will be triangulated to balance the self-reporting nature of the Team Reflection scores.

Objective 2.6: English language proficiency scores of DI ELs show significant increases (.05) over GE ELs **[AP]**

Objective 2.7: 3rd–5th grade math achievement scores of DI ELs show significant increases (.05) over GE ELs **[AP]**

The project compares differences between ELs' language proficiency scores in OUSD GE/ELD classrooms (control group) and DI classrooms (experimental group) in Kindergarten thru fifth grade, using the English Language Proficiency Assessments for California (ELPAC).

The ELPAC is comprised of two separate assessments – initial identification and annual summative assessment (CDE, 2017). In grades third thru fifth, ELs' mathematics achievement scores are compared using the CA Assessment of Student Performance and Progress' (CAASPP) (CDE, 2014). They will take both sections of the Smarter Balanced Summative Assessment in Mathematics – the computer-adaptive test and the Performance Task (PT). Both are based on California Common Core State Standards for Mathematics.

Goal 3: Increase target language proficiency bilingual CIELO scholars

Objective 3.1: Increase bilingual scholars' essential Spanish vocabulary in Math and Science **[IP1]**

After teaching for the past 19 years in English-only programs, many bilingual teachers need to develop Spanish academic language skills to teach in DI programs. CIELO will conduct two parallel summer institutes – one in English, the other in Spanish. Both will have the same STEM content (p. 5) – only the delivery languge is different. The LS cycles will support/maintain the academic language developed. Institute materials include Spanish vocabulary lists that will be reinforced in LS. Scholars will identify key vocabulary for their lessons. The CIELO Math/Science Vocabulary Test measures gains in Spanish content vocabulary.

***Objective 4.1*:** 100% of pre-service scholars serve 10 family-community engagement hours/year
Objective 4.2: 100% of pre-service scholars apply key family-community engagement principles

NEA (2008) urges higher education institutions to integrate parent, family, and community involvement in education into teacher and administrator preparation programs. The CIELO bilingual pre-service scholars will learn various strategies for family/community engagement in programmatic coursework. They will observe and learn how schools implement strategies, the intricacies and the potential roadblocks. Pre-service scholars will provide ten hours of parent-community engagement service for the OUSD Parent Resource Center or their assigned school.

Scholars will reflect on their service and what they learn in a Family/Community Engagement Reflective Journal. The focus will be on eight key principles (e.g., communications with parents, connecting parents to local services, etc.). At the end their supervisor will review/score their completed the CIELO Family/Community Engagement Competencies Tool.

A.2.a. Guide to Possible Replication of Project Activities.

CBMS faculty have a strong statewide reputation for preparing highly qualified pre-service bilingual teachers with in-depth knowledge of effective practices for teaching ELs. Faculty have presented at state/national conferences. Facilitation of possible project replication will be accomplished through: (a) the *CIELO webpage* (e.g., posting of institute agendas, materials, evaluation findings, showcasing community engagement achievements), (b) a VIDEO scholars' work and testimonials (link to video of current NPD grant), and (c) statewide presentations.)

A.2.b. Research supporting the CIELO Project design

i. Professional Development Design - OPAL. All scholars will receive OPAL training (p. 5). OPAL is a researched-based classroom observation tool used as a formative assessment of instruction, including skills, abilities, and dispositions. OPAL indicators are organized under four domains:

- *Rigorous and relevant curriculum* (The curriculum is complex, relevant, challenging and appropriate for linguistically diverse populations.)
- *Connections* (Providing opportunities for students to link content to their lives, histories, and realities to create change.)
- *Comprehensibility* (Instruction allows for maximum student understanding and teachers use effective strategies to help students access content.)

- *Interactions* (Participation structures allows interactions that maximize engagement, leadership opportunities, and access to the curriculum.)

OPAL is aligned to the California Standards for the Teaching Profession (California Department of Education, 2009) and the National Board for Professional Teaching Standards (U.S. Department of Education, 2002) (Armas & Lanvandez, 2011). Application of the OPAL indicators into the math and science lessons will ensure accessibility of the content for ELs.

Lesson Study (LS). A key feature of CIELO's PD is the yearlong follow up through two LS cycles (p. 5). "Lesson study is a structured process adapted from Japan that enables small groups of teachers to plan, observe, analyze, and refine actual classroom lessons" (Armstrong, 2011). The essential structure of each cycle must include well-designed processes of goal-setting, research lesson planning, data collection, discussion, and revision (Lewis, Perry & Hurd, 2004). Perry, Lewis, & Akiba (2002) (as cited as cited in Lewis, et.al., 2004) identified seven key elements (.e.g., increasing knowledge of subject matter and instruction, the ability to observe students, the development of collegial networks, connecting daily practice to long-term goals, etc.).

The yearlong LS provides continued interaction between facilitators and users fostering a support system that addresses teachers' needs as they implement lessons (Kotar and Monet, 2008). CIELO's teacher-driven PD model (p. 3) facilitates the transfer of PD content to their ongoing practice (Colbert, Brown, Choi, and Thomas, 2008; Armas & Lanvandez, 2011).

STEM Practices

This institute engages scholars in culturally responsive, sustainability-based, STEM curriculum emphasizing eco-social justice that aligns to Next Generation Science Standards (NGSS) (Miller et al., 2015). Eco-social justice combines social justice and environmental

sustainability to create diverse, democratic, and sustainable communities (Martusewicz et al., 2014). Social justice and environmental sustainability are interconnected and crucial to working with and for underserved communities, who are disproportionately impacted by environmental problems (CU Environmental Center, 2017; NAACP, 2017). The institute empowers educators to engage students in experiential learning, scientific inquiry, and the engineering design process, while addressing local environmental challenges. This approach motivates students to learn about real-world problems and solutions, and emphasizes interdisciplinary learning, project-based experiences, and student-centered teaching (Soper et al., 2015).

ii. Dual Immersion Programs & Target language development

The research on bilingual education program models concludes that ELs are best served by programs that provide effective, sustained instruction in students' primary language and in English (Thomas & Collier, 1997; Marian, Shook & Schroeder, 2013; Howard, Sugarman, Christian, 2003). California's proposition 58 has promoted the development of dual immersion programs (Ulloa, 2016; Carver-Thomas & Darling-Hammond, 2017). Research affirms that the use and development of native language is essential for conceptual, social and academic growth, yet a fair number of bilingual teachers are not confident about their ability to deliver content in Spanish (Guerrero & Valadez, 2011). Aquino-Sterling (2016) promotes a focus on content-/task-based strategies to develop *pedagogical Spanish*. The Spanish bilingual scholars will participate in the CIELO Spanish Summer Institute. The project-based institute content and LS support will enable bilingual scholars to increase pedagogical Spanish.

iii. Parent/Community Engagement

The Every Student Success Act (ESSA) (2015) requires schools receiving federal funding to have a written parent, family and community engagement policy. One of the strategies to

develop partnerships and improve student academic achievement states that all instructional personnel need to be educated in the value and utility of parents as equal partners in their children's education. Moreover, Heller & Fantuzzo, (1993) found that parent engagement has a positive effect on student achievement. Therefore, CIELO will introduce parent engagement strategies and require pre-service scholars to participate in parent/community activities.

A.3. Strong Theoretical Support for CIELO

The CIELO PD design incorporates components from five WWC intervention reports. The one week ELD/STEM summer institute (Obj. 2.1) mirrors Allen, Pianta, Gregory, Mikami & Lun (2011) (WWC 061615) professional development structure where teacher scholars attended an initial workshop-based training followed by personalized coaching.. As in CIELO, the focus was to improve teacher-student interactions. CIELO LS team meetings will support scholars as they implement strategies to foster effective teacher-student interactions. In addition, they will complete the CIELO Teacher-Student Interaction Observation Rubric at the end of each LS cycle.

As in Granger, Bevis, Saka & Southerland (2010) (WWC 060512) approximately half of the CIELO in-service teachers will be from grades third through fifth. CIELO scholars in the ELD/STEM Institute will receive science as well as math content and pedagogical instruction (p. 5). Similar to the Granger, et.al., study, in grade level groups, scholars will develop lessons and reflect on their practice through two, yearlong LS cycles (pp. 4&9). As in their study, physical science will be CIELO's focus science discipline. However, CIELO will also focus on mathematical achievement.

Three OPAL domains (i.e., Rigorous & Relevant Curriculum, Interactions, Connections) align perfectly with Saunders (1999) (WWC 102606) and theoretical principles.

He advocates for instruction that consistently challenges students academically, builds upon and makes explicit connections between students' existing knowledge, skills and experiences and the academic curriculum to be learned, addresses both meaning, skills and higher order thinking, and provides complementary portions of student- and teacher- centeredness. The application of OPAL's Comprehensibility Domain indicators will also ensure EL accessibility to math and science content.

In addition to the project design/WWC alignment, the CIELO parent/community engagement objectives are supported by the targeted strategies implemented by the ALAS Project (2006) (WWC 100506). It is an intervention designed to reduce drop out rates by addressing student, school, family and community factors. The parent engagement strategies implemented were: a. providing teacher feedback to parents and students; b. teaching parents how to participate in schools and to manage their child's behavior; c. providing recognition and bonding activities; and d. connecting students and families with community services. This study found that at the end of the intervention, 98% of ALAS students were significantly more likely to be enrolled in school when compared to 83% of the control group students. The CIELO Parent/Family/Community Engagement Tool supports scholars in recognizing essential features, such as the ones ALAS implemented.

B. *QUALITY OF PROJECT PERSONNEL*

B.1 Employing Persons from Underrepresented Groups

The CSU, Chico Affirmative Action program ensures equal opportunities in employment and educational programs for all, regardless of ethnicity, color, gender, religion, sexual orientation, identity, national origin or physical ability. The proposed project staff is highly diverse. In the event that a staff member resigns, a search will be conducted to attract a diverse

pool of highly qualified underrepresented and minority candidates. A variety of recruitment outreach procedures will be employed (e.g., advertising on the CSU, Chico Research and Sponsored Program (RSP) and the Diversity Office website, announcements in local outlets, etc.).

B.2. QUALIFICATIONS, RELEVANT TRAINING AND EXPERIENCE: PROJECT CO- DIRECTORS

Esther L. Larocco, Ph.D., Co-Director, a tenured Professor in the School of Education (SOE), is the current BAP Coordinator. She was the first bilingual teacher in Chico, developing, with district officials, a transitional bilingual and, later, a dual immersion program. She taught in the graduate and undergraduate programs focusing on the academic and language development of ELs. Her doctoral dissertation was awarded second place in the National Association for Bilingual Education's 2000 Outstanding Dissertations Competition. She has participated in the development and implementation of seven grants awarded by the US Department of Education (USDOE) to the CSU, Chico CBMS since 1985. Dr. Larocco will commit 20% of her academic year and designated summer time each year. Her responsibilities will include, but not be limited to coordinating with partners, co-managing project design and implementation, analyzing and disseminating project data and guiding continuous programmatic improvements.

Charles Zartman, Ph.D., Co-Director, is a tenured Professor in SOE and is the CBMS Director. He worked in the development/management of ten funded USDOE projects totaling ~ $8.7 million since 1985. He served as a Board member of the California Council on Teacher Education (CCTE) from 2008 to 2012. He was also chair of the California Commission on Teacher Credentialing (CCTC) Bilingual Certification Design Team, charged with the development of the current standards for the California Bilingual Authorization. He will commit 20% of his academic year and designated summer time. Among his duties, he will co-manage

program activities, advise participants, manage the office, oversee the budget, and work with the external evaluator to write/submit the USDOE reports.

B.3. QUALIFICATIONS, RELEVANT TRAINING AND EXPERIENCE: KEY PROJECT PERSONNEL

ELD Experts – Nora Aguilar-McKay and Elizabeth Stevens hold Bilingual Authorizations and will help design and implement summer institutes, and facilitate yearlong LS cycles. They serve as lecturers in the CSU, Chico SOE. ***Ms. Aguilar-McKay*** also holds a special education and administration certifications. She has over a decade of experience in bilingual and special education and has served as charter school administrator. Ms. Aguilar-McKay teaches courses in the BAP, undergraduate program prerequisites. ***Ms. Elizabeth Stevens*** has three years of secondary teaching experience, nine years of experience teaching English instructional methodology to Republic of Korea teachers, and six years of experience at the university level teaching and supervising bilingual teacher candidates. Ms. Stevens also holds both Multiple Subject and Single Subject (Spanish and Social Science) credentials.

Lesson Study Facilitators - will facilitate yearlong LS cycles; and under the guidance of the Co-PIs collect and analyze scholars' data. In addition to Ms. Aguilar-McKay and Ms. Stevens, ***Frances Kidwell, Ed.D.,*** is a facilitator. She is a lecturer in SOE and has a single subject credential. Her doctorate is in Educational Leadership, with a focus in Curriculum and Instruction. She has fifteen years of experience as a County Assistant Superintendent, two years as a district curriculum coordinator, and eleven years as a Social Science teacher.

STEM Experts – are CSU, Chico faculty collaborators in designing and presenting CIELO institutes' STEM Content. ***Carolina Alvarado, Ph.D.*** is an Assistant Professor with a specialty in Science Education curriculum development, and implementing technology in the teaching and learning of Physics. ***Christine Herrera, Ph.D.*** is an Assistant Professor specializing in Math

Education, curriculum development, and the relation between understanding of math concepts and proof comprehension. ***Pablo Cornejo-Warner, Ph.D.*** is an Assistant Professor with a specialty in Civil Engineering and sustainability frameworks for water treatment systems.

Cathryn Carkhuff, serves as the Recruiter/Advisor/Office Manager for CIELO. She holds a B.A. in Social Work and a M.A. in International and Multicultural Education. She worked with citywide youth projects. She recruits pre-service bilingual teachers and in-service teachers, enters data, works with the external evaluator and Co-PIs to maintain project records, and assists Co-PIs in facilitating the family/community component documentation.

Joana Castañeda is the District Liaison. She holds a MA and Bilingual/Crosscultural teaching credential from CSU, Chico. In this project, Ms. Castañeda will participate in in-service activities, offer additional onsite support for teachers, and assist with scheduling of LS meetings.

External Evaluator: ***John J. Hoover, Ph.D.*** (team leader) is Associate Professor of Research in the SOE at the University of Colorado, Boulder (CU) where he conducts research, prepares educators, and directs graduate level educator preparation programs leading to state teaching endorsements for working with ELs and students with disabilities. Dr. Hoover taught diverse students and their teachers in high poverty rural areas, highly populated with Hispanic and American Indian population. He is author or co-author of over 75 publications, many devoted to the instruction and assessment of ELs. He has extensive experience and formal education in program evaluation, design and methodology and statistical analyses.

Evaluation Team Member: Dr. Chao Wang (40%). Dr. Wang is a Research Associate in the BUENO Center at CU. She specializes in linguistic and sociocultural evaluation and assessment of ELs. She has over eight years of experience compiling, analyzing, and reporting on large-scale data sets using various statistical and interpretative methods. She has also researched on IES and

NSF-funded projects on developing and evaluating measures of formative assessment practices, reading methods of ELs and teacher classroom behaviors.

C. *QUALITY OF THE MANAGEMENT PLAN*

C.1. Management plan includes clearly defined responsibilities, timelines, and milestones

Project Completion Within Budget. Safeguards are in place at CSU, Chico to ensure institutional and Co-PI fiscal responsibility in project completion (a) quarterly budget meetings with RSP accounting staff to review expenditures and ensure accurate allocations, (b) quarterly reporting to funder, (c) annual review of budget expenses to reconcile charges to grant, and (d) strategically planned task expectations of project staff detailed in Tables 5 and 6 below. Additional procedures to ensure formative feedback about project task completion will occur as described in the Evaluation Section D.3. Adherence to these safeguards, management plan tasks, along with the formative feedback loop (see page 27), fiscal responsibility will be maintained through completion of tasks within established timelines and budgetary parameters.

CIELO GPRA Measures are identified in Table 4 below :

Table 4: GPRA Measures

Measure	Baseline	Target
1. Number/percentage of pre-service project completers	0 of 112	112 of 112
2. Number/percentage of in-service project completers	0 of 75	75 of 75
3. Number/percentage of state-endorsed program completers	0 of 122	122 of 122
4. Percentage of completers rating project as effective	0	100%
5. Percentage of school leaders, other educators, employers of program completers who rate project as effective	0	100%
6. Percentage of completers rating Comm. Engagement effective	0	100%

The five-year Management Plan (see Tables 5 – 7) details project milestones, dates and performance measures for the key project activities of recruitment and training for CIELO's scholars, and bilingual pre-service teachers' community engagement activities. During Year 1, CIELO staff will be trained in OPAL and LS. CIELO faculty will conduct informal needs assessments meetings with OUSD K-2 teachers starting in Year 1, and with grades 3-5 teachers in Year 2. This process continues Years 3 – 5. Table 11 details the milestones for accomplishing project tasks and objectives. These tasks are keyed to evaluation questions in the D. p. 23.

C.2. APPROPRIATE, ADEQUATE TIME COMMITTED TO GRANT.

Table 5 shows the amount of annual personnel time allocated across activities. The Co-PIs each receive a .2 FTE release for project responsibilities. In order to provide year-round, twelve-month access to all project services, project staff will work a total of 450 days per year to ensure goals and objectives are addressed in the areas critical to the success of CIELO (e.g., recruitment, project/institute development, etc.). The recruiter/advisor will work thirty hours per week during the academic year and summer. STEM faculty will develop the institute's science and math content, problem-based instruction in Spanish and English. ELD faculty will present best practices for ELs, OPAL and together with Dr. Kidwell will facilitate LS cycles.

Table 5: CIELO Activities schedule (summer and academic year)

PARTICIPANTS	YEAR 1 2017-18	YEAR 2 2018-19	YEAR 3 2019-20	YEAR 4 2020-21	YEAR 5 2021-22
FACILITATORS	OPAL & Lesson Study Training	Summer 2018 K-2 Institute Lesson Study	Summer 2019 3-5 Institute Lesson Study	Summer 2020 K-2 Institute Lesson Study	Summer 2021 3-5 Institute Lesson Study
IN-SERVICE K-2	Informal Needs Assessment Meetings	Summer 2018 K-2 Institute Lesson Study	Informal Needs Assessment Meetings	Summer 2020 K-2 Institute Lesson Study	
IN-SERVICE 3 – 5 grades		Informal Needs Assessment Meetings	Summer 2019 3-5 Institute Lesson Study	Informal Needs Assessment Meetings	Summer 2021 3-5 Institute Lesson Study
PRE-SERVICE		Summer 2018 K-2 Institute Lesson Study	Summer 2019 3-5 Institute Lesson Study	Summer 2020 K-2 Institute Lesson Study	Summer 2021 3-5 Institute Lesson Study
PARAPROS K-2		Summer 2018 K-2 Institute Lesson Study	Informal Needs Assessment Meetings	Summer 2020 K-2 Institute Lesson Study	
PARAPROS 3 – 6 grades			Summer 2019 3-5 Institute Lesson Study	Informal Needs Assessment Meetings	Summer 2021 3-5 Institute Lesson Study

Table 6: Responsibilities, timelines, milestones, and adequate annual time commitments

Milestones to Accomplish Objective	Completed by	Staff Person/Days*	Performance Measures
OBJ. 1.1: Prepare 217 bilingual educators (pre-service, in-service, paraprofessionals)			
1.1a. Recruit, identify and serve pre-service candidates	On-going	R**/35 Co-PIs/2	List of recruitment events, sign-in sheets, and pre-service scholars
1.1b. Identify and serve OUSD DI & GE in-service teachers and paraprofessionals	10/2017-10/2018	CoPIs/2, R**/25 OUSD Liaison/2	List of in-service teachers
1.1c. Recruit and identify and serve statewide DI in-service teachers and paraprofessionals	10/2017-10/2018	CoPIs/2 R**/10	List of in-service teachers
1.1c. Develop/maintain CIELO webpage	On-going	R**/15	CIELO web page
OBJ. 2.1. Develop an intensive one-week ELD/STEM institute with one-year of Lesson Study follow-up **(WWC 061615 & 060512) [AP/CP1]**			
2.1a. Facilitate Needs Assessment Mtgs.	On-going	STEM Faculty/6 Co-PIs/4 & Liaison/4	OUSD teacher sign-in sheets, mtg. summaries, & institute content

* Days per year **R = Recruiter-Advisor-Office Staff

Table 6: Responsibilities, timelines, milestones, and adequate annual time commitments (con't)

Milestones to Accomplish Objective	Completed by	Staff Person/Days*	Performance Measures
2.1b. Plan/provide 4-day Inst. In English	On-going	All staff/120	Meeting rosters & summaries, institute agendas & PPTs
OBJ. 2.2: 100% of CIELO scholars incorporate the four OPAL domains in lesson designs **(WWC 102606) [AP/CP 1]**			
2.2a. Collaborate w/ELD/STEM faculty	On-going	All staff/60	Meeting rosters & summaries, institute agendas & PPTs
2.2b. Lesson Study (LS) follow-up	On-going	LS Facilitators/27	Meeting rosters & data collection
OBJ. 2.3: 90% of CIELO scholars' pre-post OPAL Self-Reflection rubric scores demonstrate an upward, positive trend **[AP]**			
2.3a. Collect and analyze S-R scores	Sept/Dec/May	LS Facltrs collect/3 R** data input/6 Co-PIs analyze/6	Meeting rosters, OPAL Self-Reflection rubric, data spreadsheets, annual report

* Days per year **R = Recruiter-Advisor-Office Staff

Table 6: Responsibilities, timelines, milestones, and adequate annual time commitments (con't)

Milestones to Accomplish Objective	Completed by	Staff Person/Days*	Performance Measures
OBJ. 2.4: 90% of CIELO scholars' Team Reflections yield a minimum OPAL Domain rubric score of 4 (scale 1-6) **[AP]**			
2.4a. Collect and analyze Team scores	Dec/May	LS Faclttrs collect/6 R** data input/4 Co-PIs analyze/4	Meeting rosters, OPAL Team-Reflection rubrics, data spreadsheets, annual report
OBJ. 2.5: 90% of CIELO scholars' Team Reflections scores correlate (.80) witb OPAL Facilitator scores **[AP]**			
2.5a. Collect/analyze Facilitator scores	Dec/May	LS Faclttrs score/6 R** data input/1 Co-PIs analyze/2	OPAL Facilitator-Reflection rubrics, data spreadsheets, annual report
2.5b. Triangulate Team/Facilitator scores	Dec/May	Co-PIs analyze/2	OPAL Team/Facilitator Reflection rubrics, spreadsheets, annual report
OBJ. 2.6: English language proficiency scores of DI ELs show significant increases (.05) over GE ELs **[AP]**			
2.6a. Collect/anal DI ELs ELPAC scores	October, Yrs 2-5	Liaison collects/1 Co-PIs analyze/2	ELPAC EL score report & CIELO annual report
2.6b. Collect/anal GE ELs ELPAC scores	October, Yrs 2-5	Liaison collects/1 Co-PIs analyze/2	ELPAC EL score report & CIELO annual report

* Days per year **R = Recruiter-Advisor-Office Staff

Table 6: Responsibilities, timelines, milestones, and adequate annual time commitments (con't)

Milestones to Accomplish Objective	Completed by	Staff Person/Days*	Performance Measures
OBJ. 2.7: 3rd–5th gr mathematics achievement scores of dual immersion ELs show significant increases (.05) over GE ELs **[AP]**			
2.7a. Collect/anal. DI ELs CAASPP math	October, Yrs 2-5	Liaison collects/1 R**/2 Co-PIs analyze/2	CAASPP EL score report, spreadsheets, CIELO annual report
2.7b. Collect/anal. GE ELs CAASPP math	October, Yrs 2-5	Liaison collects/1 R**/2 Co-PIs analyze/2	CAASPP EL score report, spreadsheets, CIELO annual report
OBJ. 3.1: Increase bilingual scholars' essential Spanish vocabulary in Matbematics and Science **[IP 1]**			
3.1a. Plan/provide 4-day Inst. in Spanish	On-going	2 STEM experts/24 Co-PI/4	Meeting rosters & summaries, institute agendas & PPTs
3.1b. Adm./anal. Span. M/S vocab. test	On-going	Co-PI, Larocco/6 2 STEM experts/12	Meeting rosters & summaries, institute agendas & PPTs
OBJ. 4.1: 100% of pre-service scholars complete 10 school/community engagement hours annually **(WWC 100506) [CP1/CP2]**			
4.1a. Pre-s. tchrs volunteer in com. Proj.	Years 2 - 5	Co-PIs/4 Liaison/6	Attendance verification form Community engagement journal

* Days per year ** R = Recruiter-Advisor-Office Staff

Table 6: Responsibilities, timelines, milestones, and adequate annual time commitments (con't)

Milestones to Accomplish Objective	Completed by	Staff Person/Days*	Performance Measures
OB. 4.2: 100% of pre-service scholars apply five key family-community engagement principles **[CP1/CP2]**			
4.2a. Administer/analyze. CIELO Community Engagement tool	Years 2 - 5	Co-PIs/4 Liaison/6	Community engagement journal CIELO Comm. Engmnt Tool
	Total	**450 days**	

* Days per year
* R-A-OS – Recruiter-Advisor-Office Staff

D. QUALITY OF PROJECT EVALUATION

D.1. Evaluation methods are thorough, feasible, and appropriate to the goals, objectives

The project evaluation will be conducted by a University of Colorado Boulder's Research and Methodology (REM) department and the BUENO Center team of three program experts with extensive experience and formal education in program evaluation, design and methodology, and statistical analyses. Guidelines for evaluation of federally funded programs found in Fitzpatrick, Sanders, & Worthen's (2011) evaluation guide frame the Evaluation Plan, which includes both internal and external, formative and summative levels: ***Level I*** (Operations) - project's relationship to its partner and supports from the environment, addressing internal operations of the project (e.g., needs assessments institute delivery); ***Level II*** (Content) – content training and application aspects; and ***Level III*** (Delivery) – scholars' within parent-community engagement structures as summarized in Table 7.

The external evaluation team (Hoover, Wang, REM Statistician) will adhere to the timelines and criteria in conducting the evaluation, using the tools identified in Tables 7 and 8. Under the direction of the evaluation team leader (Hoover), they will report to the Co-PIs working in conjunction with project staff and scholars to gather evaluative information in a timely manner, establish and maintain scholar project database, manage and analyze all project tools via Google docs or similar online structure, and analyze annual math and language test scores.

External evaluators will oversee the survey administrations, conduct interviews, and analyze all formative and quantitative data gathered through use of the various evaluation tools and rubrics. Evaluator Hoover will also attend, either onsite or virtually, a project monthly meeting once per semester. The external evaluation team will generate and submit brief periodic interim reports as necessary, annual project reports, and assist with the final report.

Quantitative and qualitative pieces of evidence are gathered for each of the four Goals:

Goal	***Quantitative Data***	***Qualitative Evidence***
1	217 Scholars OPAL Trained	District Pool; OPAL groups; grade-schools
	112 receive Bilingual Certificate	Placement descriptions
	30 MA degrees awarded	Course Evaluations; Annual Feedback/Rubrics
2	Multiple lesson plans	Thematic evidence of OPAL domains/Interactions
	OPAL self/team/facilitator Ratings	Team Facilitator narrative feedback
	Math/Language EL scores	Instructional observation narratives
	Rubrics scores on interactions	Narrative on teacher-student interactions
3	Two syllabi/Reviewer ratings	Syllabi/Narrative summaries from reviewers
	Spanish proficiency scores	Scholar narratives, open ended test items
4	Engage. Rubric scores/10 logged hrs.	Community plans/written reflections on activities

Table 7: Input-Process-Output Design to Evaluate Achievement of Project Goals

LEVEL	**RESOURCES**	**ACTIVITIES**	**EVAL CRITERIA**	**DATES**
I. Operations	*(Input)*	*(Process)*	*(Output)*	*(Completion)*
Goal 1: Increase pool of highly effective bilingual educators (112 Preservice;75 Inservice; 10 Paraprofessionals; 20 MA cand.)				
* *Prepare 217 Educators*	CoPIs/PD; Dist. Staff	Recruit/Prof Dev/Coaching	217 educators recruited	1/18
* *Complete Training*	CoPIs/PD/Instructors	Deliver courses/Prof Dev	217 trained/Clinical Practice	10/18-Annual
* *Bilingual Auth./MA*	CoPIs/Univ Superv.	Complete all training	122 newly endorsed scholars	Project End
Goal 2: CIELO scholars develop and deliver linguistically/culturally responsive lessons in dual immersion and GE programs				
* *CIELO Trainings*	CoPIs/Univ Inst.	Complete clinical practice	Pass clinical/Positive ratings	12/17-Annual
* *Lsn develop/observations*	Obs./Co-PIs/EE/Sch.	Observe (3)	OPAL Team/Faciltr Rbrc sc	Two per year
* *Self-Ratings*	Scholars/Ext. Eval.	Self-Reflection Rubric (3)	OPAL Self –Reflctn scores	Three per year
* *Improvve Eng. Lang. Prof.*	State Assessments	Complete language assess	ELCAP scores	Spr Annual
* *Improve EL Achievement*	State Assessments	Complete Math assess	CAASPP scores	Spr Annual
* *Improve Interactions*	Coursework	Coaching/Mentoring	Tool self/observation ratings	Two per year
II. Content	*(Input)*	*(Process)*	*(Output)*	*(Completion)*
Goal 3: Increase language proficiency of scholars Bilingual Authorization Programy-BAP)				
* *Improve Scholar Spanish*	Instructors/Courses	Complete *CIELO Parcial*	Spanish Prof level Growth	Spr 19-Annual

LEVEL	RESOURCES	ACTIVITIES	EVAL CRITERIA	DATES
II. Delivery				
Goal 4: Develop, Implement, and Sustain Community Engagement				
**Community Engagement*	Courses: EDTE 570	Complete Parent Courses	Engagement Plan	8/17 & 6/19
Plan/Implementation	& EDTE 676A	Visit local community sites	Share Engage. Plan	5/19 & 5/21
**Community Engagement*	PI/Instructors/Comm.	Complete annual service hrs.	Logs of 10 annual hrs.	Annual
* *Self-ratings*	Family-Engage Tool	Self-rate engagement skills	Self-perception growth	Spr-annual
* *Reflection on 5 Key*	Course Instructors	Generate written reflection	5 Engagement skills usage	Spr-annual
Family-Comm. Principles				

D.2. Extent methods produce effectiveness meeting WWC standards criteria

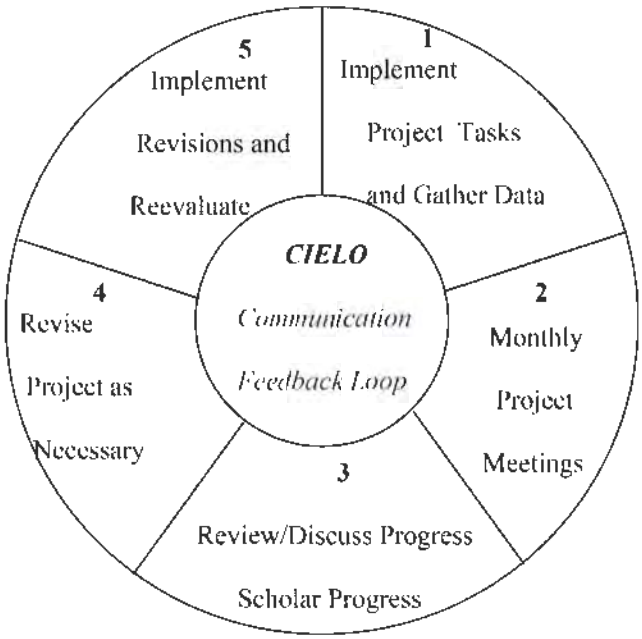
Project Goal 2 aims at examining the effectiveness of the CIELO training on both the English language proficiency and Mathematics achievement of English Learners (ELs) in Dual Immersion (DI) as compared to ELs receiving General Education + ELD (GE/ELD) instruction.

A quasi-experimental design will be used with post score comparisons (Cook & Campbell, 1979), controlling for pretest data. Careful attention was paid to the four key factors (distinct groups, baseline equivalence, no confounding factors, eligible outcomes) to meet What Works Clearinghouse (WWC) standards without random assignment, when we designed our quasi-experiment study

and developed the data analysis plan. We will track the same students from Summer 2018 through Summer 2022. In Year 1, 135 K-1 ELs from one elementary school will be randomly selected through a lottery to be in the DI model, and those not selected stay in GE/ELD model along with others who choose to stay in this model (n=270; 135 dual language; 135 GE/ELD). The students, either in the DI program or the GE/ELD program, will stay in the same program for each subsequent year. Some parents may opt to stay in the GE/ELD program, which means they do not have random assignment. We will identify initial differences between this small subsample of students and the two DI and GE/ELD groups. We will collect pretest and background information on all the students to detect initial differences in the student sample and use a regression model (e.g. ANCOVA) that includes the baseline measure as a covariant. English Language Proficiency Assessment for California (ELPAC) scores will be obtained each year for all five years, and California Assessment of Student Performance and Progress (CAASPP) will be obtained in third through fifth grade.

D.3. Procedures provide performance feedback and periodic progress assessment

Figure 1: CIELO communication feedback loop



Looping Communication Process: To monitor scholar progress and make continuous project improvements staff will meet monthly to review progress; current issues; and upcoming program tasks, events, courses, advising needs, etc. illustrated in the figure above. Feedback provided by partners and scholars will be obtained through end of semester/annual meetings, in which staff and partner members share and discuss progress, issues or supports that arise as scholars progress throughout the five-year project. Also, during each project year, scholars will be provided a forum (e.g., institute evaluations; participant interviews) to share feedback about the objectives, fieldwork, and facilitator support, as well as issues, concerns and potential adjustments necessary to best meet their needs. The project staff will use formative feedback to make adjustments based on both the quantitative and qualitative data described above. A database containing all project education data, including demographics, self-assessments, observations, and language and math scores will be maintained to facilitate data analyses.

D.4. Methods of evaluation provide valid/reliable performance data on relevant outcomes

A 4-member staff/partners advisory committee with expertise in EL education and research design/measurement will critically review evidence collection procedures and analytical plans, and assess appropriateness/robustness of tools/methods used to collect data to ensure collection of reliable and valid evidence, as framed in Table 8 below followed by discussions and descriptions of the evaluation tools.

Project Goal 1. Evaluation includes descriptive statistics documenting BAP and/or MA completion, grades, placements in school settings educating ELs, as well as observation scores in delivering integrated lessons incorporating ELD strategies in the STEM disciplines. *Goal 1* results in the awarding of 112 Bilingual Authorizations and 10 MA degrees with EL emphasis, and 75 in-service teachers and ten paraprofessionals become highly effective EL educators.

Table 8. Evaluation Samples, Measnres, Schedules, and Analysis for each *CIELO* Goal

CIELO Goal	Sample	Measnres	Collection Sch.	Analytic Approach
1. Increase pool of highly effective bilingual and ESL educators; MA	*(112 Pre-service; 95 In-service; 10 Paraprofessionals)*	Course Syllabi OPAL PD Transcripts Graduate rate	Each semester Each semester Project end	Descriptive analysis – EL Courses/Database Job Placement 30 Scholars-MA Degree
2. CIELO scholars develop and deliver linguistically/culturally responsive lessons in dual language and ESL	*(112 Pre-service; 95 In-service; 10 Paraprofessionals)* *270 ELs (Yr 1)* *500 ELs (Total)*	*Tool:* OPAL Self/Team/Obs. *Tool:* Teach-Stud Interactions *Tool:* Math/Lang CA assessments	2 annual OPAL lesson self-assessments 2 annual OPAL Team 2 annual OPAL lesson observ. Spr-Annual	Independent sample *t*-test, Repeated measures ANOVA (.05), and Correlation analyses (.8) Repeated Measures/ ANOVA (.05)

Table 8. Evaluation Samples, Measures, Schedules, and Analysis for each *CIELO* Goal, con't

CIELO Goal	Sample	Measures	Collection Sch.	Analytic Approach
3. Increase language proficiency in bilingual education (Bilingual Authorization Pathway-BAP)	Bilingual Pre-Service Scholars (n=112)	*Tool:* CMSSV	Evaluations data Project End Spr-Annual	Eval rubric scores Document number of certificates awarded Independent sample *t*-test, repeated meas. (.05)
4. Develop, Implement, and Sustain Community Engagement	Bilingual Pre-Service Scholars (n=20)	*Log:* Community engagement hours *Tool:* Engagement written reflection *Tool:* Family-Comm	Annually End of Project Each Semester	Descriptive analysis Thematic analysis Dependent samples *t*-test and Repeated measures, ANOVA (.05)

Goal 1 tools include (a) scholar transcripts, (b) course assignments, (c) credential/degree recipients, and (d) employment information. A project data base will keep accurate and current records.

Project Goal 2. As discussed in D.2 above, evaluation includes a quasi-experimental method with post-score comparisons (Cook & Campbell, 1979) to analyze English language proficiency and math achievement of ELs randomly selected to receive DI

instructional model as compared to those ELs receiving the current GE/ELD model in grades K-5. The DI model is being initiated, beginning in grades K-1, in a K-2 elementary school. All K-2 ELs are educated at one school site and then move to a different 3-5 grade site. All teachers in both schools receive the same CIELO training. In Year 1, there will be 135 ELs in grades K-1 in DI and GE/ELD models (n=270; n=135 DI; 135 GE/ELD). Subsequent project years 2-5 will add approximately 20 ELs per year to the DI program with GE/ELD model numbers also increasing for a total of 430 ELs in project quasi-experimental study. Baseline scores will be obtained in Year 1 with training and lesson design effects measure in Years 2-5 (*Assessment measures for this aspect of Goal 2 include CAASPP and ELPAC assessments*).

Goal 2 evaluation also measures effects of the CIELO scholar training on (a) the Observation Protocol for Academic Literacies (OPAL) domains to improve content access for ELs, (b) science/mathematics Spanish vocabulary development, (c) lesson study team format to improve lesson planning and delivery, and (d) improved instructional environments using the *Teacher-Student* interactions process found to have positive effects on ELs learning (WWC, 2015). The CIELO database will be used for data analyses. The partnering school district has complete control over content of the school staff trainings, and the superintendent has committed to the CIELO ELD/STEM training for all teachers in the district (*See Support Letter*), therefore, the only attrition anticipated for scholars is if they leave the school or university, which is usually very low or unlikely. However, attrition will be monitored/accounted for in analyses (*Measures for the Goal 2 training components include OPAL Self/Team/Facilitator Observation Rubrics, and Teacher-Student Interactions Tool*).

Project Goal 3. The number of Bilingual Authorizations awarded will be summarized along with the trend and raw scores obtained from the *CIELO Math/Science Spanish Vocabulary Test*

(CMSSV) measuring bilingual (Spanish/English) scholars' growth in acquiring Spanish mathematics and science vocabulary. (*Goal 3 measures include the course evaluations and CMSSV).*

Project Goal 4 evaluation includes thematic and rubric score analysis documenting bilingual scholar knowledge of models for valuing parent/community involvement, including scholar successes in developing, implementing, and sustaining community engagement in support of ELs' education. (*Goal 4 tools include Scholar community engagement logs, Family-Community Self-Assessment Tool, and Engagement Reflection rubric scores*).

CIELO Assessment Tools

Goal 2. Observation Protocol for Academic Literacies (OPAL) – OPAL is a research-based tool for self-assessing and observing teacher practices and classroom interactions from sociocultural and linguistic perspectives. It is framed in the concept of 'academic literacies' defined as assets of 21st century skills, abilities, and dispositions developed through the affirmation of and in response to students' identities, experiences and backgrounds. OPAL includes four domains and 18 indicators found critical to the education of ELs. OPAL is a 1-6 Likert scaled tool along with opportunity to document observation evidence. Therefore, this tool yields both quantitative and qualitative results to frame the effectiveness of CIELO professional development for project scholars. This tool is completed at three levels 1) individual scholar self-reflection, 2) Lesson Study (LS) scholar teams (i.e. 4-5 scholars) and 3) LS facilitator input based on observation of team developed and delivered lessons. Using the same tool at three levels provides highly useful and meaningful self, team, and facilitator assessments. They may be interpreted individually or in combination to discern relevant patterns and relationships to improve culturally and linguistically responsive instruction for all learners served by CIELO scholars.

Goal 2: California Assessment of Student Performance and Progress (CAASPP): Math – CAASPP is the annual California math achievement test to determine if the learner has achieved at grade level. Annual percentages of ELs below, at, and above grade level will be compiled and analyzed both within and across grades for all ELs in the DI and GE/ELD programs using repeated measures and ANOVA statistical procedures in grades 3-5 beginning in Year 3.

Goal 2: English Language Proficiency Assessments for California (ELPAC)- ELPAC is the annually required state test of English language proficiency for students whose primary language is other than English. ELPAC is aligned with the 2012 California English Language Development (ELD) Standards. It identifies the students' proficiency in Listening, Speaking, Reading, and Writing and measures their progress. ELPAC scores classify English language proficiency on the following scale: 1=Limited Functional; 2=Somewhat Functional; 3=Moderately Functional; 4=Fully Functional. Proficiency scores will be obtained for the DI and GE/ELD ELs for comparison year over year using repeated measures and ANOVA analyzes.

Goal 2: Teacher-Student Interactions Observation Rubric (Self-Assessment/Observation) is a 10-item, 1-3 Likert scaled device prompting users to indicate key instructional and classroom features, considered essential for positive instructional interactions (e.g., teacher sensitivity, behavior management, concept development, language modeling, etc.). The tool complements the training received based on the IES WWC (2015) teacher-student interactions research that demonstrated positive effects on classroom instruction. Summary comments from users describe examples in narrative form. Scholars and observers will complete this tool each semester with Thematic Analysis completed for the summary comments, and statistical analyses of the quantified rubric scores both on a pre-post and repeated measures basis. Correlations with the OPAL rubric scores will also occur to more completing inform the teacher-student interactions.

Goal 3: CIELO Math & Science Spanish Vocabulary (CMSSV)Test measures scholars' math and science Spanish key concepts and terms needed to engage in math and science tasks. It includes a constructed response, multiple choice, fill-ins and Cloze procedures. It is completed as a pre-/post-test of the CIELO institute, monitoring growth in acquiring key terms in Spanish sufficient to teach in both languages. Pre-post allow for annual and across project years analyses. ***Goal 4: Parent/Family/Community Engagement Tool*** is an eight-item, 1-4 Likert scaled device designed to measure pre-service scholars' perceptions about their knowledge and skills in parent/family/community engagement strategies. The eight competencies are evidence-based key skills such as home-school learning activities, parent/teacher interactions, or incorporating funds of knowledge into teaching and learning. Scholars must provide an example for each item to illustrate its application in the classroom. Each semester, scholars will complete the tool, allowing project staff to monitor growth in this area prior to, during, and subsequent to course completions. Pre-post and repeated measures allow for annual and across project analyses.

Summary. The project evaluation design adequately addresses the four project goals and associated objectives connected to the experiment-control EL groups in DI and GE/ELD models, pre-/in-service teachers' and paraprofessionals' growth, delivery of improved curricula and training for the MA degree program. These lead to enhanced instruction for ELs, improved teacher-student interactions, and effective parent-community engagement training for CIELO scholars. Quantitative classroom observational data, qualitative evidence, self, team and facilitator reflection rubric scores, and community engagement field work and documentation collectively provide sufficient evidence to statistically and thematically evaluate the overall effectiveness of the project. These data sources provide project staff with periodic feedback and evidence needed for project adjustments, and the annual summative and final five-year reports.

Other Attachment File(s)

*** Mandatory Other Attachment Filename:** In-Direct Cost Agreement.pdf

Add Mandatory Other Attachment | Delete Mandatory Other Attachment | View Mandatory Other Attachment

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

Add Optional Other Attachment | Delete Optional Other Attachment | View Optional Other Attachment

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 68-0386518

DATE:07/15/2016

ORGANIZATION:

Calif State Univ, Chico & the Foundation

FILING REF.: The preceding agreement was dated 12/30/2014

Chico, CA 95929-0870

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

SECTION I: Facilities And Administrative Cost Rates

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

EFFECTIVE PERIOD

TYPE	FROM	TO	RATE(%)	LOCATION	APPLICABLE TO
PRED.	07/01/2016	06/30/2020	41.50	On-Campus	All Programs
PRED.	07/01/2016	06/30/2020	18.50	Off-Campus	All Programs
PRED.	07/01/2016	06/30/2020	7.00	Off-Campus	IPA (1)
PROV.	07/01/2020	Until Amended		(2)	

(1) Intergovernmental Personnel Act Agreements.

(2) Use same rates and conditions as those cited for fiscal year ending June 30, 2020.

*BASE

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

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

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

TREATMENT OF PAID ABSENCES

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

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

DEFINITION OF EQUIPMENT
Equipment is defined as tangible nonexpendable personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit.

The following fringe benefits are treated as direct costs:
FICA, SUI, WORKERS COMPENSATION, MEDICAL/LIFE INSURANCE, AND RETIREMENT.

NEXT PROPOSAL DUE DATE
A proposal based on actual costs for fiscal year ending 06/30/19 will be due no later than 12/31/19.

SECTION III: GENERAL

A. LIMITATIONS:

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

B. ACCOUNTING CHANGES:

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

C. FIXED RATES:

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

D. USE BY OTHER FEDERAL AGENCIES:

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

E. OTHER:

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

BY THE INSTITUTION:

Calif State Univ, Chico & the Foundation

(INSTITUTION)

(b)(6)

(SIGNATURE)

Michael Ward

(NAME)

Provost & VP of Academic Affairs

(TITLE)

8/1/2016

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Arif M. Karim -A

Digitally signed by Arif M. Karim -A
DN: c=US, o=U.S. Government, ou=HHS, ou=PSC, cn=People, cn=Arif M. Karim -A, 0.9.2342.19200300.100.1.1=2000712895
Date: 2016.07.22 16:20:14 -05'00'

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

7/15/2016

(DATE) 0165

HHS REPRESENTATIVE: Karen Wong

Telephone: (415) 437-7820

CIELO References

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CENTRO DE ESTUDIOS BILINGÜES Y MULTICULTURALES

CIELO EXAMEN DE VOCABULARIO EN MATEMATICAS Y CIENCIAS EN ESPAÑOL*

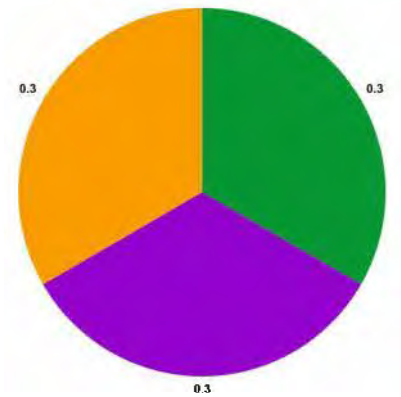
CIELO MATH/SCIENCE SPANISH VOCABULARY (CMSSV) TEST*

** This test will be adapted each year to reflect the institute content*

Instrucciones: Por favor escriba sus respuestas en la hoja de respuestas. No escriba en el examen.

III. MATEMÁTICAS: PARTE A

Complete las siguientes oraciones con la palabra adecuada. Cada espacio requiere sólo una palabra.

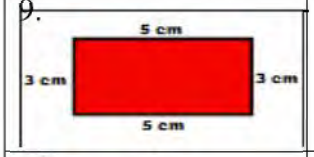
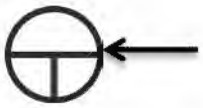


Para expresar el valor de cantidades ____**(1)**____ no contiene un número exacto o de _____**(2)**____ menores que la unidad, se han creado las _____**(3)**_____. El círculo de arriba se ha divido en tres _____**(4)**_____.

Las fracciones se expresan con dos _____**(5)**_____ escritos uno sobre del otro y separados por una raya _____**(6)**_____ (ej. ½ , ¼). El número de la parte inferior se llama _____**(7)**_____, y representa el número de partes _____**(8)**_____ en que se ha dividido la unidad. El número que esta en la parte superior se llama _____**(9)**_____, y representa el número de partes iguales que se han tomado de la _____**(10)**_____.

III. MATEMÁTICAS: PARTE B

Complete las siguientes oraciones con la palabra adecuada. Cada espacio requiere sólo una palabra.

1. I, V, X, C, M	Los signos a la izquierda son de la numeración _____**(1)**_____.
2. 3 ½	Los números _____**(2)**_____ son los expresados con enteros y quebrados.
3.	El _____**(3)**_____ tiene sus cuatro lados iguales.
4.	Las líneas _____**(4)**_____ son las rectas que forman ángulos rectos.
5.	El instrumento que se usa para medir y construir ángulos se llama _____**(5)**_____.
6.	El signo de los _____**(6)**_____ es un cero pequeñito colocado a la derecha y en la parte superior del numeral.
7.	Un pie tiene 12 _____**(7)**_____.
8.	Una _____**(8)**_____ tiene 60 minutos.
9. 	El _____**(9)**_____ es la medida del contorno de una figura.
10. 	El _____**(10)**_____ es la línea recta que une a dos puntos de la circunferencia, pasando por el centro.

IV. CIENCIAS NATURALES: PARTE A

Complete las siguientes oraciones con la palabra adecuada. Cada espacio requiere sólo una palabra.

LAS AVES

Las aves son los únicos _____**(1)**_____ que tienen plumas. El plumón _____**(2)**_____ para proteger al animal del _____**(3)**_____. Las plumas corporales cubren toda la _____**(4)**_____ del cuerpo. Las plumas de _____**(5)**_____ le sirven al ave para volar.

Las aves vuelan para construir sus _____**(6)**_____ en sitios altos. Algunas capturan su _____**(7)**_____ en el aire; otras vuelan para buscar alimento en el _____**(8)**_____. Muchas se trasladan a lugares _____**(9)**_____ para hallar comida _____**(10)**_____. Por último, las aves vuelan parar escaparse de sus depredadores.

IV. Ciencias Naturales: Parte B

Complete las siguientes oraciones con la palabra adecuada. Cada espacio requiere sólo una palabra.

Las Plantas

Ejemplo: El árbol respira y se alimenta gracias a las **bojas.**

1. Las _____**(1)**_____ absorben agua de la tierra.
2. El agua sube por el _____**(2)**_____ mediante unos conductos que atraviesan la madera.
3. Del #2, el agua sigue por las _____**(3)**_____ basta llegar a las hojas.

3

4

4. El _____**(4)**_____ tiene nudos o yemas por donde brota la hoja y conecta la hoja al #3.

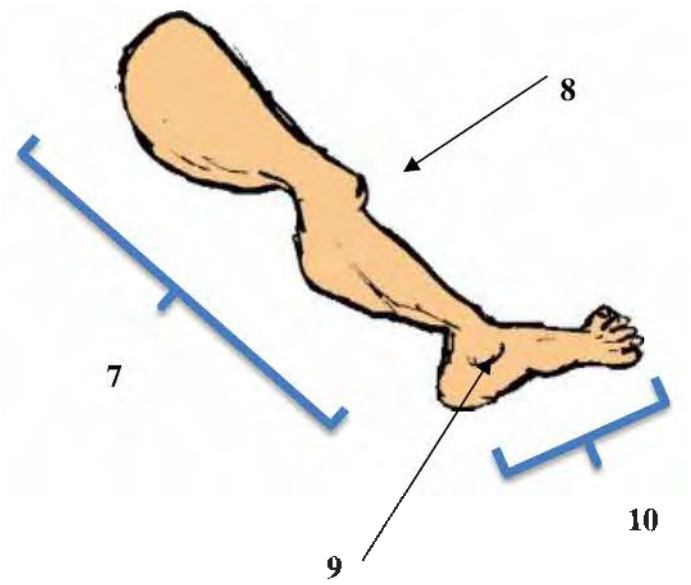
La flor

5

5. Los _____**(5)**_____ y el aroma de las flores atraen a los insectos.

6. El líquido dulce que hay dentro de la flor es el _____**(6)**_____.

El Cuerpo Humano



7. Las _____**(7)**_____ nos sostienen y con ellas caminamos.

8 – 10. Estas tienen dos coyunturas, la _____**(8)**_____ que las deja doblar, y el _____**(9)**_____ que las une a los _____**(10)**_____.

V. ESCRITURA: Parte A

Instrucciones: ***Escribe una carta a los padres del alumno, Miguel Antonio Acosta, invitándoles a participar en el Concilio Consejero de Padres de la Escuela Sepúlveda. Provee la fecha, el día, la hora y donde va a tomar lugar la junta. Comparte una breve explicación sobre los temas bajo discusión en la junta (por ejemplo: el programa bilingüe, recursos para la biblioteca, el presupuesto escolar, ect). También déjale saber a los padres que habrá quien cuide a los niños menores durante la junta***. (Mínimo de 150 palabras)

VI. COMPRENSION DE LECTURA

Instrucciones: Lee el siguiente ensayo. Contesta las preguntas a continuación. Escribe la letra correspondiente en la hoja de respuestas.

El Día de los Muertos

El Día de los Muertos es una celebración mexicana que honra a los ancestros durante el 2 de noviembre, coincidiendo con la celebración católica del Día de los Fieles Difuntos. Aunque se ve primariamente como una festividad mexicana, también se celebra en muchas comunidades de los Estados Unidos donde existe una gran población México-americana, y en una menor medida también se celebra en algunas partes de Latinoamérica.

A pesar de ser un tema morboso, esta festividad se celebra alegremente, y aunque ocurre en fechas cercanas al Día de Todos Los Santos, y al Día de todas las Almas, en lugar de sentirse temerosos de espíritus malévolos, el humor en el día de los muertos es mucho más relajado, similar al Halloween, con un mayor énfasis en la celebración, pero honrando las vidas de los difuntos.

Los orígenes de la celebración del Día de Muertos en México, pueden ser trazados hasta la época de los indígenas de Mesoamérica, tales como los Aztecas, Mayas, Purepechas, Nahuas y Totonacas. Los rituales que celebran las vidas de los ancestros se realizaron por estas civilizaciones por lo menos durante los últimos 3,000 años. En la era prehispánica era común la práctica de conservar los cráneos como trofeos y mostrarlos durante los rituales que simbolizaban la muerte y el renacimiento.

El festival que se convirtió en el Día de Muertos cayó en el noveno mes del calendario solar azteca, cerca del inicio de agosto, y era celebrado durante un mes completo. Las festividades eran presididas por el dios Mictecacihuatl, conocido como la "Dama de la muerte" (actualmente corresponde con "la Catrina"). Las festividades eran dedicadas a la celebración de los niños y las vidas de parientes fallecidos. Hoy en día las almas de los niños se honran el día primero y la de los adultos el día dos.

Cuando los conquistadores españoles llegaron a América en el siglo XV, ellos estuvieron aterrados por las prácticas paganas de los indígenas, y en un intento de convertir a los nativos americanos al catolicismo movieron el festival hacia fechas en el inicio de noviembre para que coincidiesen con las festividades católicas del Día de todos los Santos y Todas las Almas. El Día de Todos los Santos es un día después de Halloween, donde este último fue también un ritual pagano de Samhain, el día céltico del banquete de los muertos. Los españoles combinaron las costumbres de Halloween con el festival similar mesoamericano, creando de este modo el Día de Muertos.

Instrucciones: Contesta las preguntas a continuación. Escribe la letra correspondiente en la hoja de respuestas.

1. El Día de los Muertos es una celebración que se celebra en México y otros países de la misma manera que se celebra "Halloween" en los Estados Unidos.
   a. verdadero
   b. falso

2. El Día de los Muertos es una celebración _____
   a. mórbida y temerosa.
   b. mórbida honrando las vidas de los difuntos.
   c. alegre enfocada en recordar a familiares que han fallecido.
   d. alegre que se práctica sólo en México y los Estados Unidos dedicada a los niños y parientes fallecidos.

3. Aunque no son los únicos, los orígenes de la celebración se pueden trazar hasta la época de cuales tres pueblos indígenas de México?
   a. Toltecas, Perupechas y Aztecas
   b. Purepechas, Nahuas y Totonacas
   c. Mictecacihuatl, Mayas y Nahuas
   d. Aztecas, Mayas y Samhain

4. La práctica de conservar los cráneos como trofeos simbolizaba _____
   a. un triunfo guerrero
   b. el renacimiento de la época
   c. la muerte como final de la vida
   d. la muerte como una etapa hasta un futuro renacimiento

5. El fetival que se convirtió del Día de los Muertos antiguamente fue celebrado en el verano.
   a. verdadero
   b. falso

6. El festival antiguo se celebraba
   a. por dos días
   b. por una semana
   c. por un mes
   d. en el invierno

7. Las festividades antiguas eran presididas por _____
   a. una diosa
   b. la bruja, Mictecacihuatl
   c. una bruja y la "Dama de la muerte"
   d. un sacerdote

8. Los españoles adoptaron las festividades para _____
   a. apoyar la cultura indígena
   b. asustar a los nativos americanos
   c. convertir a los indíos a la religión católica
   d. continuar una celebración céltica

9. Según el enfoque del Día de los Muertos, cuales actividades serían apropiadas para este día?
   a. salír a pedir caramelos
   b. contar historias sobre los familiares que han fallecido
   c. hacer un altar de caramelos
   d. hacer sacrificios para los espíritus malévolos

10. Halloween se desarrolló de un ritual _____
   a. pagano
   b. español
   c. religioso
   d. mexicano

CIELO-Parent/Family/Community Engagement Tool

Instructions: Rate your perceived level of expertise for each of the parent/community competencies using the following scale:

1=No Knowledge 2=Little Knowledge 3=Some Knowledge 4=Extensive Knowledge

Provide relevant comments to illustrate application of the competency

Name: *Date Completed:*

* * * * * * * * * * * * *

Competency	***Level of Expertise***			
1.Recognize challenges and barriers to family engagement for CLD learners *Application Example:*	1	2	3	4
2. Know essential features to develop/implement family/community/school engagement models *Application Example:*	1	2	3	4
3. Knowledge of best practices to involve school, community and family in activities that go beyond routine or mandatory activities *Application Example:*	1	2	3	4
4. Knowledge of evidence-based home-family educational strategies *Application Example:*	1	2	3	4
5. Ability to develop family-community engagement goals and action plans *Application Example:*	1	2	3	4
6. Skills in interacting with families whose primary language is other than English *Application Example:*	1	2	3	4
7. Ability to incorporate families' funds of knowledge in classroom instruction *Application Example:*	1	2	3	4
8. Facilitate engagement activities that are based on community priorities and reflect what parents believe is important *Application Example:*	1	2	3	4

Participant Name:_____ **Today's Date:** _____

Team Name: _____ **Season (Circle one): Initial/Sept. Mid/Nov. Final/Apr**

Facilitator Name: _____ **Service Category (circle one): In-Service / Pre-Service / Paraprofessional**

CIELO
Lesson Study Self-Reflection

Cohort: IV or V (please, circle one)

DIRECTIONS: a. Refer to the OPAL Indicator Domain Descriptions; **b.** reflect on your practice; **c.** circle one number that best describe your level at this point of the Lesson Study cycle; **d.** identify one or two areas of strength in each domain (provide examples); and **e.** for each domain, determine one or two goal(s) to personally develop through next Lesson Study cycle.

OPAL INDICATOR DOMAIN DESCRIPTION	LOW	MEDIUM	HIGH	SELF-REFLECTION: Strengths
I. Rigorous and Relevant Curriculum *The curriculum is cognitively complex, relevant, challenging and appropriate for linguistically diverse populations.*	*(Please Circle One)* **1 2 3 4 5 6**			
RIGOUROUS AND RELEVANT CURRICULUM GOAL(S):				
II. Connections *Teachers are mindful about providing opportunities for students to link content to their lives, histories, and realities to create change.*	*(Please Circle One)* **1 2 3 4 5 6**			
CONNECTIONS GOAL(S):				

OPAL INDICATOR DOMAIN DESCRIPTION	LOW	MEDIUM	HIGH	SELF-REFLECTION: Strengths
III. Comprehensibility *Instruction allows for maximum student understanding and teachers utilize effective strategies to help students access content.*	***(Please Circle One)*** **1 2 3 4 5 6**			
COMPREHENSIBILITY GOAL(S):				
IV. Interactions *Varied participation structure allow for interactions that maximize engagement, leadership opportunities, and access to the curriculum.*	***(Please Circle One)*** **1 2 3 4 5 6**			
INTERACTIONS GOAL(S):				

CSU, Chico
Research
Foundation

April 19, 2017

Drs. Esther Larocco and Charles Zartman
California State University Chico
400 W. 1st St., Zip 0222
Chico, CA 95929-0222

Dear Drs. Larocco and Zartman:

On behalf of the Office of Research and Sponsored Programs (RESP) staff members at California State University, Chico, I am pleased to write this letter of commitment supporting the Community and Instruction for expanding English Learners' educational Opportunities Grant in rural California schools, CIELO Project. This project aims to provide learning opportunities for pre-service bilingual educators, in-service bilingual and non-bilingual educators, and Master of Arts students to improve instructional practices for English Learners.

CSU Chico has a rich history of working with pre-service teachers and graduate students in the service of teacher preparation, particularly bilingual professional preparation. Your Center has a track record of providing high-quality programs and service to participants. We recognize the critical need for highly qualified teachers to serve the English Learners of our region and state.

We at Chico State have a history of working with projects that emphasize community engagement along with concepts of research in action, and this grant would continue that commitment. The scientific study of the Dual Immersion and General Education programs; enhanced community engagement, Science, Mathematics and English/Spanish Language Arts integration, and the commitment to increase all graduate students' expertise in developing instructional practices that address the needs of English Learners would have a significant and lasting influence on your project scholars. CIELO will provide additional opportunities for collaboration and support between our institution and the local school district partner (Orland Unified School District (OUSD).

The staff of RESP is interested in supporting this grant project by:

- Coordinate disbursements with the United States Department of Education;
- Assist your project through fiscal management and compliance assurance.

The Office of Research and Sponsored Programs strongly supports the CIELO Project, and, if funded, we look forward to providing you with continued assistance.

Sincerely,

(b)(6)

Kevin Kelley

AVP of Research and Sponsored Programs

ORLAND
UNIFIED SCHOOL DISTRICT
Family • Schools • Community

903 South Street
Orland, CA 95963
(530) 865-1200
Fax (530) 865-1202

April 4, 2017

Dr. Charles G. Zartman, Jr. and Dr. Esther Larocco
Center for Bilingual/Multicultural Studies
School of Education
California State University, Chico
Chico, CA 95929-0444

Dear Dr.'s Zartman and Larocco:

Please accept this correspondence as a statement of my full support for the faculty and staff of the California State University, Chico Center for Bilingual/Multicultural Studies in your submission of the *Community and Instruction for expanding English Learners' Opportunities (CIELO)* Project. This project will prepare future bilingual (Spanish and Hmong) teachers, current bilingual and non-bilingual teachers in my district as well as others, as well as families and community members in my school district (Orland Unified). Our district is embarking on the launch of a dual language program. We have a need for teachers well-versed in serving culturally and linguistically diverse learners. Our district strives to have professionals and classified staff who have expertise in serving all students - including English Learners and students with exceptionalities - with instructional methodology for inside the classroom and acumen to foster community engagement and parent-community involvement.

The *CIELO* project from California State University, Chico will deliver a summer institute followed by onsite Lesson Study follow-up for Orland Unified School District teachers, especially those in the dual language program, to support the current district commitment and priority to implement a dual language program. The project will support our teachers by:

Deliverer a Summer Institute for OUSD teachers in ELD/STEM
Provide Professional development in Spanish for OUSD Dual Immersion teachers
Offer Lesson Study-based Professional Learning Community for OUSD teachers
Implement a parent and community outreach program

Our district commits our teachers and staff to participate in the *CIELO* Project and will work with *CIELO* personnel to assure experiences, mentoring, classroom placement, data collection, and follow-up that align with *CIELO* requirements and needs. Specifically, Orland Unified School District will:

Provide space to hold *CIELO* professional development at no cost to the project
Facilitate follow-up Lesson Study follow-up activities
Support *CIELO* personnel in the identification and implementation of parent-community-school community engagement activities
Support *CIELO* to complete evaluation surveys and data collection efforts

Provide annual reading and language arts (and Science?) standardized scores to *CIELO*

The Orland Unified School District is committed to deepening parent-community-school engagement and developing a STEM focus at the K-6 level to support CTE pathways at secondary. Additionally, OUSD will launch a Two Way Immersion Spanish academy in 2017-18. This *CIELO* Project offers a seamless link to these efforts. The project activities will provide critical assistance as we move forward with our commitment to mount a high-quality dual language program. I appreciate the professional expertise of the California State University, Chico Center for Bilingual/Multicultural Studies faculty and staff. I look forward to our continued collaboration and partnership through this *CIELO* Project.

Thank you for your consideration of us in your application.

Sincerely,

Ken Geisick, Ed.D., Superintendent
Orland Unified School District

CIELO-Teacher-Student Interactions Observation Rubric (Self-Assessment/Observation)

(Developed from CLASS Material and Website)

_____ Self-Rating (Name: _____ Observation (Observer: Date:

Instructions: Rate evidence level perceived or observed for each item in the teacher-student interactions using 1-3 scale:
1=Little to no evidence 2=Some, infrequent evidence 3=Regular, consistent evidence

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Domain	***Effective Teacher-Student Interaction***			
Positive climate	Positive emotional connections are evident between teachers and students; Positive peer interactions	1	2	3
Teacher sensitivity	Teacher responds in timely manner to students' academic and emotional needs	1	2	3
Student perspectives	Teacher's interactions with students and classroom activities place an emphasis on students' interests, motivations, and points of view	1	2	3
Class organization	Teacher helps children develop skills to regulate their own behavior to maintain interest in learning activities	1	2	3
Behavior management	Teacher relies on positive behavior supports to monitor and manage behavior	1	2	3
Productivity	Classroom runs with respect to routines to maximum time on learning activities	1	2	3
Instructional format	Teacher actively engages students in learning activities	1	2	3
Concept development	Teacher promotes students' higher-order thinking skills	1	2	3
Quality of feedback	Teachers strengthens participation and learning through formative feedback to students	1	2	3
Language modeling	Teacher stimulates, facilitates, and encourages students' language use	1	2	3

Summary Comments:

Co-Principal Investigator
The Co-Principal Investigator assume overall responsibility for project management and operations, overseeing project implementation to its successful completion meeting all funded goals and performance objectives within budget. Co-PI must demonstrate expertise and experience in working with culturally and linguistically diverse learners, with and without disabilities, in school settings and in professional development. Specifically, the Co-PI will provide budgetary oversight, accountability for all reporting requirements, support to the ELD and STEM Experts, Lesson Study Facilitators, and Project Manager/Recruiter in project management and delivery, as well as work closely with the external evaluator, project partners, budget office, and Research and Sponsored Programs. The Co-PI must have experience with and possess skill sets necessary to (a) manage large-scale budgets, (b) manage several project staff, (c) establish and sustain community engagement, (d) deliver PD on serving English Learners, collaboration and Lesson Study, (e) establish and maintain the vision to direct the successful delivery of the funded project, and (f) develop and implement educational programming evaluations. Additionally, the Co-PI should possess higher education teacher preparation experience for educating teachers of English learners.

ELD Expert
Several ELD experts will be selected to meet provide overall expertise for incorporating OPAL domains into institute content. These experts will work closely with STEM experts to ensure the foundation for effective lesson designs are clearly communicated during the institute. These experts must have successful teaching experience, grounded in theory and strong presentation and communication skills. The ELD Expert must have experience with and possess skill sets necessary for (a) facilitating needs assessment conversations at the partner school site, (b) collaborating with STEM Experts, (c) delivering institute content.

Lesson Study Facilitator
The Lesson Study Facilitators must have successful experience working with culturally and linguistically diverse learners in school settings, and the ability to communicate theory and best practice in a professional development setting. Must also possess expertise in the education and assessment of cultural and linguistically diverse learners demonstrating a broad-based content and skills foundation, necessary to prepare educators for culturally and linguistically diverse schools and classrooms. Must possess strong communication and collaborative skills. The Lesson Study Facilitator must have experience and possess skill sets necessary for (a) preparing lessons grounded in OPAL domains, (b) facilitating lesson debriefing conversations resulting in lesson refinement, (c) collecting, managing, and delivering material for evaluation requirements.

STEM Expert
Several STEM experts will be selected to meet with partner educators through an ongoing needs assessment cycle and work collaboratively with ELD experts to deliver a comprehensive and seamless professional development institute. These experts must have subject matter expertise and communicate this expertise in a professional development setting for educational professionals. The STEM Expert must have experience with and possess skill sets necessary for (a) collaborating with ELD Experts (b) delivering institute STEM content. Advance education is required.

Recruiter/Office Manager
The Recruiter/Office Manager will work closely with the Co-Principal Investigators, ELD and STEM Experts, Lesson Study Facilitators and District Liaison providing important supports to coordinate CIELO project activities to include (a) completing necessary word processing and related administrative tasks (b) developing and organizing large data sets (c) developing written summaries of data analyses results, (d) assisting with coordination of institute events (e) recruiting CIELO bilingual pre-service participants. Must possess strong communication skills. Prior experience with grant funded programs is desired.

District Liaison
Must be employed by the partner school district (OUSD), possess knowledge of bilingual program models, and demonstrate command of best practices in professional development. The individual will be responsible for (a) coordinating with CO-PIs to facilitate needs assessment meetings, institute logistics, and Lesson Study site visits/observations (b) gather EL data, and (c) transmit the material to CIELO staff.

External Evaluator
The external evaluator must possess advance education (PHD preferred), excellent writing abilities along with several years of experience in working with, directing, and evaluating education funded graduate level programs for professionals working with culturally and linguistically diverse learners, including those with disabilities. The project evaluator, working closely with the PI and Methodologist, will be external to project staff and the daily delivery of the program, thereby bringing an independent perspective toward documenting successes and necessary revisions. Required tasks include (a) conducting scholar interviews and observations, (b) assisting with data collection, (c) generating interim project reports, and (c) assist in writing the summary annual report detailing progress toward project goals and suggested project revisions.

Statistician
The statistician must possess (a) educational research and methodology background, (b) experience in analyzing achievement data, (c) abilities to organize large data sets, and (d) skills in developing written summaries of data analyses results. Working closely with the Evaluator, the *CIELO* project statistician will conduct necessary statistical analyses required to examine project data (e.g., repeated measures, ANOVA, Correlations, etc.) gathered to demonstrate (a) scholar progress toward and mastery of project goals and objectives, and (b) ELs' achievement progress. Advance education is required.

Budget Narrative File(s)

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

Add Mandatory Budget Narrative | Delete Mandatory Budget Narrative | View Mandatory Budget Narrative

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

Add Optional Budget Narrative | Delete Optional Budget Narrative | View Optional Budget Narrative

CIELO 2017

The Community and Instruction for expanding English Learners' Opportunities Project

NARRATIVE JUSTIFICATION OF BUDGET

The five-year budget totaling $2,613,134 is constructed in a manner to meet all program goals. Year I is an intensive planning year that requires a tight timeline of both participant recruitment and a full range of project activities. Expenses are budgeted at $437,251. Expenses in Year II, the first year of full implementation and training with our partner totals $539,287. Remaining years of implementation and their requested funding levels are: Year III $543,837; Year IV $547,314; Year V $545,445.

PERSONNEL SALARIES: A 3 percent cost-of-living increase is assumed each year. These costs will support the administration of the collaborative project including coordination of planning activities in Year I and also implementation of designated program improvements in Years I through V; delivering curriculum; preparing an exemplary training site; monitoring budgets and contracts; selecting and training in-service and pre-service participants; and comprehensively evaluating project objectives and participant effectiveness. Descriptions of responsibilities of the Director and staff can be found in Chapters B and Chapter C. Following is the percentage of release time for each of the key faculty members in the five-year period, as well as summer workdays allotted to each person:

Faculty members in the CSU system carry a 12-unit teaching load each semester plus a 3-unit advisement load. This 15-unit workload necessitates release time for projects of this scope and complexity. Since the project is a continuous, twelve-month program improvement and participant recruitment endeavor not limited by the traditional university academic year, Co-Directors

Larocco and Zartman, along with Aguilar-McKay, Kidwell, Alvarado, Herrera, Cornejo-Warner and Stevens, will each work and be compensated for additional summer days in order to provide year-round project activities and services for the program scholars.

Project Faculty	Year 1	Year 2	Year 3	Year 4	Year 5
Esther Larocco, Co-Director					
Release	.20	.20	.20	.20	.20
Summer Planning Days	20	15	15	15	15
Charles G. Zartman, Jr., Co-Director					
Release	.20	.20	.20	.20	.20
Summer Planning Days	20	15	15	15	15
Aguilar-McKay & Stevens			15 hrs	15 hrs	15 hrs
Additional Compensation	10 hrs	15 hrs			
Summer Planning Days	10	10	10	10	10
Frances Kidwell, Lesson Study					
Additional Compensation	4 hrs.	4 hrs.	4 hrs.	4 hrs.	4 hrs.
Summer Planning Days	10	10	10	10	10
STEM Faculty					
Additional Compensation	.20	.20	.20	.20	..20
Summer Planning Days	10	10	10	10	10

Content Area Specialists in the core content STEM area of science will provide expertise and specialist instruction during professional development training to in-service, paraprofessional and pre-service participants. Stipends in the amount of $500 per participant have been allocated for in-service teacher participation in the Institute for Cohorts 1-5. In-service Teacher stipend funds allocated for Years 1-5 are $37,500 each year.

The recruiter/adviser and other administrative support positions will be employed year-round on a part-time basis, ensuring full 12-month access for students and faculty. The recruiter/adviser will also function as office manager and provide continuous 12-month office management and candidate information services, including recruitment, advisement and individualized applicant status assessments, collection of evaluation data, process reporting, and performing routine office tasks such as photocopying, filing and mailings. This manager will also oversee data-based monitoring of program participants, contracts with consultants, recruitment and retention services, contracts with training sites, employment and mentor contracts, and registration and advisement processes. The recruiter/adviser/office and data manager also functions as office and data manager. The salary for this position is budgeted at Year I $46,610; Year II $47,944; Year III $49,180; Year IV 50,519; and Year V $51,899.

Total funds required for twelve-month personnel salaries are $174,660 in Year I; Year II $178,976; Year III $180,470; Year IV $185,749; Year V $191,186. Total Salaries requested for Years 1-5: $911,041. Descriptions of the key personnel are available in Chapter B.

EMPLOYEE BENEFITS: that include social security, disability and life insurance, retirement, unemployment compensation, worker's compensation, and medical services are mandated by the State of California and the Trustees of the California State University System. Benefit rates for this project will vary according to position classification and the percentage of time assigned to each position. Year I fringe benefits are requested in the amount of $51,644; Year II $58,049; Year III $60,768; Year IV $63,958; Year V $67,291. Total Benefits requested for Years 1-5: $301,709.

TRAVEL: Travel funds are requested in Year I in the amount of $ 7,500,00 for commuting to the OUSD school site, and project co-director and staff travel to professional development sessions. Funds have also been allocated in Year I for 4 project faculty to travel to The Center for Equity for English Learners at Loyola Marymount University to attend The OPAL Institute Trainer of Trainer training at $595 per person ($2,975 in Year I). . As as requirement of the grant, the budget

also includes $2500 each year for travel by one of the Project Directors to the mandated Washington, D.C. Directors' meeting. In Years II through V, travel costs remain constant at $7,500 with meaningful travel kept to a minimum: Year II $7,500; Year III $7,500; Year IV $7,500; and Year V $7,500. Total Travel Funds requested for Years 1-5: $37,500.

OPERATING EXPENSES: One upgraded desktop computer will be purchased for use during the project, but it will not exceed the federal limitation on funding to be considered an equipment purchase. Funding is requested each year for purchase and production of training materials for pre-service candidates, paraprofessionals and in-service teachers. This cost is fixed to the number of participants in a given project year, and rises, or falls, accordingly at $140 per person per year. Funding is also requested for duplication and office supplies to support project personnel in development, implementation and delivery of the CPD Institute and follow-up professional development days. Funds are also requested for facility rental for each year to accommodate the annual Summer Institutes. unds for substitute teacher reimbursement costs to the partner school district each year has also been budgeted Hospitality funds have also been budgeted for refreshments for 10 training days each year. Funds allocated Year 1 $34,345; Years 2-3-$28,750; Year 4 $23,500 and Year 5 $23,000.. Total funds requested to cover Operating Expenses over the 5 year project $138,345.

CONTRACTUAL:

Funds have also been allocated in the amount of $3000 per year for Years 1-5 for two OPAL Institute Trainers to provide OPAL Institute training to 45 participants including CSU, Chico professional preparation program faculty, Orland Unified School District school district administrators, ELD coordinators and selected in-service teachers.

Dr. John Hoover will provide project evaluation services including the provision of longitudinal student level data charts for each participating school and the district,. He will offer a project management system for sharing classroom observations, qualitative evaluation activities and quantitative data analysis. He will review professional development activities for training

effectiveness. Costs of services contracted for each of the first four years is $40,000 per year. In Year 5, the total drops to $30,000.

Joana Castaneda will serve as the District Liaison and will arrange the needs assessment meetings and lesson study follow up schedules. She will participate in in-service activities, offer additional onsite support for teachers, assist with scheduling of Lesson Study, collect and arrange data to submit to CIELO staff for evaluation. Her work will be central to the success of the project. She is budgeted at $4,500 per year for each of the project years.

Total Contractual funds requested Years 1- 5 $227,500.

PARTICIPANT SUPPORT: Teacher stipends for summer institute participation have been budgeted at $500 per year * 75 anticipated participants for a total of $37,500 per year for Year 1-5. Teacher stipends will also be paid for those who participate in the lesson study cycle at the rate of $11,250 per year for Years 1-5. Tuition reimbursement for bilingual student teachers will commence in Year 2 and continue through Year 5 at the rate of $112,000 per year. Additionally, 10 masters students will receive tuition reimbursement at the rate of $3,000 per year for Years 1-5. Support is budgetd for candidates needing assistance for taking state mandated tests.

Total Participant Support requested for Years 1-5 is $862,750.

***INDIRECT COSTS*:** have been calculated at a pre-determined rate of 8% of modified total direct costs; $134,288 over the 5-year project is requested.