U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM

CFDA # 84.365Z

PR/Award # T365Z170189

Gramts.gov Tracking#: GRANT12392205

OMB No. , Expiration Date:

Closing Date: Apr 24, 2017

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

Application for Federal Assistance SF-424

* 1. Type of Submission:
- [ ] Preapplication
- [x] Application
- [ ] Changed/Corrected Application

* 2. Type of Application:
- [x] New
- [ ] Continuation
- [ ] Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received: 04/24/2017

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Towson University

* b. Employer/Taxpayer Identification Number (EIN/TIN): 526002033

* c. Organizational DUNS: 1433727410000

d. Address:

* Street1: 8000 York Road
Street2:
* City: Towson
County/Parish: Baltimore
* State: MD: Maryland
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 21252-0001

e. Organizational Unit:

Department Name: Special Education

Division Name: College of Education

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

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

Title: Assistant Director, Pre-Award Services

Organizational Affiliation:

* Telephone Number: 410-704-2236
Fax Number: 410-704-4494

* Email: lrapkin@towson.edu

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.365

CFDA Title:

English Language Acquisition State Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-022117-001

* Title:

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

13. Competition Identification Number:

84-365Z2017-2

Title:

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

Add Attachment | Delete Attachment | View Attachment

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

English Learners Moving to Proficient Outcomes with Engagement and Rigor (EMPOWER)

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant: MD-002 * b. Program/Project: MD-002

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

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 07/01/2017 * b. End Date: 06/30/2022

18. Estimated Funding ($):

* a. Federal	2,221,723.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	2,221,723.00

*** 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 04/24/2017.

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☐ c. Program is not covered by E.O. 12372.

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

☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment | Delete Attachment | View Attachment

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

☒ ** I AGREE

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

Authorized Representative:

Prefix: * First Name: Lissa

Middle Name:

* Last Name: Rapkin

Suffix:

* Title: Assistant Director, Pre-Award Services

* Telephone Number: 410-704-2236 Fax Number: 410-704-4494

* Email: ospr@towson.edu

* Signature of Authorized Representative: Lissa Rapkin * Date Signed: 04/24/2017

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

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

Name of Institution/Organization

Towson University

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	168,912.00	162,657.00	155,913.00	155,309.00	166,156.00	808,947.00
2. Fringe Benefits	39,149.00	36,132.00	35,876.00	36,149.00	40,117.00	187,423.00
3. Travel	7,800.00	6,000.00	4,000.00	6,000.00	6,000.00	29,000.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	13,000.00	8,000.00	7,000.00	6,000.00	12,000.00	46,000.00
6. Contractual	5,000.00	12,425.00	12,425.00	12,425.00	11,525.00	53,800.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	19,440.00	18,709.00	17,865.00	18,111.00	22,326.00	96,451.00
9. Total Direct Costs (lines 1-8)	252,501.00	243,923.00	233,079.00	233,994.00	258,124.00	1,221,621.00
10. Indirect Costs*	19,745.00	19,041.00	18,154.00	18,208.00	20,118.00	95,266.00
11. Training Stipends	0.00	193,838.00	297,028.00	297,028.00	116,942.00	904,836.00
12. Total Costs (lines 9-11)	272,246.00	456,802.00	548,261.00	549,230.00	395,184.00	2,221,723.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2014 To: 06/30/2018 (mm/dd/yyyy)

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

The Indirect Cost Rate is 46.50 %.

(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 # T365Z170189

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.	
Towson University		

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	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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
Lissa Rapkin	Assistant Director, Pre-Award Services
APPLICANT ORGANIZATION	DATE SUBMITTED
Towson University	04/24/2017

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
4040-0013

1. * Type of Federal Action:
- [ ] 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: Towson University

*Street 1: 8000 York Road Street 2:

*City: Towson State: MD: Maryland Zip:

Congressional District, if known: MD-002

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

6. * Federal Department/Agency:

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 *Middle Name*

*Last Name *Suffix*

*Street 1 *Street 2*

*City *State* *Zip*

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

*Prefix *First Name *Middle Name*

*Last Name *Suffix*

*Street 1 *Street 2*

*City *State* *Zip*

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

*** Signature:** Lissa Rapkin

***Name:** *Prefix *First Name:* Lissa *Middle Name*

*Last Name: Rapkin *Suffix*

Title: Assistant Director, Pre-Award Services **Telephone No.:** 410-704-2236 **Date:** 04/24/2017

Federal Use Only:

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

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.

GEPAStatement.pdf | Add Attachment | Delete Attachment | View Attachment

General Education Provisions Act (GEPA) Statement

The Principal Investigator does not anticipate any barriers to participation due to gender, race, national origin, color, disability, or age. Towson University is a constituent institution of the University System of Maryland and does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, socio-economic status, national origin, race, gender, genetic predisposition or sexual orientation in its education and research programs, services and activities. It provides reasonable and appropriate accommodations to meet the learning and evaluation needs of a diverse group of students, faculty, and other participants.

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	Towson University
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix:	
* First Name:	Lissa
Middle Name:	
* Last Name:	Rapkin
Suffix:	
* Title:	Assistant Director, Pre-Award Services
* SIGNATURE:	Lissa Rapkin
* DATE:	04/24/2017

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Patricia		Rice Doran	

Address:

Street1: 8000 York Road
Street2:
City: Towson
County: Baltimore
State: MD: Maryland
Zip Code: 21252-0001
Country: USA: UNITED STATES

Phone Number (give area code): 410-704-3891
Fax Number (give area code):

Email Address: pricedoran@towson.edu

2. Novice Applicant:

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

☒ Yes ☐ No ☐ Not applicable to this program

3. Human Subjects Research:

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

☐ Yes ☒ No

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

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

☐ No Provide Assurance #, if available:

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

Add Attachment | Delete Attachment | View Attachment

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.]

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* Attachment: EMPOWER Abstract.pdf | Add Attachment | Delete Attachment | View Attachment

English Learners Moving to Proficient Outcomes With Engagement and Rigor

In this project, English Learners Moving to Proficient Outcomes With Engagement and Rigor (EMPOWER), the applicant, Towson University (TU) has partnered with the Children's Guild, a contract school operator in Anne Arundel County Public Schools (AACPS) to provide sustained professional development (ELs) to preservice and inservice educators working with English learners (ELs).

This application addresses Competitive Preference Priority 1, Moderate Evidence of Effectiveness, utilizing a study by Vaughn et al (2009), and Competitive Preference Priority 2, Family and Community Engagement, as well as responding to Invitational Priority 2, Supporting the Early Learning Workforce to Serve ELs, as coursework and PD are targeted toward elementary educators including those serving students in primary grades. EMPOWER integrates preservice, inservice and school-based PD, directly serving 60 preservice teachers (enrolled in elementary and elementary/ special education programs) with intensive ESOL coursework, along with a cadre of 18 experienced educators who will complete intensive coursework in leadership and ESOL. In addition, EMPOWER provides intensive PD to 250 personnel in EMPOWER site schools. In addition, EMPOWER will disseminate results and PD resources widely, leading to sustained and systemwide impact.

Number and Type of Participants Served: Year 1: Planning; 50 inservice PD participants. Years 2-4: 20 preservice teachers; 18 inservice M.Ed. participants; 50 unique inservice PD participants. Year 5: All 60 preservice teachers receiving induction and ongoing support; 18 inservice M.Ed. participants; 50 unique inservice PD participants. **Total:** 60 preservice teachers; 18 inservice M.Ed. participants; 250 unique inservice PD participants (328 participants total).

Goals are listed below. For space purposes, objectives and outcomes are listed in the proposal narrative and in a separate supplemental document ("full abstract") in the appendices.

Goal 1: To create a model set of schools, responsive to the full continuum of ELs' linguistic, cultural, and instructional needs, by providing sustained professional development, technical assistance, and resources to school-based educators and by engaging family and community members.

Goal 2: To develop, implement and disseminate coursework for preservice educators seeking elementary/ elementary-special education certification in order to improve their readiness to serve ELs, prepare them for Maryland endorsement in ESOL, and build the COE's capacity to address the needs of ELs.

Goal 3: To effect systemic change in TU's teacher education model by designing, offering and disseminating an innovative M.Ed. program that combines ESOL, leadership skills, and responsive decision-making and identification.

Goal 4: To incorporate and disseminate family and community engagement strategies across all areas of EMPOWER programming, including school-based activities, preservice coursework, and inservice M.Ed. coursework.

The Project Director is Patricia Rice Doran, Ed.D. (pricedoran@towson.edu; 410-704-3891).

Study citation: Vaughn, S., Martinez, L. R., Linan-Thompson, S., Reutebuch, C. K., Carlson, C. D., & Francis, D. J. (2009). Enhancing social studies vocabulary and comprehension for seventh-grade English language learners: Findings from two experimental studies. *Journal of Research on Educational Effectiveness, 2*(4), 297-324. doi:10.1080/19345740903167018.

Project Narrative File(s)

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

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Historically, students' linguistic diversity has been considered a liability that schools have too often minimized, sought to eliminate along with English learners' (ELs) native languages and cultures (Herrera, Murry & Cabral, 2012). Lacking vital understanding of students' rich heritage, backgrounds and abilities, educators have been unable to select and implement evidence-based strategies and interventions, integrate language learning with content, or understand students' needs well enough to distinguish language or cultural differences from disability. Such missteps have led to inappropriate instruction, delayed identification of needs, and service delivery that is neither culturally nor linguistically responsive (Orosco & Klingner, 2010; Scott, Hauerwas & Brown, 2014; Kim, 2011). As a result, our English learners, who often bring resilience and richness of background to our schools, are at risk of being marginalized throughout the school day by inaccessible curriculum and inappropriate instruction.

These challenges underscore the reality that English learners are no longer the sole responsibility of English to Speakers of Other Languages (ESOL) teachers alone. Rather, comprehensive support for ELs begins with school leaders knowledgeable about ESOL instruction, language learning strategies and interventions. Those leaders must support all teachers in implementing evidence-based, linguistically responsive instruction and interventions along with effective family outreach (Esparza Brown & Sanford, 2011; Baker et al., 2014; Sanford, Brown & Turner, 2012). New teachers assigned to diverse, high-need schools must also enter the classroom with a firm understanding of ELs' linguistic, academic, cognitive and socio-emotional needs rather than trying to learn on the job (Molle, 2013). As they gain experience, new teachers continue to need high-quality, job-embedded professional development to gain competencies in culturally responsive practices, targeted language instruction, multi-tiered supports, and collaboration.

English Learners Moving to Proficient Outcomes With Engagement and Rigor (EMPOWER) is a collaborative effort between Towson University's (TU) College of Education (COE) and the Monarch Academies, a set of contract schools operating in close collaboration with Anne Arundel County Public Schools (AACPS). TU's COE has been preparing Maryland teachers for over 150 years and is Maryland's leading teacher education institution. Its elementary education and elementary/ special education dual major programs are popular majors whose job placement and Praxis rates each exceed 95% annually. In recent years, the COE has added required courses in urban education, graduate-level ESOL coursework, and elementary-level undergraduate field experiences in high-EL schools as a means of responding to growing student diversity, an institutional commitment continued in the EMPOWER project.

The Monarch Academy contract schools, including a campus in Laurel, MD and one in Annapolis, MD opening in Fall 2017, are operated in conjunction with the Children's Guild, a well-respected educational nonprofit in Maryland. In 2006, AACPS opened Monarch Academy, a K-8 charter school with a growing reputation for project-based learning, differentiation and responsiveness to student diversity. Its success led AACPS to request that the Children's Guild open two additional Monarch Academy contract schools, targeted to serve students from low-income neighborhoods with overcrowded schools. Monarch Global Academy in Laurel opened in 2014 and quickly reached its target K-8 enrollment of 700. Monarch Annapolis, another project-based learning school, will open in Fall 2017 and has just conducted its first enrollment process, with a target K-8 enrollment of 803. Monarch Annapolis will serve students from chronically overcrowded neighborhood elementary schools including Germantown (FARMS rate 32%); Hillsmere (FARMS rate 77%, EL enrollment 35%); and Tyler Heights (FARMS rate 91%, EL enrollment 50%) (Maryland State Department of Education (MSDE)a, 2016).

Monarch Academy campuses are responsive to the growing need in AACPS for support and effective instruction for diverse students and families. Monarch Academies' commitment to collaboration make them an ideal partner for the proposed intervention. As described below, EMPOWER will address AACPS' needs through a multifaceted model which makes measurable improvements in preservice and in-service teacher education, leading to Maryland endorsement in English to Speakers of Other Languages (ESOL) for 78 preservice and in-service educators. EMPOWER will also build a sustainable, replicable model for high-quality, ESOL-focused PD in highly diverse schools, targeting a minimum of 250 additional educators.

EMPOWER responds to the Absolute Priority by **providing professional development to improve instruction for English learners** to educational professionals in a variety of roles, including preservice teachers, in-service teachers, and school leaders and by building capacity to support ELs enrolled in K-8 classrooms. **Over five years, EMPOWER will directly serve 1) 60 preservice educators enrolled at TU, who will participate in ESOL minor-track coursework along with their regular coursework, providing them the knowledge and skills to pass the ESOL Praxis upon graduation and 2) 18 inservice educators employed by AACPS, with priority given to Monarch employees, who will be selected to participate in a leadership-based program for teachers of English learners leading to ESOL endorsement and Administrative I licensure to foster facilitate linguistically responsive instruction, assessment and decision-making. Additionally, EMPOWER will design, deliver and evaluate job-embedded, evidence-based PD focused on content and language strategies for ELs for an additional 250 educators, including paraeducators, at both site schools and nearby AACPS schools when feasible, directly impacting instruction for over 1500 students. Thus, the number of professionals provided direct, face-to-face services will be**

328 over the life of the grant. Finally, PD modules, materials and findings created through EMPOWER activities will be posted online on the project website so that they can be utilized by other school districts, broadening the project's impact beyond AACPS to a national audience.

English learners constitute 9.3% of the population nationally, 7% of the population in Maryland, and 11.1% of the elementary-school population in Maryland, with population concentrated in urban areas (Kena et al., 2016; MSDE, 2016b). In Anne Arundel County, where the Monarch Academies targeted in this proposal are located, limited English proficient (LEP) enrollment has steadily increased over the past ten years. Countywide enrollment for ELs is now at 7% and projected to continue increasing, concentrated in high-poverty areas such as Annapolis (MSDE, 2016a). As EL student populations have increased, teachers and schools have been challenged to serve them effectively. In 2016, neither Maryland's public schools generally, nor AACPS as a whole, nor Monarch Academy met performance targets for ELs' language proficiency outcomes (MSDE, 2016a; MSDE, 2016b; MSDE, 2016c). ELs in AACPS experience persistent achievement gaps in math and reading at all grade levels (MSDE, 2016a). This is particularly true for those in AACPS's neediest areas, including those served by the Monarch Academy partnership schools (MSDE, 2016a; MSDE, 2016b). In AACPS, ELs are also at risk for receiving inappropriate services because of misidentification of their academic or emotional needs. In 2014-2015, the last full year for which data was available, ELs, who represent over 7% of enrollment, comprised only 3% of the special education population in AACPS (United States Department of Education Office of Civil Rights, 2014).

Fewer than 15% of EL students in AACPS generally met expectations in math or English language arts last year. AACPS did not meet its accountability target for ELs making progress in

learning English. Monarch Academy's Laurel campus likewise fell short of its 2016 accountability target for EL progress; only 32% of ELs made acceptable progress during the year and only 6 of 52 ELs attained proficiency (MSDE, 2016c). The table below summarizes demographics trends both in AACPS and in the two Monarch Academy campuses (Monarch Academy schools, as contract schools, remain affiliated with AACPS; staff are AACPS employees though the schools are independently operated).

School	AACPS	Monarch Laurel	Monarch Annapolis*
Enrollment	80,372	701	803 (projected)
% ESOL (not including R-ELL)	7.0% (elementary)	6%	16% (projected; 11% confirmed)
R-ELL (estimated)	Not available	5.7% (estimated)	5% (estimated)
% FARMS	38.3% (elementary)	31.6%	40% (projected)

Table 1: Demographics of AACPS/ EMPOWER schools (2015-2016). *Preliminary data as of April 2017. (MSDE, 2016c; Myers, S., personal communication, April 20, 2017)

EMPOWER's model will address the **identified needs of ELs** in these clusters through **continuous, focused school-based PD (Goal 1)**, targeting educators in participating schools, focused on evidence-based instructional practices for adolescent ELs (Vaughn et al., 2009) in content classrooms **in accord with Competitive Preference Priority #1 (moderate evidence of effectiveness)**. EMPOWER will also address longstanding gaps in **preservice teacher preparation** through **new course sequence options for preservice teachers (Goal 2)** building on improvements made in the EMPOWER school sites and targeting ESOL proficiency, language development, methods and strategies, evidence-based practices for ELs (**Competitive**

Preference Priority #1), and family and community engagement **(Competitive Preference Priority #2).** EMPOWER will, further, address **building and system-level challenges with appropriate instruction, identification and supports for ELs** through **intensive graduate coursework (Goal 3) to equip experienced teachers and school leaders** with knowledge of leadership, **family and community engagement (Competitive Prefereuce Priority #2)** and responsive decision-making. Last, EMPOWER will address **longstanding challenges among IHEs and local educational agencies (LEAs)** related to responsive practice, collaboration and family engagement **(Competitive Preference #2)** by creating a new model for comprehensive family engagement via coursework, PD, and school-university partnership **(Goal 4).**

a(1) Extent to which goals, objectives, and outcomes are clearly specified and measurable. The goals, objectives and outcomes below are clearly specified and measurable. Relevant GPRA criteria and targets are noted in parentheses after outcomes.

Goal 1) To create a model set of schools, responsive to the full continuum of ELs' linguistic, cultural, and instructional needs, by providing sustained professional development, technical assistance, and resources to school-based educators and by engaging family and community members. Objective 1.1: TU personnel will provide comprehensive PD in the form of workshops, book studies, and coaching to 25 faculty at the Monarch Academy campuses per year for each of the four complete years of PD activities, for a total of 100 over the life of the grant. *Outcome 1.1a: Two PD workshops will be offered to staff per semester on evidence-based practices for ELs. Outcome 1.1b: Book studies on a book related to serving ELs will be completed at each campus for the four complete years of PD activities, for a total of 8 completed book studies. Outcome 1.1c: Team-based coaching will be provided throughout each year of the project to 50 teachers per year, per campus, at grade-level and departmental meetings to*

support school and team progress plans. Objective 1.2: EMPOWER personnel will provide technical assistance to 100 Monarch Academy staff members over the four active years of the project in the form of just-in-time support, assistance with differentiation and lesson planning, and assistance in implementation of evidence-based practices in instruction for ELs. *Outcome 1.2a: Technical assistance will be provided to 25 unique staff members each year in the form of just-in-time support, assistance with differentiation and lesson planning, and assistance in implementing evidence-based practices in instruction for ELs.* Objective 1.3: Materials and resource libraries containing relevant books, WIDA language proficiency and instructional resources, and instructional materials will be created and maintained at each Monarch Academy site, beginning in 2018 and continuing through all five years of the grant. *Outcome 1.3a: Material and resource libraries will be created at each school site in 2018. Outcome 1.3b: Material and resource library at each school site will be updated and maintained bimonthly each year of the project, as documented by library indexes and logs. Outcome 1.3c: Teacher use of library materials and resources will be documented through sign-out logs, teacher surveys and anecdotal records.* Objective 1.4: 100 educators at EMPOWER schools will complete 6 professional development hours in the summative EMPOWER Symposium in April 2023. *Outcome 1.4a: 100 educators will complete 6 PD hours at the summative EMPOWER Symposium.* Objective 1.5: 100 educators at EMPOWER sites will complete 2 professional development hours at the annual EMPOWER Workshop, addressing a topic relating to MTSS, evidence-based practices for ELs, or language proficiency instruction and assessment. *Outcome 1.5a: 100 educators will complete 2 professional development hours at the annual EMPOWER workshop each year.* Objective 1.6: Information about model schools, including replication strategies, will be disseminated through a webinar and peer-reviewed conference presentations

and journal article. *Outcome 1.6a: A webinar will be produced in Year 3 of the project and disseminated through TU's COE describing implementation of the EMPOWER model for site-based PD. Outcome 1.6b: EMPOWER faculty and staff, in conjunction with Monarch Academy personnel, will present at least one peer-reviewed conference presentation describing the model for PD and one peer-reviewed conference presentation summarizing results from implementation. Outcome 1.6c: EMPOWER faculty and staff will collaborate to write, submit and publish at least one peer-reviewed article or white paper summarizing findings and results of implementation from school-based PD. Outcome 1.6d: EMPOWER staff will post relevant PD activities, modules, materials and findings to the EMPOWER website beginning no later than Year 2 of the project and continuing throughout the project.*

Goal 2) To develop, implement and disseminate coursework for preservice educators seeking elementary/ elementary-special education certification in order to improve their readiness to serve ELs, prepare them for Maryland endorsement in ESOL, and build the COE's capacity to address the needs of ELs. Objective 2.1: 60 preservice teachers (20 per year for three years) will complete elective coursework, aligned to TESOL standards, in ESOL methods and assessment, including language proficiency assessment), culturally and linguistically responsive practices including family and community engagement, linguistics and distinguishing difference from disability. *Outcome 2.1a: 60 preservice teachers will successfully complete all four EMPOWER under graduate courses (12 credits total). (GPRA 1: projected target 100%; GPRA 4: projected target 90%; GPRA 5: projected target 90%; GPRA 6: projected target 90%).* Objective 2.2a: 60 preservice teachers will pass the ESOL Praxis in order to qualify for a Maryland ESOL endorsement in addition to their primary certification areas of elementary and elementary/ special education. *Outcome 2.2b: 60 out of 60, or 100%, of*

preservice participants will pass the ESOL Praxis to qualify for a MD ESOL endorsement. (GPRA 3; projected target 100%). Objective 2.3: 60 preservice teachers will complete field experiences, embedded into academic-year internships and summer intensive work with ESOL populations, providing practical experience in implementing evidence-based practices for ELs and engaging family and community members. *Outcome 2.3a: 60 preservice teachers will successfully complete summer field experiences including summer practicum and family engagement activities as well as academic-year family engagement activities.* Objective 2.4: Preservice program improvements will be disseminated quarterly through the EMPOWER website, webinars, and a conference presentation and white paper. *Outcome 2.4a: Quarterly website updates describing improvements to preservice programming, including course descriptions and syllabi as they are developed and implemented, will be made and documented. Outcome 2.4b: Webinar in Year 1 on preservice program competencies and design will be developed and delivered by EMPOWER faculty and disseminated through TU's COE. Outcome 2.4c: White paper and conference presentation describing preservice program design, implementation and results will be submitted by Fall 2019.*

Goal 3: To effect systemic change in TU's teacher education model by designing, offering and disseminating an innovative M.Ed. program that combines ESOL, leadership skills, and responsive decision-making and identification.

Objective 3.1: A cadre of 18 Monarch (AACPS) educators (ESOL Leadership Fellows) will complete a Master's in leadership with integrated ESOL and special education and induction support, leading to endorsement in ESOL as well as Administrative I licensure. *Outcome 3.1a: 18 ESOL Leadership Fellows will complete a Master's program in leadership for culturally and linguistically diverse (CLD) populations, including embedded ESOL and special education, over*

a four-year period, including induction support following completion. (GPRA 2: projected target 96%; GPRA 4: projected target 90%; GPRA 5: projected target 90%; GPRA 6: projected target 90%). Objective 3.2: 18 ESOL Leadership fellows will pass the ESOL Praxis no later than June 30, 2021 in order to qualify for MD ESOL endorsement. *Outcome 3.2a: 18 out of 18 (100%) ESOL Leadership Fellows will pass the ESOL Praxis no later than June 30, 2021 (GPRA 3: projected target 96%).* Objective 3.3: Program improvements will be disseminated via the EMPOWER website, updated monthly. *Outcome 3.3a: Monthly updates of the project website will occur in order to share information about syllabi, program and course sequence, and key findings. Outcome 3.3b: EMPOWER faculty and staff, in conjunction with Monarch personnel, will develop and deliver a webinar disseminating the M.Ed. program model no later than Oct. 1, 2020. Outcome 3.3c: EMPOWER faculty will submit at least one peer-reviewed article regarding the M.Ed. model and findings from implementation by Oct. 1, 2020.*

Goal 4: To incorporate and disseminate family and community engagement strategies across all areas of EMPOWER programming, including school-based activities, preservice coursework, and inservice M.Ed. coursework. Objective 4.1: EMPOWER faculty will incorporate family and community engagement strategies into undergraduate preservice programming for EMPOWER participants. *Outcome 4.1a: 100% of undergraduate preservice participants will complete two or more family engagement activities each year, including support and organizing family academies and family engagement nights (GPRA 6; projected target 95%). Outcome 4.1b: 100% of undergraduate preservice participants will assist in summer enrichment programming for students and families at the Monarch campuses. Outcome 4.1c: 100% of undergraduate preservice participants will assist at bimonthly family drop-in workshops at Monarch campuses during Years 2-5. Outcome 4.1d: 100% of undergraduate*

preservice participants will complete family interview experiences as part of their SPED 400 coursework. Outcome 4.1e: 100% of undergraduate preservice participants will complete school-based service projects, focusing on community service and engagement, as part of their senior-year internship (GPRA 6; projected target 95%). Objective 4.2: EMPOWER faculty and staff will incorporate family and community engagement strategies into school-based PD in order to build sustained family and community relationships. *Outcome 4.2a: At least 20% of resources in school-based resource libraries provided by EMPOWER staff will address family and community engagement. Outcome 4.2b: At least one PD workshop, seminar or coaching event per year will address family and community engagement strategies for inservice teachers (GPRA 6; projected target 95%). Outcome 4.2c: EMPOWER staff and students will facilitate bimonthly parent/family drop-in nights at Monarch school sites, using a mobile computer lab, where staff will be available to assist with resume design, internet use, homework help and other family requests. Outcome 4.2d: EMPOWER staff and students will hold an annual Family-Teacher Academy addressing topics of mutual interest to family members and educators each year at EMPOWER site schools, such as language, cultural issues, and advocacy topics. Outcome 4.2e: EMPOWER staff and students will hold an annual family night (Family Resource Night) at EMPOWER site schools building family knowledge around curriculum, literacy and school-related topics. Outcome 4.2d: Beginning no later than Year 3 of the grant, EMPOWER faculty will offer an optional after-school class for school faculty on "Spanish for Educators" to build communication skills with families and community members.* Objective 4.3: EMPOWER staff will incorporate family and community engagement strategies systematically into M.Ed. coursework. *Outcome 4.3a: 100% of M.Ed. participants will complete family interview projects as part of their SPED 633 coursework. Outcome 4.3b: 100% of M.Ed. participants will plan and*

implement Family Resource Nights, Family-Teacher Academies and drop-in mobile computer lab time from Years 2-5 of the project (GPRA 6; projected target 95%). Outcome 4.3c: 100% of M.Ed. participants will complete family engagement projects, identifying measurable improvements to family and community engagement in their own practice, as part of their final internship experience (GPRA 6; projected target 95%). Objective 4.4: To disseminate innovative models for family and community engagement throughout the COE, Monarch Academies and AACPS, and the national community. *Outcome 4.4a: At least one annual EMPOWER annual workshop will focus on strategies for family engagement for ELs. Outcome 4.4b: The EMPOWER website will contain a dedicated resource section for family engagement, established no later than December 2017, detailing practices and strategies utilized for family and community engagement. Outcome 4.4c: The EMPOWER newsletter will be published bimonthly, beginning no later than September 2017, and disseminated to families and community members via Monarch Academy and TU COE websites and email. Outcome 4.4d: At least one peer-reviewed conference presentation and one peer-reviewed article will be produced by July 2022 by EMPOWER faculty and staff, in collaboration with Monarch Academy staff and CAIRE evaluation staff, to describe the EMPOWER process and model for engaging families. Outcome 4.4e: Beginning no later than Year 3 of the grant, EMPOWER faculty and consultants, supported by EMPOWER preservice teachers, will offer onsite family ESOL tutoring at one or more EMPOWER site.*

a(2) The extent to which the design will result in information to guide possible replications. The project will result in information to guide future replications, including robust evaluation data. Undergraduate course options will be formalized and made available to future cohorts as feasible; syllabi will be shared within and beyond the University System of Maryland

to guide replication. PD implemented in schools will be disseminated widely to facilitate future adoption within and beyond Monarch Academy and AACPS. The personnel trained through EMPOWER, most important, will serve as a resource within their site schools, their system and Maryland and will spread their knowledge beyond the life of the project, impacting colleagues as well as numerous students throughout their careers. Grant documents, including timeframes, milestones, plans and evaluation reports, and a "replication manual" for future efforts, will be made available on the EMPOWER website from Year 1 through the conclusion of the project.

The following elements of the project in particular will guide replication: **A) The project website** will continuously share EMPOWER activities and findings. The project website will also host participants' service learning and action research projects as samples of participant work for replication and to broaden knowledge throughout the field. The project website will enable those registered to receive updates; participate in user experience surveys; and engage in replication studies, dissemination and evaluation. B) **Webinars:** Project faculty and staff will produce **three webinars,** addressing M.Ed. program model design, undergraduate programming design, and PD design, to guide replication. C) **Dissemination of findings:** Results of the **project evaluation** (both interim and summative) will be posted online and submitted to peer-reviewed journals in order to guide future selection of PD, instructional strategies and interventions and disseminated via the website. Project faculty will collaborate on **two white papers or articles** over the life of the grant which will also be submitted to peer-reviewed journals to disseminate the PD model used. D) Each year of the project, project staff will share key project activities and findings at a **national or international professional conference** (TESOL, NABE, ASCD, AERA, and similar ones) so that other LEAs and IHEs can replicate project activities. E) **Evaluation design: The evaluation's design** will ensure that

immediately usable data is collected and shared as early as possible to guide replication as well as formative improvement. F) **Replication manual:** The project website will feature a manual for replication which describes steps taken, in detail, each year of the project so that IHEs and LEAs can replicate specific features of the program. The replication manual will be organized by project goal so that specific features of EMPOWER can be easily reviewed and replicated.

Additionally, the project's focus on sustainable and practical PD offers convincing evidence that project improvements will be sustained beyond the grant period. Monarch Academy has demonstrated its commitment to the project by agreeing to provide requested data to the independent evaluator and to collaborate on participant recruitment, implementation of PD and dissemination (see attached letter of support). While PD activities are focused on Monarch Academy campuses, the strong collaborative relationship between the contract schools and AACPS often leads to sharing of resources and information, and Monarch Academy has agreed to invite AACPS personnel to participate in selected PD opportunities to broaden the impact of those PD activities (see attached letter of support), meeting with positive feedback and agreement from AACPS (Reider, K., personal communication, April 21, 2017). ESOL Leadership Fellows participants also have the opportunity to apply for AACPS tuition reimbursement for the self-pay portion of their M.Ed. tuition, subject to AACPS tuition reimbursement guidelines as part of their negotiated contract (see budget justification for more detail). The availability of this negotiated benefit also provides opportunity for future, fiscally sustainable graduate partnerships for continued professional learning.

a(3) The extent to which the proposed project is supported by strong theory. EMPOWER's model, aligned with the **Absolute Priority** and **Competitive Preference Priorities One and Two**, is built on strong theory (Figure 2), rooted in current research meeting WWC standards

regarding ELs and teacher professional knowledge (Vaughn et al., 2009), with all project elements combining to produce **improved educator knowledge for serving ELs in accord with the three project goals**. As academic demands on ELs increase, language instruction cannot be confined to ESOL courses but, increasingly, becomes the responsibility of all teachers. Specialized training in second-language instruction, strategies and assessment methods has historically been unavailable to content teachers, whose need for these skills is equally pressing in high-EL schools. EMPOWER provides all educators with this foundational set of skills (Baker et al., 2014) while differentiating intensity and content of training to educators' roles. EMPOWER PD incorporates evidence-based practices **(Competitive Preference Priority 1)** that have shown positive impact meeting What Works Clearinghouse (WWC) standards for ELs in middle school settings in content classes (Vaughn et al., 2009) and which experts have indicated are applicable to elementary populations as well as middle school (WWC Practice Guide, 2014). These practices were evaluated in schools demographically similar (13.8% and 11.1% EL enrollment) to the identified EMPOWER schools. **These practices include use of graphic organizers for writing (GO), strategic use of video and discussion (VD), peer pairing (PP), and intensive vocabulary and concepts instruction (VI)** and are incorporated into PD elements as described below. These evidence-based practices (EBPs) are also incorporated into coursework as described in program sequences. EMPOWER coursework also integrates **multi-tiered systems of support (MTSS)** and **differentiating difference from disability (DD)**, both areas which research has identified as core needs for ELs (Klingner, 2014; Scott, Hauerwas & Brown, 2014).

EMPOWER further integrates **family and community engagement (FCE) as a key pillar, in keeping with the Competitive Preference priority focused on family or community**

engagement. Preservice teachers complete specialized coursework in working with families and learn from CLD family and community members as guest speakers, some of whom have served on panels at TU already. Preservice teachers also design and implement service projects focused on family involvement and support as part of their professional year training. M.Ed. participants likewise complete specialized coursework on working with culturally and linguistically diverse families, conduct interviews with families embedded in SPED 633, and collaborate with EMPOWER faculty to create Family-Teacher Academies, in which families and teachers come together to learn with and from one another regarding relevant topics, at EMPOWER schools each year as part of their coursework. PD at EMPOWER schools includes family support components and EMPOWER will support school staff by developing and implementing Family-Teacher Academies. EMPOWER faculty will provide annual workshops ("Family Resource Nights") for family members as well to share information regarding school-related topics such as language and literacy, curriculum and academic success strategies. In addition, undergraduates enrolled in EMPOWER programs will complete volunteer activities at each school under supervision of EMPOWER faculty and staff, including family tutoring in ESOL, and staffing and supporting drop-in hours at each site for family members to utilize EMPOWER computer and technology resources, develop resumes, and receive one-on-one support. The EMPOWER project manager will create a bimonthly project newsletter which will also be circulated electronically to families and community members via email and the school website. Interviews with CLD family members at each school will form part of the evaluation process.

Additionally, EMPOWER coursework and PD have been aligned to TESOL standards, demonstrating a basis in best practices for EL instruction and achievement (see Figure 1 below and tables aligning TESOL standards to preservice and inservice coursework). Finally,

EMPOWER is based in strong theory regarding **adult learning** and knowledge transfer. Adult learning must be job-embedded, authentic and purposeful (Croft et al, 2010). Teacher PD must also empower teachers to work across disciplines and collaborate to effect positive change, rather than working in isolated silos (Honigsfeld & Dove, 2015; Stein, 2011).

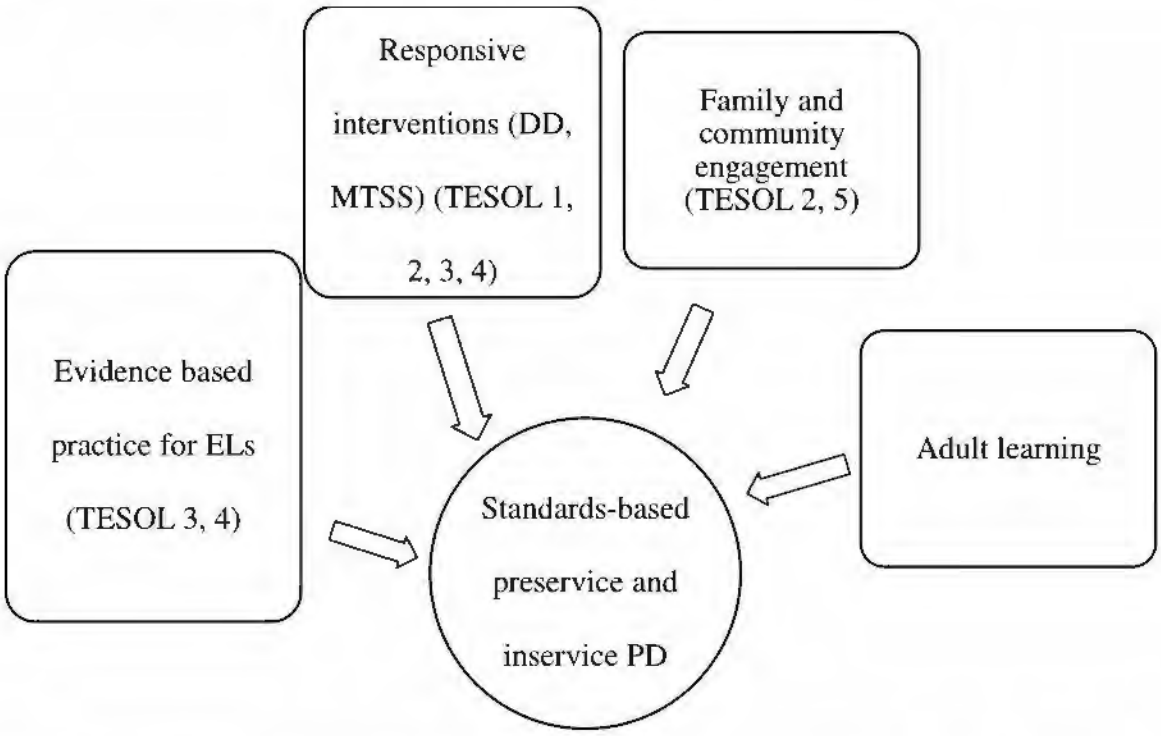

Figure 1: Theory informing EMPOWER PD and Alignment with TESOL Domains

EMPOWER project elements are described below:

Preservice Undergradnate (UG) Coursework: As the largest preparer of Maryland teachers, graduating over 700 teachers per year, TU is well-positioned to incorporate innovation regarding ELs' needs across its diverse teacher preparation programs. There are no state universities in the central Maryland region which offer undergraduate teacher preparation in ESOL, creating a shortage for school systems and a significant deficit in preservice teacher knowledge. EMPOWER preservice coursework, aligned to TESOL standards, addresses this gap and, while initially implemented with a pilot group of 20 preservice elementary and/or elementary/ special

educators each year, will easily expand to other certification areas across the COE due to the flexibility built into scheduling and fieldwork experiences. As elementary education, in Maryland, includes grades 1-3, this portion of the program overlaps with the Invitational Priority focused on supporting the early learning workforce, which includes educators through Grade 3.

Program strands (evidence-based practices for teaching content (Vaughn et al., 2009), effective assessment and intervention, and family/ community engagement) are woven throughout the preservice coursework, which will be initially offered to students in the elementary or elementary/ special education dual certification programs, three of TU's most popular programs. Informal needs assessment of TU's preservice teachers has indicated a strong interest in such coursework leading to ESOL endorsement, with 50% of students indicating interest. As a result, these teachers (many of whom move into elementary education roles in inclusive settings) will emerge with elementary certification or elementary/ special education dual certification, **as well as eligibility for Maryland ESOL endorsement upon passing the ESOL Praxis following graduation.** In keeping with EMPOWER's multidisciplinary focus and the nature of TU's ESOL programming, in which ESOL courses are housed in multiple departments, instructors will be drawn from multiple departments at COE, particularly Special Education, Elementary Education, Reading, Instructional Leadership, and Instructional Technology and Literacy. Year 1 will involve collaborative planning by TU faculty to **revise one existing course (ELED 357, ELs in the Classroom) and develop three new courses (ELED/SPED 300, Methods and MTSS for CLD Learners; SPED 350, Lingnistics for Preservice Educators; and SPED 400, Assessment of CLD Learners) for EMPOWER preservice participants.**

In years 1, 2 and 3, 20 EMPOWER undergraduate participants will be recruited and enrolled in EMPOWER coursework from January of their junior year through their senior year (coursework completed in Years 2-3, 3-4 and 4-5, respectively). Priority will be given to undergraduate participants who are from culturally and linguistically diverse backgrounds themselves and to AACPS residents who plan to teach in AACPS. To minimize financial barriers and ensure the program is accessible for participants from socioeconomically diverse backgrounds, all participants will receive a $500 stipend for each course in addition to a full tuition, fees and books scholarship. Participants will also receive travel support for travel to and from project activities including community service projects and summer tutoring/ enrichment programs. Table 2 demonstrates that coursework and activities, including internship activities, are aligned with program strands: evidence-based practices for ELs (Vaughn et al., 2009) (EBP), MTSS including assessment and universal screening for ELs, differentiating difference from disability (DD) as well as family/community engagement (FCE). Courses and activities are also aligned to TESOL standards, which correspond to the TESOL domains linked to each of these program strands. TU COE instructors are well versed in Universal Design for Learning and all courses will include effective pedagogy to facilitate knowledge transfer. Undergraduate courses will be completed during January term (minimester) and summer to complement the approved program of teacher certification coursework, aligned with Maryland and national standards, which all TU education majors complete (not represented here as it may vary with student/cohort). All TU students complete coursework addressing family and community engagement, and this topic is embedded as a dedicated strand in multiple EMPOWER courses.

The EMPOWER Annual Workshop is an additional PD opportunity each spring that will bring together preservice and inservice participants, including all teachers at site schools, for a

timely presentation on a topic related to ELs, including MTSS for ELs, strategies for content instruction, differentiating difference from disability, and family engagement. EMPOWER preservice participants will also complete school-based experiences in Monarch Academy schools over their two-year preparation program, including volunteering at Family-Teacher Academies, helping to plan family workshops, volunteering at family drop-in technology nights, and completing service projects related to families and community needs. During summer coursework, students will complete a practicum experience working with licensed teachers at Monarch Academy's summer school, which offers extended-year programming to students at risk and is in high demand among the schools' culturally and linguistically diverse populations.

Strategies for family and community engagement will be built into SPED 300 and ELED/SPED 400 and will also be addressed in students' final internship opportunities. In these internships, EMPOWER students will complete a service project in their school sites related to family support. EMPOWER students will also complete community immersion experiences in which they engage with the school community or larger community and interview CLD family members about their experiences and backgrounds; TU faculty based in AACPS have built a number of informal partnerships with local community organizations focused on literacy and education which can be leveraged in these activities and Monarch Academy's Board of Directors has multiple individuals with community and philanthropic connections to the larger Anne Arundel County community as well as neighborhoods near the site schools. TU's Center for Professional Practice (CPP), which places student teachers, will help to facilitate internship placements in high-EL schools, which will include Monarch Academy schools and other AACPS schools as logistics allow. Praxis preparation will be provided to all participants, and Praxis pass data will be tracked by the CPP for GPRA reporting purposes.

For TU students completing their practicum and internship in AACPS, this will have an additional benefit for AACPS by increasing school capacity and providing a pipeline of future AACPS teachers with dual or triple certification in ESOL, elementary, or elementary/ special education. The COE currently collects data, for its accreditation review, about graduates' performance in the classroom, how their administrators perceive their effectiveness, and how well their skills are developed, particularly in teaching ELs; this data will serve as baseline data for evaluation and will guide formative assessment of GPRA criteria 4-6. Finally, all participants will receive induction support following completion of their program, consisting of newsletter and email updates, access to EMPOWER faculty, and invitations to EMPOWER workshops and events. The undergraduate program sequence is depicted below, followed by descriptions of course sequence and alignment to program strands and TESOL standards.

	Fall	Minimester	Spring	Summer
2017-2018	Planning/ course design. Recruit UG1	--	Planning/recruit UG1; Annual Workshop for potential participants	--
2018-2019	Begin Undergraduate Cohort 2 (UG2) recruitment.	UG1: ELED 357	Recruit UG2. EMPOWER Annual Workshop	UG1: SPED/ELED 300 (family involvement project); SPED 400 (summer-school EL practicum).

2019-2020	Recruit UG3.	UG1: SPED 350; UG2: ELED 357	Recruit UG3. UG1 Praxis prep. Annual Workshop	UG2: SPED/ ELED 300; SPED 400 UG1: Praxis
2020-2021	UG1: Induction support UG2	UG2: ELED 357.UG3: SPED 350	UG1: Induction support. UG2: Praxis prep. Annual Workshop	UG3: SPED/ELED 300; SPED 400 UG2: Praxis
2021-2022	UG 1 and 2: Induction.	UG3: SPED 350	UG1/2: Induction. UG3: Praxis prep; Annual Workshop; Symposium.	UG3: Praxis; induction support

Table 2: EMPOWER preservice elements/ sequence and integrated program strands. UG1: Undergraduate (UG) cohort 1; UG2: UG cohort 2; UG3: UG cohort 3.

Course	**Topics Addressed**	**Program Strands**	**TESOL Standards**
ELED 357: ELs in the Classroom	Demographics and trends; strategies for classroom instruction; WIDA (language proficiency) assessments and standards; methods for content-language integration	EBP, MTSS, FCE	1.b, 3.a, 3.b, 3.c, 4.a
SPED/ELED 300: Methods and Tiered Supports for CLD Learners	ESOL methods; multi-tiered systems of support for CLD learners; second-language assessment and universal screening for ELs.	EBP, FCE	2, 3.a, 3.b, 3.c, 4.a, 4.b, 4.c, 5.b

SPED 350: Linguistics for Preservice Educators	Elements of linguistics; professional standards; second language acquisition and proficiency	EBP, MTSS	1.a, 1.b, 4.a, 4.c, 5.a, 5.b
SPED 400: Assessment of CLD Learners	Language proficiency assessment; progress monitoring; differentiating difference from disability	MT, DD, EBP	2, 3.b, 4.a, 4.b, 4.c, 5.c
Participation in family events, including drop-in technology nights, family workshops/ ESOL tutoring and Family-Teacher Academies	Service projects at family events, including regular support at drop-in technology nights and Family-Teacher Academies, will be integrated into SPED 400, academic-year volunteer service, and regular program activities for all participants as a condition of funding.	FCE	2, 5.b
Praxis preparation and induction support post-graduation	Comprehensive preparation for ESOL Praxis II prior to test; annual workshop, newsletter, access to website and just-in-time support from faculty as needed; invitations to EMPOWER workshops and events, including EMPOWER annual workshops and summative conference	All	All

Table 3: EMPOWER preservice coursework and program elements, integrated program strands and TESOL standards

Inservice ESOL-Leadership MED: Inservice ESOL Leadership Fellows, recruited primarily from tenured teachers at Monarch Academy schools (with other AACPS educators eligible as space permits) to facilitate schoolwide change, will complete a 39-credit program, preparing them for Maryland licensure in school leadership and administration, ESOL endorsement, and special education endorsement, which also integrates the seven program strands (four evidence-based practices (EBPs) for ELs with moderate evidence of effectiveness (Vaughn et al., 2009), MTSS, differentiating difference from disability (DD), and family/ community engagement (FCE)) throughout coursework and induction. Informal needs assessment has indicated strong interest in this program from Monarch Academy staff, and any additional seats not filled by Monarch Academy staff will be offered to AACPS educators serving high-EL populations, further evidence of the strong collaborative relationship between these school system partners. Coursework is aligned with TESOL domains and standards as indicated below and is cross-disciplinary, drawing from the departments of Instructional Leadership and Professional Development (ILPD), Elementary Education/ Reading (REED), including ESOL, and Special Education (SPED). Student intervention projects are built into SPED 631, and SPED 632 incorporates action research related to assessment of CLD learners as well as addressing language proficiency assessment and standards. Coursework **systematically integrates family and community engagement**; as part of embedded course experiences, EMPOWER fellows will work with the project manager to design and implement Family-Teacher Academies (where teachers and families will interact, learn from one another, and discuss topics such as child development, literacy support, and valuing family experiences at their site school each year). Additionally, EMPOWER fellows will complete projects including a family or parent interview focused on an EL student (SPED 633), a student intervention project (SPED 631), and action

research related to an EL (SPED 632). Family and community involvement is a key component of Leadership certification courses taken throughout the program as well. EMPOWER fellows will support PD activities at the site schools as part of their coursework and as volunteer service required as part of their funding, including assisting with family drop-in technology nights and family academies, leading to synergy between the M.Ed. and school-based PD elements of the project. In Year 5, induction support will include access to blogs and newsletters, quarterly workshops and social hours on relevant ESOL and leadership topics, and Praxis preparation. Induction support topics will be aligned to TESOL domains and standards to continue the professional learning begun in coursework. Participants will also attend the EMPOWER Summative Symposium, where they can present their experiences and their leadership projects along with a keynote presenter. All presentations will be disseminated post-conference online. Coursework and program timelines are described in Table 4, below, with alignment to program strands and TESOL standards depicted in Table 5.

	Fall	Spring	Summer
2016-2017	Recruitment	Recruitment EMPOWER Annual Workshop	Recruitment/ registration
2017-2018	SPED 633; ILPD 667; Family-Teacher Academy	ILPD 716; SPED 631; Parent Resource Night; Annual Workshop	Student support; summer newsletter and blogs
2018-2019	ILPD 603; SPED 641; Family-Teacher Academy	ILPD 740; SPED 646; Annual Workshop; Parent Resource Night	Student support; summer newsletter and blogs

2091-2020	ILPD 781; SPED 632; Family-Teacher Academy	ILPD 797 (6 credits); Annual Workshop; Parent Resource Night	REED 652
2020-2021	Induction; Family-Teacher Academy	Induction; Praxis prep; Praxis; Annual Workshop.	Induction

Table 4: EMPOWER M.Ed. Sequence

Course	**Description**	**Program Strands**	**TESOL Standards**
SPED 633: Working with CLD Families	Family engagement and support; culturally responsive practices; funds of knowledge	FCE; MTSS	2, 5.a, 5.b
ILPD 667: Curriculum and Assessment	Curriculum design and formative and summative assessment	EBP; MTSS	3.a, 3.b, 3.c, 4.a, 4.b, 4.c
ILPD 716: School leadership	Instructional leadership, organizational and management skills, professional standards	EBP; FCE; MTSS	2, 3.a, 5.b
SPED 631, Strategies and interventions for diverse learners	ESOL and content strategies; second-language acquisition and proficiency; multi-tiered systems of support	MTSS, EBP	2, 3.a, 3.b, 3.c, 4.b, 4.c
ILPD 603, School law	Legal and professional frameworks for school administration	FCE; DD; MTSS	2, 4.a, 5.b

SPED 641, Curriculum and instruction for students with disabilities	Individualized educational program development; instructional planning and implementation; using and interpreting language proficiency data; MTSS	MTSS; DD; EBP	3.a, 3.b, 3.c, 4.a, 4.c
ILPD 740, Data-based decision-making	Using instructional and assessment data; using and interpreting language proficiency data; data analysis; tiered supports and interventions; at-risk populations	DD; MTSS; EBP	2, 3.a. 4.a, 4.b, 4.c, 5.a
SPED 646, Using technology to differentiate	Universal Design for Learning; technology integration; technology strategies for instruction and assessment	EBP; MTSS	3.a, 3.c, 4.c, 5.b
ILPD 781, Supervision and evaluation	Supervision and evaluation of educators; instructional leadership	MTSS; EBP	3.a, 3.b, 4.c, 5.b
SPED 632, Assessment for CLD learners	Differentiating disability from language difference; standards-based assessment of CLD learners, including language proficiency; classroom-based assessment	MTSS; DD; FCE	1.a, 1.b, 4.a, 4.b, 4.c, 5.a
ILPD 797, Internship (6 credits)	Supervised practical experience in school administration and leadership	FCE; DD;EBP; MTSS	2; 3.a, 3.b, 3.c, 4.a, 4.b, 4.c, 5.b

REED 652, Linguistics	Domains of language, second-language acquisition, Praxis preparation	EBP	1.a, 1.b, 5.a
Induction support	Workshops, including EMPOWER annual workshops and summative conference; just-in-time support from program faculty; access to program website, newsletters, emails.	FCE; MTSS; DD; EBP	1.b, 2, 3.a, 3.b, 3.c, 4.a, 4.b, 4.c, 5.b
Family-Teacher Academies	Annual learning opportunity with and from family members	FCE	2; 3.c, 5.b
Family drop-in technology nights	Leadership fellows available to support families with use of EMPOWER mobile computer lab	FCE	2, 5.b
Family Resource Night (family workshops)	Leadership fellows design and deliver family workshops on topics relating to school success for CLD learners, including literacy, assessment, wellness	FCE	2, 5.b

Table 5: EMPOWER M.Ed. Courses, Program Strands and Relevant TESOL Standards

Last, PD activities at EMPOWER schools are aligned with the areas of evidence-based practice (Vaughn et al., 2009) cited above, as well as family and community engagement, all of which have evidence of effectiveness for students with disabilities as well as ELs (Vaughn et al., 2009; Herrera et. al, 2012; Klingner et al., 2014). This ensures ESOL Leadership Fellows will have the tools and skills to address the needs of all diverse learners in their classroom. Each of these concepts is essential for inservice educators, who are often expert in content but unfamiliar with how to adapt that content for ELs and students who may struggle (Baker et al., 2014;

Bowers, Quirk & Jung, 2010; Pereira & Oliviera, 2015). EMPOWER Leadership Fellows will also take a leadership role in supporting and facilitating school-based PD at both Monarch campuses and within AACPS as feasible. Total educators served by PD will be 250 over the life of the grant, with 50 educators, at a minimum, served each year; the number of educators served in specific PD activities may vary with each activity. Targets are described in the outcomes and in the narrative below. Year 1 is primarily a planning year, but some limited PD activities will begin in Year 1, with full PD activities initiated by Year 2. As both Monarch Academy schools are situated near other high-need AACPS schools, selected opportunities (workshops and book studies) will be made available to other AACPS employees in those schools as logistics permit (see attached letter of support).

PD will consist of a resource library at each school; participation of 25 content and special education teachers in coaching and workshops each year; "just in time" support and coaching as needed for teachers from the Project Manager; summer support and workshops including book clubs on topics related to EL's needs, led by the Project Manager and EMPOWER faculty with support from ESOL Leadership Fellows at those schools, subject to scheduling parameters at each school. Additionally, each year an EMPOWER Annual Workshop will be held, featuring a speaker on a topic relevant to EL achievement; all teachers at EMPOWER schools, preservice and inservice participants, and stakeholders will be invited.

EMPOWER PD activities timetable incorporating evidence-based practices for content and language instruction including use of graphic organizers (GO), vocabulary instruction (VI), peer pairing (PP) and strategic use of video and discussion (VD) (Vaughn et al., 2009):

2017-2018: Fall: Initial meetings at EMPOWER schools. **Spring:** EMPOWER PD planning; resource library established. 50 EMPOWER PD participants selected for team-based coaching in

spring, with input from school leadership. Family engagement/ Family-Teacher Academies begin (FCE). Evaluation activities begin and continue. Annual Workshop. **Summer:** 2 summer workshops for EMPOWER teachers (VI, GO).

2018-2019: Fall/ Spring: Book studies planned and implemented at each school site (GO, VI, VD, PP). Resource library maintained (GO, VI, VD, PP); coaching and "just in time" support for EMPOWER teachers continues (GO, VI, VD, PP); whole-faculty workshops/ book studies (2 per school) facilitated by project manager and M.Ed. cohort members (GI, VI). Family engagement/ Family-Teacher Academies continue (FCE) and drop-in technology nights begin with support in design and delivery from M.Ed. participants. Annual Workshop. **Summer:** 2 PD workshops for EMPOWER teachers.

2019-2020: Fall: Book studies planned and implemented at each school site (GO, VI, VD, PP). Coaching and just in time" support for EMPOWER teachers continues (GO, VI, VD, PP); whole-faculty workshops (1 per school) facilitated by project manager and M.Ed. cohort members (GI, VI). Family engagement/ Family-Teacher Academies continue (FCE). "Spanish for Educators" class offered to teachers. **Spring:** Whole-faculty workshops (2 per school) facilitated by project manager and M.Ed. cohort members (GI, VI). Evaluation continues, including longitudinal study. Family ESOL tutoring begins. Annual workshop. **Summer:** 2 teacher workshops.

2020-2021: Fall and Spring: Book studies planned and implemented at each school site (GO, VI, VD, PP). Resource library maintained (GO, VI, VD, PP); coaching and "just in time" support for EMPOWER teachers continues (GO, VI, VD, PP); whole-faculty workshops (2 per school) facilitated by project manager and M.Ed. cohort members (GI, VI). Family engagement/ Family-Teacher Academies continue (FCE). Family ESOL tutoring continues. If interest is sufficient,

"Spanish for Educators" class offered again to teachers. Longitudinal study continues. Annual workshop. **Summer:** Two summer workshops for EMPOWER teachers (VD, PP).

2021-2022: Fall and Spring: Book studies planned and implemented at each school site (GO, VI, VD, PP). Resource library maintained (GO, VI, VD, PP); coaching and "just in time" support for EMPOWER teachers continues (GO, VI, VD, PP); whole-faculty workshops (2 per school) facilitated by project manager and M.Ed. cohort members (VI, PP). Family engagement/ Family-Teacher Academies continue (FCE). EMPOWER Summative Conference (spring). **Summer:** Longitudinal study concludes.

Last, **TU faculty will continue to collaborate with one another** and with Monarch/ AACPS personnel to ensure TU coursework is responsive to the needs of ELs. This collaboration will result in two innovative programs which both meet a need (cross-disciplinary knowledge in ESOL/ elementary/ special education and ESOL/ leadership/ special education) not addressed elsewhere in the state university system. TU faculty will solicit input from school-based personnel about important skills and competencies for teachers throughout the needs assessment and formative evaluation process. Planning stipends are built into the budget for TU faculty to redesign elective courses around the identified ESOL competencies in the first three years of the project and to ensure these competencies are infused within required leadership and special education courses as well.

h(1) The extent to which the applicant enconrages applications from members of nnderrepresented gronps. Towson University does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, socio-economic status, national origin, race, gender, genetic predisposition or sexual orientation in its education and research programs, services and activities. Staff diversity is a priority at TU and within this project. TU policies will

be adhered to with respect to job search, equity and diversity of applicants. Dr. Martinez-Alba served in the past year as TU's Provost Fellow for Diversity and Inclusion and, in that capacity, oversaw improvements to the University recruitment efforts for diverse individuals. She will oversee the interview process to ensure culturally and linguistically sensitive interview techniques are practiced. Should applicants require accommodations, the PIs will work closely with the University's Office of Disability Support Services and with the Provost's office for Diversity and Inclusion. In addition to posting job announcements on TU's website, job announcements will be posted with organizations that attract a diverse reader population, such as Teachers of English for Speakers of Other Languages (TESOL), National Association for Bilingual Education (NABE), and the Council for Exceptional Children (CEC).

b(2) PI qualifications. The PI and co-PIs bring to their roles combined expertise in ESOL, second language instruction and literacy, language development, differentiating difference from disability for ELs, teacher PD and leadership and system change. The complementary backgrounds of the three project leaders serve as an unusual asset, ensuring this multidisciplinary, collaborative partnership has leadership and expertise across disciplines, with a strong foundation in ESOL, language development and culturally and linguistically responsive practice. While the work of PD projects is often discontinued after the funding period, the combined expertise of EMPOWER faculty, including leadership from three TU COE departments, ensures project advances will be formalized and institutionalized to improve teacher knowledge throughout the COE, Monarch/ the Children's Guild, AACPS and Maryland. PI expertise includes ESOL, language accessibility, identification and collaborative planning for ELs (Dr. Rice Doran), second-language instruction and literacy for ELs (Dr. Martinez-Alba); and language development and leadership (Dr. Neville). Additionally, faculty consultants bring

further expertise in leadership and administration (Dr. Diane Wood) and early childhood/ primary-level ESOL and language diversity (Dr. Judith Guerrero). Dr. Rice Doran holds an Ed.D. in bilingual special education and has published and presented extensively on service delivery and identification of ELs, particularly those with disabilities. She has co-authored a book on teaching ELs, is currently completing a manuscript for TESOL Press on comprehensive supports for ELs, and is currently leading a partnership with another local school system to pilot improvements to the collaborative planning process to ensure instruction and interventions are appropriate for English learners. She has developed four new TU courses which address instruction, assessment, inclusive practice and family support for English learners and teaches both ESOL and special education courses at TU. She has served as PI of two recent teacher PD grants in Maryland focused on MTSS for ELs. Further information about personnel is in the position descriptions appendix.

(c)1 Adequacy of management plan to achieve objectives on time and within budget. The management plan is adequate to achieve all objectives on time and within budget. Regular communication among PIs, project participants, and a project advisory board including representatives from school-based staff (see evaluation section for more detail) will ensure that project objectives are met on time and within budget. Activities, outcomes (which are directly aligned to objectives as stated in Section a(1)), persons responsible and timelines are represented in Table 6 below by month and year. Key project milestones associated with activities and outcomes are listed following the activities chart. Items marked with a * repeat each year and are represented in the first chart only for space purposes. **D= Dr. Rice Doran. N = Dr. Neville. M = Dr. Martinez-Alba. P = Project Manager. PIs=All PIs. G = GA. E = Evaluator. TU=**

other TU faculty. MA = MA/ AACPS collaborators. UG: Undergraduate cohort 1, 2 or 3. MED.: M.Ed. cohort

Year I: July 2017-June 2018 (Months represented by initials: J = July, A= August, etc.)

Key Activities	Outcome	Person/s	J	A	S	O	N	D	J	F	M	A	M	J
Hire P, GA	All	PIs	X	X										
Recruit MED cohort	3.1a	M, MA					X	X	X	X	X	X	X	X
Recruit UG1	2.1a	M, N					X	X	X	X	X	X	X	
Advise MED/ UG students*	3.1a, 2.1A	P, M, N, G											X	X
MED/UG course design	3.1a, 3.1b	PIs, TU, MA	X	X	X	X	X	X	X	X	X	X	X	X
Design and refine family engagement	4.1a-e, 4.3a-c	PIs, TU					X	X	X	X	X	X		

activities in coursework														
Develop ESOL Praxis prep	2.2a, 3.2a	P, M, D, G	X	X										X
Initial meetings at schools	All Goal 1	PIs, P		X	X	X	X							
Plan and begin PD at EMPOWER schools	11a-c, 1.2a, 1.3a-c	D, M, P			X	X	X	X	X	X	X	X	X	X
Coordinate PD workshops*	1.1a	P, PIs										X	X	X
Establish/ maintain school resource libraries*	1.3a-c, 4.2a	P, M, G			X	X	X	X	X	X	X	X	X	
Plan Annual Workshop	1.5a	N, D, P, TU, G				X	X	X	X	X	X	X		

(speaker, logistics)*														
Edit/ publish newsletter*	4.4c	P, D, N, G			X			X			X			X
Maintain website including family resources*	2.4a, 4.4b	P, G	X	X	X	X	X	X	X	X	X	X	X	X
Plan and implement Family-Teacher Academies and Parent Resource Night*	1.6a, 1.6b, 4.3b	P, M, D, MED			X	X				X	X			
Plan UG field activities	2.3a	P, N, D											X	X
Submit/ give	2.4c, 4.4d	P, PIs				X					X	X		

conference pres.*														
Design evaluation instruments	All	E	X	X	X	X	X	X	X	X	X	X		
Collect/ analyze data*	All	E		X	X	X		X	X	X				X
Design/ deliver webinar on UG model	2.4b	P, D, N											X	
Convene advisory board*	All	P, E, D, N					X							X
Manage budget*	All	D, P	X	X	X	X	X	X	X	X	X	X	X	X
Develop and update draft Replication Manual*	All	P, D					X		X		X		X	

Collect baseline data	All	E			X	X	X	X	X	X	X	X	X	X

Year 2: July 2018-June 2019

Activity	Outcome	Person/s	J	A	S	O	N	D	J	F	M	A	M	J
Register MED cohort; oversee courses *	3.1a	P, PIs	X	X	X	X	X	X	X	X	X	X	X	X
Coordinate school PD *	All Goal 1	P, M, D, MED	X	X	X	X	X	X	X	X	X	X	X	X
Register UG 1	2.1a	P, N, D					X							
Recruit UG2	2.1a	P, N, D									X	X		
Identify UG/ MED guest lecturers*	2.1a, 3.1a	P, M, D					X		X			X	X	X
Coordinate UG field experiences during Monarch summer program and academic-year support experiences*	2.3a	P, M	X	X			X			X			X	X

Year 3: July 2019-June 2020

Activity	Outcome	Responsible	J	A	S	O	N	D	J	F	M	A	M	J
Recruit UG 3	2.1a	P, N, D									X	X		
Register UG1	2.1a	P, N, D				X								
Register UG2	2.1a											X	X	
ESOL Praxis prep for UG1	2.2b	P										X		
Facilitate UG1 Praxis signup	2.2b	P									X	X	X	
Submit article	2.4c	PIs, E, P									X	X	X	X
Design/ deliver webinar on inservice PD	1.7a	PIs, P											X	X
Offer family ESOL tutoring	4.4e*	PIs, TU, UG	X									X	X	X
Pilot "Spanish for Educators" class	4.2d	PIs, TU												

Year 4: June 2020-July 2021

Activity	Outcome	Responsible	J	A	S	O	N	D	J	F	M	A	M	J
Register UG2	2.1a	P, N, D				X	X							
Register UG3	2.1a	P, N, D				X	X					X	X	

Praxis prep UG2	2.2b	P									X	X		
Praxis signup UG2	2.2b	P										X	X	X
Submit white paper or article	4.4d	P, TU	X	X										

Year 5: July 2021-June 2022

Activity	Outcome	Responsible	J	A	S	O	N	D	J	F	M	A	M	J
MED induction/ Praxis prep	3.2a, 3.3a	P				X			X		X			X
MED alumni bulletin/ social media	3.3a	P	X	X	X	X	X	X	X	X	X	X	X	X
MED Praxis	3.2a	P				X	X	X	X	X				
Register UG3	2.1a	P, N, D				X								
UG3 Praxis prep	2.2a	P									X	X		
UG3 Praxis signup	2.2a	P									X	X		
M.ED. webinar	3.3b	P, PIs	X	X										
White paper	3.3c	P, PIs								X	X	X	X	X
Plan EMPOWER Summative Symposium	1.4a	P, PIs	X	X	X	X	X	X	X	X	X			

Finalize and publish completed Replication Manual	All	P, D, N									X	X		

Table 6: Year-by-year management sequence: activities, persons responsible, outcomes.

Project milestones are listed below for clarity and will form a roadmap for continuous monitoring to ensure the project is on track. Evaluation reports, as well as informal reports by the project staff to the Advisory Board, will reference progress toward key milestones each year.

Project Milestones by Year:

Year 1 (2017-2018): A) All four UG courses are developed or revised by July 2018. B) All M.Ed. courses are developed or revised to incorporate TESOL standards by July 2018. C) Monthly meetings completed with Monarch personnel to plan scope and sequence of PD from September 2017-June 2018. D) Comprehensive PD calendar for each Monarch site developed for subsequent years of grant by June 2018. E) Initial summer workshops and informal coaching initiated by June 2018. F) Recruit 1st undergraduate (UG) cohort by June 2018. G) Recruit M.Ed. cohort by June 2018. H) Baseline data collected for PD sites, UG and M.Ed. cohorts by June 2018. I) Annual Workshop planned and offered by May 2018. J) 1st webinar offered by July 2018.

Year 2 (2018-2019): A) Initial UG course offered by January 2019. B) Initial M.Ed. courses offered by September 2018. C) School-based coaching and just-in-time support initiated by September 2018. D) School-based PD workshops initiated by December 2018. E) Teacher book studies initiated by January 2019. E) Annual workshop planned and offered by May 2019. F) White paper completed by June 2019. G) Recruit 2nd UG cohort by June 2019. H) Family-

Teacher Academy offered by December 2018. I) Drop-in technology nights begun by October 2018. J) Parent Resource Night workshops begun by October 2018.

Year 3 (2019-2020): A) 1st UG cohort completes all coursework by May 2020. B) 1st UG cohort completes ESOL Praxis by May 2020. C) Webinar completed by May 2020. D) Peer-reviewed article draft completed and submitted by April 2020. E) Family ESOL tutoring offered by November 2019. F) Spanish for Educators class offered by January 2020. G) Family-Teacher Academy offered by December 2019. H) Drop-in technology nights maintained bimonthly. I) Parent Resource Night workshop offered by October 2019.

Year 4 (2020-2021): A) 2nd UG cohort completes all coursework by May 2021. B) 2nd UG cohort completes ESOL Praxis by May 2021. C) White paper completed and submitted by April 2021. D) Family-Teacher Academy offered by December 2020. E) Drop-in technology nights maintained bimonthly. F) Parent Resource Night workshop offered by October 2020.

Year 5 (2021-2022): A) Final UG cohort completed ESOL Praxis by May 2022. B) M.Ed. cohort completes ESOL Praxis by May 2022. C) Summative EMPOWER conference occurs by May 2022. D) White paper and webinar completed/ disseminated by April 2022. E) Replication Manual completed and published on website by April 2022. F) Longitudinal study data collection completed by April 2021. G) Longitudinal study data analysis completed by July 2021. G) Family-Teacher Academy offered by December 2021. H) Drop-in technology nights maintained bimonthly. I) Parent Resource Night workshop offered by October 2021.

c(2) The extent to which the time commitments are appropriate and adequate. The time commitments of all personnel are appropriate to accomplishing all objectives, on time and within budget. Dr. Rice Doran, as PI, will devote 15% effort during the academic year and 100% effort during the summer. Dr. Martinez-Alba will contribute 100% effort during the summer allowing

a focus in summer on course development, PD development, and dissemination, and will continue to support project activities as part of her regular scholarship agenda during the year. Dr. Neville will contribute 10% efforts throughout the year. During the academic year, this entails a combined 25% of key faculty effort, with additional intensive faculty effort through the summer in course development, research, planning and dissemination. Dr. Wood will provide variable amounts of effort sufficient to support implementation of M.Ed. in leadership at the off-campus site. The Project Manager (PM) will work at 100% effort throughout academic year and summer. The GA will work 10 hours per week (25% effort) during academic year to support the PM and PIs with administrative and routine tasks, such as communication, student support, research, and gathering and preparation of PD materials. The Evaluator will keep in close contact with PIs throughout all stages of the process and has adequate time and effort budgeted each year of the project (12-16%), with additional effort in the first year (to facilitate planning and design of instruments) and the final year (to facilitate summative assessment). Financial oversight will occur through regular meetings between Dr. Rice Doran, the Project Manager, and TU's research office. Dr. Rice Doran has experience with budget management and oversight through multiple grants and project management experiences and will devote time during the academic year and summer to ensuring all policies and procedures are observed.

d(1) The extent to which evaluation is thorough, feasihle, and appropriate. Evaluation will utilize both quantitative and qualitative methods, addressing all goals and project elements. Evaluation will be conducted by the Center for Application and Innovation for Research in Education (CAIRE) led by Dr. Raymond Lorion, Ph.D., an experienced quantitative evaluator (see position descriptions for more detail). Evaluation procedures are described for each goal.

Goal 1: Quantitative evaluation will include a baseline and annual analysis of each EMPOWER school, including demographics, mobility, attendance, EL proficiency as measured by WIDA Access for ELLs scores, and academic achievement. Classroom-level achievement and language proficiency data for ESOL Leadership Fellows at each school will be reviewed. CAIRE, in collaboration with the PIs and Monarch/ the Children's Guild, will design and conduct longitudinal case studies at each EMPOWER school documenting the development, implementation, and sustainability of the EMPOWER model over the funding period. The case study will synthesize qualitative findings from observational, interview and document analysis and quantitative findings from repeated surveys and academic data. Given the differential history of the two schools (i.e. the Laurel site has been operating since 2014 and the Annapolis site will open in fall 2017), the opportunity for a natural experiment exists to examine the ecological impact of introducing EMPOWER interventions in one setting with existing ecological characteristics related to EL culture and needs and a setting marked from the outset with the cultural focus intended for EMPOWER sites. The case studies will provide insight into how each setting's acceptance of a culturally responsive climate evolves relative to its respective history.

Each year, CAIRE will develop a set of interrelated online surveys for distribution to teachers, support staff, students and parents, pre-service candidates and teacher educators. Surveys will be administered before activities begin and then at appropriately designated milestones, at least twice per year. Surveys will measure respondents' understanding of the needs, resources and challenges confronting EL students and families. Teacher surveys will focus on instructional challenges and pedagogical strategies for teaching ELs. Surveys will gather demographic information and (for teachers, school staff and interns) language abilities, professional role, background and experience, experiences with linguistic diversity and attitudes

toward issues of racial, ethnic, linguistic and economic diversity. Where possible, established measures will be used; psychometric characteristics of surveys will be determined and reported. CAIRE will create an online reporting system for respondents to access and complete the surveys as they proceed through EMPOWER PD offerings and programs. The online system will automatically notify participants when it is time to complete the form to maximize completion rates. Surveys for teachers will be administered prior to PD experiences/ curriculum offerings; within one week of completion and again within 1-3 months of completion to assess residual information retention and attitudinal or behavioral impacts. All IRB requirements will be followed, particularly regarding informed consent. Surveys will be completed anonymously at the respondent level with unique identifiers created to allow for longitudinal comparisons. Respondents will identify their role and the EMPOWER school with which they are involved (this information will be omitted from reports).

Additionally, CAIRE will develop participant information systems that conform to GPRA measures. These data will provide formative information to the PIs and their AACPS collaborators. Repeated surveys will document extent to which PD affects knowledge, skills and attitudes about teaching and learning with EL students across grade levels. All of these will provide means to measure EMPOWER's progress toward goals. Formative assessment procedures will be designed and implemented to document each step in the development of EMPOWER schools during years 1-4. A summative evaluation across all project years will be prepared in year 5 to include consideration of the academic achievement of EL students in EMPOWER schools compared with a demographically comparable sample of EL students enrolled in non-EMPOWER schools based on publicly available data including achievement and language proficiency. EMPOWER Schools will be examined both in terms of changes within

and across the EMPOWER settings, using a comparison approach to compare classroom outcomes for teachers participating in EMPOWER coursework, and PD, from those not participating.

Students enrolled in the graduate and undergraduate cohorts will be invited to complete diaries of their experiences in classrooms, providing candid information about the quality of instruction, applicability of information, and implications of content for their instruction of ELs and support of families. If the number of applicants to any cohort exceeds the number of positions, the PIs may consider randomly selecting a set of enrollees and a comparison group.

Inservice PD, including M.Ed. coursework, will be evaluated via Likert scale evaluations of knowledge, skills and dispositions pre and post courses; university supervisor observations in the final internship semester; instructor and student qualitative feedback; document review of lessons, action research projects and portfolios; and analysis of achievement and language proficiency data for participants' students, within Monarch Academy schools, over the life of the M.Ed. program. For preservice and inservice, TU will analyze annual data on supervisor, student and administrator ratings of competencies related to ELs, after the internship semester, after one year of teaching, and after three years of teaching. The COE currently has baseline data for all graduates for all these figures through its certification reporting process. This data will he analyzed to determine any differences in EMPOWER students' performance or teacher quality as opposed to peers. Last, extensive data will be collected to determine effectiveness of PD in schools, including student achievement, language proficiency, and special education identification data for EMPOWER and comparison schools.

CAIRE will work with EMPOWER schools and with Monarch/ the Children's Guild and AACPS to interview M.Ed. participants moving into new roles about how those roles utilize

knowledge and skills gained through the program. CAIRE will work with Monarch/ the Children's Guild and AACPS to maintain contact with all participants in EMPOWER PD offerings and collect follow-up data from them. As noted above, those registered for PD sessions will be invited to complete a series (pre-; post-; follow-up) of online surveys reflective of the PD content and outcomes targeted in each offering. Educators visiting EMPOWER schools to observe will be asked to complete pre and post surveys and follow-up surveys three months later to determine if they have incorporated any of the observed improvements.

CAIRE will develop with the PIs a EMPOWER website to serve as a repository for project materials, curricula, PD offerings, professional presentations and scholarly products. The website's registration procedures will allow CAIRE to document the number and professional roles of participants. The website will include a blog whereby website users can request and share information, instructional strategies and observations related to EMPOWER offerings and experiences. Qualitative analytic methods will be applied to the contents of these exchanges to identify themes relating to educator experiences regarding ELs. CAIRE's qualitative scientists will design a systematic observation procedure for use during the Family-Teacher Academies and will invite family members to provide interview feedback after about perceived value. If these academies and PD offerings are recorded, CAIRE qualitative scientists will use analytic programs such as Nvivo to identify themes and make future recommendations.

Goal 2: Preservice teacher PD will be evaluated by means of Likert scale evaluations of knowledge, skills and dispositions pre and post coursework; supervisor observations in the field; instructor and student qualitative feedback; and document review of student lessons, service projects and portfolios. All UG, and M.Ed., students in the cohort will be asked to complete surveys about knowledge, skills and attitudes toward EL students and families. These will be

compared to responses from students not seeking admission as a comparison group, both as a baseline assessment and post-test. Follow-up surveys of undergraduate students at one year, two years and three years (for UG1) post-graduation will identify their teaching assignments and whether they are working with ELs. Formative assessments will be designed documenting course development and piloting, with qualitative assessment of instructor and student feedback on course content, materials and instructional procedures.

Goal 3: To evaluate Goal 3, CAIRE qualitative scientists will design a Share Point site to document all exchanges relating to the achievement of this goal. CAIRE staff will attend meetings and analyze their content over time to determine the extent to which the objectives listed in this goal are met within Towson's teacher preparation program, within the EMPOWER schools, and beyond. Interviews with TU faculty, AACPS/ Children's Guild and Monarch personnel and students will document stakeholder perceptions and progress toward this goal.

Goal 4: To evaluate Goal 4, CAIRE qualitative scientists will conduct Likert scale assessment of teacher knowledge, skill and dispositions relative to family relationships, family backgrounds and family engagement. Teacher participants in PD offerings will complete survey evaluations after each offering to assess relevance and utility in improving their skills and competencies relating to family and community engagement, and all preservice and inservice coursework completers will complete survey evaluations of each EMPOWER course assessing its relevance and utility in improving their skills and competencies in this area. Qualitative interviews will be conducted with a sampling of teacher participants as well. Families participating in Family-Teacher Academies and Family Resource Nights, as well as other grant-funded outreach efforts, will complete surveys of the effectiveness of these activities. CAIRE will maintain a log documenting the development and implementation of all family engagement and community

involvement activities over the life of the grant. At least two CLD families will be asked to serve on the project's advisory board, selected with input from school staff at each Monarch site.

d(2) The extent to which evaluation will produce evidence that would meet WWC Standards with reservations. The evaluation has a quasi-experimental design (What Works Clearinghouse (WWC), 2014) with comparison sites for each school (WWC, 2014) and will provide strong formative evidence of implementation. Differences among and between EMPOWER schools, and differences between classroom outcomes for EMPOWER PD participants and non-participants, will be analyzed for statistical significance and effect size, with enrollments over the targeted schools ranging from 662-700 students and average class size of 25. Student outcome measures to be analyzed at EMPOWER schools, including comparisons of EMPOWER participant and non-participant classroom data, include scores on previously validated measures (WWC, 2014) such as state language proficiency exams (WIDA ACCESS for ELLs), state accountability assessments (PARCC), and school/ district assessments. The evaluation design will provide a "manipulation check" through a combination of qualitative inquiry methods and, in a limited number of instances, quasi-experimental findings that confirm intervention fidelity, outcome measures, generalizability, and psychometric viability of process. Evaluation will provide formative evidence that the intervention has been implemented as proposed; that the knowledge, skills and attitudes of participants have been altered; and, based on comparative data, that differences in knowledge, skills and outcomes (and possible differences in student achievement between classrooms of EMPOWER PD participants and comparison classrooms) exist among students at targeted schools and those of coursework participants and non-participants. The study's summative outcome measures, including changes in knowledge and skills for undergraduate participants, changes in knowledge, skills and student

outcomes for M.Ed. participants and changes in student achievement at EMPOWER schools, cannot all be fully analyzed within the funding timeframe; PIs will continue to review and analyze data even following conclusion of funding. Even formative assessment data that does not meet WWC standards provides a crucial basis for building a body of evidence regarding the impact of PD on ELs' outcomes.

c(3) The extent to which evaluation will provide feedback and permit periodic assessment. Evaluation methods will provide performance feedback at regular intervals and will permit periodic assessment of progress. Through triangulation of quantitative and qualitative data, the evaluation uses multiple methods to assess progress. These include student, faculty, and school feedback; review of course documents and activities as they are developed and implemented, online surveys, website review, observation of Family-Teacher Academies and Family Resource Nights, review of ESOL Praxis results, and achievement data providing evidence of improved teacher knowledge, skills and practices. Evaluation planning and baseline data collection will begin in Year 1 and will continue throughout the project. The project timeline indicates dates for regular collection and analysis of data. The evaluator will meet quarterly with EMPOWER faculty and staff to discuss evaluation findings, assess progress toward outcomes, and adjust activities as needed to ensure outcomes are achieved. Evaluation will also be guided by a project advisory board consisting of EMPOWER faculty, the evaluator, representatives from the Children's Guild and Monarch Academy, invited AACPS representatives from ESOL and human resources, project participants, including M.Ed. and undergraduate students, and families of CLD learners. This board will meet each fall and spring to review progress and make recommendations.

As schools face new challenges, in changing instructional and accountability climates, to support their EL students, they must adapt and evolve. However, this challenge must not fall on schools and school system alone; IHEs, and the faculty within them, must likewise change and improve their practice. The EMPOWER project provides a unique model, building on collaboration among schools serving high-need students and utilizing the resources and expertise of higher education to further improve practice for ELs in targeted schools. In this collaborative project, the PIs will work closely with school leadership and staff to ensure PD continues to be responsive to the dynamic needs of the targeted teachers, schools and communities. This model partnership of mutual dedication and respect, along with the synergy among collaborators, will ensure sustained improvements in teacher preparation as well as school capacity. In the short term, these improvements will lead to licensure for 78 new ESOL-endorsed educators, a substantial gain for local schools whose EL populations have increased steadily. Even more important, these multifaceted improvements will lead to sustained and increased responsiveness, on the part of IHEs, educators and schools, to the needs of ELs, their families and their communities.

Other Attachment File(s)

*** Mandatory Other Attachment Filename:** EMPOWER Other Files.pdf

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

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April 14, 2017

Dr. Patricia Rice Doran
Towson University College of Education
8000 York Rd.
Towson, MD 21252

Dear Dr. Doran:
The Children's Guild as the operator and our Monarch Academy Annapolis Campus and Monarch Global Academy are enthusiastic in our support of Towson University's proposal submission to the National Professional Development competition, "English Learners Moving to Proficient Outcomes With Engagement and Rigor" (EMPOWER). This project meets a critical need for our Laurel and Annapolis campuses, building school capacity for serving English learners through intensive professional development, as well as outreach and support to families. This project offers additional training to preservice teachers in TU's existing undergraduate programs to improve their knowledge of second-language acquisition and strategies, strengthening the pipeline of future educators. In addition, EMPOWER provides ongoing PD to our highly diverse schools in both Laurel and Annapolis and, at the same time, offers intensive Master's-level training focused on ESOL, leadership and special education for a cadre of 18 experienced teachers, with priority given to Monarch Academy staff. Through this innovative, two-pronged approach, supporting both teachers and instructional leaders in these high-need schools, EMPOWER will help our staff both to effectively instruct ELs in the classroom and to make appropriate decisions about targeted or intensive interventions.

Additionally, and equally important, this project has potential to build capacity throughout our partner county of Anne Arundel County Public Schools (AACPS), as the resources, materials and professional learning experiences to be offered through this project will be disseminated and made available to other AACPS teachers and community schools whenever feasible. Building on our positive relationship with AACPS, this sharing of knowledge and resources will benefit culturally and linguistically diverse learners throughout the county.

Our Monarch Academies are committed to supporting this critical professional learning opportunity in multiple ways. First, Monarch will collaborate with you, and Drs. Martinez-Alba, Wood and Neville, to support recruitment of teacher participants; help to disseminate relevant project materials at sites and through AACPS as we are able; and help to identify faculty and parents from each school site to sit on the EMPOWER advisory board and provide ongoing feedback. We will provide space at Monarch campuses for relevant professional development and coursework activities. Monarch will also provide data to assist in evaluation, including deidentified WIDA, reading benchmark, and academic achievement scores, along with teacher attrition and special education referral data for participating schools throughout the project. In addition, to further facilitate evaluation, Monarch will work with school staff to facilitate teacher interviews and Likert scale surveys for qualitative evaluation, and will provide deidentified language proficiency and achievement data for students of Monarch teachers enrolled in the M.Ed. program.

We look forward to collaborating in this important and valuable endeavor.

Sincerely,
(b)(6)

Allan D. Arbogast
Vice President for Educational Services

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TOWSON
UNIVERSITY

April 14, 2017

Dr. Patricia Rice Doran
Towson University College of Education
8000 York Road
Towson, MD 21252

College of Education

Towson University
8000 York Road
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Dear Dr. Rice Doran,

It is a pleasure to provide this letter of support for your submission to the United States Department of Education's Office of English Language Acquisition, *English Learners Moving to Proficient Outcomes With Engagement and Rigor (EMPOWER).* This project meets a critical need for your school partner, Monarch Academy in Anne Arundel County, and within teacher preparation as a whole, building capacity for schools to support English learner (EL) students and improving both preservice and in-service teachers' knowledge and skills. This project also promises to make a significant contribution to the individual departments collaborating in this endeavor and to the College of Education (COE) as a whole, as coursework for both preservice and in-service teachers will be greatly enriched by the project's focus on strategies and interventions for ELs.

As Dean of the College of Education, I strongly endorse your work, and that of Drs. Martinez-Alba, Neville, and Wood, in this initiative. The COE is fully committed to working with the Department of Special Education to facilitate your placement of EMPOWER preservice teachers in culturally and linguistically diverse local schools during student teaching, to institutionalizing any course and program improvements made as a result of the project, and to assisting in the dissemination of project successes and evaluation findings by providing website space for the project, and related professional development materials, on the COE website. I look forward to supporting this important work upon funding.

Sincerely,

(b)(6)

Laurie Mullen
Dean
College of Education

Position Descriptions

Principal Investigator (PI): The EMPOWER PI will be a tenured faculty member with an earned doctorate in a relevant field and expertise in second-language acquisition, instruction and intervention for ELs, teacher professional development, and multi-tiered systems of support for ELs. The PI will have peer-reviewed publications and presentations on topics related to ELs and will have experience with grant management, research and evaluation, and teacher professional development related to ELs.

Dr. Patricia Rice Doran will be the PI. She is a tenured Associate Professor within the Department of Special Education at the Towson College of Education. She holds an Ed.D in bilingual special education from the George Washington University (2010) and has published and presented extensively on multi-tiered systems of support and Universal Design for Learning (UDL) for ELs. She has co-authored a book on teaching ELs and is lead author on another book addressing comprehensive supports for ELs with disabilities, currently under contract with TESOL Press. She is also currently leading the second year of a two-year, grant-funded partnership with a local school system, Montgomery County Public Schools, to improve the collaborative planning process to ensure instruction and interventions are appropriate for ELs. She has served as Co-Chair of the Special Education Special Interest Group for the National Association for Bilingual Education and has developed four new TU courses which address instruction, assessment, inclusive practice and family support for English learners with and without disabilities. While her primary appointment is in the Department of Special Education (ESOL courses cut across departments at TU), she teaches ESOL courses for the Graduate Reading and Elementary Education program as well. Dr. Rice Doran recently led a three-year evaluation for a Race to the Top grant implemented in Baltimore County Public

Schools, overseeing a four-person evaluation team working across six culturally and linguistically diverse schools. Prior to coming to TU, Dr. Rice Doran was Project Manager for an OELA National Professional Development partnership through the George Washington University and gained extensive familiarity with federal grant management and with GPRA reporting requirements in that capacity.

Co-PIs: The Co-PIs will be tenured faculty members who have expertise in areas critical to the success of EMPOWER. These areas include ESOL and second language learning and literacy; language development; teacher professional development; and instructional leadership and system change. The co-PIs will have expertise in administration, course and program development, graduate and preservice teaching, and teacher professional development through school partnerships. Each of the co-PIs brings expertise in these varied areas along with extensive experience with collaborative partnerships and interdisciplinary work at TU.

Dr. Gilda Martinez-Alba holds an Ed.D. from the Johns Hopkins University in Teacher Development and Leadership. She is Chair of the Department of Educational Technology and Literacy and Graduate Reading Program Director (where graduate-level ESOL coursework is housed) at COE. Dr. Martinez-Alba is a tenured full Professor and recently completed a term as TU's Provost Fellow for Diversity and Inclusion, a role in which she worked with TU leadership and colleges and departments throughout the University to foster equity in recruitment, retention and instruction. Dr. Martinez-Alba has been a faculty member focused on ESOL instruction, second language acquisition, and literacy in the College of Education's Department of Elementary Education since August 2006. She served as the director of the College's Reading Clinic from fall 2013 through January 2015, and currently coordinates, teaches, and advises as the director of the Graduate Reading Program. She has created undergraduate and graduate

electives that prepare teachers to work with students and families in English as a Second Language programs and has helped build diversity while serving on the National Council for Accreditation of Teacher Educators Steering Committee. Dr. Martinez-Alba is the past President of Maryland's state TESOL chapter and remains involved in other TESOL initiatives. She has designed and taught multiple study-abroad courses for preservice teachers which offer cultural and linguistic immersion experiences. She won Towson University's President's Diversity Award in 2012, recognizing her efforts to foster greater awareness, understanding and advancement of diversity and inclusiveness at the university. She holds Maryland certification in ESOL and administration and supervision, among other areas. She has published and presented extensively on second-language acquisition and learning, literacy, and second-language instruction, most recently co-authoring a book for TESOL Press on literacy practices and strategies for ELs. Dr. Martinez-Alba is fluent in Spanish and has often presented to parents and community members in their native language.

Dr. Elizabeth Neville, Chair of the Department of Special Education and Clinical Professor at the COE, holds a Ph.D. from the Johns Hopkins University in Special Education. Dr. Neville is a licensed speech and language pathologist (SLP) with 34 years' experience in Baltimore County Public Schools, where she served as a special education administrator and worked in both central office and school-based roles. Dr. Neville has extensive expertise in language development, language use and instruction, and teacher professional knowledge. She has a deep commitment to diversity and equity for CLD learners. Under her leadership, the Department of Special Education improved its responsiveness to CLD learners, as measured by departmental assessment data, and received the Towson University Diversity Award in 2012. Dr. Neville also spearheaded the development of four courses which integrate ESOL and linguistically responsive

practice with special education, several of which are included in the M.Ed. sequence for EMPOWER participants. As Chair of the Department of Special Education, Dr. Neville oversees 29 full-time faculty members, numerous adjuncts, and multiple partnerships with districts throughout Maryland. Dr. Neville has presented at numerous local, state and regional, and national conferences regarding teacher professional development, preparing preservice and inservice teachers for CLD populations, and culturally responsive practices.

Project Manager: The project manager (PM) will be an experienced educator with a strong background in ESOL, linguistic diversity, response to intervention, school professional development and instructional leadership. The PM will have experience with budget and project management and with teacher mentoring and support. The PM will have experience working with preservice and inservice educators and familiarity with teacher and curriculum frameworks in Maryland. The PM will have strong interdisciplinary knowledge related to ESOL and cultural proficiency, special education, family engagement and support, and teacher professional development. The PM will have excellent communication and organizational skills as well as outstanding research and writing skills. The PM has not yet been identified, but Dr. Deanna Conley, Ed.D. is being considered for the role. Dr. Conley holds an Ed.D. in bilingual special education from the George Washington University, where her research focused on family engagement for CLD parents and caregivers. At the George Washington University, Dr. Conley supported a University institute and multiple federal teacher training and research grants; in this capacity, Dr. Conley managed a federal budget, completed annual reporting requirements to the U.S. Department of Education, and coordinated and facilitated course redesign and teacher professional development in the area of bilingual special education. Dr. Conley currently works in a central office role in Arlington County Public Schools, Virginia, where she provides support

and mentoring to teachers working with a linguistically diverse population and oversees problem-solving procedures for this population. Dr. Conley is an adjunct instructor for TU, recently teaching a course to preservice educators about ESOL strategies and MTSS for ELs. Dr. Conley has also provided inservice educator PD, as consultant to a TU teacher training grant, on culturally and linguistically responsive instruction and intervention for CLD learners. Dr. Conley has presented at numerous national conferences on topics including second-language learners, socio-emotional wellness for CLD learners, and interdisciplinary approaches to teacher PD.

Graduate Assistant: The graduate assistant will be a graduate student in a Master's-level program in Instructional Leadership, Reading/ ESOL, Special Education or a related field. The graduate assistant will work 10 hours per week to provide administrative support for the grant, including assistance with correspondence, scheduling of PD and related activities, clerical and administrative support with course redesign, student recruitment and retention, website maintenance, and newsletter dissemination. The graduate assistant has not been identified but will have qualifications including a B.A. in a relevant field and a Master's degree in progress, along with strong administrative and communication skills and knowledge of variables impacting second-language acquisition and literacy.

Faculty Consultants: Faculty consultants will be TU faculty with expertise in ESOL, language acquisition and development, second-language literacy, response to intervention for diverse learners, and professional learning. Faculty consultants will work during years 1-3 to adapt materials and activities for existing Leadership courses, in keeping with core objectives and program requirements, to ensure there is integrated focus on leadership for CLD learners. Faculty consultants will also collaborate with the project manager to ensure internship course

materials, outcomes and activities for undergraduate students reflect an appropriate emphasis on the needs of CLD learners. Last, faculty consultants will work with the project manager and PIs to develop new M.Ed. courses, including SPED 300 (assessment for CLD learners), SPED 400 (response to intervention for diverse learners), and SPED 350 (linguistics and language development in PK-12 learners). Faculty consultants will receive summer stipends of $3000 per course (or $6000 for internship course redesign) in Years 1, 2 or 3. Courses will be redesigned or revised based on the needs of the grant, with courses occurring earlier in course sequence being redesigned or developed earlier. The improvements made by faculty consultants will be formalized through course approval processes and will be institutionalized across departments and programs, as the redeveloped courses will become part of TU's permanent course offerings and will help to build capacity across the COE (Maryland's largest teacher preparation organization) to respond to the needs of CLD learners. Faculty consultants have not yet been identified, but it is likely faculty consultants will include: Dr. Diane Wood as lead faculty consultant supporting implementation of the M.Ed. program (instructional leadership), Dr. Saundra Deltac (second-language instruction and literacy), Dr. Steven Mogge (second-language instruction and literacy; ESOL); Dr. Judith Guerrero (early childhood language development and bilingual instruction); Dr. Kerianne Croce (multilingual learners and literacy); Dr. Jessica Shiller (leadership for diverse populations); and Ms. Andrea Parrish (response to intervention processes and diverse learners).

Evaluator Position and Qualifications: The formative and summative evaluation will be conducted by the Center for Application and Innovation Research in Education (CAIRE), led by its Executive Director, Dr. Raymond P. Lorion. Housed at Towson University, CAIRE is independent of the College of Education and administratively located within the Office of the

Provost. Established in summer 2010, CAIRE has formed a broadly sustainable evaluation capacity knowledgeable about needs assessment, resource analysis and the formative and summative assessment of educational and human service intervention processes and outcomes. Its qualitative and quantitative expertise enables it to measure existing and unmet needs for services and to assess the adequacy of education and human service organizations to meet those needs. CAIRE evaluation methods, particularly those mixing qualitative and quantitative methods, monitor the implementation and impact of innovative education and workforce development policies, practices and service systems to improve their efficiency and effectiveness. CAIRE's substantive expertise extends across the education n spectrum from preschool entry through grade12; from completion of post-secondary trade programs to receipt of higher education degrees; and from preparation for to entry into local, regional and national workforce opportunities. As required by the focus of inquiry, CAIRE networks work across levels of analyses to understand how policies translate into services in the K-12 learning environment as well as in higher education, workforce development and professional enrichment. CAIRE thus brings the capacity to examine how practices at the program level serve identified needs and inform revisions of applicable policies and practices. CAIRE's work to date has confirmed how such collaborative engagements can increase sample participation and acceptance of the evaluation and assessment processes. CAIRE has conducted a $1.6 million evaluation partnership with Baltimore County Public Schools, focused on teacher induction, called the Baltimore County Teacher Induction Project. Comparable to the activities proposed through EMPOWER, the Baltimore County Teacher Induction Project emphasized the need to re-define the nature, depth and continuity of collaboration between those who prepare professional educators and the schools in which they are hired to serve the needs of diverse

students and their families. In November 2010, CAIRE was awarded $4.75M from the Maryland State Department of Education (MSDE) to conduct formative and summative evaluations of its $250M Race to the Top award (MSDE/RTTT). In that capacity, CAIRE collaborated with MSDE leadership and staff to monitor progress within and across the 54 projects they proposed in response to the four primary Assurance Areas required for RTTT funding from the U.S. Department of Education (USDE). These required Assurance Areas included: a) Standards and Assessment; b) Longitudinal Data Systems; c) Great Teachers and Leaders; and d) Support for Low Achieving Schools. In consultation with MSDE staff and faculty from universities across Maryland, CAIRE investigators first analyzed the subsets of projects addressing each assurance area to understand their respective timelines, milestones and anticipated impacts. In the process, CAIRE identified and highlighted for MSDE the importance of recognizing project inter-dependencies and incorporating their implications in the design of our analytic strategies and in the timing and conduct of our assessments. Based on these analyses, CAIRE staff designed and conducted inter-related formative and summative analyses as projects developed, were implemented and reached their funded conclusion. The findings from these formative and summative analyses were provided to MSDE through 50+ technical reports covering the period 2011 – 2015.

Dr. Raymond Lorion, lead evaluator for CAIRE, has extensive quantitative evaluation expertise as well as qualitative expertise. Since receiving his doctorate in Clinical and Community Psychology from the University of Rochester in 1972, Dr. Lorion has been engaged in the design and conduct of field-based studies focused on disconnected, troubled and under-achieving youth; overcoming obstacles to educational handicaps and effective learning including developmental disorders and ecological risks associated with high-minority, low-income communities marked

by heightened exposure to pervasive community violence. Dr. Lorion and colleagues have developed and evaluated programs to engage communities in initiatives to optimize child and family development. The majority of this work focused on PK-12 settings, instructional staff, students, families and nearby school-communities. Building on epidemiological evidence documenting risks for negative educational, emotional, and health (e.g., substance involvement; STDs and adolescent pregnancy; and exposure to community violence), interventions were deigned, implemented and evaluated for their primary and secondary preventive impacts. Since 1989, Dr. Lorion has served as Editor-in-chief of the Journal of Community Psychology. Dr. Lorion joined Towson University from the University of Pennsylvania to serve as Professor and Dean of its College of Education (2004-2015). From 2006 - 2012, Dr. Lorion directed Towson University's Cherry Hill Learning Zone Initiative, focused on applying a comprehensive community-wide approach to turn around chronically low-performing schools in one of Baltimore's most economically challenged neighborhoods. In 2010, Dr. Lorion established the Center for Application and Innovation Research in Education (CAIRE) at Towson and in July 2015 he moved from serving as Dean to focusing full-time on CAIRE's continuing development.

English Learners Moving to Proficient Outcomes With Engagement and Rigor

In this project, English Learners Moving to Proficient Outcomes With Engagement and Rigor (EMPOWER), the applicant, Towson University (TU) has partnered with the Children's Guild, a contract school operator in Anne Arundel County Public Schools (AACPS), Maryland, to provide sustained professional development (ELs) to preservice and inservice educators working with English learners (ELs).

This application addresses both competitive preference priorities: moderate evidence of effectiveness (Competitive Preference Priority 1) and family and community engagement (Competitive Preference Priority 2). Coursework and PD instructional practices incorporate research with moderate and strong evidence of effectiveness and address evidence-based practices for integrated language instruction and support in content classes (Vaughn et al, 2009). (This study is cited and linked below in the Reference section and is included in its entirety in the proposal appendices.) Practices for family and community engagement are also systematically integrated into school-based PD, preservice coursework and inservice coursework. Additionally, the application addresses Invitational Priority 2, Supporting the Early Learning Workforce to Serve ELs, as coursework and PD are targeted toward elementary educators including those serving students in primary grades.

EMPOWER integrates preservice, inservice and school-based PD, directly serving 60 preservice teachers (enrolled in elementary and elementary/ special education programs) with intensive ESOL coursework, along with a cadre of 18 experienced educators who will complete intensive coursework in leadership and ESOL. In addition, EMPOWER provides intensive PD to 250 personnel in EMPOWER site schools and affiliated AACPS schools, thereby facilitating indirect support to the approximately 1200 students attending these schools and approximately 1200-2000 parents who will benefit from EMPOWER activities. In addition, EMPOWER will disseminate results and PD resources widely throughout AACPS and the higher education community, leading to sustained and systemwide impact.

Number and Type of Participants Served: Year 1: Planning; 50 participants. Year 2: 20 preservice teachers; 18 inservice M.Ed. participants; minimum of 50 unique inservice PD participants. Year 3: 20 preservice teachers; 18 inservice M.Ed. participants; minimum of 50 unique inservice PD participants. Year 4: 20 preservice teachers; 18 inservice M.Ed. participants; minimum of 50 unique inservice PD participants. Year 5: All 60 preservice teachers receiving induction and ongoing support; 18 inservice M.Ed. participants; 50 unique inservice PD participants. **Number and Type of Participants Served by Project End:** 60 preservice teachers; 18 inservice M.Ed. participants; 250 unique inservice PD participants. Total: 328 participants

Goals, Objectives and Performance Outcomes:

Goal 1: To create a model set of schools, responsive to the full continuum of ELs' linguistic, cultural, and instructional needs, by providing sustained professional development, technical assistance, and resources to school-based educators and by engaging family and community members. Objective 1.1: TU personnel will provide comprehensive PD in the form of workshops, book studies, and coaching to a minimum of 50 faculty at the Monarch Academy campuses per year for each of the four complete years of PD activities, for a total of 200 over the life of the grant. *Outcome 1.1a: Two PD workshops will be offered to staff per semester on evidence-based practices for ELs. Outcome 1.1b: Book studies on a book related to serving ELs will be completed at each campus for the four complete years of PD activities, for a total of 8*

completed book studies. Outcome 1.1c: Team-based coaching will be provided throughout each year of the project to 50 educators per year, per campus, at grade-level and departmental meetings to support school and team progress plans. Objective 1.2: EMPOWER personnel will provide technical assistance to 100 Monarch Academy staff members over the four active years of the project in the form of just-in-time support, assistance with differentiation and lesson planning, and assistance in implementation of evidence-based practices in instruction for ELs. *Outcome 1.2a: Technical assistance will be provided to 25 unique staff members each year in the form of just-in-time support, assistance with differentiation and lesson planning, and assistance in implementing evidence-based practices in instruction for ELs.* Objective 1.3: Materials and resource libraries containing relevant books, WIDA language proficiency and instructional resources, and instructional materials will be created and maintained at each Monarch Academy site, beginning in 2018 and continuing through all five years of the grant. *Outcome 1.3a: Material and resource libraries will be created at each school site in 2018. Outcome 1.3b: Material and resource library at each school site will be updated and maintained bimonthly each year of the project, as documented by library indexes and logs. Outcome 1.3c: Teacher use of library materials and resources will be documented through sign-out logs, teacher surveys and anecdotal records.* Objective 1.4: 100 educators at EMPOWER schools will complete 6 professional development hours in the summative EMPOWER Symposium in April 2023. *Outcome 1.4a: 100 educators will complete 6 PD hours at the summative EMPOWER Symposium.* Objective 1.5: 100 educators at EMPOWER sites will complete 2 professional development hours at the annual EMPOWER Workshop, addressing a topic relating to MTSS, evidence-based practices for ELs, or language proficiency instruction and assessment. *Outcome 1.5a: 100 educators will complete 2 professional development hours at the annual EMPOWER workshop each year.* Objective 1.6: Information about model schools, including replication strategies, will be disseminated through a webinar and peer-reviewed conference presentations and journal article. *Outcome 1.6a: A webinar will be produced in Year 3 of the project and disseminated through TU's COE describing implementation of the EMPOWER model for site-based PD. Outcome 1.6b: EMPOWER faculty and staff, in conjunction with Monarch Academy personnel, will present at least one peer-reviewed conference presentation describing the model for PD and one peer-reviewed conference presentation summarizing results from implementation. Outcome 1.6c: EMPOWER faculty and staff will collaborate to write, submit and publish at least one peer-reviewed article or white paper summarizing findings and results of implementation from school-based PD. Outcome 1.6d: EMPOWER staff will post relevant PD activities, modules, materials and findings to the EMPOWER website beginning no later than Year 2 of the project and continuing throughout the project.*

GOAL 2: To develop, implement and disseminate coursework for preservice educators seeking elementary/ elementary-special education certification in order to improve their readiness to serve ELs, prepare them for Maryland endorsement in ESOL, and build the COE's capacity to address the needs of ELs. Objective 2.1: 60 preservice teachers (20 per year for three years) will complete elective coursework, aligned to TESOL standards, in ESOL methods and assessment, including language proficiency assessment), culturally and linguistically responsive practices including family and community engagement, linguistics and distinguishing difference from disability. *Outcome 2.1a: 60 preservice teachers will successfully complete all four EMPOWER under graduate courses (12 credits total). (GPRA 1: projected target 100%; GPRA 4: projected target 90%; GPRA 5: projected target 90%; GPRA 6: projected target 90%).* Objective 2.2a: 60 preservice teachers will pass the ESOL Praxis in order

to qualify for a Maryland ESOL endorsement in addition to their primary certification areas of elementary and elementary/ special education. *Outcome 2.2b: 60 out of 60, or 100%, of preservice participants will pass the ESOL Praxis to qualify for a MD ESOL endorsement. (GPRA 3; projected target 100%).* Objective 2.3: 60 preservice teachers will complete field experiences, embedded into academic-year internships and summer intensive work with ESOL populations, providing practical experience in implementing evidence-based practices for ELs and engaging family and community members. *Outcome 2.3: 60 preservice teachers will successfully complete both academic-year and summer field experiences by 60 preservice teachers, including internships, community-service projects, and summer practicum and family engagement activities.* Objective 2.4: Preservice program improvements will be disseminated quarterly through the EMPOWER website, webinars, and a conference presentation and white paper. *Outcome 2.4a: Quarterly website updates describing improvements to preservice programming, including course descriptions and syllabi as they are developed and implemented, will be made and documented. Outcome 2.4b: Webinar in Year 1 on preservice program competencies and design will be developed and delivered by EMPOWER faculty and disseminated through TU's COE. Outcome 2.4c: White paper and conference presentation describing preservice program design, implementation and results will be submitted by Fall 2019.*

Goal 3: To effect systemic change in TU's teacher education model by designing, offering and disseminating an innovative M.Ed. program that combines ESOL, leadership skills, and responsive decision-making and identification.

Objective 3.1: A cadre of 18 Monarch (AACPS) educators (ESOL Leadership Fellows) will complete a Master's in leadership with integrated ESOL and special education and induction support, leading to endorsement in ESOL as well as Administrative I licensure. *Outcome 3.1a: 18 ESOL Leadership Fellows will complete a Master's program in leadership for culturally and linguistically diverse (CLD) populations, including embedded ESOL and special education, over a four-year period, including induction support following completion. (GPRA 2: projected target 96%; GPRA 4: projected target 90%; GPRA 5: projected target 90%; GPRA 6: projected target 90%).* Objective 3.2: 18 ESOL Leadership fellows will pass the ESOL Praxis no later than June 30, 2021 in order to qualify for MD ESOL endorsement. *Outcome 3.2a: 18 out of 18 (100%) ESOL Leadership Fellows will pass the ESOL Praxis no later than June 30, 2021 (GPRA 3: projected target 96%).* Objective 3.3: Program improvements will be disseminated via the EMPOWER website, updated monthly. *Outcome 3.3a: Monthly updates of the project website will occur in order to share information about syllabi, program and course sequence, and key findings. Outcome 3.3b: EMPOWER faculty and staff, in conjunction with Monarch personnel, will develop and deliver a webinar disseminating the M.Ed. program model no later than Oct. 1, 2020. Outcome 3.3c: EMPOWER faculty will submit at least one peer-reviewed article regarding the M.Ed. model and findings from implementation by Oct. 1, 2020.*

Goal 4: To incorporate and disseminate family and community engagement strategies across all areas of EMPOWER programming, including school-based activities, preservice coursework, and inservice M.Ed. coursework. Objective 4.1: To incorporate family and community engagement strategies into undergraduate preservice programming for EMPOWER participants. *Outcome 4.1a: 100% of undergraduate preservice participants will complete two or more family engagement activities each year, including support and organizing family academies and family engagement nights (GPRA 6; projected target 95%). Outcome 4.1b: 100% of undergraduate preservice participants will assist in summer enrichment programming*

for students and families at the Monarch campuses. Outcome 4.1c: 100% of undergraduate preservice participants will assist at bimonthly family drop-in workshops at Monarch campuses during Years 2-5. Outcome 4.1d: 100% of undergraduate preservice participants will complete family interview experiences as part of their SPED 400 coursework. Outcome 4.1e: 100% of undergraduate preservice participants will complete school-based service projects, focusing on community service and engagement, as part of their senior-year internship (GPRA 6; projected target 95%). Objective 4.2: To incorporate family and community engagement strategies into school-based PD in order to build sustained family and community relationships. *Outcome 4.2a: At least 20% of resources in school-based resource libraries provided by EMPOWER staff will address family and community engagement. Outcome 4.2b: At least one PD workshop, seminar or coaching event per year will address family and community engagement strategies for inservice teachers (GPRA 6; projected target 95%). Outcome 4.2c: EMPOWER staff and students will facilitate bimonthly parent/ family drop-in nights at Monarch school sites, using a mobile computer lab, where staff will be available to assist with resume design, internet use, homework help and other family requests. Outcome 4.2d: EMPOWER staff and students will hold an annual Family-Teacher Academy addressing topics of mutual interest to family members and educators each year at EMPOWER site schools, such as language, cultural issues, and advocacy topics. Outcome 4.2e: EMPOWER staff and students will hold an annual family night (Family Resource Night) at EMPOWER site schools building family knowledge around curriculum, literacy and school-related topics. Outcome 4.2d: Beginning no later than Year 3 of the grant, EMPOWER faculty will offer an optional after-school class for school faculty on "Spanish for Educators" to build communication skills with families and community members.* Objective 4.3: EMPOWER staff will incorporate family and community engagement strategies systematically into M.Ed. coursework. *Outcome 4.3a: 100% of M.Ed. participants will complete family interview projects as part of their SPED 633 coursework. Outcome 4.3b: 100% of M.Ed. participants will plan and implement family resource nights, Family-Teacher Academies and drop-in mobile computer lab time from Years 2-5 of the project (GPRA 6; projected target 95%). Outcome 4.3c: 100% of M.Ed. participants will complete family engagement projects, identifying measurable improvements to family and community engagement in their own practice, as part of their final internship experience (GPRA 6; projected target 95%).* Objective 4.4: To disseminate innovative models for family and community engagement throughout the COE, Monarch Academies and AACPS, and the national community. *Outcome 4.4a: At least one annual EMPOWER annual workshop will focus on strategies for family engagement for ELs. Outcome 4.4b: The EMPOWER website will contain a dedicated resource section for family engagement, established no later than December 2017, detailing practices and strategies utilized for family and community engagement. Outcome 4.4c: The EMPOWER newsletter will be published bimonthly, beginning no later than September 2017, and disseminated to families and community members via Monarch Academy and TU COE websites and email. Outcome 4.4d: At least one peer-reviewed conference presentation and one peer-reviewed article will be produced by July 2022 by EMPOWER faculty and staff, in collaboration with Monarch Academy staff and CAIRE evaluation staff, to describe the EMPOWER process and model for engaging families. Outcome 4.4e: Beginning no later than Year 3 of the grant, EMPOWER faculty and consultants, supported by EMPOWER preservice teachers, will offer onsite family ESOL tutoring at one or more EMPOWER site.*

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Journal of Research on Educational Effectiveness, 2: 297–324, 2009

ISSN: 1934-5747 print / 1934-5739 online
DOI: 10.1080/19345740903167018

Routledge
Taylor & Francis Group

INTERVENTION, EVALUATION, AND POLICY STUDIES

Enhancing Social Studies Vocabulary and Comprehension for Seventh-Grade English Language Learners: Findings From Two Experimental Studies

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Abstract: Two experimental studies to improve vocabulary knowledge and comprehension were conducted in 7th-grade social studies classes with English language learners (ELLs). Two different nonoverlapping samples of classes of 7th-grade students ($N = 381$ and $N = 507$) were randomly assigned at the classroom (i.e., section) level to a social studies intervention or to business as usual comparison groups. The number of sections assigned to treatment was 7 and 9 in Experiments 1 and 2, respectively. Eight sections were assigned to comparison in each experiment. In addition, students were randomly assigned to sections prior to assignment of sections to treatment and control. Treatment students received a multicomponent social studies instruction including explicit vocabulary instruction, use of structured pairing, strategic use of video to build concepts and promote discussion, and use of graphic organizers for approximately 12 weeks daily during social studies class. Findings indicated significant differences in favor of the treatment students on curriculum-based vocabulary and comprehension measures for both experimental studies for all students including students who were ELLs.

Keywords: Adolescent English Language Learners, middle school, academic language development, vocabulary and content knowledge, social studies instruction

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PR/Award # T365Z170189

Adolescent English language learners (ELLs) who lack academic English language knowledge and demonstrate low literacy levels are at risk for academic failure in content area classes (Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006). We conducted two experimental studies involving two nonoverlapping samples of seventh graders who were targeted because they included large numbers of ELLs. The goal was to evaluate the effects of instructional practices implemented by social studies teachers to improve vocabulary and comprehension knowledge of their middle-school students in classes that included ELLs.

BACKGROUND ON ELLs

In the United States, ELLs, estimated to include more than 10.8 million students, represent the fastest growing segment among the school-age population (NCES, 2008). Although students who are ELLs are heterogeneous and speak more than 400 different languages, the majority (80%) are Spanish speakers (Kindler, 2002). The academic achievement of ELLs on the whole is low (Lee, Grigg, & Donahue, 2007) because of a variety of individual factors that influence overall academic success including educational history, school placement and instruction, and English language literacy ability and sociocultural background (August & Shanahan, 2006b). Only 4% of eighth-grade ELLs scored at or above the proficient level on national achievement tests in reading compared with 31% of native English speakers in 2007 (Lee et al., 2007), and the graduation rate of ELLs is far lower than their native English-speaking peers (Laird, DeBell, & Chapman, 2006). Although reported statistics often misestimate educational outcomes for ELLs by failing to take into account the performance of students who have been reclassified as fluent English Proficient following gains in English proficiency, there is little doubt that ELLs are at risk educationally (Francis & Rivera, 2007).

In the upper grades, ELLs face challenges because of struggles with academic text, lack of content-area knowledge, and underdeveloped oral language and vocabulary levels that can hamper their academic achievement. A lack of proficiency in academic language, necessary for success with content-area learning, often impedes older second language learners in their abilities to comprehend and analyze middle and high school texts, as well as to express themselves proficiently in academic English oral and written tasks (Francis et al., 2007). According to Short and Fitzsimmons (2007), ELLs must perform twice the work of their monolingual peers because they are learning English while learning content, and all the while held to the same accountability standards as their English-only counterparts.

RESEARCH ON INSTRUCTIONAL PRACTICES

Efforts to boost the academic achievement of older ELLs have become a focal point for researchers, policymakers, and school districts leaders. However, research regarding evidenced-based instructional practices for ELL adolescents is

lacking. Our goal was to address the need for research in this area by examining the effects of an enhanced social studies instruction designed specifically for students who are ELLs that would benefit all students. We identified instructional practices associated with improved outcomes for ELLs that were feasible for implementation by classroom teachers and recommended as part of high-quality instruction for all learners: (a) research-based vocabulary and concept instruction, (b) the use of media to build comprehension and concept knowledge, (c) the use of graphic organizers, and (d) structured peer-pairings.

Explicit Vocabulary and Concept Instruction

The body of research available on English-only students has identified effective instructional vocabulary strategies such as providing definitional and contextual information about each word's meaning and actively involving students in word learning through talking about, comparing, analyzing, and using targeted words (Beck & McKeown, 2001; Beck, McKeown, & Kucan, 2002; Stahl, 1999). Further, research has shown that students' ability to acquire textbook vocabulary is enhanced when explicit vocabulary instruction is integrated into existing content-area curriculum (Baumann, Edwards, Boland, Olejnik, & Kame'enui, 2003; Bos & Anders, 1990). A meta-analysis on struggling adolescent readers found that older students with reading difficulties benefited from improved knowledge of word meanings and concepts (Scammacca et al., 2007). Knowing the meaning of words relates strongly to comprehension and overall academic success (Baumann, Kame'enui, & Ash, 2003; National Institute of Child Health and Human Development [NICHD], 2000).

One instructional practice that may he especially important for developing the vocabulary of ELLs includes taking advantage of a student's first language knowledge by increasing students' awareness of cognates to extend their vocabulary, thereby also improving their comprehension (August, Carlo, Dressler, & Snow, 2005). Words that are common in Spanish are often cognates of less familiar words in English and appear in academic texts (e.g., "infirm"–"enfermo"; August et al., 2005). Studies of vocabulary instruction also indicate that ELLs are more likely to learn words that are directly taught and embedded in meaningful contexts with many opportunities for repetition and use. Syntheses conducted by the National Literacy Panel and Center for Research on Education, Diversity and Excellence (Genesee, Lindholm-Leary, Saunders, & Christian, 2006) concluded that a student's primary language could be used to preview or introduce new vocabulary and concepts prior to a lesson in English.

Strategic Use of Video and Purposeful Discussion to Build Concepts

The anchored instruction approach is a strategy to help students become more actively engaged in learning by situating or anchoring instruction around

meaningful context (Cognition and Technology Group at Vanderhilt, 1990). Incorporating short video clips into lessons is one way to anchor instruction for students, that is, to provide students who struggle with meaningful access to the curriculum. Video segments serve as another content source to accompany text and discussions and to provide additional background information on topics that are unfamiliar to students (Gersten, Baker, Smith-Johnson, Dimino, & Peterson, 2006). The use of video can also help generate discussion, which in turn supports students' active involvement in learning the content. In their study on teaching historical content to middle school students with learning disabilities, Gersten and colleagues (2006), found that providing instruction that supports active involvement in the learning process (i.e., structured peer-pairings) and presenting materials that supplement traditional textbook reading (e.g., presenting both a magazine article and a short video clip on a key figure or event) enhanced participants understanding of complex grade-level material.

Use of Writing With Graphic Organizers

The use of graphic organizers (i.e., semantic maps, advanced organizers, Venn diagrams, story maps, concept diagrams, etc.) to assist students to organize information and their thoughts has led to positive effects on student reading comprehension outcomes, especially when graphic organizers are constructed by students and used after reading text. The NICHD (2000) identified instruction using graphic and semantic organizers as having a solid scientific base for improving reading comprehension in nonimpaired readers. The use of graphic organizers is also recommended to assist students with learning disabilities in learning from expository text, which is more information driven and often contains unfamiliar technical vocabulary (Kim, Vaughn, Wanzek, & Wei, 2004). The use of graphic organizers may also help EL students capture the *big ideas* (i.e., concepts or principles that facilitate the most efficient and broadest acquisition of knowledge (Kame'enui & Carnine, 1998), better understand the discipline, and make connections among and between concepts (Deshler & Schumaker, 2005). The use of graphic organizers was found to improve reading-related outcomes for adolescents with reading-related difficulties (Kim et al., 2004; Swanson & Deshler, 2003). Hall and Strangman (2002) reviewed 12 studies investigating the effects of graphic organizer use on comprehension and vocabulary and found that interventions that included a teacher introduction describing the purpose of the graphic organizer as well as the purpose of the text were the most successful.

Use of Peer-Pairing

Collaborative/cooperative learning with heterogeneous groups, along with opportunities for students to engage in extended English discourse, has been

reported as effective instructional features for ELLs (Arreaga-Mayer, 1998; August & Shanahan, 2006a; Genesee et al., 2006; Gersten & Jimenez, 1994). In addition, cooperative learning activities were identified as successful for increasing the reading comprehension of ELLs (August & Shanahan, 2006a). Studies suggest that peer-mediated instruction may enhance the learning of more complex content for students who struggle as well as for all learners in the classroom (Elbaum, Vaughn, Hughes, & Moody, 1999; Gersten et al., 2006; Graham, Harris, MacArthur, & Schwartz, 1991). Slavin, Cheung, Groff, and Lake (2008) describe Peer-Assisted Learning Strategies as a form of collaborative learning where students work in pairs taking turn reading aloud while working on prediction and summarization activities. Although success has been noted with elementary students (Fuchs, Fuchs, Mathes, & Simmons, 1997), Peer-Assisted Learning Strategies has also been implemented with varying degrees of success in remedial and special education upper-elementary and secondary settings. Peer-assistance in the form of the Class Wide Peer Tutoring-model, adopted for our study, provides an interactive and motivating structure for peer instructional interactions that promotes academic and linguistic performance and is reported to be superior to conventional forms of teacher-mediated instruction for accelerating reading comprehension and mastery of other basic academic skills (Greenwood, Arreaga-Mayer, Utley, Gavin, & Terry, 2001; Maheady, Harper, & Malette, 2001). In Class Wide Peer Tutoring, peer tutoring occurs with children of one particular classroom and roles are reciprocal. Tutor dyads benefit from immediate error correction, the chance to engage in both teacher and learner roles, and the opportunity to discuss classroom topics (Greenwood et al., 2001).

Although the research base for effective literacy instruction for adolescent second language learners is only beginning to emerge, there is more than 30 years of reading research that has identified effective instruction which should serve as the foundation for all learners and is considered promising for ELLs (i.e., strategy instruction, direct, explicit teaching of vocabulary and comprehension, use of graphic organizers, active engagement, multiple practice opportunities with corrective feedback, peer-pairing; Biancarosa & Snow, 2006; Francis et al., 2006; Kamil et al., 2008; NICHD, 2000; RAND, 2002). Whereas "good instruction for students in general tends to be good instruction for ELLs in particular" (Goldenberg, 2008, p. 8), application of research on monolingual adolescents to ELLs is relevant because many monolingual English-speaking adolescents share similar struggles with literacy including weaknesses in academic language and vocabulary (Torgesen et al., 2007).

A review of reading research on adolescent struggling readers indicates that reading-related interventions have produced positive outcomes for older students who struggle (Roberts, Torgesen, Boardman, & Scammacca, 2008). Students learning English as a second language, as well as native English speakers, benefit from explicit teaching of the components of literacy (i.e., phonemic/phonological awareness, phonics, fluency, vocabulary,

comprehension, and writing), with fluency, vocabulary, and comprehension being crucial to ELLs' academic success (August & Shanahan, 2006a; Francis et al., 2006). Syntheses focused on research specific to second language learners (August & Shanahan, 2006a; Genesee et al., 2006) confirm that ELLs learn in much the same way as non-ELLs, although readers were advised to ensure that interventions for those learning English as a second language are developmentally and linguistically appropriate, as well as adapted to the proficiency levels of the ELL students. Findings of the National Literacy Panel (August & Shanahan, 2006a) indicate that effective second language instruction includes explicit teaching that helps students directly and explicitly learn features of a second language (i.e., syntax, grammar, vocabulary, pronunciation, and norms of social use, along with multiple opportunities to use the second language in meaningful and motivating ways). These syntheses reveal that extensive teacher knowledge about integrating these instructional practices into teaching routines are a necessary part of effective interventions.

PURPOSE

The purpose of the two studies was to examine the efficacy of incorporating instructional practices associated with improved outcomes into middle-school social studies instruction as a means of enhancing vocabulary knowledge and comprehension for ELLs. Structured pairing was incorporated to improve instruction in the following ways: (a) increasing students' access to and practice with the language associated with content area instruction, (b) providing an interactive and motivating structure for reading and discussing ideas and concepts, and (c) engaging English learners in discussions by providing a scaffold and practice. Vocabulary instruction included (a) selecting words to improve students' academic language, (b) providing students with opportunities to encounter new words in texts and/or video clips, and (c) using graphic organizers to reinforce word meanings and show associations between Spanish and English words. In addition, graphic organizers and written responses were used to assist students in organizing information in meaningful conceptual groupings.

We conducted two experimental studies in two successive school years with nonoverlapping samples. As explained next in the Method section, middle school social studies teachers' classes were randomly assigned to treatment and control conditions. The advantage to this design is that teachers were the same for both of our conditions and students in both the treatment and business as usual conditions covered the same material over the same period using the same textbook providing students in each condition equal access to learning content and key vocabulary. Our primary research question was, How does a multicomponent instructional routine developed to enhance effective outcomes for ELLs and provided by classroom social studies teachers influence students' outcomes in vocabulary and comprehension?

METHOD

We report on the method from two experimental studies using the same treatment during two sequential school years, 2006–2007 and 2007–2008. The participants in each study were specially selected from a similar population base and represent two nonoverlapping samples. We conducted two similar studies to determine replicability of findings before extending the intervention to a larger cohort of schools, teachers, and students. Because the treatment in both studies was the same, we describe it only once.

Participants and Setting: Experiment 1

Student Participants. Participants were drawn from two middle schools in the same central Texas school district. Both schools were considered to have a substantial number of ELLs who were designated by the school as "Limited English Proficient" (LEP). At least 65% of the population at both schools was Latino, with 11.45% of the students at one school designated as LEP and 13.80% of students at the other school as LEP. The proportion of students who qualified for the free or reduced-price lunch program ranged from 70 to 82%.

The seventh-grade students at both middle schools were randomly assigned to 15 sections of seventh-grade social studies classrooms at their school ($N = 381$). The 15 sections were randomly assigned within-teacher to seven treatment ($n = 176$ students) classes and eight comparison classes ($n = 205$ students). Thus, students were randomly assigned to course sections and the sections were randomly assigned to treatments within teacher. Of the original 381 students, 97 (25%) were designated as ELLs (50 in the treatment and 47 in the control condition). Because students may require instructional support even after they no longer have the LEP identification, we included students in the LEP status group if they had had the LEP designation at any point in the previous 3 years. Two LEP students (1 in the treatment group and 1 in the control group) were designated as Monitored LEP, meaning they had transitioned from LEP to non-LEP status within the past 2 years. All other LEP students were currently designated as LEP.

Teachers. All social studies teachers were identified by the school principal and selected to participate in the study. The four participant teachers provided seventh-grade Texas History instruction to all the students in this study. Of the four teachers (two female, two male), two were 1st-year teachers who were certified to teach Social Studies (4–8) in the state of Texas. One of the male teachers had 8 years of experience teaching social studies in secondary school settings. In addition, one of the female teachers was Texas certified as a Generalist (4–8) and self-contained Bilingual/ESL teacher (1–8) and had 6 years of teaching experience. These seventh-grade social studies teachers, with

support from research staff, implemented treatment conditions in intervention classes and continued with their typical instruction in comparison classes.

Participants and Setting: Experiment 2

Students. In the year after the completion of Experiment 1, two middle schools from two districts in central Texas with large numbers of ELLs participated in Experiment 2. Only one of the schools had also participated in Experiment 1. That school's LEP student population grew from 14% in Year 1 to 20% in Year 2. The second school was new to the study and had 51% Latino students and 14% with a LEP status. The percentage of students who were eligible for free or reduced-price lunch was 68% at one school and 85% at the other school.

For Experiment 2, 507 students were randomly assigned to 17 sections of seventh-grade social studies classrooms within the two participating junior high schools. Replicating the Year 1 design, these students were randomly assigned to course sections and the sections were randomly assigned to treatments within teacher. There were 273 students assigned to nine treatment sections and 234 students assigned to eight comparison sections. Of the 507 students, 106 (21%) were ELLs (67 in the treatment and 39 in the control condition).The rest of the students were not identified as ELLs and included 206 in the treatment and 195 in the control condition.

Teachers. During Experiment 2, four teachers were identified hy the principals as teaching social studies and participated in the study. All four teachers were male and certified to teach Social Studies (4–8) in the state of Texas. Two of the teachers were 2nd-year teachers, one was a 1st-year teacher, and one had 3 years of teaching experience.

Procedures

Professional Development and Teacher Support. For both experiments, teachers were trained by the researchers to implement the instructional practices only in their treatment classes and were taught to continue with "business as usual" in their control classes. They also received materials and research modeling and support to assist them in delivering the intervention with fidelity to treatment class sections.

To begin, the researchers provided teachers with a 1-day (8 hr long) professional development on implementing the treatment practices. The professional development focused on (a) an overview of the study, (b) a careful description of an experimental study and the importance of adbering to "husiness as usual" in control classes and implementing instructional practices in treatment classes, (c) critical features of the intervention practices, and (d) the lesson framework

and how the researchers expected it to be implemented. Each teacher was provided with all necessary materials to implement the treatment including lesson plans, overheads, and videos. Texas history lesson plans that were based on their school's scope and sequence, as well as state standards, were provided teachers to improve fidelity and to provide a framework for how the instructional practices would he emhedded in their content instruction. Throughout the professional development, teachers had opportunities for application and questions.

In addition, the research team provided in-class support and coaching. One research support person was assigned to each participating teacher and was initially present daily in the teacher's treatment classes (2 weeks) and then less so over the course of the intervention (once a week or as needed). On the 1st day that the treatment condition was implemented, the research support person together with the teacher explained the purpose and overview of the study to students and demonstrated how students were expected to work in pairs. During the 1st week of the treatment, the research support person also conducted demonstration lessons to model the lesson framework for the teacher in the classroom. Teachers participated in brief visits with their research support person during the weeks of implementation. They were provided feedback about their instruction based on observations and they were able to ask questions, problem-solve, and plan for lessons with their research support. Furthermore, teachers could request onsite modeling of lesson components throughout the duration of the intervention depending on their needs.

Description of the Treatment Intervention. The same treatment intervention was used by teachers in all treatment classes for both experimental studies. The treatment intervention was composed of (a) overview and vocabulary instruction, (b) the use of brief videos and purposeful discussion to build concepts, (c) the use of graphic organizers and other writing activities to huild comprehension and vocabulary through writing, and (d) structure paired grouping. Students in the treatment classes received the intervention during their regularly scheduled seventh-grade social studies class. The intervention was implemented for 50 min a day, 5 days a week for approximately 9 to 12 weeks. The number of lessons was the same across teachers and studies, but interruptions in school schedule extended the number of weeks it took to complete the intervention. The researcher-designed lessons were used by teachers and included all the aforementioned intervention components.

Typical instruction was provided for students who were randomly assigned to control sections in seventh-grade social studies. Typical instruction included teachers reading selected passages from the textbook, instruction on key ideas, using videos to illustrate ideas (usually longer than those in treatment, e.g., 20–50 min once or twice per week).

One of the critical elements of the design that we believe makes the findings compelling is that students in both the treatment and business as usual

conditions covered the same material over the same period using the same textbook. Thus all students had opportunities to learn the words and content taught and tested.

Treatment Intervention Lessons. Lesson plans identified the core subject matter and the "big ideas" that the students needed to learn in their social studies course as well as guided the teachers on the use of specific instructional practices to convey the subject matter. These practices were designed to enhance students' understanding of social studies content and of expository text by giving all their students opportunities to learn and use the vocabulary, concepts, big ideas, and issues associated with social studies. The lesson plans were not meant to be a script for teachers, but rather a guide for how to build in the study's strategies and materials.

The unit lessons were designed around one or two central ideas that served as organizing concepts to help the teacher focus the events and ideas in each unit. Every lesson was organized similarly to encourage the teacher to develop a routine for the intervention. The daily instructional routine consisted of the following exercises: (a) a brief overview of the "big idea," (b) explicit vocabulary instruction that integrated paired students' discussion of the word, (c) discussion built around a short video clip (2–4 min) that complemented the day's reading, (d) a teacher-led or paired student reading assignment followed by generating and answering questions, and (e) a wrap-up activity in the form of a graphic organizer or other writing exercise. A description of each of the key components of the lessons follows (sample lessons are available on our Web site: http://www.texasreading.org).

Overview and Vocabulary Instruction. A typical lesson began with teachers giving students an overview of the day's lesson by connecting it with information that had been previously taught. The overview was also used to revisit and build on the unit's big idea, which was an organizing concept used throughout the week's unit. Following the overview, teachers explicitly taught four new preselected vocabulary words that were drawn from readings, video clips, and a teacher's scope and sequence. For each vocabulary term, teachers pronounced the word, identified a Spanish cognate or Spanish translation, gave a student friendly definition, and used a visual representation to help students understand the meaning of the word with language that was clear to them. Furthermore, the teachers shared two sentences using each vocabulary word. One sentence used the word in a historical context and was taken from class text, whereas the second sentence used the word in a clarifying sentence that was relevant to students' experiences. Finally, after each word was defined and discussed, students were given an opportunity to use the word and apply its meaning by discussing a prompt with their student partner.

Strategic Use of Video. When a brief video clip was available to accompany a reading, teachers used it to help students develop their understanding of the lesson's big idea. The teacher introduced the video clip either before or after students read a passage by previewing what students were going to watch in the video. Teachers had students focus on one or two key questions prior to video use. After students watched the video they contributed their answers to the focus question(s) as the teacher led a brief discussion.

Teacher-Led or Paired Student Reading. The next step in every lesson was to do a read aloud of a carefully selected reading. Before reading, teachers had students think about two or three questions that typically asked them to focus on the most important ideas of the lesson and that they would answer after reading. Teachers and students alternated leading the reading. When the teachers read aloud, they modeled fluent reading while clarifying vocabulary and periodically checking for students' comprehension. When students read aloud they took turns reading. As one student read, their partner was asked to follow along and give corrective feedback as needed. After reading, students worked on answering the questions in their pairs. Teachers then discussed students' answers to the focus questions with the whole class.

Use of Writing With Graphic Organizers. Finally, to wrap up a lesson, students were asked to work with their partners to complete a graphic organizer or some other brief writing activity. Teachers introduced the graphic organizer or activity and explained the information that students were summarizing from their lesson. Students were then asked to write the most important information in their organizers. After students were given an opportunity to write, their teacher reviewed student responses and gave them feedback.

Structured Paired Grouping. Paired instruction procedures were included in intervention lessons to help teachers follow a set of routines for paired reading, paired writing as well as paired vocabulary discussion. Within each intervention classroom, all students were paired according to language ability. Pairing of students was based on LEP status and their sixth-grade reading scores on the Texas Assessment of Knowledge and Skills (state high-stakes test). Each of the intervention classes was first divided into LEP and non-LEP students. The LEP group included students in the monitored LEP category. Students in each category were rank ordered according to their reading test scores from highest to lowest. They were then assigned a partner, pairing the highest scoring LEP student with the highest scoring non-LEP student and proceeding through the list until all students had a partner. In a few instances, LEP students outscored their non-LEP counterparts. These students were paired with the highest scoring non-LEP student in the class and adjustments were made for the rest of the students to follow the pairing procedures as closely as possible. Students were paired in this way to ensure that when partners worked on activities and

discussed ideas they would have another student with similar language background who was also able to challenge and support them with their language development. Students worked with their partners for approximately 12 to 20 min during the 50-min lesson.

Observation of Treatment and Comparison Sections

Throughout the implementation of both treatments, four researchers conducted observations in treatment and control (business as usual) sections to ensure fidelity of treatment and to determine if there was any contamination of instruction in the control classes. Implementation fidelity was monitored by three observations over the course of the treatment intervention. In addition, control sections were observed four times to ensure that teachers were not implementing the intervention in control sections. The fidelity measure was developed to correspond with the critical elements of the treatment and consisted of the following five categories: (a) vocabulary instruction and review, (b) partner reading, (c) strategic use of video, (d) graphic organizers/writing, and (e) structured paired grouping. Each section consisted of two components: quality of instruction and organization. For quality of instruction, observers assigned a 0 to 2 or "not applicable" rating to indicate if the teacher implemented the activity required with sufficient instruction. Not applicable was coded when the element of treatment, for example, graphic organizer, was not part of the designated lesson. For organization, the observers noted how often teachers followed their lesson plan, if they used the necessary materials and if students had access to the required materials, and if the teacher facilitated student partnering. Organization items were assigned values from 1 to 4 with 1 representing no implementation at all, and 4 representing implementation "most of the time."

One of the issues we were interested in determining is whether there was contamination between treatment and control sections. Observations and teacher reports confirmed that materials and practices designed for treatment classes were not used in the control classes.

In addition, observers rated classroom management using items assessing the degree to which the teachers redirected off-task student behavior, included a variety of students in class discussions, provided positive feedback, and organized students into pairs in an efficient manner. Finally, the observers also provided a global rating of the teacher's overall instruction on a 3-point scale from *less than average* to *above average*.

Scores were calculated by taking the average ratings of each teacher by class type (treatment or control) across the quality and organization portions of the fidelity measure, as well as across the observation time points. Teachers were not observed using treatment practices during control classes and did not implement any portion of the lessons designed for the treatment group, thus differential instruction for treatment students and control students with

Table 1. Average observation category ratings by group and experiment

	Experiment 1				Experiment 2			
	Treatment		Control		Treatment		Control	
Observation Rating Category	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Quality	1.39	0.23	1.28	0.27	1.39	0.51	1.71	0.38
Organization	3.37	0.32	2.44	0.39	3.60	0.50	3.84	0.14
Classroom management	3.43	0.19	3.17	0.53	3.20	0.83	3.40	0.68
Global rating of instruction	1.81	0.26	1.54	0.43	1.90	0.74	1.88	0.64

respect to the target instructional practices was achieved. The overall quality and organization ratings for control classes were based primarily on ratings of the "Other" section of the fidelity measures. Classroom management and the overall global ratings were present for all teachers and are presented separately. In total, there are four derived fidelity scores—average quality, organization, classroom management, and global ratings of instruction.

Table 1 presents the average scores from the fidelity observation for the treatment and control groups in Studies 1 and 2. Analyses of group differences on these fidelity ratings indicated a significant difference on ratings of organization in Study 1 between treatment and control sections ($F = 24.78, p \leq .01$). In treatment sections in Study 1, on average, teachers were rated as implementing more aspects of classroom management than in the control sections. No significant differences in average ratings were found between treatment and control sections in Study 2. Overall, in both studies, the teachers were rated fairly similarly during treatment and control instruction.

Individual ratings of teachers during instruction in treatment sections ranged from 0.50 to 1.94 on quality, 2.45 to 3.96 on organization, 1.80 to 3.83 on classroom management, and 1.00 to 2.67 on global ratings of instruction. Ratings during instruction in control sections ranged from 1.00 to 2.00 on quality, 2.05 to 4.00 on organization, 2.50 to 4.00 on classroom management, and 1.00 to 2.67 on global ratings of instruction.

Outcome Measures

Prior to the intervention and after its completion all students were assessed with a researcher-developed content-based measure. The measure was designed to cover students' understanding of the content taught during a 9- to 12-week period and was meant to serve as an indicator of growth in social studies learning. It resembled traditional assessments of content area classes in that it consisted of vocabulary matching items and comprehension questions. The items were

developed based on content in textbook and weekly quizzes. Students in both treatment and controls covered this same content. The vocabulary section had 20 items that included definitions that had to be matched with vocabulary terms used within the context of a sentence that contained social studies information. For example, the definition, to officially give up power or territory, had to be matched to the target word *cede* in the sentence Mexico agreed to *cede* much of its northern territory to the United States. The second part of the assessment included 10 questions asking students to identify and explain the big ideas of the social studies units taught during the instruction. For example, one comprehension item required students to explain two ways in which slaves' human rights were violated. The content represented in these big ideas was part of the instructional materials and state standards and thus the content was part of the instructional materials for both treatment and control students. Analyses of pre- and postvocahulary and comprehension performance were examined separately for each study. The first step of the analyses examined differences in pretest scores as a function of group (treatment or control). The second step examined group differences in postintervention performance as a function of treatment group controlling for pretest measures of the outcome variable. All analyses were conducted using three-level, hierarchical linear models in HLM 6.06 (Raudenbush, Bryk, & Congdon, 2008). For all HLM analyses, we report results for fixed effects of treatment based on robust standard errors. The three-level models included variability hecause of students within section, sections within teachers, and teachers. In all models, treatment was entered at Level 2 (i.e., at the section level). We also tested for heterogeneity of regression between Treatment and Control sections and examined models that allowed for pretest regressions that varied by teacher, as well as the possibility that treatment effects differed across teachers. However, hecause of the small number of teachers in the study, we focus here on results from models where pretest regressions and treatment effects were constrained to be fixed across teachers. Thus, in all reported models, random effects due to teachers were limited to effects on the intercept, that is, the average value across all sections, hoth treatment and control, for that teacher.

RESULTS

Results are reported separately for Study 1 and 2.

Results for Study 1

Table 2 presents the means and standard deviations for vocabulary and comprehension scores, pre- and postintervention, for Study 1. Table 2 is organized so as to show results separately for ELL and non-ELL students. Sample size

Table 2. Means and standard deviations for Study 1

Measure	Group		No. of Sections	No. of Students (Pre/Post)	Pretest		Posttest	
					M	*SD*	*M*	*SD*
Comprehension	Control	Non-ELL	8	136 / 137	1.63	1.21	2.33	1.75
		ELL		46 / 45	1.17	1.15	1.93	1.73
	Treatment	Non-ELL	7	114 / 105	1.48	1.31	3.73	2.14
		ELL		50 / 47	1.18	1.17	3.32	2.12
Vocabulary	Control	Non-ELL	8	136 / 137	8.68	4.98	10.49	5.05
		ELL		46 / 45	6.54	4.33	7.27	5.28
	Treatment	Non-ELL	7	114 / 105	9.13	4.85	12.90	4.97
		ELL		50 / 47	6.88	3.68	10.57	5.11

Note. ELL = English language learner.

information is provided separately for pre- and postassessments. Not surprisingly, ELL and non-ELL students differed at the pretest, although these differences were comparable for Treatment and Control sections. More important, pretest scores were not different between Treatment and Control sections. A three-level HLM analysis of pretest scores showed no differences between Treatment and Control sections for either Comprehension, $t(13) = -0.970$, $p = .350$, or Vocabulary, $t(13) = 0.552$, $p = .590$.

Analysis of posttest scores using a three-level analysis of covariance revealed statistically significant differences between students in Treatment and Control sections for both Comprehension and Vocabulary. Fixed and random effects for the three-level analysis of covariance model for Study 1 are presented in Table 3 for both outcome measures. For comprehension there was a significant effect for treatment condition indicating that students in treatment sections were performing at significantly higher levels than students in control sections postintervention, $t(13) = 14.31$, $p \leq .001$). The estimated difference in comprehension scores between treatment and control sections was 1.57 with a standard error of 0.109. Similar results were found for vocabulary, although the absolute difference between treatment and control groups was found to he somewhat larger (Treatment Effect Estimate = 2.53, $SE = 0.629$), $t(13) = 4.026$, $p = .002$. For both vocabulary and comprehension, treatment effects did not interact with student status as ELL or non-ELL indicating that ELL and non-ELL students benefitted equally from participation in treatment sections. It is instructive to note in Table 2 that posttest means for ELL students in treatment sections were at least as large or larger, in an absolute sense, than means for non-ELL students in the comparison condition for both vocabulary and comprehension.

Translating these differences into effect sizes shows that the effects of the intervention were large for both vocabulary and comprehension. For comprehension, we estimated the effect size to be $g = 1.12$ based on the data presented in Table 2. For vocabulary, we estimated $g = 0.53$. We illustrate the computation of g for the comprehension data in Table 2; computations for vocabulary are directly analogous. To compute g, we computed the difference in the overall posttest mean for treatment and control (Treatment $M = (105 \times 3.73 + 47 \times 3.32)/(105 + 47) = 3.61$; Control $M = (137 \times 2.33 + 45 \times 1.93)/(137 + 45) = 2.23$; difference = 1.38) and divided this difference by the pooled within-groups standard deviation at the pretest ($s_{\text{pooled}} = (136-1) \times 1.21^2 + (46-1) \times 1.15^2 + (114 - 1) \times 1.31^2 + (50-1) \times 1.18^2 / (136 + 46 + 114 + 50-4)^{1/2} = 1.23$). If instead one uses the pooled within-group standard deviation for the posttest of 1.93, then $g = .71$. Both of these effect sizes are estimates of the unadjusted treatment effect divided by the total, pooled within-groups standard deviation, which includes variability due to students within sections, variability due to sections, and variability due to teachers. If, instead, we base our estimate of effect size on the treatment difference adjusted for the pretest covariate (Treatment Effect estimate from three-level HLM model for comprehension of 1.57), then

Table 3. Fixed and random effects for models of vocabulary and comprehension posttests in Experiment 1

Fixed Effects						
CBM Measure	Predictor	Estimate	*SE*	*t*	*df*	*p*
Comprehension	Intercept	2.28	0.385	5.93	3	<.001
	Pretest	0.661	0.063	10.52	306	<.001
	Treatment	1.57	0.109	14.31	13	<.001
Vocabulary	Intercept	9.75	0.856	11.39	3	<.001
	Pretest	0.747	0.009	86.49	306	<.001
	Treatment	2.53	0.629	4.026	13	.002
		Random Effects				
CBM Measure	Source		Variance	χ^2	*df*	*p*
Comprehension	Students within section		2.654			
	Sections within teacher		0.001	9.67	10	>.500
	Teachers		0.513	70.95	3	<.001
Vocabulary	Students within section		12.675			
	Sections within teachers		0.993	29.54	10	.001
	Teachers		0.810	12.21	3	.007

Note. Tests of differences between treatment and control conditions on pretest measures of vocabulary and comprehension were not statistically significant. (See text for details on these tests.)

the estimates of g for comprehension are 1.28 and .81, respectively, depending on whether the pretest or posttest standard deviation as just computed is used in the denominator. These effect size calculations coincide with the standards adopted by the What Works Clearinghouse in their Standards Volume 2, dated December 2008, which recommends use of the pooled within-group standard deviation at the posttest as the measure of standard deviation unless there is evidence that the treatment affects variability in the posttest. For vocabulary, estimates of g for the unadjusted means were .53 and .49 based on the pretest and posttest standard deviations, respectively, whereas the corresponding estimates of g for the analysis of covariance adjusted means from the HLM model were .54 and .50. We have not applied Hedges' correction for small sample bias because the adjustment factor computes to .998 in this instance, which would result in minimal adjustment to the estimates.

Results for Study 2

Table 4 presents the means and standard deviations for vocabulary and comprehension scores pre- and postintervention, for Study 2. Analysis of pretest performance scores indicated no significant, differences between treatment and control sections for either vocabulary, $t(15) = 1.450$, $p = .168$, or comprehension, $t(15) = 0.934$, $p = .366$. Similar to Study 1, students performed more poorly on the comprehension measure at both time points than on the vocabulary assessment. However, one must be cautious in interpreting these differences between domains as the assessments were not developed in a manner that would guarantee that they are equivalent in difficulty. Results from the three-level HLM analysis with student pretest scores as a covariate yielded results highly similar to those from Study 1. As in Study 1, performance at the pretest significantly predicted student performance at the posttest for both vocabulary ($\beta = 0.515$, $SE = 0.107$), $t(363) = 4.82$, $p < .001$, and comprehension ($\beta = 0.596$, $SE = 0.030$), $t(361) = 19.46$, $p < .001$. More important, students in treatment sections again outperformed those in control sections on both the comprehension and vocabulary measures (Comprehension: $\beta = 1.09$, $SE = 0.403$), $t(15) = 2.71$, $p = .016$; Vocabulary: $\beta = 1.94$, $SE = 0.550$), $t(15) = 3.53$, $p = .003$. As in Study 1, treatment effects did not interact with students' ELL status for either outcome, indicating that both ELL and non-ELL students benefited equally from being assigned to sections that were randomly assigned to the treatment condition. Expressing the treatment–control differences as effect sizes using g as in Study 1, we find that effect sizes are overall somewhat smaller, but again are classified as large or moderate, and are somewhat larger for comprehension than for vocabulary. Effect sizes for unadjusted posttest means (see Table 4) were .989 and .468 for comprehension, and .452 and .355 for vocabulary, based on the pooled within groups pretest and posttest standard deviations, respectively. Analogous effect sizes for the adjusted posttest

Table 4. Means and standard deviations for Study 2

Measure	Group		No. of Sections	No. of Students (Pre/Post)	Pretest		Posttest	
					M	*SD*	*M*	*SD*
Comprehension	Control	Non-ELL	8	154 / 175	0.72	1.00	2.23	2.15
		ELL		39 / 39	0.49	0.96	1.36	1.32
	Treatment	Non-ELL	9	155 / 173	0.83	1.20	3.11	2.45
		ELL		66 / 66	0.80	0.99	3.18	2.54
Vocabulary	Control	Non-ELL	8	154 / 175	7.37	4.97	9.86	5.75
		ELL		39 / 39	5.00	3.24	9.47	5.20
	Treatment	Non-ELL	9	154 / 172	7.71	4.79	11.78	6.42
		ELL		67 / 67	7.61	4.58	12.25	5.77

means were 1.01 and .480 for comprehension, and .413 and .325 for vocabulary depending on whether the pooled within groups pretest or posttest standard deviation in Table 4 was used in the denominator of g.

The test of homogeneity of pretest regression between treatment and control sections was not statistically significant for either vocabulary or comprehension, justifying the use of a common regression slope in predicting posttest scores. In the case of vocabulary, there was some suggestion that pretest regressions might differ across teachers and that treatment effects might differ across teachers. However, because significance tests for random effects may be misleading when the number of sampling units is small (in this case $n_{\text{teachers}} = 4$), we have focused on the average treatment difference between treatment and control sections, averaged across teachers from the three-level HLM model that constrained the regression effect for the pretest to be the same for all teachers (see Table 5).

DISCUSSION

Many ELLs, like those in this study, attend schools with high percentages of students living in poverty. These schools are less likely than other schools to have adequate funds and resources and to provide appropriate support for academic achievement (Donovan & Cross, 2002). Students in these schools may also have fewer opportunities to engage in academic discussions, to be exposed to rich content instruction, and to have good language models among their peers. This study was designed to provide teachers instructional routines that would improve academic outcomes for ELLs by focusing on improved vocabulary and content knowledge through engaging students in interactions during their social studies classes. Findings from these two experimental studies indicate that students improved in their word knowledge and their comprehension related to the content area of instruction–social studies.

The multicomponent intervention used in this study incorporated practices that have been found to be effective in the development of vocabulary and comprehension of adolescents. However, the efficacy of these practices to improve vocabulary and comprehension outcomes, combined or in isolation, with adolescent ELLs had not been explored. Of the four practices used, three focused on enhancing content instruction and the fourth, peer-pairing, altered the interaction patterns typically used in the classroom. The combination of explicit vocabulary and concept instruction with a conceptual instructional focus shifted the instructional emphasis from the acquisition of historical facts to one in which the *big ideas* provided context for promoting students' using language and understanding the content. Further, the use of structured discussions and graphic organizers by pairs of students provided additional support to students in their use of expressive language. Lessons were explicitly designed to provide students with activities to orally and in writing express their understanding of

Table 5. Fixed and random effects for models of vocabulary and comprehension posttests in Experiment 2

Fixed effects						
CBM Measure	Predictor	Estimate	*SE*	*t*	*df*	*p*
Comprehension	Intercept	2.18	0.431	5.05	3	.008
	Pretest	0.596	0.030	19.46	361	<.001
	Treatment	1.09	0.403	2.71	15	.016
Vocabulary	Intercept	10.10	0.771	13.10	3	<.001
	Pretest	0.515	0.107	4.82	363	<.001
	Treatment	1.94	0.550	3.53	15	<.003
		Random Effects				
CBM Measure	Variance Component		Estimate	χ^2	*df*	*p*
Comprehension	Students within-section		3.586			
	Sections within teacher		0.275	35.29	12	.001
	Teachers		0.900	39.00	3	<.001
Vocabulary	Students within-section		22.056			
	Sections within teacher		2.269	40.266	12	<.001
	Teachers		3.679	23.61	3	<.001

Note. Tests of differences between treatment and control conditions on pretest measures of Vocabulary and Comprehension were not statistically significant. (See text for details on these tests.)

the concepts and to use the language associated with the topic. It may be that the additional opportunities to engage with the target vocabulary may have had a positive effect on student retention of the vocabulary and to a lesser degree, as measured by the comprehension measures, their learning of the content.

In middle school, ELLs' academic success depends on their ability to acquire the content and vocabulary knowledge associated with each of the content areas. The findings from these two studies provide educators practices that are effective in improving ELLs' vocabulary. The components used in this intervention can be easily adapted for use in other content areas such as science, health, geography, and economics because it does not require a change in the curriculum. It does, however, require a shift in the focus of instruction to an emphasis on the big ideas, attention to vocabulary and background knowledge development, and altering interaction patterns in the classroom between teacher and students and between students.

Each of the components in this intervention addressed a different instructional challenge. In addition to the general instructional effectiveness of the components, research with ELLs indicates that the objective met with each of the components has been identified as important in improving the academic outcomes of ELLs (August & Hakuta, 1997). For example, the use of structured pairs increased students' opportunity for active engagement whereas the explicit and deep teaching of vocabulary and the use of video was included to address ELLs' limited content area vocabulary and background knowledge. Thus, each component had a unique and, we think, necessary role in the intervention. However, given the multicomponent nature of the intervention it is not possible to determine whether any one of these components had a greater effect on student learning or whether each was necessary. In the future, it would be beneficial to explore the relative benefit of the various components.

Another critical finding from this is study is that ELLs who participated in the intervention condition in either study benefited from the instruction they received. They outperformed the ELLs in the comparison group on the researcher-developed vocabulary and comprehension measures. ELLs who participated in the intervention gained words at the same rate as students who were not limited English proficient.

Although this intervention was developed to address the instructional and language needs of ELLs, the students who were not LEP in the intervention classes also benefited. Students who were LEP outperformed their counterparts in the comparison condition on both the vocabulary and comprehension measures. When both the target group (ELLs) and their classmates benefit from an intervention or practice, it meets the criteria for universal design. This finding is particularly relevant for teachers who have both ELLs and non-LEP students in their classrooms and who may be concerned about the possible detrimental effect for other students of instruction that targets ELLs. If effective instructional practices for ELLs also benefit non-ELLs, teachers have a strong rationale for implementing the instructional practice. Furthermore, ELLs in the comparison

condition made the least gains and lagged behind all other groups on both the vocabulary and content comprehension measures, providing further support for interventions such as the one in this study to alter the course for ELLs.

We recognize that this finding may be limited to schools and students with similar demographics as those in this study. Many students in these schools were performing below grade level and may have also needed the additional practice and interaction provided by the intervention. In a school in which more students are performing at or above grade level, universal growth across groups of students may not he evident.

Teacher factors that may impact the effect of an intervention include number of years teaching, teacher preparation, and teacher self-efficacy. To control for the many school and teacher effects, we randomly assigned each class section within teacher to either treatment or comparison conditions. A concern with this type of design is that teachers will implement the intervention in the comparison classrooms. To ensure that this did not happen, we carefully trained teachers in the importance of adherence to condition and the value of participating in an experimental study that would allow for causal inferences. To confirm that teachers would adhere to treatment and comparison condition, we observed both treatment and comparison classes and based on both these observations and teacher feedback, we are confident that there was minimal or no use of treatment practices during the comparison condition. However, if they had, we would have expected to see smaller differences between the treatment and comparison groups because students in both conditions would have received the intervention or conversely neither would have. The findings from these two studies suggest that differences in students' outcomes are attributable to the treatment.

The ELLs in this study were provided instruction that engaged them in interactive instructional routines that provided them with opportunities to use the words orally and in writing resulting in increases in their vocabulary and understanding of social studies. Although the growth from this treatment is modest, it does have implications for instruction in general. If students were to receive this instruction beginning in kindergarten, we would expect cumulative impact. For example, if students learned the meaning of the word *reservation* in fourth grade instead of seventh, then vocabulary instruction at seventh grade could focus on more advanced vocabulary.

Limitations

Students who participated in the treatment improved significantly on vocabulary and comprehension, but there are two issues to consider. First, like most vocabulary measures, the one we used to assess vocabulary did not require students to demonstrate use and deep understanding of the words. Students matched a sentence with the target word to the definition they chose from a

list of definitions. This type of response does not determine whether students can produce a definition or whether they can use the word when speaking or writing. Second, students did not generalize this knowledge to general vocabulary development as measured by a standardized vocabulary assessment. We think it is reasonable to assume that a more extensive treatment addressing academic vocabulary across content areas and contexts would demonstrate a greater impact on standardized measures. For this reason, our subsequent study will integrate the vocabulary and comprehension instruction across content areas including science and math.

Students' improvement on the comprehension measure was statistically significant. However, the correct number of responses increased from less than one at pretest to an average of three to four. Unlike the vocabulary measure, the comprehension measure may have underrepresented students' comprehension of the content taught because it required that they provide written responses. In addition to the lack of vocabulary, difficulty spelling and composing sentences may account for the apparent lack of representation of the content taught. A format with options may have provided a better indication of students understanding of the big ideas. One consideration in designing measures to assess ELLs is the purpose. If the goal is content area knowledge, then the assessment should provide students the accommodations needed to demonstrate they understand concepts even if their language skills are limited (Francis et al., 2007). However, if in addition to content knowledge, one is interested in how well students can use language to communicate that understanding, then an open-ended measure would be more appropriate.

Finally, significant differences were found on curriculum-based measures. The long-range implications of these findings such as whether students maintained their comprehension knowledge and vocabulary were not addressed. The finding from this study are consistent with conclusions reached in a recent meta-analysis (Scammacca et al., 2007) that reported positive outcomes for monolingual students from vocabulary interventions in which gains on vocabulary were tested on the words students were taught. The authors also note that few studies use standardized measures of vocabulary and that there are few standardized measures that measure vocabulary adequately. Athough there is a link between vocabulary and comprehension (Beck et al., 2002; Biemiller, 1999; NICHD, 2000; RAND, 2002), the positive relationship between vocabulary and comprehension seems to be limited to research-developed, near measures with a weaker relationship with standardized measures (Elleman, Lindo, Morphy, & Compton, 2009).

There were limitations to some of the teachers' implementation of the intervention. Many of the teachers across the two studies needed support to make appropriate modifications to meet the language needs of students. When students exhibited confusion or failed to answer a question, the teachers just repeated the same prompt or moved to another student or pair. A second factor was changing the interaction pattern between the teacher and the students.

Based on the observations in the comparison sections, after asking a question, teachers often provided the answer. Students often just waited until the answer was provided to complete the worksheet or other graphic organizer. Our experiences indicate that some teachers may require considerable coaching in addition to initial professional development to implement interactive instructional practices.

In summary, students in the treatment condition had a better grasp of the vocabulary associated with the content compared to the students in the comparison condition. Although scores on the comprehension questions were higher for the treatment students, there was still room for growth in demonstrating students' understanding of what they were learning. In terms of the delivery of instruction, the use of a different interaction pattern requiring student pairing was challenging for both the students and the teachers. More time needs to be dedicated to teaching students to work effectively in pairs (Stenhoff & Lignugaris/Kraft, 2007) and for teachers to learn appropriate instructional modifications that facilitate learning for students who are ELLs.

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COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN:

ORGANIZATION:
Towson University
Comptroller's Office
8000 York Road
Towson, MD 21252-0001

DATE:04/22/2015

FILING REF.: The preceding agreement was dated 09/03/2010

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.	07/01/2014	06/30/2018	46.50	On-Campus	All Programs
PRED.	07/01/2014	06/30/2018	26.50	Off-Campus	All Programs
PROV.	07/01/2018	06/30/2020			Use same rates and conditions as those cited for fiscal year ending June 30, 2018.

*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. Actual costs will be apportioned between on-campus and off-campus components. Each portion will bear the appropriate rate.

Fringe Benefits include: FICA, Pension Costs, Workers' Compensation, Unemployment Insurance and Health Insurance.

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

Next proposal for FYE 6/30/2017 is due in our office by 12/31/2017.

SECTION III: GENERAL

A. LIMITATIONS:

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

B. ACCOUNTING CHANGES:

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

C. FIXED RATES:

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

D. USE BY OTHER FEDERAL AGENCIES:

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

E. OTHER:

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

BY THE INSTITUTION:

Towson University

(INSTITUTION)

(b)(6)

(SIGNATURE)

Joseph J. Oster

(NAME)

Vice President, Administration & Finance

(TITLE)

5/29/2015

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Darryl W. Mayes -S

Digitally signed by Darryl W. Mayes -S
DN: c=US, o=U.S. Government, ou=HHS, ou=PSC, ou=People, 0.9.2342.19200300.100.1.1=2000183669, cn=Darryl W. Mayes -S
Date: 2015.05.01 09:53:22 -04'00'

(SIGNATURE)

Darryl W. Mayes

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Deputy Director, Cost Allocation Services

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4/22/2015

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Intergovernmental Review (Executive Order 12372) Single Point of Contact (SPOC) List

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Budget Narrative File(s)

*** Mandatory Budget Narrative Filename:** EMPOWER Budget Narrative.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

Tracking Number:GRANT12392205 Funding Opportunity Number:ED-GRANTS-022117-001 Received Date:Apr 24, 2017 02:33:55 PM EDT

English Learners Moving to Proficient Outcomes With Engagement and Rigor (EMPOWER)

Budget Narrative

Year 1:

1. Personnel:

Dr. Patricia Rice Doran, Assistant Professor of Special Education, is the PI. Dr. Rice Doran will devote 12.5% effort during the academic year in Year 1, at a cost of $9,147. Dr. Rice Doran will also devote 100% effort during the two summer months, at a cost of $14,636. Dr. Rice Doran will be responsible for oversight of the budget, course development, and overall coordination of inservice PD at EMPOWER site schools. She will supervise the Project Manager and Graduate Assistant (GA) and communicate with the Evaluator and advisory board frequently to coordinate project evaluation, as well as facilitating summer and academic year PD for EMPOWER participants.

Dr. Elizabeth Neville, Chair of the Department of Special Education, will devote 10% effort to the project at a cost of $13,938. Dr. Neville will assist with supervision of the GA and will oversee preservice PD for undergraduates. Dr. Neville will support course redevelopment pertaining to language development, language learning strategies and differentiating language difference from disability. Dr. Neville will assist with project management, including EMPOWER PD, the EMPOWER Annual Workshop, and supervision of undergraduate EMPOWER courses.

Dr. Diane Wood, Chair of the Department of Instructional Leadership and Professional Development, will devote about 2.7% effort to the project at a cost of $3,000. Dr. Wood will support course redesign and overall implementation of the EMPOWER M.Ed. program,

including course staffing, enrollment, and student support. Dr. Wood will support school-based PD with her expertise in school leadership and teacher knowledge development.

Dr. Gilda Martinez-Alba, Professor of Elementary Education and Chair of the Department of Educational Technology and Literacy, will devote 100% effort to the project during summer months at a cost of $14,701. As part of her normal scholarship duties, Dr. Martinez-Alba will continue to support project activities during the academic year at no cost to the project. Dr. Martinez-Alba will be responsible for integration of ESOL strategies into content courses, design of PD, development of research and training materials, and coordination with the evaluator around EL-specific issues. She will also support the M.Ed. program implementation utilizing her expertise as graduate faculty. She will facilitate summer PD and, in Year 3, "Spanish for Educators" sessions for EMPOWER inservice participants.

The Project Manager, yet to be named, will devote 100% effort to the project at a cost of $60,000. The Project Manager will work with faculty and participants to coordinate school-based PD, will assist with program and PD development as appropriate, will handle correspondence and documents related to the projeet, and will provide as-needed coaching and support to teachers in EMPOWER schools.

The Graduate Assistant (GA) will work 10 hours per week during the academic year and summer at a cost of $7,800. The GA will support project operations, correspondence, paperwork and student communication.

Faculty consultants: Four faculty consultants will be hired to assist in course redesign and development for EMPOWER undergraduate and M.Ed. courses, at a cost of $3,000 per faculty member or $12,000 overall. Pairing of faculty with expertise in ESOL and leadership, or ESOL and special education, in some cases will allow for rich and integrated course content and

activities. Course redesign and development are concentrated primarily in the first two years of the project, with some additional activities occurring in Year 3 and all course development activities completed by the end of Year 3.

Dr. Ray Lorion, Executive Director of the Center for Application and Innovation Research in Education (CAIRE), will devote about 16% effort to the project at a cost of $33,991 for evaluation services.

Total salaries: $168,912

2. Fringe Benefits:

Fringe benefits are calculated at a rate of 41% for faculty academic effort and staff, 27% for contingent faculty and staff (the project manager), and 8% (FICA only) for the GA and faculty summer effort. Fringe benefits for Dr. Rice Doran are $1,171 (summer) and $3,750 (academic year). Fringe benefits for Dr. Neville are $1,115. Fringe benefits for Dr. Wood are $240. Fringe benefits for Dr. Martinez-Alba are $1,152. Fringe benefits for the Project Manager are $16,200. Fringe benefits for the GA are $624. Fringe benefits for faculty consultants total $960. Fringe benefits for Dr. Lorion are $13,936.

Total fringe benefits: $39,149

3. Travel:

Domestic travel is requested in the amount of $7,000.

$2,000 is requested for mileage for project faculty and the Project Manager to travel to and from project sites in AACPS, in order to facilitate regular visits to schools, coaching and just-in-time support, and ongoing PD. Schools in the southern part of the district may be thirty miles or more from TU's main campus and campus at Shady Grove, leading to substantial mileage costs over the course of the year.

$5,000 is requested for travel to professional conferences to disseminate the project model. The $5,000 will pay travel costs for two PIs, and two AACPS partners and participants, to travel to annual meetings for Teachers of English to Speakers of Other Languages (TESOL), the National Association for Bilingual Education (NABE), ASCD, the International Reading Association (IRA), the Council for Exceptional Children (CEC) and associated division meetings on diverse exceptional learners, or other relevant conferences. Estimated costs for two faculty members and two participants or AACPS partners include airfare ($400 per person, $1600 total), hotel ($400 per person, $1600 total), conference registration ($400 per person, $1200 total), and incidentals including meals, baggage charges, cab fare, and related expenses ($600).

4. **Equipment:** Not applicable. No equipment is requested.

5. **Supplies:**

Materials and supplies to facilitate professional development and family engagement activities are requested in the amount of $10,000. These include:

--Resource library materials for schools (books and relevant journals related to English learners for staff use): $1,000 per school, $2,000 total. Those materials which are not consumable can be used throughout subsequent years as well. At least 20% of resource library materials will address topics such as family empowerment, linguistically and culturally responsive strategies for working with families, and building community and family relationships.

--Professional development materials, including booklets, workbooks, references and resource materials: $1,000 per EMPOWER school, $2,000 total

--Resource materials and supplies for faculty use in course development and redesign, including current books and assessment materials: $1,000

Technology: Three laptop computers to be used as part of the EMPOWER mobile technology lab, offered at EMPOWER schools monthly throughout the grant. $1000 per laptop, $3000 total. At the conclusion of the grant, these computers, if technologically viable for continued long-term use, will remain in the school for continued school and family use.

Conference/ workshop materials: $2,000 is requested for conference materials for the EMPOWER Annual Workshop. These include reproducible resources, conference agenda, and handouts for attendees.

6. Contractual:

Consultant services: $2,000 is requested for speaker travel costs and honorarium for the EMPOWER Annual Workshop. This workshop, offered annually to inservice teachers, preservice teachers, and other stakeholders, serves to reinforce PD offered throughout the year, provide a venue in which project participants can exchange ideas and learn from one another, and disseminate knowledge throughout AACPS and greater Maryland.

$3,000 is requested for data analysis costs related to collecting, deidentifying and providing data to be provided by participating schools.

7. Construction: Not applicable.

8. Other:

Tuition costs for the Master's level GA: Tuition of $5,685 for the graduate student is included as a mandatory benefit and is charged in proportion to the amount of effort the graduate student will work on the project.

Webinar: Project staff and faculty will develop and present a webinar to disseminate undergraduate program models. $1,000 is requested for webinar production and broadcasting.

Evaluation services: $13,755 is requested for evaluation services in Year 1. These services are to be provided by CAIRE and will include effort from additional CAIRE staff including research scientist and research assistant support, identification, design and field testing of all evaluation instruments, and gathering of baseline qualitative and quantitative data. CAIRE will fund necessary materials, travel and supplies from the budgeted amount. CAIRE's planned activities are further described in the narrative. CAIRE will also collaborate with PIs to design participant reporting systems for GPRA criteria and other evaluative measures. In conjunction with PIs, CAIRE will also design components of the project website which facilitate participant registration and sharing of information.

9. Total Direct Costs:

Total direct costs requested for Year 1: $252,501.

10. Indirect Costs

The indirect cost rate for this project is 8%. Total indirect costs are $19,745.

11. **Training Stipends:** No training funding is requested during Year 1, as grant activities are primarily focused on planning and baseline evaluation.

12. Total Costs

The sum total of direct costs, indirect costs, and stipends requested for Year 1 is $27,246.

Year 2:

1. Personnel:

Dr. Patricia Rice Doran, Assistant Professor of Special Education, is the PI. Dr. Rice Doran will devote 12.5% effort during the academic year in Year 2, at a cost of $9,330. Dr. Rice Doran will devote 100% effort during the summer in Year 2 at a cost of $14,928.

Dr. Elizabeth Neville, Chair of the Department of Special Education, will devote about 10% effort to the project at a cost of $14,217.

Dr. Diane Wood, Chair of the Department of Instructional Leadership and Professional Development, will devote about 2.7% effort to the project at a cost of $3,000.

Dr. Gilda Martinez-Alba, Associate Professor of Elementary Education and Graduate Program Director, will devote 100% effort to the project during summer months at a cost of $14,689.

The Project Manager, yet to be named, will devote 100% effort to the project at a cost of $61,200.

The Graduate Assistant (GA) will work 10 hours per week during the academic year and summer at a cost of $7,800. The GA will support project operations, correspondence, paperwork and student communication.

Faculty consultants: Four faculty consultants will be hired to assist in course redesign and development for EMPOWER undergraduate and M.Ed. courses, at a cost of $3,000 per faculty member or $12,000 overall in Year 2. Course redesign and development are concentrated primarily in the first two years of the project, with some additional activities occurring in Year 3 and all course development activities completed by the end of Year 3.

Dr. Ray Lorion, Executive Director of the Center for Application and Innovation Research in Education (CAIRE), will devote about 12% effort to the project at a cost of $25,493 for evaluation services.

Total salaries: $162,657

2. Fringe Benefits:

Fringe benefits for Dr. Rice Doran are $1,194 (summer) and $3,825 (academic year). Fringe benefits for Dr. Neville are $1,137. Fringe benefits for Dr. Wood are $240. Fringe benefits for

Dr. Martinez-Alba are $1,175. Fringe benefits for the Project Manager are $16,524. Fringe benefits for the GA are $624. Fringe benefits for faculty consultants are $960. Fringe benefits for Dr. Lorion are $10,452.

Total fringe benefits: $36,132.

3. Travel:

Domestic travel is requested in the amount of $6,000.

$1,500 is requested for mileage for project faculty and the Project Manager to travel to and from project sites in AACPS, in order to facilitate regular visits to schools, coaching and just-in-time support, and ongoing PD. Schools in the southern part of the district may be thirty miles or more from TU's main campus and campus at Shady Grove, leading to substantial mileage costs over the course of the year.

$4,500 is requested for travel to professional conferences to disseminate the project model. The $4,500 will pay travel costs for two PIs, and M.Ed. or preservice participants if possible, to travel to annual meetings for Teachers of English to Speakers of Other Languages (TESOL), the National Association for Bilingual Education (NABE), ASCD, the International Reading Association (IRA), the Council for Exceptional Children (CEC) including divisions focused on cultural and linguistic diversity, or other relevant conferences. Estimated costs for two faculty members and one participant include airfare ($500 per person, $1500 total), hotel ($400 average per person, $1200 total), conference registration ($400 per faculty member; $300 for student registrant), and incidentals including meals, baggage charges, cab fare, and related expenses ($700).

4. Equipment: Not applicable. No equipment is requested.

5. Supplies:

Materials and supplies to facilitate professional development are requested in the amount of $6,000. These include:

--Resource library materials for schools (books and relevant journals related to English learners for staff use): $1500 per school, $3,000 total

--Professional development materials, including booklets, workbooks, references and resource materials: $1000 per EMPOWER school, $2000 total

--Resource materials and supplies for faculty use in course development and redesign, including current books and assessment materials: $1000

Conference/ workshop materials: $2,000 is requested for conference materials for the EMPOWER Annual Workshop. These include reproducible resources, conference agenda, and handouts for attendees.

6. Contractual:

Consultant services: $2,000 is requested for speaker travel costs and honorarium for the EMPOWER Annual Workshop. This workshop, offered annually to inservice teachers, preservice teachers, and other stakeholders, serves to reinforce PD offered throughout the year, provide a venue in which project participants can exchange ideas and learn from one another, and disseminate knowledge throughout AACPS and greater Maryland.

Guest lecturers: Family and community engagement are central to EMPOWER PD activities, particularly coursework for preservice and inservice teachers. $1,500 is requested to support honoraria for guest lecturers in M.Ed courses (9 guest lecturers) and preservice undergraduate courses (6 total) each year, at $100 per speaker. Guest lecturers will be family members, community members and resource personnel, and experts in topics related to EL support,

evidence-based practices for ELs, language proficiency assessment and instruction, and culturally and linguistically responsive practice.

Teacher substitute funds: $1,300 is requested for substitute funds to support EMPOWER teacher release time for PD, grade-level team planning related to ELs' needs, and extended coaching. At the AACPS substitute rate of $65 per half-day including fringe, $1300 will support half-day releases for ten teachers from each school throughout the year.

Teacher summer workshop funds: $5,625 is requested for summer PD for 75 EMPOWER teachers. Each teacher will complete two 90-minute summer workshops on topics related to ELs' achievement, with compensation at the AACPS teacher pay rate of $25 per hour ($75 per teacher; total $5,625).

7. $2,000 is requested for data analysis costs related to collecting, deidentifying and providing data to be provided by participating schools.

8. **Construction: Not applicable.**

9. **Other:**

Tuition of $5,912 for the graduate student is included as a mandatory benefit and is charged in proportion to the amount of effort the graduate student will work on the project. This is not calculated in F&A base.

Evaluation services: $12,796 is requested for evaluation services in Year 2. These services are to be provided by CAIRE and will include effort from additional CAIRE staff including research scientist and research assistant snpport, identification, design and field testing of all evaluation instruments, and gathering of baseline qualitative and quantitative data. CAIRE will fund necessary materials, travel and supplies from the budgeted amount. CAIRE's planned activities are further described in the narrative. CAIRE will also collaborate with PIs to design participant

reporting systems for GPRA criteria and other evaluative measures. In conjunction with PIs, CAIRE will also design components of the project website which facilitate participant registration and sharing of information.

10. Total Direct Costs:

Total direct costs requested for Year 1: $243,923.

11. Indirect Costs

The indirect cost rate for this project is 8%. Total indirect costs are $19,041.

12. Training Stipends:

M.Ed. participants (ESOL Leadership Fellows):

Tuition: $87,048 is requested to fund 4 3-credit courses (12 credits total) for M.Ed. students who are teachers in AACPS. The graduate in-state tuition rate is $398 per credit. Fees per credit are $130 during the academic year and $90 during the summer. Total tuition and fees for 18 teachers to complete 12 credits (6 in Fall and 6 in Spring) is $114,048. Each Monarch Academy teacher, as an AACPS employee, is eligible to seek reimbursement from AACPS, in accord with AACPS tuition reimbursement policies (referenced in AACPS teachers' negotiated benefit agreements) in the amount of $750 per course, for up to 2 courses per year. Therefore, AACPS reimbursement for 18 students, for 2 courses per year, is anticipated to be $27,000. The amount requested from federal funds has been adjusted to incorporate the amount that participants can self-pay and be reimbursed for in accord with AACPS policies. Therefore, the total amount requested for M.Ed. tuition is $87,048. Should any participant fail to submit reimbursement according to AACPS policies, this amount is designed to represent a reasonable contribution for participants to self-pay over the course of each year.

Stipends for books: $50 per course, for 4 courses per student, at a total of $3,600 for 18 students.

Undergraduate participant tuition: $77,190 is requested to fund undergraduate tuition for 20 undergraduates (20 students – Cohort 1) to take two elective courses in ESOL each. This number is derived as follows: To ensure access for participants regardless of geographical background, funding is requested for 10 students at the in-state rate and for 10 students at the out-of-state rate, although in-state students from AACPS will be prioritized. Should additional tuition funds accrue due to higher numbers of in-state students than expected, they can be used to enroll additional students in the cohort. In-state tuition for 10 students taking 2 three-credit courses is $283 per credit in the minimester; out-of-state tuition for 10 students taking 2 three-credit courses is $768 per credit. In-state tuition for 10 students taking 2 three-credit courses is $288 per credit in the summer; out-of-state tuition for 10 students taking 2 three-credit courses is $806 per credit. Minimester fees for both in-state and out-of-state students are $124 per course; summer fees for both in-state and out-of-state are $90 per course.

Undergraduate stipends: 20 undergraduate students (Cohort 1) will each complete two courses, one in summer (July-August) and one in January (minimester term). For each course, students will receive a $100 allowance for books, at a total cost of $4,000 (20 students x 2 classes x $100 per class). To defray living expenses while enrolled in these additional courses, students will receive a living stipend of $500 per class, at a total cost of $20,000 (20 students x 2 classes x $500 per class). Total cost for stipends: $24,000.

Undergraduate participant travel: Mileage reimbursement is requested for undergraduate students who volunteer at Family-Teacher Academies in EMPOWER schools. Given the distance AACPS covers, and the limited funds typically available to undergraduate teacher candidates who are full-time students, federal funds are requested to cover travel for 20

preservice participants to travel to fall and spring Academies at EMPOWER schools ($100 per student; anticipated mileage, tolls and travel costs of $25 per trip).

13. Total Costs

The sum total of direct costs, indirect costs, and stipends requested for Year 2 is $456,802.

Year 3:

1. **Personnel:**

Dr. Patricia Rice Doran, Assistant Professor of Special Education, is the PI. Dr. Rice Doran will devote 12.5% effort during the academic year in Year 3, at a cost of $9,485. Dr. Rice Doran will devote 100% effort during the summer in Year 3 at a cost of $15,227.

Dr. Elizabeth Neville, Chair of the Department of Special Education, will devote about 10% effort to the project at a cost of $14,501.

Dr. Diane Wood, Chair of the Department of Instructional Leadership and Professional Development, will devote about 2.7% effort to the project at a cost of $3,000.

Dr. Gilda Martinez-Alha, Associate Professor of Elementary Education and Graduate Program Director, will devote 100% effort to the project during summer months at a cost of $14,983. Her support to the project during the academic year will occur as part of her regularly assigned scholarship duties and will include providing Spanish for Educators instruction for teachers if there is sufficient interest.

The Project Manager, yet to be named, will devote 100% effort to the project at a cost of $62,424.

The Graduate Assistant (GA) will work 10 hours per week during the academic year and summer at a cost of $7,800.

Faculty consultants: One faculty consultants will be hired to assist in course redesign and development for M.Ed. courses, at a cost of $3,000 in Year 3.

Dr. Ray Lorion, Executive Director of the Center for Application and Innovation Research in Education (CAIRE), will devote about 12% effort to the project at a cost of $25,493 for evaluation services.

Total salaries: $155,913

2. **Fringe Benefits:**

Fringe benefits for Dr. Rice Doran are $1,218 (summer) and $3,889 (academic year). Fringe benefits for Dr. Neville are $1,160. Fringe benefits for Dr. Wood are $240. Fringe benefits for Dr. Martinez-Alba are $1,199. Fringe benefits for the Project Manager are $16,854. Fringe benefits for the GA are $624. Fringe benefits for faculty consultants are $240. Fringe benefits for Dr. Lorion are $10,452.

Total fringe benefits: $35,876.

3. **Travel:**

Domestic travel is requested in the amount of $4,000.

$1,000 is requested for mileage for project faculty and the Project Manager to travel to and from project sites in AACPS, in order to facilitate regular visits to schools, coaching and just-in-time support, and ongoing PD. Schools in the southern part of the district may be thirty miles or more from TU's main campus and campus at Shady Grove, leading to substantial mileage costs over the course of the year.

$3,000 is requested for travel to professional conferences to disseminate the project model. The $3,000 will pay travel costs for two PIs, and M.Ed. or preservice participants if possible, to travel to annual meetings for Teachers of English to Speakers of Other Languages (TESOL), the

National Association for Bilingual Education (NABE), ASCD, the International Reading Association (IRA), the Council for Exceptional Children (CEC), or other relevant conferences. Estimated costs for two faculty members and one participant include airfare ($500 per person), hotel ($800), conference registration ($400 per faculty member; $300 for student registrant), and incidentals including meals, baggage charges, cab fare, and related expenses ($600).

4. **Equipment:** Not applicable. No equipment is requested.

5. **Supplies:**

Materials and supplies to facilitate professional development are requested in the amount of $4,000. It is assumed that many supplies and resources purchased in Years 1 and 2 will continue to be used in future years; hence the decrease in amounts for Years 3, 4 and 5. Supplies include:

--Resource materials for schools, including books, references and other resource materials: $900 per EMPOWER school, $1800 total

--Professional development materials, including references and resource materials: $200 total

Conference/ workshop materials: $2,000 is requested for conference materials for the EMPOWER Annual Workshop. These include reproducible resources, conference agenda, and handouts for attendees.

6. **Contractual:**

Consultant services: $1,000 is requested for speaker travel costs and honorarium for the EMPOWER Annual Workshop. This workshop, offered annually to inservice teachers, preservice teachers, and other stakeholders, serves to reinforce PD offered throughout the year, provide a venue in which project participants can exchange ideas and learn from one another, and disseminate knowledge throughout AACPS and greater Maryland. It is anticipated that, given the project's focus on family and community engagement, the speaker in Year 3 will be a

regionally based expert on this topic and therefore will require fewer travel costs than in other years.

$1,000 is requested for consultant pay for supporting family ESOL tutoring. The consultant will be identified from among TU or Monarch faculty so as to have a close connection to the project and will provide 10 nights of instruction at a rate of $100 per night.

Guest lecturers: $1,500 is requested to support honoraria for guest lecturers in M.Ed. courses (9 guest lecturers) and preservice undergraduate courses (6 total) each year, at $100 per speaker.

Teacher substitute funds: $1,300 is requested for substitute funds to support EMPOWER teacher release time for PD, grade-level team planning related to ELs' needs, and extended coaching. At the AACPS substitute rate of $65 per half-day including fringe, $1300 will support half-day releases for ten teachers from each school throughout the year.

Teacher summer workshop funds: $5,625 is requested for summer PD for 75 EMPOWER teachers. Each teacher will complete two 90-minute summer workshops on topics related to ELs' achievement, with compensation at the AACPS teacher pay rate of $25 per hour ($75 per teacher; total $5,625).

7. $2,000 is requested for data analysis costs related to collecting, deidentifying and providing data to be provided by participating schools.

8. **Construction:** Not applicable.

9. **Other:**

Graduate student tuition: Tuition of $6,149 for the graduate student is included as a mandatory benefit and is charged in proportion to the amount of effort the graduate student will work on the project.

Webinar: Project staff and faculty will develop and present a webinar to disseminate program models. $1,000 is requested for webinar production and broadcasting.

Evaluation: $11,716 is requested for evaluation. These services are to be provided by CAIRE and will include effort from additional CAIRE staff including research scientist and research assistant support, identification, design and field testing of all evaluation instruments, and gathering of baseline qualitative and quantitative data. CAIRE will fund necessary materials, travel and supplies from the budgeted amount. CAIRE's planned activities are further described in the narrative. CAIRE will also collaborate with PIs to design participant reporting systems for GPRA criteria and other evaluative measures. In conjunction with PIs, CAIRE will also design components of the project website which facilitate participant registration and sharing of information.

10. **Total Direct Costs:**

Total direct costs requested for Year 3: $233,079.

11. **Indirect Costs**

The indirect cost rate for this project is 8%. Total indirect costs are $18,154.

12. **Training Stipends:**

M.Ed. participants (ESOL Leadership Fellows):

Tuition: $87,048 is requested to fund 4 3-credit courses (12 credits total) for M.Ed. students who are teachers in AACPS. The graduate in-state tuition rate is $398 per credit. Fees per credit are $130 during the academic year and $90 during the summer. Total tuition and fees for 18 teachers to complete 12 credits (6 in Fall and 6 in Spring) is $114,048. Each Monarch teacher is eligible to seek reimbursement from AACPS, in accord with AACPS tuition reimbursement policies in the amount of $750 per course, for up to 2 courses per year. Therefore, AACPS

reimbursement for 18 students, for 2 courses per year, is anticipated to be $27,000. The amount requested from federal funds has been adjusted to incorporate the amount that participants can self-pay and be reimbursed for in accord with AACPS policies. Therefore, the total amount requested for M.Ed. tuition is $87,048.

Stipends for books: $50 per course, for 4 courses per student, at a total of $3,600 for 18 students.

Undergraduate participant tuition: $154,380 is requested to fund undergraduate tuition for 40 undergraduates (20 students from Cohort 1 and 20 students from Cohort 2) to take two elective courses in ESOL each. This number is derived as follows: To ensure access for participants regardless of geographical background, funding is requested for 20 students at the in-state rate and for 20 students at the out-of-state rate, although in-state students from AACPS will be prioritized. Should additional tuition funds accrue due to higher numbers of in-state students than expected, they can be used to enroll additional students in the cohort. In-state tuition for 20 students taking 2 three-credit courses in the summer is $288 per credit; out-of-state tuition for 20 students taking 2 three-credit courses is $806 per credit. In-state tuition for 20 students taking 2 three-credit courses during the minimester is $283 per credit; out-of-state tuition for 20 students taking 2 three-credit courses is $768 per credit. Minimester fees for both in-state and out-of-state students are $124 per course; summer fees for both in-state and out-of-state are $90 per course.

Undergraduate stipends: 40 undergraduate students (Cohort 1 and Cohort 2) will each complete two courses, one in summer (July-August) and one in January (minimester term). For each course, students will receive a $100 allowance for hooks, at a total cost of $8,000 (40 students x 2 classes x $100 per class). To defray living expenses while enrolled in these additional courses, students will receive a living stipend of $500 per class, at a total cost of $40,000 (40 students x 2 classes x $500 per class). Total cost for stipends: $48,000.

Undergraduate participant travel: Mileage reimbursement is requested for undergraduate students who volunteer at Family-Teacher Academies in Monarch schools. Given the distance AACPS covers, and the limited funds typically available to undergraduate teacher candidates who are full-time students, federal funds are requested to cover travel for 40 preservice participants to travel to fall and spring Academies at EMPOWER schools ($100 per student; anticipated mileage, tolls and travel costs of $25 per trip).

13. **Total Costs**

The sum total of direct costs, indirect costs, and stipends requested for Year 3 is $548,262.

Year 4:

1. Personnel:

Dr. Patricia Rice Doran, Assistant Professor of Special Education, is the PI. Dr. Rice Doran will devote 12.5% effort during the academic year in Year 4, at a cost of $9,738. Dr. Rice Doran will devote 100% effort during the summer in Year 4 at a cost of $15,531.

Dr. Elizabeth Neville, Chair of the Department of Special Education, will devote about 10% effort to the project at a cost of $14,791.

Dr. Diane Wood, Chair of the Department of Instructional Leadership and Professional Development, will devote about 2.7% effort to the project at a cost of $3,000.

Dr. Gilda Martinez-Alba, Associate Professor of Elementary Education and Graduate Program Director, will devote 100% effort to the project during summer months at a cost of $15,282.

The Project Manager, yet to be named, will devote 100% effort to the project at a cost of $63,672.

The Graduate Assistant (GA) will work 10 hours per week during the academic year and summer at a cost of $7,800.

Dr. Ray Lorion, Executive Director of the Center for Application and Innovation Research in Education (CAIRE), will devote about 12% effort to the project at a cost of $25,493 for evaluation services.

Total salaries: $155,309.

2. Fringe benefits:

Fringe benefits for Dr. Rice Doran are $1,243 (summer) and $3,993 (academic year). Fringe benefits for Dr. Neville are $1,183. Fringe benefits for Dr. Wood are $240. Fringe benefits for Dr. Martinez-Alba are $1,223. Fringe benefits for the Project Manager are $17,192. Fringe benefits for the GA are $624. Fringe benefits for Dr. Lorion are $10,452.

Total fringe benefits: $36,149.

3. Travel:

Domestic travel is requested in the amount of $6,000.

$1,500 is requested for mileage for project faculty and the Project Manager to travel to and from project sites in AACPS, in order to facilitate regular visits to schools, coaching and just-in-time support, and ongoing PD. Schools in the southern part of the district may be thirty miles or more from TU's main campus and campus at Shady Grove, leading to substantial mileage costs over the course of the year.

$4,500 is requested for travel to professional conferences to disseminate the project model. The $4,500 will pay travel costs for two PIs, and M.Ed. or preservice participants if possible, to travel to annual meetings for Teachers of English to Speakers of Other Languages (TESOL), the National Association for Bilingual Education (NABE), ASCD, the International Reading Association (IRA), the Council for Exceptional Children (CEC), or other relevant conferences. Estimated costs for two faculty members and one participant include airfare ($500 per person),

hotel ($800), conference registration ($400 per faculty member; $300 for student registrant), and incidentals including meals, baggage charges, cab fare, and related expenses ($600).

4. Equipment: Not applicable. No equipment is requested.

5. Supplies:

Materials and supplies to facilitate professional development are requested in the amount of $4,000. These include:

--Resource library materials for schools (books and relevant journals related to English learners for staff use): $750 per school, $1500 total

--Professional development materials, including booklets, workbooks, references and resource materials: $500 total

Conference/ workshop materials: $2,000 is requested for conference materials for the EMPOWER Annual Workshop. These include reproducible resources, conference agenda, and handouts for attendees.

6. Contractual:

Consultant services: $2,000 is requested for speaker travel costs and honorarium for the EMPOWER Annual Workshop. This workshop, offered annually to inservice teachers, preservice teachers, and other stakeholders, serves to reinforce PD offered throughout the year, provide a venue in which project participants can exchange ideas and learn from one another, and disseminate knowledge throughout AACPS and greater Maryland.

Guest lecturers: $1,500 is requested to support honoraria for guest lecturers in M.Ed. courses (9 guest lecturers) and preservice undergraduate courses (6 total) each year, at $100 per speaker.

Guest lecturers: $1,500 is requested to support honoraria for guest lecturers in M.Ed. courses (9 guest lecturers) and preservice undergraduate courses (6 total) each year, at $100 per speaker.

Teacher substitute funds: $1,300 is requested for substitute funds to support EMPOWER teacher release time for PD, grade-level team planning related to ELs' needs, and extended coaching. At the AACPS substitute rate of $65 per half-day including fringe, $1300 will support half-day releases for ten teachers from each school throughout the year.

Teacher summer workshop funds: $5,625 is requested for summer PD for 75 EMPOWER teachers. Each teacher will complete two 90-minute summer workshops on topics related to ELs' achievement, with compensation at the AACPS teacher pay rate of $25 per hour ($75 per teacher; total $5,625).

7. $2,000 is requested for data analysis costs related to collecting, deidentifying and providing data to be provided by participating schools.

8. **Construction:** Not applicable.

9. **Other:**

Tuition of $6,395 for the graduate student is included as a mandatory benefit and is charged in proportion to the amount of effort the graduate student will work on the project.

Evaluation: $11,716 is requested for evaluation. These services are to be provided by CAIRE and will include effort from additional CAIRE staff including research scientist and research assistant support, identification, design and field testing of all evaluation instruments, and gathering of baseline qualitative and quantitative data. CAIRE will fund necessary materials, travel and supplies from the budgeted amount. CAIRE's planned activities are further described in the narrative. CAIRE will also collaborate with PIs to design participant reporting systems for GPRA criteria and other evaluative measures. In conjunction with PIs, CAIRE will also design components of the project website which facilitate participant registration and sharing of information.

10. Total Direct Costs:

Total direct costs requested for Year 1: $233,994.

11. Indirect Costs

The indirect cost rate for this project is 8%. Total indirect costs are $18,208.

12. Training Stipends:

M.Ed. participants (ESOL Leadership Fellows):

Tuition: $87,048 is requested to fund 4 3-credit courses (12 credits total) for M.Ed. students who are teachers in AACPS. The graduate in-state tuition rate is $398 per credit. Fees per credit are $130 during the academic year and $90 during the summer. Total tuition and fees for 18 teachers to complete 12 credits (6 in Fall and 6 in Spring) is $114,048. Each Monarch employee is eligible to seek reimbursement from AACPS, in accord with AACPS tuition reimbursement policies in the amount of $750 per course, for up to 2 courses per year. Therefore, AACPS reimbursement for 18 students, for 2 courses per year, is anticipated to be $27,000. The amount requested from federal funds has been adjusted to incorporate the amount that participants can self-pay and be reimbursed for in accord with AACPS policies. Therefore, the total amount requested for M.Ed. tuition is $87,048.

Stipends for books: $50 per course, for 4 courses per student, at a total of $3,600 for 18 students.

Undergraduate participant tuition: $154,380 is requested to fund undergraduate tuition for 40 undergraduates (20 students from Cohort 1 and 20 students from Cohort 2) to take two elective courses in ESOL each. This number is derived as follows: To ensure access for participants regardless of geographical background, funding is requested for 20 students at the in-state rate and for 20 students at the out-of-state rate, although in-state students from AACPS will be prioritized. Should additional tuition funds accrue due to higher numbers of in-state students

than expected, they can be used to enroll additional students in the cohort. In-state tuition for 20 students taking 2 three-credit courses in the summer is $288 per credit; out-of-state tuition for 20 students taking 2 three-credit courses is $806 per credit. In-state tuition for 20 students taking 2 three-credit courses during the minimester is $283 per credit; out-of-state tuition for 20 students taking 2 three-credit courses is $768 per credit. Minimester fees for both in-state and out-of-state students are $124 per course; summer fees for both in-state and out-of-state are $90 per course.

Undergraduate stipends: 40 undergraduate students (Cohort 1 and Cohort 2) will each complete two courses, one in summer (July-August) and one in January (minimester term). For each course, students will receive a $100 allowance for books, at a total cost of $8,000 (40 students x 2 classes x $100 per class). To defray living expenses while enrolled in these additional courses, students will receive a living stipend of $500 per class, at a total cost of $40,000 (40 students x 2 classes x $500 per class). Total cost for stipends: $48,000.

Undergraduate participant travel: Mileage reimbursement is requested for undergraduate students who volunteer at Family-Teacher Academies in EMPOWER schools. Given the distance AACPS covers, and the limited funds typically available to undergraduate teacher candidates who are full-time students, federal funds are requested to cover travel for 40 preservice participants to travel to fall and spring Academies at EMPOWER schools ($100 per student; anticipated mileage, tolls and travel costs of $25 per trip).

13. Total Costs

The sum total of direct costs, indirect costs, and stipends requested for Year 1 is $549,230.

Year 5 and Project Totals:

1. Personnel:

Dr. Patricia Rice Doran, Assistant Professor of Special Education, is the PI. Dr. Rice Doran will devote 12.5% effort during the academic year in Year 2, at a cost of $9,901. Dr. Rice Doran will devote 100% effort during the summer in Year 2 at a cost of $15,842.

Dr. Elizabeth Neville, Chair of the Department of Special Education, will devote about 10% effort to the project at a cost of $15,087.

Dr. Diane Wood, Chair of the Department of Instructional Leadership and Professional Development, will devote about 2.7%% effort to the project at a cost of $3,000.

Dr. Gilda Martinez-Alba, Associate Professor of Elementary Education and Graduate Program Director, will devote 100% effort to the project during summer months at a cost of $15,588.

The Project Manager, yet to be named, will devote 100% effort to the project at a cost of $64,946.

The Graduate Assistant (GA) will work 10 hours per week during the academic year and summer at a cost of $7,800.

Dr. Ray Lorion, Executive Director of the Center for Application and Innovation Research in Education (CAIRE), will devote about 16% effort to the project at a cost of $33,991 for evaluation services.

Total salaries: $166,156.

Total salaries over 5 years: $808,947.

2. Fringe Benefits:

Fringe benefits for Dr. Rice Doran are $1,267 (summer) and $4,060 (academic year). Fringe benefits for Dr. Neville are $1,207. Fringe benefits for Dr. Wood are $240. Fringe benefits for Dr. Martinez-Alba are $1,247. Fringe benefits for the Project Manager are $17,535. Fringe

benefits for the GA are $624. Fringe benefits for Dr. Lorion are $13,936. Total fringe benefits: $40,117.

Total fringe over 5 years: $187,423

3. Travel:

Domestic travel is requested in the amount of $6,000.

$1,500 is requested for mileage for project faculty and the Project Manager to travel to and from project sites in AACPS, in order to facilitate regular visits to schools, coaching and just-in-time support, and ongoing PD. Schools in the southern part of the district may be thirty miles or more from TU's main campus and campus at Shady Grove, leading to substantial mileage costs over the course of the year.

$4,500 is requested for travel to professional conferences to disseminate the project model. The $4,500 will pay travel costs for two PIs, and M.Ed. or preservice participants if possible, to travel to annual meetings for Teachers of English to Speakers of Other Languages (TESOL), the National Association for Bilingual Education (NABE), ASCD, the International Reading Association (IRA), the Council for Exceptional Children (CEC), or other relevant conferences. Estimated costs for two faculty members and one participant include airfare ($500 per person), hotel ($800), conference registration ($400 per faculty member; $300 for student registrant), and incidentals including meals, baggage charges, cah fare, and related expenses ($600).

Total travel over 5 years: $29,000

4. Equipment: Not applicable. No equipment is requested.

5. Supplies:

Materials and supplies to facilitate professional development are requested in the amount of $10,000. These include:

--Resource library materials for schools (books and relevant journals related to English learners for staff use): $750 per school, $1,500 total

--Professional development materials, including booklets, workbooks, references and resource materials: $500 total

Conference/ workshop materials: $2,000 is requested for conference materials for the EMPOWER Annual Workshop. These include reproducible resources, conference agenda, and handouts for attendees.

$8,000 is requested for the EMPOWER Summative Symposium. These include resources, conference agenda, handouts and other materials for 200 conference attendees. The symposium keynote session will be recorded, captioned and posted online to provide an additional resource available through TU's website.

Total Supplies over 5 years: $46,000

6. Contractual:

Consultant services: $2,000 is requested for speaker travel costs and honorarium for the EMPOWER Annual Workshop. This workshop, offered annually to inservice teachers, preservice teachers, and other stakeholders, serves to reinforce PD offered throughout the year, provide a venue in which project participants can exchange ideas and learn from one another, and disseminate knowledge throughout AACPS and greater Maryland.

Guest lecturers: $600 is requested to support honoraria for guest lecturers in preservice undergraduate courses (6 total), at $100 per speaker.

Guest lecturers: $1,500 is requested to support honoraria for guest lecturers in M.Ed. courses (9 guest lecturers) and preservice undergraduate courses (6 total) each year, at $100 per speaker.

Teacher substitute funds: $1,300 is requested for substitute funds to support EMPOWER teacher release time for PD, grade-level team planning related to ELs' needs, and extended coaching. At the AACPS substitute rate of $65 per half-day including fringe, $1300 will support half-day releases for ten teachers from each school throughout the year.

Teacher summer workshop funds: $5,625 is requested for summer PD for 75 EMPOWER teachers. Each teacher will complete two 90-minute summer workshops on topics related to ELs' achievement, with compensation at the AACPS teacher pay rate of $25 per hour ($75 per teacher; total $5,625).

7. $2,000 is requested for data analysis costs related to collecting, deidentifying and providing data to be provided by participating schools.

Total contractual over 5 years: $53,800

8. **Construction:** Not applicable.

9. **Other:**

Tuition for the GA in the amount of $6,651 is included as a mandatory benefit and is charged in proportion to the amount of effort the graduate student will work on the project. Total tuition over 5 years: $30,792.

Webinar: Project staff and faculty will develop and present a webinar to disseminate program models. $1,000 is requested for webinar production and broadcasting.

Evaluation: $12,675 is requested for Year 5 evaluation. These services are to be provided by CAIRE and will include effort from additional CAIRE staff including research scientist and research assistant support, identification, design and field testing of all evaluation instruments, and gathering of baseline qualitative and quantitative data. CAIRE will fund necessary materials, travel and supplies from the budgeted amount. CAIRE's planned activities are further

described in the narrative. CAIRE will also collaborate with PIs to design participant reporting systems for GPRA criteria and other evaluative measures. In conjunction with PIs, CAIRE will also design components of the project website which facilitate participant registration and sharing of information. Total CAIRE over 5 years: $62,659.

Total Other over 5 years: $96,451

10. Total Direct Costs: Total direct costs requested for Year 5: $258,124.

Total Direct Costs over 5 years: $1,221,621

11. Indirect Costs

The indirect cost rate for this project is 8%. Total indirect costs are $20,118.

Total Indirect Costs over 5 years: $95,266

11. Training Stipends: M.Ed. participants (ESOL Leadership Fellows):

Tuition: $12,852 is requested to fund 1 3-credit courses (3 credits total) for M.Ed. students who are teachers in AACPS. The graduate in-state tuition rate is $398 per credit. Fees per credit are $90 during the summer. Total tuition and fees for 18 teachers to complete 3 credits (summer) is $26,352. Each Monarch employee is eligible to seek reimbursement from AACPS, in accord with AACPS tuition reimbursement policies in the amount of $750 per course, for up to 2 courses per year. Therefore, AACPS reimbursement for 18 students, for 1 course, is anticipated to be $13,500. The amount requested from federal funds has been adjusted to incorporate the amount that participants can self-pay and be reimbursed for in accord with AACPS policies. Therefore, the total amount requested for M.Ed. tuition is $12,852.

Stipends for books: $50 per course, for 1 course per student, at a total of $900 for 18 students.

Undergraduate participant tuition: $77,190 is requested to fund undergraduate tuition for 20 undergraduates (20 students – Cohort 2) to take two elective courses in ESOL each. This

number is derived as follows: To ensure access for participants regardless of geographical background, funding is requested for 10 students at the in-state rate and for 10 students at the out-of-state rate, although in-state students from AACPS will be prioritized. Should additional tuition funds accrue due to higher numbers of in-state students than expected, they can be used to enroll additional students in the cohort. In-state tuition for 10 students taking 2 three-credit courses is $283 per credit in the minimester; out-of-state tuition for 10 students taking 2 three-credit courses is $768 per credit. In-state tuition for 10 students taking 2 three-credit courses is $288 per credit in the summer; out-of-state tuition for 10 students taking 2 three-credit courses is $806 per credit. Minimester fees for both in-state and out-of-state students are $124 per course; summer fees for both in-state and out-of-state are $90 per course.

Undergraduate stipends: 20 undergraduate students (Cohort 1) will each complete two courses, one in summer (July-August) and one in January (minimester term). For each course, students will receive a $100 allowance for books, at a total cost of $4,000 (20 students x 2 classes x $100 per class). To defray living expenses while enrolled in these additional courses, students will receive a living stipend of $500 per class, at a total cost of $20,000 (20 students x 2 classes x $500 per class). Total cost for stipends: $24,000.

Undergraduate participant travel: Mileage reimbursement is requested for undergraduate students who volunteer at Family-Teacher Academies in EMPOWER schools. Given the distance AACPS covers, and the limited funds typically available to undergraduate teacher candidates who are full-time students, federal funds are requested to cover travel for 20 preservice participants to travel to fall and spring Academies at EMPOWER schools ($100 per student; anticipated mileage, tolls and travel costs of $25 per trip).

Total tuition, fees and training stipends requested over 5 years: $904,836

12.Total Costs

The sum total of direct costs, indirect costs, and stipends requested for Year 5 is $395,183.

Total project cost over 60 months: $2,221,723.