

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



APPLICATION FOR GRANTS
UNDER THE

NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM

CFDA # 84.365Z

PR/Award # T365Z170217

Grants.gov Tracking#: GRANT12392292

OMB No. , Expiration Date:

Closing Date: Apr 24, 2017

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): _____ * Other (Specify): _____
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* 3. Date Received: 04/24/2017	4. Applicant Identifier: _____
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5a. Federal Entity Identifier: _____	5b. Federal Award Identifier: _____
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State Use Only:

6. Date Received by State: _____	7. State Application Identifier: _____
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B. APPLICANT INFORMATION:

* a. Legal Name: Western Michigan University

* b. Employer/Taxpayer Identification Number (EIN/TIN): 386007327	* c. Organizational DUNS: 6223644790000
--	--

d. Address:

* Street1: 1903 W. Michigan Ave
Street2: _____
* City: Kalamazoo
County/Parish: _____
* State: MI: Michigan
Province: _____
* Country: USA: UNITED STATES
* Zip / Postal Code: 49008-5200

e. Organizational Unit:

Department Name: _____	Division Name: _____
---------------------------	-------------------------

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

Prefix: _____ * First Name: Sarah
Middle Name: _____
* Last Name: Pratt
Suffix: _____

Title: _____

Organizational Affiliation:

* Telephone Number: 269-387-8298	Fax Number: _____
----------------------------------	-------------------

* Email: sarah.pratt@wmich.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 and Teacher Education (ELATE)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="532,400.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="532,400.00"/>

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

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

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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

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

Name of Institution/Organization

Western Michigan 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	107,389.00	122,573.00	125,016.00	125,677.00	129,447.00	610,102.00
2. Fringe Benefits	40,468.00	43,795.00	45,241.00	45,746.00	47,902.00	223,152.00
3. Travel	5,573.00	11,038.00	11,038.00	11,573.00	11,038.00	50,260.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	5,200.00	15,000.00	5,000.00	3,000.00	2,000.00	30,200.00
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	36,624.00	34,270.00	34,760.00	37,854.00	35,814.00	179,322.00
9. Total Direct Costs (lines 1-8)	195,254.00	226,676.00	221,055.00	223,850.00	226,201.00	1,093,036.00
10. Indirect Costs*	14,874.00	17,351.00	16,862.00	17,044.00	17,189.00	83,320.00
11. Training Stipends	322,272.00	268,400.00	279,765.00	286,380.00	280,757.00	1,437,574.00
12. Total Costs (lines 9-11)	532,400.00	512,427.00	517,682.00	527,274.00	524,147.00	2,613,930.00

***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: 07/01/2017 To: 06/30/2021 (mm/dd/yyyy)

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

The Indirect Cost Rate is 51.00%.

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

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

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

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

PR/Award # T365Z170217

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <input type="text" value="Daniel M Litynski"/>	TITLE <input type="text" value="Vice President for Research"/>
APPLICANT ORGANIZATION <input type="text" value="Western Michigan University"/>	DATE SUBMITTED <input type="text" value="04/24/2017"/>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB

4040-0013

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

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

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

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

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

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

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

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

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

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

ProjectELATE GEPAStatement.pdf

Add Attachment

Delete Attachment

View Attachment

Project ELATE GEPA Statement

WMU is an equal opportunity employer which complies with all applicable federal and state laws ensuring access to opportunity and prohibiting discrimination. WMU's Office of Institutional Equity states the following:

Western Michigan University prohibits discrimination or harassment which violates the law or which constitutes inappropriate or unprofessional limitation of employment opportunity, University facility access, or participation in University activities, on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, age, protected disability, veteran status, height, weight, or marital status. (WMU, 2006)

Specifically, Project ELATE will recruit participants and project personnel who are traditionally underrepresented including persons of color and persons with disabilities. WMU's commitment to diversity and inclusion includes our vision "to be a leader in the area of diversity and multiculturalism by fostering an environment where diversity in all of its forms is investigated, explained, practiced, celebrated, affirmed and vigorously pursued." One such strategy to achieve this in Project ELATE is to create program materials (e.g., recruitment materials, brochures, etc.) in alternate formats, e.g. print, electronic, large print, Braille. We will ensure that all project activities (classes, annual ESL conference, Family and Community engagement activities, Family and Community Engagement PD Symposium) will be held in accessible buildings and rooms and are welcoming and safe. For those with disabilities, information will be provided about WMU's student computing labs, which allows WMU students, faculty, and staff free access to and assistance in using adaptive technology.

In terms of participants, Project ELATE looks to attract those from diverse cultural and

linguistic backgrounds, and this will be done by partnering with districts which have high percentages of English learners (ELs) and immigrant communities. For this reason, there will be many participants as well as students, families, and community members who speak English as a second or other language. Therefore, Project ELATE will extend time and resources to address competitive preference priority 2, which addresses parent, family, and community engagement. We will provide translation and interpreter services for schools in partner LEAs to facilitate more open and two-way communication among participants and immigrant parents and families.

When recruiting project personnel, such as Graduate Assistants, Project ELATE will encourage applications from those who have been traditionally underrepresented based on their gender, national origin, color, language, disability, age, and race. To do so, we will post job descriptions of these openings in WMU's Career and Student Employment Services, and forward this information specifically to personnel in the Multicultural Affairs Office, the Hacnicke Institute for Global Education, and the Office of Diversity and Inclusion so the position descriptions would likely reach potential applicants from underrepresented populations.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION

Western Michigan University

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE:

* DATE:

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

1. Project Director:

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2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #, if available:

--

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

Project ELATE Exempt Research Narrative.pdf

Add Attachment

Delete Attachment

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Project ELATE Exempt Research Narrative

The research activities proposed for Project ELATE fall under the Exempt from Human Subject Regulations according to Category 1 (*Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as the research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods*) and Category 2 (*Research using the use of educational texts, survey procedures, interview procedures, or observation of public behavior*). The project evaluation in the proposal provides details on how data collection will involve only adults who participate in Project ELATE.

The evaluation and related research activities seek to address the following questions: (1) What have been the effects of the project on participating pre-service teachers (knowledge, skills, and dispositions for teaching English learners [ELs])? (2) What have been the effects of the project on participating in-service teachers (knowledge, skills, and classroom practices related to academic, linguistic, cultural, and social needs of ELs)? (3) In what ways are teacher participants prepared to address parent-family-community engagement to support ELs (knowledge, skills, and experiences; Family Engagement action plans)? (4) What have been the strengths and limitations of the project? In what ways can the project serve as a model or be applied in other situations and context?

Related to category 1, research for Project ELATE will be conducted in established educational settings, specifically the university setting as well as K-12 schools. In relation to Questions 1 and 2 listed above, research will be conducted examining the effects of three courses in the ESL endorsement program (for pre-service teachers) and the entire ESL endorsement program on the participant's knowledge and abilities to effectively serve the broad needs of ELs.

Measures to address these questions include classroom observations, surveys, interviews, content knowledge assessments, examination of key course assessments, and performance assessments. Under condition 2 for exempt research, investigators will not participate in the activities being observed. The focus of classroom observations is the evaluation of teachers' instructional strategies using the Sheltered Instruction Observation Protocol. Interviews will primarily be used by evaluators to determine ways in which the program could be improved for future cohorts. Surveys and content knowledge assessments will be analyzed and reported holistically, and participants' responses will not be singled out. All of these data collection sources and methods are deemed to fall under the exempt category. Project ELATE also confirms that pseudonyms will be used for participants, schools, and districts when presenting findings at conferences and in manuscripts.

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Name of IHE: Western Michigan University (WMU)

Title of Project: Project English Learners and Teacher Education (ELATE)

LEA Partners: Battle Creek Public Schools, Kalamazoo Public Schools, Kentwood Public Schools, Lakeview School District, Sturgis Public Schools, Hartford Public Schools

Community Organization Partners: Burma Center, *Voces*, and Kalamazoo Refugee Council

Competitive Preference Priority 1: *Moderate Evidence of Effectiveness:* PD and coursework meeting WWC standards includes the Vocabulary Improvement Program (Carlo et al., 2004) (*meets with reservations*) and the Peer Assisted Learning Strategies (PALS) Program (Saenz, Fuchs, & Fuchs, 2005) (*meets without reservations*).

Competitive Preference Priority 2: *Improving Parent, Family, and Community Engagement*
The project has adapted three nationally recognized models for programming that meets CPP2 (Epstein, 2001; Lombardi, Mosie, Patel, Schumacher, & Stedron, 2014; Mapp & Kuttner, 2013).

Project & Participant Description: Michigan's high number of English learners (ELs) and its shortage of certified ESL teachers specifically in southwest Michigan creates a significant need for Project ELATE, which will improve instructional services for ELs and their families through a comprehensive professional development (PD) program.

Participants	Completers Per Year	Total Served
Pre-Service Teachers	11 YR 1; 11 YR 2; 11 YR 3; and, 11 YR 5	44
In-Service Teachers	43 YR 2; 25 YR 3; 25 YR 4; 67 YR 5	160
LEA District Educators	200 per YR for 5 YRS	1,000
Families Served	Approximately 200 per YR for 5 YRS	1,000

Project Goals, Objectives, and Performance Measures:

GOAL 1: Increase knowledge, skills, and dispositions of preservice teachers to serve ELs.

Objective 1a) 44 PSTs will complete 3 of 7 courses for WMU's ESL endorsement program.

GPR Measure 1: 95% of PSTs will complete all 3 courses.

Objective 1b) PSTs will demonstrate knowledge and skills to teach ELs.

GPR Measures 4: 90% Participant Program Satisfaction (Survey of effectiveness)

GOAL 2: Prepare K-12 in-service teachers (ISTs) to teach ELs more effectively

Objective 2a) One hundred sixty (160) teachers will complete ESL endorsement program.

GPR Measure 2: 95% of in-service teachers (ISTs) will complete ESL program.

Objective 2b) Participants will pass the ESL Michigan Test of Teacher Certification (MTTC) to earn their ESL endorsement. **GPR Measure 3:** 90% passing rate on ESL MTTC

Objective 2c) Participants will improve classroom practice & content knowledge to serve ELs.

GPR Measures 4 & 5: Significant increase in mean scores on pre/post content assessment/SIOP observations, and 90% Participant/Stakeholder Program Satisfaction

Objective 2.d) Project ELATE will sponsor an annual ESL conference which will serve approximately 200 educators, instructional coaches, and administrators from partnering LEAs. **GPR Measures 4 & 5:** 90% Participant and Stakeholder Satisfaction (Survey)

GOAL 3: Strengthen parent, family, and community engagement in partnering LEA districts (Competitive Preference Priority 2).

Objectives 3a - c) Each IST will develop two key projects to improve services for ELs in their respective schools, implement the Family and Community Engagement Action Plan, and present at Family and Community Engagement PD Symposium. **GPR Measures 4 - 6:** 90% Participant and Stakeholder Satisfaction (survey) and 90% Family and Community Engagement Program Effectiveness Survey.

Contact: Maria Selena Protacio, Principal Investigator, selena.protacio@wmich.edu

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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A. Quality of Project Design

(1) The extent to which goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

Absolute Priority: Project English Learners and Teacher Education (ELATE) will improve educational services for English learners (ELs) by providing a rigorous and comprehensive professional development (PD) program wherein participants engage in coursework, fieldwork, and other PD activities to improve instruction for ELs.

Competitive Preference Priority 1: Project ELATE will provide a rigorous and comprehensive PD program with interventions that show Moderate Evidence of Effectiveness and meet

Competitive Preference Priority 1. The ESL endorsement program will address PD that includes instructional strategies including the Peer Assisted Learning Strategies (PALS) (Saenz, Fuchs, & Fuchs, 2005), which meets the *WWC group design without reservations*; and the Vocabulary Improvement Program (VIP) (Carlo et al., 2004), which meets the *WWC group design with reservations*. These instructional strategies, along with many others recognized in the field as being highly effective, will be thoroughly analyzed, practiced, and implemented in program PD and field experiences in order to guide possible replication and/or use in other contexts.

Competitive Preference Priority 2: Based on a synthesis of three nationally recognized and research-based family engagement models (Epstein, 2001; Lombardi, Mosie, Patel, Schumacher, & Stedron, 2014; Mapp & Kuttner, 2013), Project ELATE will embed the following research-based approaches to address parent, family, and community engagement: 1) school profiles and project that leads to an action plan for implementation of family and community engagement events; 2) curriculum and instruction planning that engages families and community; and 3) participation in Family/Community Engagement PD symposium that provides opportunities for

professional learning and leadership. Project ELATE has three community organizations partners who will support project goals and activities related to building teacher knowledge, skills, and dispositions around culturally competent family and community engagement activities.

Context: There is a critical need to increase the number of ESL endorsed teachers in Michigan. In the 2012-2013 school year, there were 81,858 ELs in Michigan. In the 2015-2016 school year, this number increased substantially to 102,853. Within the same period, the number of ESL endorsed teachers increased by only 121 bringing the total number of ESL endorsed teachers in the entire state to only 613. This means the current ratio is approximately 1 ESL endorsed teacher for every 168 ELs in Michigan. Our project demonstrates an even greater urgency for ESL certified teachers in our six high needs LEA partners from the Southwest Michigan area.

Systematic and systemic PD are needed especially for the small and medium size LEAs on the west side of Michigan which typically have more limited financial resources and personnel allocated for meeting ELs' needs. We have partnered with six LEAs to address the increasing need for certified and qualified teachers for the rapidly rising number of ELs in our region. The six LEAs were chosen because of their high percentages of ELs when compared to other districts in the region. We purposefully chose school districts in urban (e.g., Kalamazoo, Kentwood), suburban (e.g., Lakeview), and rural (e.g., Hartford, Sturgis) settings in Southwest Michigan. **Table 1** provides information on the percentage of ELs in each LEA, and it also illustrates the critical need of these districts for ESL endorsed teachers. *All of our partner LEAs demonstrate a serious shortage of ESL endorsed teachers with a high ratio of ELs to ESL certified teachers.* A number of our partner LEAs have indicated they have encountered challenges in securing qualified ESL teachers to fill positions. For instance, as stated in their letter of support, Hartford Public Schools has a 24% EL population in their district, and they

have lost all of their previously ESL endorsed teachers due to retirement. They have yet to find any qualified ESL teachers to fill those vacant positions. Even large urban districts such as Kalamazoo Public Schools has had openings for ESL teachers this past year, but there was a lack of ESL endorsed teachers in the applicant pool. To address these challenges, Project ELATE participants will complete WMU’s endorsement program, gain knowledge on effective ESL instruction and assessment, and obtain an ESL endorsement, provided they pass the Michigan Test of Teacher Certification (MTTC) subtest on ESL education.

Table 1. *Demographic Information on Partnering LEAs*

District	Student Pop’n	Percentage of ELs	No. of ESL certified teachers	Ratio of ELs to Cert. Teachers
Battle Creek PS	4,910	420 (9.5%)	2	210:1
Hartford PS	1265	300 (24%)	0	300:0
Kalamazoo PS	13,036	1043 (8%)	6	173:1
Kentwood PS	9,052	1812 (20%)	20	90:1
Lakeview Sch. Dist.	3936	420 (10.7%)	3	140:1
Sturgis PS	3300	661(20%)	2	330:1

GOAL 1: *Increase the knowledge, skills, and dispositions of pre-service teachers to work with English learners*

Objective 1.a. *Forty-four pre-service teachers (PSTs) will complete 3 of 7 courses for WMU’s ESL endorsement program.*

Outcome: 95% of PSTs (taking attrition into account) will complete all 3 courses.

Measure: Number of PSTs who complete three courses (*GPRA Measure 1*)

Currently, WMU PSTs have minimal preparation in working with ELs built into their K-12 initial certification programs. However, undergraduates may elect to enroll in three classes in WMU's ESL endorsement program. If awarded this NPD grant, we propose to fund 44 PSTs (11 each in years 1, 2, 3, and 5) for the following 3 classes: TEL 5150 (*Introduction to ESL/Bilingual Education*), TEL 5200 (*Linguistics Principles of ESL & Bilingual Education*), and LS 5100 (*Differences in Literacy, Language, and Learning*). While they will not graduate being eligible for the ESL endorsement, they will have taken 3 of 7 courses, increasing their likelihood to pursue the ESL endorsement. In relation to Goal 2 (see below), we will strongly encourage PSTs funded by this NPD grant to apply to the ESL graduate certificate program. Once they graduate and secure a teaching position, PSTs will be able apply for the in-service cohorts and take the remaining four classes to be eligible for the ESL endorsement.

PSTs will be recruited from WMU initial teacher certification programs to participate in the study beginning in Fall 2017. The targeted programs for recruitment include elementary, secondary, early childhood, and special education majors. PSTs who are entering their junior year will be recruited. This will ensure they will have time to complete three courses by graduation. Prospective PST participants will (1) submit a personal statement regarding their commitment to improving instruction for ELs; (2) submit letters of recommendation from both a professor and field supervisor/teacher mentor; (3) have at least a 3.0 GPA; and (4) successfully complete an interview with members of the management team. The PSTs will enroll in these classes as a cohort in the spring and summer semesters.

Objective 1.b. *Pre-service teacher participants will demonstrate their knowledge and skills on how to effectively teach ELs.*

Outcome: Participants will gain knowledge about teaching ELs. **Measures:** 1) Participant Program Satisfaction Survey (*GPR Measure 4*); 2) Pre/Post-assessment of content knowledge; and 3) performance task of key assessment

By completing three courses, PSTs will gain knowledge and skills to more effectively serve ELs, including knowledge about second language acquisition theories, issues in linguistics (e.g., phonology, morphology, syntax, pragmatics), and issues in teaching culturally and linguistically diverse learners. Before and after PSTs take the three courses, they will complete a pre- and post-survey about their perceptions and knowledge of teaching ELs and a pre- and post-assessment of content knowledge. This latter assessment will include content covered in the three courses and serve to measure whether the courses have informed the PSTs on how to more effectively serve ELs. In addition, PSTs will create three podcasts with either mini lessons teaching ELs vocabulary, grammar, and pragmatics or tips for ESL teachers on how to teach these to ELs. The podcasts will be used as measures of PSTs' skills on how to effectively teach ELs and scored by two investigators using a detailed rubric to ensure inter-rater reliability.

GOAL 2: Prepare K-12 in-service teachers (ISTs) to teach ELs more effectively.

Objective 2.a. One hundred sixty (160) teachers will complete ESL endorsement program.

Outcome: 95% of participants (taking attrition into account) will complete the ESL endorsement program. **Measure:** Percentage of completers (*GPR Measure 2*)

WMU's endorsement program (24 credits) prepares K-12 teachers to address the academic, linguistic, cultural, and social needs of ELs in U.S. schools. The following courses were specifically designed to meet Michigan Department of Education's (MDE) *Standards for the Preparation of P-12 Teachers of ESL Students* as well as the *TESOL/CAEP Standards for P-12 Teacher Education Programs*: TEL 5150- *Introduction to ESL/Bilingual Education* (3 cr.);

TEL 5200- *Linguistic Principles for ESL and Bilingual Education* (3 cr.); TEL 6210- *ESL Teaching Methods* (4 cr.); TEL 6220- *Standards and Assessments in ESL Education* (3 cr.); TEL 6310- *Advanced ESL Teaching Methods* (4 cr.); TEL 6320 - *Advanced Standards and Assessments in ESL Education* (4 cr.); and LS 6300- *Teaching Reading in a Diverse Society* (3 cr.). After completing the endorsement program, participants can earn an MA TESOL at WMU degree by completing an additional six credits. The proposed course sequence (Table 2) indicates that each cohort can finish the program within 16 months.

Table 2: *Course Sequence for IST Participants*

Fall (6 cr.)	Spring (7 cr.)	Summer I (3 cr.)	Summer II (4 cr.)	Fall (4 cr.)
TEL 5150 TEL 5200	LS 6300 TEL 6210	TEL 6220	TEL 6310	TEL 6320

Recruitment for cohorts from partner LEAs has already started in Spring 2017. Prior to the announcement of the grant, we had already been recruiting members for ESL endorsement cohorts to begin in Fall 2017. WMU has offered a scholarship in the form of tuition reimbursement (25%) for ISTs in a cohort seeking to gain an ESL endorsement. If awarded the grant, WMU would be able to provide additional financial support while maintaining the initial scholarship, significantly reducing the out-of-pocket expenses of these cohort members and increasing the likelihood of program completion. Each cohort will start in the Fall semester and will finish by the following Fall (16 month program). Battle Creek and Lakeview teachers qualify for an additional scholarship specifically for those teaching in Calhoun County. Thus, in Years 1 and 4, a separate cohort will be established for teachers in these two partner LEAs. If awarded the grant, teachers from these two partner LEAs in Calhoun County will be fully funded. Only two cohorts are being pursued for Calhoun County to ensure there is time for the

endowment to mature so that sufficient funds are available for the scholarships. In the gap years, Calhoun County teachers will have the option to join one of the regular IST cohorts. For the purpose of this grant, we plan to have five cohorts of 25 teachers each for the regular IST cohorts for a five-year total of 125 teachers. Additionally, there will be 18 Calhoun County teachers in Year 1 and 17 in Year 4 for a total of 35. Over the five-year grant period, we aim to have 160 IST graduates who would then proceed to pursue the ESL endorsement (see Objective 2.b.).

Table 3. *Timeline for In-service (IST), Calhoun County (CC) and Pre-service (PST) Cohorts*

Year 1 (2017-18)				Year 2 (2018-19)				Year 3 (2019-20)				Year 4 (2020-21)				Year 5 (2021-22)				
F	S	S1	S2	F	S	S1	S2	F	S	S1	S2	F	S	S1	S2	F	S	S1	S2	F
IST Cohort 1 (N=25)																				
CC Cohort 1 (N=18)																				
	PSTs (N=11)																			
				IST Cohort 2 (N=25)																
					PSTs (N=11)															
								IST Cohort 3 (N=25)												
									PSTs (N=11)											
												IST Cohort 4 (N=25)								
												CC Cohort 2 (N=17)								
																IST Cohort 5 (N=25)				
																	PSTs (N=11)			

F=Fall Semester; SP=Spring Semester; S1=Summer I Semester, and S2=Summer II Semester.

We have established rigorous selection criteria to ensure selected participants have the passion and commitment to high-quality instruction for ELs and strong potential for successful program completion. Participants will: (1) provide three letters of recommendation; (2) submit a professional statement of commitment to ELs' education; (3) have an undergraduate GPA and/or graduate GPA of at least 3.0; and (4) successfully complete an interview with selection committee. As of April 21, 2017, we currently have 25 applicants for the IST cohort and 12 for the Calhoun County cohort with even more applications in process. As previously mentioned, these individuals are already committed to pursuing the endorsement, due in large part to a 25% scholarship in the form of tuition reimbursement being offered by the College of Education and Human Development (CEHD) as well as a significant scholarship available specifically for Calhoun County teachers. If awarded the grant, participants would be given substantially more financial support to offset tuition costs and books for the ESL endorsement program. Selected participants will sign a memorandum of understanding (MOU) outlining the terms of participation indicating participants understand the time involved with this PD project.

Objective 2.b. Participants will pass the ESL Michigan Test of Teacher Certification (MTTC) to earn their ESL endorsement.

Outcome: 90% passing rate on ESL MTTC (current state average: 84.7% initial passing rate).

Measure: ESL MTTC pass rates (*GPR Measure 3*)

By completing the ESL endorsement program, participants will gain knowledge about second language acquisition theories, teaching methodologies, assessment practices, and cultural diversity. In addition, MDE requires three credits of practicum for the ESL endorsement. One practicum credit has been embedded in three advanced courses. Project participants will, thus, simultaneously engage in theory and practice, which will allow them to critically reflect on the

methodologies and practices they are learning about and apply them with students.

As a requirement to participating in Project ELATE, graduates are required to take the MTTC ESL subtest within one month of completing the ESL program. Passing this test allows participants to earn their ESL endorsement. To ensure that participants will pass the MTTC subtest, four one-hour study sessions will be offered for each cohort during their last semester. Study sessions will be held via synchronous, virtual meetings that will be facilitated by Dr. Virginia David, Project ELATE's Curriculum Director. While these study sessions will be available for all project participants, these will be mandatory for some participants who are identified as needing extra support based on student progress reviews conducted every semester.

Objective 2.c. Participants will improve their classroom practice and content knowledge to better serve ELs.

Outcome: Statistically significant increase in mean scores in pre/post content knowledge assessment and pre/post SIOP observations between participants and control group

Measure: 1) Content knowledge pre/post-assessment, 2) SIOP observation tool, 3) Participant Program Satisfaction Survey (*GPR Measure 4*); 4) Stakeholder Program Satisfaction Survey (*GPR Measure 5*)

A strength of Project ELATE is the inclusion of two intensive courses focused specifically on ESL teaching methodologies (TEL 6210 & TEL 6310), which are both 4-credit classes inclusive of field experiences with ELs. These two methods classes will house much of the intervention work that meets WWC standards of Moderate Evidence of Effectiveness and meet **Competitive Preference Priority 1** (Carlo et al., 2004; Saenz et al., 2005). The Vocabulary Intervention (VIP) (Carlo et al., 2004) and Peer-Assisted Learning Strategies (PALS) (Saenz et al., 2005) will be introduced, practiced, implemented, and assessed in these

settings. The VIP is a comprehensive instructional vocabulary intervention that includes direct instruction in word knowledge, word-learning, and word study. This intervention is the only study with ELs beyond early elementary that has shown statistically positive effects for the development of reading and vocabulary that meets the WWC standards *with reservations* (Carlo et al., 2004). There are four recommendations that address what works for ELs during reading and disciplinary literacy instruction: 1) teach words intensively across several days with a variety of activities, 2) integrate oral and written language, 3) provide structured opportunities to develop writing, and 4) provide small group instruction for struggling students (Carlo et al., 2004).

Among the studies reviewed by the What Works Clearinghouse (WWC) investigated the effectiveness of PALS, Saenz et al. (2005) meets the WWC English Language Learners review protocol and evidence standards *without reservations*. PALS activities last approximately 35 minutes per session and include the following approaches: 1) partner reading with immediate feedback and re-reading, 2) paragraph “shrinking” in which the reader identifies the main idea, summarizes, and retells important events, and 3) prediction relay in which the reader predicts what is likely to happen next, reads aloud, summarizes, and confirms predictions with partner. Partners switch roles after five minutes.

At the beginning of each cohort (every Fall semester) and at the end of the program, project team members will observe all participants’ ESL classroom practices using the Sheltered Instruction Observation Protocol (SIOP, Echevarria, Vogt & Short, 2000, 2004, 2008, 2013). Previous research with SIOP suggests it meets acceptable standards related to reliability, (alpha coefficients ≥ 0.90) (Guarino, Echevarria & Short, 2001) and is sensitive to detecting instructional intervention effects (Cohen’s $d = 0.833$) (Short, Echevarria, Richards-Tutor, 2011).

All of the project team members will undergo a refresher training on using SIOP as an observation tool, and inter-rater reliability will be established before beginning observations. Two project team members will observe each participant and inter-rater reliability will be calculated each time participants are observed. In order to look at improvements in practice, participants will be observed again in their final semester of the program (the following Fall semester). Post-observation conferences will be held with each participant for both the pre-and-post observations. Activities to increase the participants' abilities to effectively instruct ELs will also include video coaching sessions throughout the duration of Project ELATE. As part of their documentation of their fieldwork, participants will use GoReact, a video-recording software which allows students to record and/or upload recordings of presentations and lessons. Instructors can then view the recordings and provide detailed feedback using a rubric and they can also insert written and oral comments directly into the video. As part of fieldwork requirements, participants will use GoReact to video record instructional sessions with ELs four times during the course of the program: twice in each teaching methods class (TEL 6210 & TEL 6310). Each participant will review his/her video and note his/her own behaviors and student reactions using the SIOP. One experienced ESL coach from a surrounding district, along with a member of the research team, will provide detailed feedback using the SIOP on each participant's lesson. In addition, the instructor and ESL coach will hold small group debriefings after each video observation.

Objective 2.d. Project ELATE will sponsor an annual ESL conference which will serve approximately 200 educators, instructional coaches, and administrators from partnering LEAs.

Outcome: Increased knowledge about strategies on how to effectively teach ELs; Community building among members of partner LEAs. **Measure:** Attendance, Participant pre/post

satisfaction survey & stakeholder pre/post satisfaction survey (*GPR A measures 4 and 5*)

Project ELATE will sponsor an annual ESL conference, which will be held in early May. The objective of the annual ESL conference is to create a learning and networking community among teachers, instructional coaches, and administrators in the partner LEAs and other local districts on effective instruction for ELs. Grant funds will be used to secure at least one or two nationally recognized speakers on ESL instruction for each annual conference. Other prominent ESL scholars from within Michigan and neighboring states will also be invited to present at the conference. Current PST and IST participants will be required to attend the ESL conference while program graduates will be strongly encouraged. To expand the reach and impact of the conference, educators, instructional coaches, and administrators from partner LEAs as well as those from other districts will be invited to attend.

GOAL 3: Strengthen parent, family, and community engagement in partnering LEA districts (Competitive Preference Priority 2).

In Project ELATE, a unique university-school-family-community partnership is established to strengthen parent, family, and community engagement and is characterized by the following key components adapted from nationally recognized models for a rigorous approach to meeting competitive preference priority 2: 1) two-way communication, 2) meaningful and authentic collaboration, and 3) feedback from parents, family members, and community stakeholders (Epstein, 2001; Lombardi, Mosie, Patel, Schumacher, & Stedron, 2014; Mapp & Kuttner, 2013.; Weyer, 2015). This partnership with the key components are realized in the following objectives and embedded in professional coursework and program activities.

Objective 3.a. Each IST participant will develop two key projects to improve services for ELs in their respective schools: 1) Family & Community Engagement Action Plan (see obj. 3.b. for

implementation), and 2) Family & Community Engagement Portfolio.

Outcome: Increased knowledge, experience, and strategies for engaging parents, families, and community in support of student success; Documentation of successful engagement efforts.

Measures: 1) Family & Community Engagement Action Plan and Portfolio Rubrics, 2) Checklist of School Effectiveness on Family/Community Engagement; and 3) 90% Participant & Stakeholder Program Satisfaction Survey on Family & Community Engagement (*GRPA 6*).

Early in the PD program, ISTs will engage with families and community from an inquiry perspective to gather knowledge and experiences of parents, families, and community. Aside from course readings and discussions, participants will hear guest speakers from partnering community organizations, Burma Center, *Voces*, and Kalamazoo Refugee Council, about their expertise and services offered. Participants will then develop a comprehensive Family and Community Engagement Action Plan, in which they document information about community resources and services, establish school demographic profiles, and conduct family interviews to understand needs, home literacy practices, and household funds of knowledge (Moll, Amanti, Neff, & González, 1992). In this action plan, participants will develop a systematic plan to engage parents and families in curriculum and instructional activities in their classroom and school settings. Detailed guidelines for creating the action plan are included in appendices.

A Family and Community Engagement Portfolio will be created across eight months of participants' program and will document teachers' ongoing growth of knowledge and experiences related to family and community engagement. The portfolio will include teachers' evidence of knowledge demonstrated in their course work, artifacts of implementation of the Family and Community Engagement action plan, and research and experience of incorporating community organizations and resources into their curriculum and instruction for ELs in

partnering LEAs, with particular attention to our partnering community organizations. The portfolio will be evaluated by the Family and Community Engagement Director and will be used for teachers' preparation for their presentation in the end of program Family/Community Engagement PD symposium. Finally, the Checklist of School Effectiveness on Family/Community Engagement (in appendices) will assist in measuring the outcome of objective 3.a.

Objective 3.b. *Each participant will implement and evaluate their Family and Community Engagement Action Plan before program completion.*

Outcome: Increased knowledge, strategies, and experience for engaging parents, families, and community in support of ELs. **Measure:** Numbers served at family/community engagement events; Pre/Post Checklist of School Effectiveness on Family/Comm. Engagement completed by ISTs, Stakeholder & Participant Family/Comm. Engagement Satisfaction Survey (**GPRA 4-6**).

The Family and Community Engagement Action Plan is implemented and evaluated in each participant's partner LEA with the supervision and support of Dr. Hsiao-Chin Kuo, Project ELATE's Family and Community Engagement Director. The implementation will be measured by the Checklist of School Effectiveness on Family/Community Engagement, which is adapted from the National Association for the Education of Young Children (NAEYC)'s Engaging Diverse Families Project. The checklist will be completed by participant ISTs and administrators of each partnering LEA in the beginning of their program. Participants will discuss their pre-assessment results with the LS 6300 course instructor as they develop the action plan. Once they implement their action plan, participants will complete the checklist as a post assessment to identify improvement of their knowledge, competencies, and implementation regarding family and community engagement. Two project team members will observe and evaluate the implementation using the same checklist, the result of which will be used to correspond to

teachers' self assessment in a group discussion with the teachers.

Objective 3.c. Each participant will present experiences in engaging family and community in their partnering LEAs at an end of program Family/Community Engagement PD symposium.

Outcome: Increased knowledge, collaboration, and leadership in professional development with other educators in support of family and community engagement. **Measure:** Symposium satisfaction survey completed by attendees, Stakeholder & Participant Family/Community Engagement Satisfaction Survey (*GPRA 4-6*).

Project ELATE will sponsor an end of the program Family/Community Engagement PD symposium each December. In the symposium, teachers who are at the end of the program will present the findings and implementation of their Family and Community Engagement action plans. Attendees of the symposium include, but are not limited to, PSTs, previous cohort members, teachers and administrators from partner LEAs, and members from partner community organizations. A satisfaction survey will be distributed to all attendees to seek their feedback about the symposium. The result of the survey will be used for ongoing improvement of the symposium planning and the family and community engagement related matters in the project.

(2) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replications of project activities or strategies including information about the effectiveness of the approach or strategies employed by the project

Project ELATE's design, as described in Section A.1., along with formative and summative evaluation processes will result in material evidence that will ***guide possible replications of this PD project.*** Project ELATE will result in the following resources and evidence: revised curricula; a curriculum delivery process; valid and reliable assessment tools; workshop agendas and materials, multimedia resources, and readings; teaching demonstration

videos with annotated feedback; and other curriculum and instructional resources. Having such a resource package will guide possible replications at WMU and at other teacher education institutions as we will present and publish in second language and teacher education journals.

The systematic collection, analysis, interpretation and reporting of evaluation data will provide information that can be organized and prepared for dissemination externally through presentations, papers, publications, and online venues at national, state, and local levels. Particularly valuable will be the information collected about the effectiveness of strategies employed by the project through evaluation components that meet the WWC standards with reservations such as pre- and post- content knowledge assessments, tool development and validation, participant surveys, performance task assessments, and classroom observations. Findings from Project ELATE will be shared locally with teacher participants, school leaders, parents, and other project stakeholders.

(3) The extent to which the project is supported by strong theory, logic model, and evidence.

Project ELATE's logic model (Figure 1) is grounded in strong theory and research and guides program activities and PD to improve educator preparedness in the use of evidence-based instructional strategies with ELs (*CPP1*) and improve parent, family, and community engagement (*CPP2*). Conditions such as the substantial increase in EL population in Michigan (*1 ESL endorsed teacher for every 168 ELs*), six high-need partner LEAs (*less than 1% of teachers have ESL endorsements*), and three partner community organizations with missions to serve ELs, demonstrate a significant need for Project ELATE. The research team collaborated with community and partner LEAs and consulted with the Title III director of the state educational agency to plan effective professional development activities grounded in the parameters provided by: 1) NPD potential funding and guidelines, 2) national and state ESL standards, 3) content and

pedagogy supported by strong research and theory, 4) our research and evaluation team supported by WMU’s Carnegie Research One institution and resources, and 5) additional funding provided by WMU scholarships.

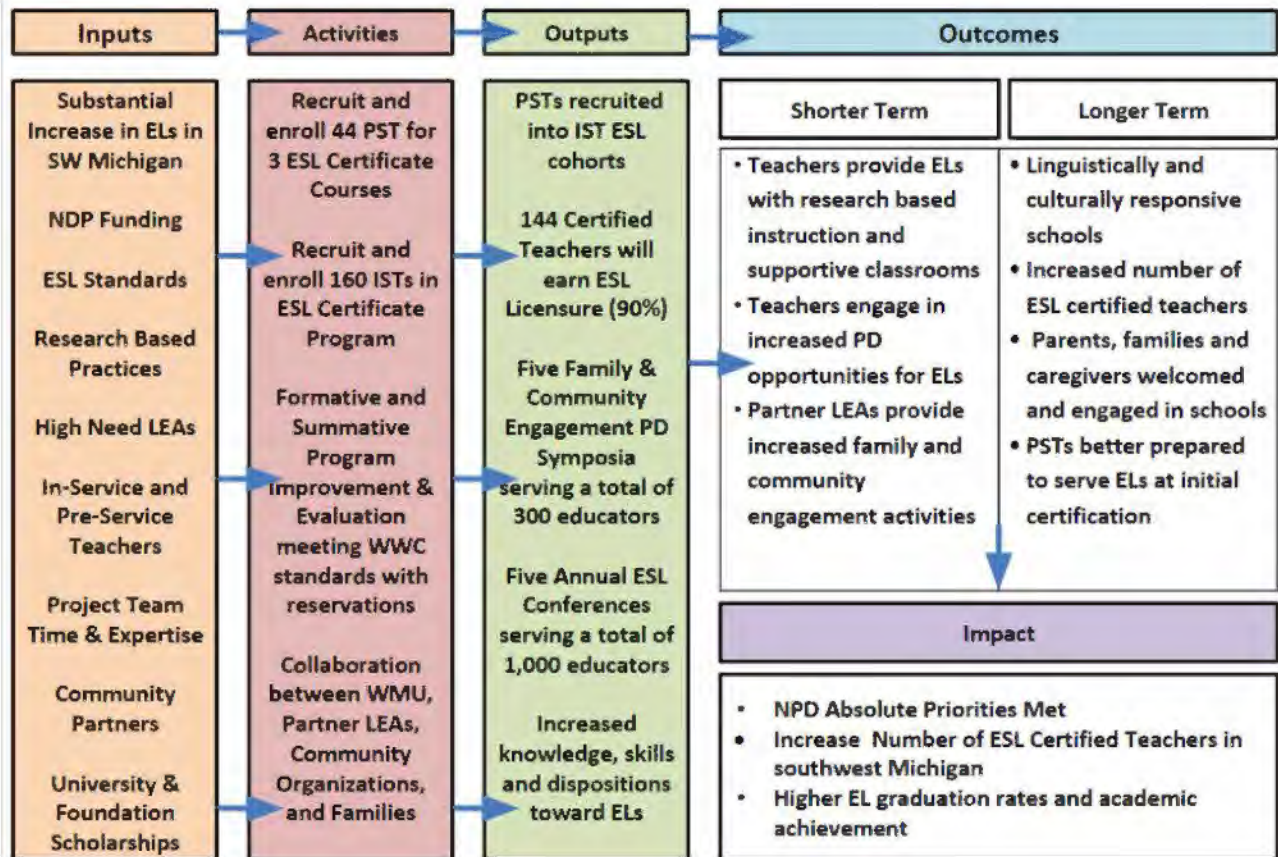


Figure 1. Project ELATE’s logic model.

Recruitment of 44 pre-service teachers and 160 in-service teachers, professional development training, family and community engagement, and both internal and external formative evaluation procedures that meet the WWC standards will take place across five years to reach project goals. We anticipate approximately 129 in-service teachers will earn their additional ESL endorsement. Other outputs include five parent, family, and community engagement symposiums across the length of the project, which will serve over 300 participants.

Finally, five annual conferences for professional learning around effective instructions for ELs will be held. A synthesis of the following research and theory supports these plans.

1. **CPP 1: Instructional Strategies that meet Moderate Evidence of Effectiveness with and without reservations as determined by What Works Clearinghouse (WWC) - VIP** (Carlo et al., 2004) and PALS (Saenz et al., 2005). The VIP is a comprehensive instructional vocabulary intervention that includes direct instruction in word knowledge, word-learning, and word study. This intervention is the only study with ELs beyond early elementary that shows statistically positive effects for the development of reading and vocabulary (Carlo et al., 2004). PALS is a peer-tutoring program which echoes second language learning theories and provides individualized instruction for ELs of different language proficiency levels to improve reading fluency and comprehension (Saenz et al., 2005).

2. **CPP 2: Improving Parent, Family, and Community Engagement** - Three nationally recognized models for improving the engagement of parents, families, and community were adapted in order to employ a rigorous approach to meeting **CPP 2**: 1) the Epstein Model (Epstein, 2001); 2) Two Generation Approaches (Lombardi et al., 2014); and 3) The Dual Capacity-Building Framework for Family-School Partnerships (Mapp & Kuttner, 2013.). Research demonstrates that engaging families and community allows schools to support ELs in culturally responsive ways that support student learning and socio-emotional development (Lopez, 2015). We will embed the following research-based approaches to address parent, family, and community engagement: 1) school profiles and research project that leads to an action plan for implementation of family and community engagement events; 2) curriculum and instruction planning that engages families and community to access and incorporate funds of knowledge (Moll et al., 1992) and documented over eight months; and 3) participation in a Family/Community Engagement PD Symposium that

provides opportunities for professional learning and leadership related to family and community engagement (Epstein, 2001; Mapp & Kuttner, 2013).

3. PD and adult learning theory supports the interactive professional learning communities, video demonstrations, instructional coaching, presenting at symposiums and annual ESL conferences, and interactions with parents, families, and community (Desimone, 2008; Garet, Porter, Desimone, Birman, & Yoon, 2001; Hargreaves & Fullan, 2013; Wei et al., 2009). Teachers will also collaborate within and across school districts (Darling-Hammond & McLaughlin, 1995; Garet et al., 2001).

4. PD, coursework, and field experiences will include the use of the SIOP Model (Echevarria, et al., 2013; Short et al. 2011; Short, Fidelman & Louguit, 2012), a research-based approach widely used in the training of K-12 teachers which includes strategies to make subject-matter more accessible and meaningful to ELs: lesson preparation, building background, comprehensible input, strategies, interaction, practice/application, lesson delivery, and review and assessment.

B. Quality of Project Personnel

(1) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability

WMU is an equal opportunity employer which complies with applicable federal and state laws prohibiting discrimination. WMU's Office of Institutional Equity states the following:

Western Michigan University prohibits discrimination or harassment which violates the law or which constitutes inappropriate or unprofessional limitation of employment opportunity, University facility access, or participation in University activities, on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, age,

protected disability, veteran status, height, weight, or marital status. (WMU, 2006)

In fact, Project ELATE's PI and three co-PIs were all born outside of the U.S., and are from international, multicultural, and linguistically diverse backgrounds. They have extensive advocacy and teaching experience focused on serving students from ethnically, racially, and linguistically diverse backgrounds, both in the U.S. and international contexts. For the Graduate Assistant positions, Project ELATE will seek applications from those who have been traditionally underrepresented based on their national origin, ethnicity, language, sexual orientation, and/or race. WMU's new president, the CEHD dean, and close to 30% of faculty and staff at WMU are from diverse ethnic, racial, and linguistic backgrounds. WMU's Office of Diversity and Inclusion, Office of Disabilities, Office of Institutional Equity, and Student Support Services are available to assist with underrepresented groups served in our programs and/or working on our project.

(2) Qualifications, relevant training, experience of project director or principal investigator

Dr. Maria Selena Protacio, Associate Professor of Literacy Studies, will serve as **Principal Investigator and Project Director**. Dr. Protacio holds a Ph.D. in Curriculum, Instruction, and Teacher Education with a language and literacy emphasis from Michigan State University and an M.Ed. in Teaching, Learning, and Teacher Education from the University of Nebraska-Lincoln. Prior to earning her graduate degrees, she worked as an English teacher in the Philippines, which is her native country. Dr. Protacio has expertise as both a researcher and teacher educator in the fields of literacy and ESL instruction. She spearheaded the development and state approval of the WMU ESL endorsement program and MA TESOL program. Dr. Protacio also previously worked on a project focused on increasing the collaboration between ESL professionals and mainstream teachers to improve instruction for ELs in two urban high

schools. Her more recent work focuses on improving parental and family engagement of immigrant families in U.S. schools. Dr. Protacio is currently leading a funded project focusing on the development of a reading motivation assessment specifically for ELs. She is an MDE English Learner Advisory Committee member and also recently served on the MDE committee revising the standards for the preparation of ESL teachers. Dr. Protacio also serves as co-editor of the international, peer-reviewed journal *Reading Horizons*.

Dr. Susan V. Piazza, Professor of Literacy Studies, will serve as **Co-PI and Co-Director** and holds a doctorate in Reading, Language, and Literature with a minor in Curriculum and Instruction from Wayne State University. Dr. Piazza has studied language and literacy education in Canada, U.S., and briefly in China. Her leadership and research supports in-service and pre-service teachers to become more culturally and linguistically competent in K-12 settings. She is currently completing her role as PI and Director of the Title II, Part A(3) Improving Teacher Quality (ITQ) Competitive Grants Program in Michigan for improving culturally responsive early literacy practices in Southwest Michigan. She served as lead consultant and director of PD projects for multiple high needs LEAs in Michigan, Illinois, and Indiana over the past ten years. Previously, Dr. Piazza served as the Director of the WMU McGinnis Reading Center and Clinic and was fiscally responsible for an endowment of over one million dollars and handled budgets, reporting, and general operations which included family and community engagement planning.

Dr. Virginia David, Assistant Professor of TESOL, will serve as **Co-PI and Curriculum Director** for the project. Dr. David received her B.A. in English from Universidade Federal do Espírito Santo, in Brazil, her native country. She has an MA TESOL degree from the University of Illinois at Urbana-Champaign and a Ph.D. in Second Language Studies from

Michigan State University. She has taught ESL for thirteen years, both in the U.S. and Brazil, and she has trained teachers to teach ESL in K-12 settings for the past five years. Dr. David also worked on a U.S. government grant program awarded to the University of Duhok, in Iraq, and Michigan State University, in an effort to improve the Iraqi university's ESL curriculum. In this role, she was responsible for training Iraqi faculty and for advising them on revising their ESL curriculum. In addition, Dr. David, along with Dr. Protacio, designed the curriculum proposal for WMU's MA TESOL program, which was approved in early 2016. Currently, she designs and teaches the courses in the ESL endorsement and MA TESOL programs. Dr. David also recently served on MDE's committee to revise the bilingual education standards for Michigan.

Dr. Hsiao-Chin Kuo, Assistant Professor of Literacy Studies, will serve as **Co-PI and Family and Community Engagement Director**. Dr. Kuo holds a Ph.D. in Literacy, Culture, and Language Education from Indiana University and an MA TESOL degree from the Ohio State University. She has a strong record of research and service that focuses on family and community engagement. Dr. Kuo has taught teacher training courses both in Taiwan and the U.S. Dr. Kuo's research emphasizes understanding the challenges and needs, language and literacy practices, and funds of knowledge of immigrant children and families, as well as teachers' disposition and practices of working with ELs and families. With that same research emphasis, she has successfully served as PI and Director of two internally funded grants at WMU.

Mr. Cody Williams, Research Associate at Science and Mathematics Program Improvement (SAMPI), Western Michigan University (WMU), will serve as **Lead Evaluator**. Mr. Williams holds an M.S. in Biology and is currently completing a Ph.D. in Science Education (expected Summer 2017). He has worked with SAMPI as a graduate assistant and research associate since 2011. Mr. Williams has served on the evaluation teams for several projects

funded by the National Science Foundation (NSF) and MDE. Past projects that included teacher PD components are an NSF TUES III, NSF WIDER, GK-12, several Michigan Mathematics and Science Partnership projects, the MDE ITQ Competitive Grants Program Title IIA project, and WMU's Woodrow Wilson Fellows project. One project led to the development of two instruments for measuring changes in instructional practices and postsecondary departmental climate. Mr. Williams specializes in educational evaluation, research, and assessment. Publications include scholarly papers, project-specific evaluation reports, and conference papers.

Dr. Mark Jenness is a Senior Researcher at SAMPI, and will serve as **Co-Evaluator**.

Dr. Jenness has been a program evaluator for 25 years and has a master's and Ph.D. in educational leadership from WMU. He currently serves as a lead investigator in statewide and local educational improvement efforts, including the evaluation of the Michigan ITQ Title IIA(3) Competitive Grants Program. He has been an evaluator of several USDOE Michigan Math-Science Partnerships, lead evaluator of a NASA-JPL Mars Exploration Public Engagement Program, and evaluator of the NSF Michigan Louis Stokes Alliance for Minority Participation. He specializes in program evaluation and research in teacher PD, curriculum, instruction, assessment, science and environmental education, and technology education. Dr. Jenness has been a consultant on numerous curriculum, instruction, and assessment projects including for NSF, MDE, Annenberg Foundation, Kellogg Foundation, and Detroit Public Schools.

C. Quality of the Management Plan

(1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks

Table 4. *A Delineation of Responsibilities of the Management Team*

Name	Responsibility
Selena Protacio	To function as the Principal Investigator and Project Director ; plan and coordinate the delivery of the program; provide coordination of curriculum, project goals, project activities, and project evaluation; ensure fidelity of program implementation; report to the federal grant officer; to be in charge of financial matters.
Susan Piazza	To function as the Project Co-Director ; co-plan and coordinate delivery of program activities and project goals; serve as liaison for partnering LEAs and external evaluators; and assist with financial planning and implementation, reporting, and dissemination.
Virginia David	To function as Curriculum Director ; revise/improve curriculum materials; co-plan and coordinate field experiences; offer MTTC study sessions; supervise/support instructors; assist with implementation/improvement of key course assessments.
Hsiao-Chin Kuo	To function as Family and Community Engagement Director ; serve as liaison to community partners; coordinate/supervise systemic parental, family, and community engagement project activities and key assessments.
Cody Williams & Mark Jenness	To function as Evaluators , design evaluation plan, prepare data collection instruments and procedures, conduct data analysis, prepare reports and materials for dissemination, share evaluation data with management team.

Timeline and Milestones. The following table outlines the timeline and milestones.

Table 5. *Project ELATE's Timeline and Milestones*

Activity	Personnel Responsible	Timeline
<i>Goal 1: Increase the knowledge, skills, and dispositions of pre-service teachers in working with English learners</i>		
Advertise program to PSTs; coordinate with CEHD Advising Office	Proj. Dir. and Co-Dir.	Fall 2017 and every subsequent Fall
Review applications/interview prospective PSTs	Proj. Dir. and Co-Dir.	Every Fall
Deliver 3 of the ESL program courses to PSTs	Course instructors	Spr & Sum (2018-22)
Administer pre-and-post assessment to PSTs	Evaluators	Pre (Apr.) Post (Sept.)
<i>Goal 2: Prepare K-12 in-service educators to teach ELs more effectively</i>		
Recruit participants; hold informational sessions	Proj. Dir. and Co-Dir.	Began in Spring 2017
Review applications for Fall cohorts	Proj. Dir. and Co-Dir.	Spring (2017-21)
Recruit, interview, and observe instructors	Proj. Dir. & Curr. Dir.	Summer of each year
Deliver high quality content and pedagogy through WMU endorsement program	Course instructors	Fall 2017-Fall 2022
Conduct student performance reviews	Proj. Dir. & Curr. Dir.	End of every semester
Revise curriculum based on formative evaluation, and continuous program improvement	Proj. Dir., Curriculum Director & Evaluators	Dec-Jan (2018-2021) End of each cohort

Conduct classroom observations - SIOP protocol	All project members	Every Fall (2017-22)
MTTC endorsement test preparation sessions	Curriculum Director	Fall (2018-22)
Plan, prepare, and advertise annual ESL conference; invite and schedule speakers	Proj. Dir. & Co-Dir., Grad. Assistants	Dec-May (2017-2022)
Host annual ESL conference	All except evaluators	May (2018-2022)
<i>Goal 3: Strengthen parent, family, and community engagement in partnering LEA districts</i>		
Coordinate with partnering community organizations and LS 6300 course instructors	Co-Dir. & Fam.& Com. Engagement Director	Every Fall (2018-2022)
Participants develop a systematic, inquiry-based Fam. & Com. Engagement Action Plan-LS 6300	Fam./Com. Engagement Director & Instructors	Every Spring (2018-2022)
Supervise and evaluate participants' implementation of Family and Community Engagement Action Plan in schools	All project team members to be led by Fam./Com Director	April-November (2018-2022)
Administer Pre/Post Checklist of School Effectiveness of Fam. & Comm Engagement	Family and Community Engagement Director	Pre (Sept. 17-21) Post (Dec. 18-22)
Support/supervise participants development of Family and Community Engagement Portfolio	Family and Community Engagement Director	April-Nov. (2018-2022)
Plan the end of program Family and Community Engagement PD symposium	All project members except evaluator	August-November (2018-2022)

Host the end of program Family and Community Engagement PD symposium	All project members except evaluator	December (2018-2022)
<i>Other Grant Activities to Ensure Success and Replication</i>		
Hold management team meetings	All project members	Monthly
Prepare detailed evaluation plan and timeline; Prepare pre-program instruments/protocols	Evaluators in collaboration with PIs	Fall 2017
Assessment tool development and validation, data collection, analysis, reporting per timeline	Evaluators in collaboration with PIs	Fall 2017-Fall 2022
Management team meetings with evaluators	All	Bimonthly
State/National conference presentations of (preliminary) findings	All	Annually beginning Spring 2019
Write manuscripts based on findings	All	May 2019-Dec. 2022
Write yearly progress and budget report	Proj. Dir. & Co-Dir.	Sept. (2018-2022)

Budget

The proposed budget is reasonable given the extent and breadth of activities planned for this comprehensive PD program. Expenses for reassigning time for the project management team account for only 11.6% of the total budget. In cases where project personnel will teach courses for PSTs and in-service cohorts, they will do so as part of their normally contracted teaching loads and will not be compensated through NPD funding. Highly qualified adjuncts will be hired

to teach remaining classes. In addition, NPD grant funds will **not** be used to pay adjunct instructors for teaching classes for Project ELATE. Meanwhile, financial support for participants for tuition and books account for 55% of the total budget. WMU’s CEHD has offered additional scholarships to Project ELATE IST participants, which offsets the endorsement program cost to approximately 75% of the regular tuition rate and significantly reduces the overall project cost. Eight percent of the proposed budget has been allocated for indirect costs to the university.

(2) The extent to which the time commitment of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project

The time commitment of the Principal Investigator and Co-Investigators are adequate to meet Project ELATE’s goals and objectives. Aside from the time allocated through the proposed project funding (see Table 6), the PI and Co-PIs will also allocate additional portions of their non-teaching loads each semester to executing their responsibilities for Project ELATE.

Table 6. *Project Personnel’s Time Commitment*

Project Roles	Time commitment
Principal Investigator/Project Director	.25 FTE
Co-PI/Project Co-Director	.167 FTE
Co-PI/Curriculum Director	.167 FTE
Co-PI/Family & Community Engagement Director	.167 FTE
Evaluators (Williams & Jenness, respectively)	.25 FTE and .04 FTE

D. Quality of Project Evaluation

(1) The extent to which methods of evaluation are thorough, feasible, and appropriate to the

goals, objectives, and outcomes of the proposed project.

In this section we provide a discussion of the purpose of the evaluation, key evaluation questions that provide a framework for the evaluation, an overview of data collection and analysis procedures, and a preliminary evaluation plan organized around the key evaluation questions (including GPRA measures of accomplishment, associated data collection/analysis procedures, and a timeline). We believe this plan will provide systematic data to both inform decision-making to improve programming and determine the impact of the project on pre-service and in-service teachers. Appropriate resources and expertise are available to effectively and efficiently carry out the evaluation and prepare materials for dissemination.

The evaluation will include both formative and summative components. Core purposes of the evaluation will be to 1) determine the impact of programming on participating pre-service and in-service teachers; 2) assess effectiveness of preparing teachers for effective parent-family-community engagement efforts; 3) provide evaluative information to staff to improve program curriculum; and 4) identify strengths and limitations of the project. Evaluation efforts will be a collaborative effort between the *SAMPI evaluation team* and the *project management team*.

Key Evaluation Questions: Based on project goals and intended outcomes, the evaluation will be framed by the following questions: (1) What have been the effects of the project on participating pre-service teachers (knowledge, skills and dispositions for teaching ELs)? (2) What have been the effects of the project on participating in-service teachers (knowledge, skills, and classroom practices related to academic, linguistic, cultural, and social needs of ELs)? (3) In what ways are teacher participants prepared to address parent-family-community engagement to support ELs (knowledge, skills, experiences; Family Engagement action plans)? (4) What have been the strengths and limitations of the project? In what ways can the project serve as a model

or be applied in other situations and context?

Data Collection and Analysis. Quantitative and qualitative data will be collected through a) pre/post systematic lesson observations in classrooms of in-service teachers using the SIOP observation tool; b) documentation of participation levels, course completion, and performance on key assessments with rubrics, c) participant and project staff interviews, d) observation of selected project activities (e.g., ESL annual conference); e) end-of-program activity effectiveness and satisfaction questionnaires, f) review of teacher-produced materials, and g) review of project-related documents and activities. Pre/post data will be used to conduct a comparison study of teachers entering the program in cohort 1 and those who enter in cohort 2 or subsequent cohorts. Table 7 is organized around key evaluation questions and describes core measures, data collection procedures, and timelines to address project goals. Working with the management team, evaluators will help establish reliability levels in scoring lesson observations. Teaching observation scoring will be done by management team members and evaluators. Standard quantitative analysis methods will be used for classroom observations (pre/post), participant program satisfaction surveys, content assessments (pre/post), course evaluation and completion, and project activity data (e.g. observations of ESL conference, regular project leadership meetings). Qualitative data from interviews, observations, open-ended survey questions, and artifacts from course key assessments will be categorized and summarized. Course-related and project-related data collection efforts will be coordinated to minimize burdens on participants.

Preliminary Evaluation Plan Chart. A detailed evaluation plan will be created upon funding with detailed measures, specific evaluation activities, and a timeline consistent with the project timeline. The evaluation team will collaborate to develop a comprehensive logic model to show relationships between resources, needs, activities/interventions, intermediate/long-term goals.

Table 7. Project ELATE's Evaluation Plan

Q1: What have been the effects of project on PST's knowledge and skills for teaching EL's?		
<i>Measures of Accomplishment</i>	<i>Data Collection/ Analysis Procedures</i>	<i>Timeline</i>
<ul style="list-style-type: none"> • Increased knowledge, skills, dispositions to work with ELs • Increase # of PSTs with EL preparation • Recruitment levels as intended 	<ul style="list-style-type: none"> • Pre/post course survey + Pre/post course tests • Course completion rates and grades • ESL endorsement completion • Sample of student interviews 	<ul style="list-style-type: none"> • Pre/post begin/end of course • Tests as scheduled • Course data as available • Interviews end of course
Q2: What have been the effects of project on IST's knowledge and skills for teaching EL's?		
<i>Measures of Accomplishment</i>	<i>Data Collection/ Analysis Procedures</i>	<i>Timeline</i>
<ul style="list-style-type: none"> • Increase knowledge of Els' academic, linguistic, cultural, and social needs • Improved dispositions to work with Els • Improved EL practices/strategies • Recruitment levels as intended • Graduate certification completion rates 	<ul style="list-style-type: none"> • Pre/post lesson observations • Pre-post surveys + Pre-post course tests • Course completion and grades • Sample of teacher interviews • End PD session questionnaires • Participation in non-course activities 	<ul style="list-style-type: none"> • Observe begin/end of school yr. • Survey begin/end of school year • Course data as available • Interviews end of course • Questions as PD scheduled • On-going documentation

Q3: In what ways are participants prepared to address parent-family-community engagement to support EL students?

<i>Measures of Accomplishment</i>	<i>Data Collection/ Analysis Procedures</i>	<i>Timeline</i>
<ul style="list-style-type: none"> • Increased knowledge of strategies to work with parents and families • Eng. Action Plan and Portfolios • Eng. Plans implemented in LEAs • Symposium presentations completed 	<ul style="list-style-type: none"> • Pre-post parent engagement survey • Com./Fam. Eng. Plan & Portfolio rubrics • Observe Action Plan & Symposium • Symposium participant questionnaire • Interview teachers & administrators 	<ul style="list-style-type: none"> • Surveys begin/end of school yr. • Assess plans as available • On-going documentation • Interviews end of course

Q4: What are the strengths/limitations of project? How can the project serve as a model or be applied in other contexts?

<i>Measures of Accomplishment</i>	<i>Data Collection/ Analysis Procedures</i>	<i>Timeline</i>
<ul style="list-style-type: none"> • Component strengths/ limitations identified: PSTs, ISTs, courses, fam./com. partnerships • “Lessons learned” identified • Components applicable to others for replication & schools identified 	<ul style="list-style-type: none"> • Interview mgt. team, facilitators, key staff • Conduct periodic lessons learned sessions • Document and review activities & products • Revise logic model to assess changes in supports/procedures/practices • Review/analyze all evaluation data 	<ul style="list-style-type: none"> • Periodic debriefing interviews • Review/analyze as materials and data become available • Annual lessons learned sessions • Annual review of program logic model

(2) The extent to which the methods of evaluation, if well-implemented, produce evidence about the project’s effectiveness that would meet the What Works Clearinghouse Evidence Standards with reservations.

Both project evaluators and the project management team have extensive experience and expertise appropriate to carrying out the planned evaluation and dissemination of findings. A variety of data collection and analysis methods are proposed to address the key evaluation questions (see preliminary evaluation plan in section D1): pre-post surveys; pre-post lesson observations: teacher, administrator, and other stakeholder interviews; formal course assessments; and MTTC ESL subtest scores. Data will also be collected and reported related to the GPRA measures, including participation level, program completion rates, MTTC pass rates, end-of-program satisfaction surveys completed by participants and key stakeholders, and end-of-program participant satisfaction surveys specifically related to increased knowledge and skills associated with family/community engagement.

These evaluation efforts will meet the “What Works Clearinghouse (WWC) Evidence Standards with reservations.” The WWC guidelines with reservations require a quasi-experimental design with comparison groups. Control and intervention groups of pre-service teacher participants will be administered pre- and post-surveys of ESL content developed by the evaluation team in collaboration with the project leadership team. The control and intervention groups of in-service teachers will also be administered the ESL content survey. Additionally, classroom observations will be conducted in the classrooms of both control and intervention in-service teacher participants. These data will allow comparisons to be made between Project ELATE participants and nonparticipants.

(3) The extent to which the methods of evaluation will provide performance feedback and

permit periodic assessment of progress toward achieving intended outcomes.

An essential component of the project evaluation involves use of data to inform programming decisions. As data becomes available, it will be compiled and used by the management team to improve programming and assess progress towards the three project goals and associated objectives. Changes in the knowledge skills, and dispositions of pre-service teachers to work with ELs will be analyzed using pre- and post-survey data, course completion records and grades, and student interview responses. Preparation of in-service teachers for teaching ELs more effectively will be assessed by monitoring participants progress toward completing the ESL endorsement program and conducting lesson observations. The progress made towards strengthening parent, family, and community engagement in partnering LEA districts will be examined through end of symposium questionnaires and participant interviews.

There will also be monthly management team meetings to engage in formative evaluation of the project, annual debriefing interviews of project PIs and key stakeholders to assess progress, periodic “lessons learned” management team discussions, review of the program logic model to identify strengths and limitations of program implementation. End-of-semester course results, end-of-session program and other session questionnaire results, student progress reviews, and annual interviews and surveys of schools leaders and other stakeholders will be reviewed.

(4) The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.

Valid and reliable performance data will be provided by the evaluation from classroom observation data and the pre- and post-ESL content survey. Classroom observation data will be collected using the SIOP which has been validated in previous research (Guarino, Echevarria & Short, 2001; Short, Echevarria, Richards-Tutor, 2011). The pre- post-ESL content knowledge

measure will be validated, through expert review and pilot study, by the evaluation team in collaboration with the project leadership team prior to its use for collection of performance data.

Other Attachment File(s)

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List of Abbreviations

CAEP	Council for the Accreditation of Educator Preparation
CC	Calhoun County
CEHD	College of Education and Human Development
CPP	Competitive Preference Priority
ELs	English learners
ELATE	English Learners and Teacher Education
ESL	English as a Second Language
GPRA	Government Performance and Results Act
IHE	Institution of Higher Education
ISTs	In-service teachers
ITQ	Instructional Teacher Quality
LEAs	Local Education Agencies
LS	Literacy Studies (Course Prefix)
MDE	Michigan Department of Education
MOU	Memorandum of Understanding
MTTC	Michigan Test of Teacher Certification
NAEYC	National Association for the Education of Young Children
PALS	Peer-Assisted Learning Strategies
PD	Professional Development
PI	Principal Investigator
PSTs	Pre-service teachers
SAMPI	Science and Mathematics Program Improvement
SIOP	Sheltered Instruction Observation Protocol
TEL	Teaching English Learners (Course Prefix)
TESOL	Teaching English to Speakers of Other Languages
VIP	Vocabulary Improvement Program
WMU	Western Michigan University
WWC	What Works Clearinghouse



April 14, 2017

To whom it may concern:

I am writing to express the College of Education and Human Development's full support for Project ELATE's application for a National Professional Development grant from the U.S. Department of Education.

There is a critical need to increase the number of ESL endorsed teachers in Michigan. In the 2012-2013 school year, there were 81,858 ELs in Michigan. In the 2015-2016 school year, this number significantly increased to 102,853. Within the same period, the number of ESL endorsed teachers increased by only 121 bringing the number of ESL endorsed teachers in the entire state to only 613. I have spoken with several superintendents around the state who have expressed the need for more ESL endorsed teachers in their school districts and RESAs. The ESL graduate certificate program is a critical one needed by many teachers in the surrounding districts.

Drs. Protacio, Piazza, David, and Kuo have been working diligently to recruit students to the ESL graduate certificate program which leads to the Michigan ESL endorsement. The certificate will allow students to work with ESLs or become a district ESL coach or coordinator. With only 6 more credits, students can earn the MA TESOL degree to advance their degrees and develop ESL curriculum, materials, and assessments.

Because we recognize the need for more ESL endorsed teachers in the Southwest Michigan area, under my leadership, the CEHD is willing to provide a 25% tuition scholarship for all participants in Project ELATE. The college is using its revenue share from the courses and returning them to the students in the form of scholarships.

If awarded the grant, the Project ELATE research team will have the full support of the CEHD. I can also confirm that project personnel will teach courses related to the grant as part of their normally contracted teaching loads. The department/college will not use grant funds to pay for teaching courses associated with this professional development project.

The National Professional Development grant is a wonderful opportunity for WMU, for partner LEAs, and especially for the teachers who would receive even more financial assistance if we are awarded this grant. Therefore, I ask for full and fair consideration as I feel this application deserves a favorable review.

Sincerely,

(b)(6)

Ming Li
Dean
College of Education and Human Development



3 West Van Buren Street • Battle Creek, Michigan 49017-3079

Office of the Superintendent
Kimberly M. Carter, Ed.S.
Phone: 269-965-9465
Fax: 269-965-9490

April 10, 2017

WMU NPD Research Team
Drs. Protacio, Piazza, David & Kuo
1903 W. Michigan Ave.
Kalamazoo, MI 49008

Dear Drs. Protacio, Piazza, David, and Kuo,

We are pleased to provide a letter of support for Western Michigan University's grant application to the U.S. Department of Education's National Professional Development program.

As the superintendent of Battle Creek Public Schools, I am pleased to confirm our partnership, and if awarded, the English learners (ELs) in our district, and the educators who support them, will benefit greatly.

Our district has approximately 420 English Language Learners representing over 25 different languages and dialects. At this time, our district has a total of two ESL-certified teaching staff members that directly work with students. While we have a number of staff members who are interested in receiving their ESL endorsement, our current district salary freeze and lack of district-provided tuition reimbursements have contributed to the barrier to obtain this continued degree. It is essential for staff to be certified to offer ELL students and families access to a high-quality education. With the help of this grant, we would be able to break down barriers for both teachers and staff and create equitable opportunities for all students.

As a partnering LEA, we agree to the following as a WMU partner if funding for the NPD grant is received:

- Recruit educators to be participants/cohort members so they can complete coursework which leads to the ESL state endorsement.
- Promote the annual ESL conference to educators in the district
- Support participants' facilitation of parent, family, and community engagement activities
- Provide relevant data about ELs and their academic achievement

Battle Creek Public Schools looks forward to partnering with WMU. Thank you for this opportunity.

Sincerely,

Kimberly M. Carter
Superintendent



HARTFORD PUBLIC SCHOOLS

Administrative Office
115 SCHOOL STREET
HARTFORD, MICHIGAN 49057-1183
TELEPHONE: (269) 621-7000
FAX: (269) 621-3887
www.hpsmi.org



April 12, 2017

WMU NPD Research Team
Drs. Protacio, Piazza, David & Kuo
1903 W. Michigan Ave.
Kalamazoo, MI 49008

Dear Drs. Protacio, Piazza, David, and Kuo,

We are pleased to provide a letter of support for Western Michigan University's grant application to the U.S. Department of Education's National Professional Development program.

As the superintendent of Hartford Public Schools, I am pleased to confirm our partnership, and if awarded, the English learners (ELs) in our district, and the educators who support them, will benefit greatly.

In the Hartford Public School District, which is primarily a rural community, we have a very high percentage of English learners. This last spring over 300 students had to take the WIDA test, kindergarten through 12th grade out of the 1265 students in our district, with the largest population in the kindergarten - second grade. At the present time, we have no teachers that have the ESL endorsement. In the past we had one in each of our four buildings, but through retirement we have lost these qualified teachers. Though we have posted the position for the last several years and even requested help from Michelle Williams at the Michigan Department of Education to help us find a qualified teacher, we still have not found any that were qualified that were willing to come to this side of the state. I believe that with this grant and working with Western Michigan University in this type of close partnership we could fill the need and bring a great benefit to our ever growing populations of EL in our school district. The benefits of having teachers that have the ESL endorsement would not only benefit our English learners but all our students because the techniques and best practices to teach would go beyond those that are just learning the language. The more teachers with access to these best practices and techniques would help develop the language skills of our low socio-economic group as well, bringing success to all students.

Hartford Adult & Community Education
115 SCHOOL STREET
HARTFORD, MI 49057
TEL.: (269) 621-7102
FAX: (269) 621-3887

Southwest Michigan Community School
115 SCHOOL STREET
HARTFORD, MI 49057
TEL.: (269) 621-7102
FAX: (269) 621-3887

Hartford High School
121 SCHOOL STREET
HARTFORD, MI 49057
TEL.: (269) 621-7100
FAX: (269) 621-7160

Hartford High School Counselling Office
121 SCHOOL STREET
HARTFORD, MI 49057
TEL.: (269) 621-7114
FAX: (269) 621-7191

Athletic Department
121 SCHOOL STREET
HARTFORD, MI 49057
TEL.: (269) 621-7103
FAX: (269) 621-7160

Hartford Middle School
141 SCHOOL STREET
HARTFORD, MI 49057
TEL.: (269) 621-7200
FAX: (269) 621-7260

Red Arrow Elementary
15 EAST STREET
HARTFORD, MI 49057
TEL.: (269) 621-7400
FAX: (269) 621-7460

Woodside Elementary
105 WOODSIDE DRIVE
HARTFORD, MI 49057
TEL.: (269) 621-7300
FAX: (269) 621-7360

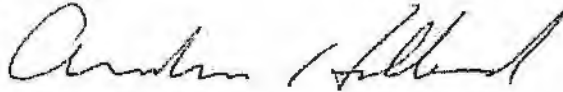
The Hartford Public School District is in compliance with all state and federal laws prohibiting discrimination on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, or handicap.

As a partnering LEA, we agree to the following as a WMU partner if funding for the NPD grant is received:

- Recruit educators to be participants/cohort members so they can complete coursework which leads to the ESL state endorsement.
- Promote the annual ESL conference to educators in the district
- Support participants' facilitation of parent, family, and community engagement activities
- Provide relevant data about Els and their academic achievement

The Hartford Public Schools looks forward to partnering with WMU. Thank you for this opportunity.

Sincerely,

A handwritten signature in black ink, appearing to read "Andrew Hubbard". The signature is fluid and cursive, written over a light blue horizontal line.

Andrew Hubbard
Superintendent

Kentwood Public Schools
5820 Eastern Avenue, S.E.
Kentwood, MI 49508
Phone 616•455•4400

April 19, 2017

WMU NPD Research Team
Drs. Protacio, Piazza, David & Kuo
1903 W. Michigan Ave.
Kalamazoo, MI 49008

Dear Drs. Protacio, Piazza, David, and Kuo,

We are pleased to provide a letter of support for Western Michigan University's grant application to the U.S. Department of Education's National Professional Development program.

As the superintendent of Kentwood Public Schools, I am pleased to confirm our partnership, and if awarded, the English learners (ELs) in our district, and the educators who support them, will benefit greatly. This grant would improve the skill set of teachers working with English Language (EL) students. The Kentwood area is in great need of access to professional development directed at our expanding EL population. By increasing Western Michigan University's ability to serve more teachers in their development, the students and staff of West Michigan will benefit.

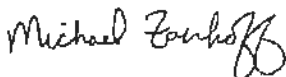
Each year Kentwood Public Schools continues to serve an increasing number of EL students. In response, we also need to keep pace with the instructional needs of this diverse student population. For 2016-17 our total number of EL students is now over 1900 or 21% of our student body. At last count, our students were born in over 80 different countries and speak over 60 different languages. As I understand the proposed plans, not only will this professional development increase our ability to support and service these EL students and their families, but also continue to foster a mindset necessary in a diverse community. There is a shortage of teacher candidates going into the ESL programs but a growing population of students. Currently, we have on staff over 20 teachers endorsed in a TSOL or ESL certification and we need more.

As a partnering LEA, we agree to the following as a WMU partner if funding for the NPD grant is received:

- Recruit educators to be participants/cohort members so they can complete coursework which leads to the ESL state endorsement.
- Promote the annual ESL conference to educators in the district
- Support participants' facilitation of parent, family, and community engagement activities
- Provide relevant data about ELs and their academic achievement

The Kentwood Public Schools looks forward to collaborating with WMU. Thank you for this opportunity.

Respectfully,



Michael Zoerhoff
Superintendent



WMU NPD Research Team
Drs. Protacio, Piazza, David & Kuo
1903 W. Michigan Ave.
Kalamazoo, MI 49008

Dear Drs. Protacio, Piazza, David, and Kuo,

We are pleased to provide a letter of support for Western Michigan University's grant application to the U.S. Department of Education's National Professional Development program.

As the assistant superintendent of instruction of Lakeview School District, I am pleased to confirm our partnership, and if awarded, the English learners (ELs) in our district, and the educators who support them, will benefit greatly.

This grant is an incredible opportunity for our district to support our English learners. We have seen a steady increase in the number of English language learners in Lakeview. We currently serve more than four hundred English learners, making up more than 10% of our student population. We anticipate the number of English learners enrolling in Lakeview to continue increasing. We currently have three ESL teachers in Lakeview directing a staff of four teachers and three paraprofessionals supporting our English learners. We recently sent members of our ESL team to visit the program at East Kentwood Schools. The team returned with multiple strategies to improve our program. One of our goals is to increase the number of staff with ESL endorsements. We were starting the planning to examine ways to incentivize this when we received the ESL partnership information from Western Michigan University. This partnership could not come at a better time for our staff and students.

As a partnering LEA, we agree to the following as a WMU partner if funding for the NPD grant is received:

- Recruit educators to be participants/cohort members so they can complete coursework which leads to the ESL state endorsement.
- Promote the annual ESL conference to educators in the district
- Support participants' facilitation of parent, family, and community engagement activities
- Provide relevant data about ELs and their academic achievement

The Lakeview School District looks forward to partnering with WMU. Thank you for this opportunity.



Sincerely,

Jim Owen
Assistant Superintendent of Instruction
Lakeview School District
jowen@lakeviewspartans.org
(269)-565-2403



STURGIS PUBLIC SCHOOLS



WMU NPD Research Team
Drs. Protacio, Piazza, David, & Kuo
1903 W. Michigan Ave.
Kalamazoo, MI 49008

Board of Education

- Dr. Kerri Millett
- Mr. Paul Gorsuch
- Mrs. Ann Bird
- Mr. Scott Swihart
- Mrs. Gwen Donmyer
- Mr. Scott Boland
- Mrs. Emily Halling

Dear Drs. Protacio, Piazza, David, and Kuo,

We are pleased to provide a letter of support to Western Michigan University's grant application to the U.S. Department of Education's National Professional Development program.

As the superintendent of Sturgis Public Schools, I am pleased to confirm our partnership, and if awarded, the English learners (ELs) in our district, and the educators who support them, will benefit greatly.

Sturgis Public Schools, located in rural southwestern Michigan, has approximately 3300 students – 661 of whom are currently English Language Learners. Our delivery model for ESL is push in/pull-out utilizing the equivalency of 2 ESL teachers and 9 paraprofessionals to support all of our students. We do not have any general education teachers with an ESL endorsement.

Administration

- Dr. Thomas M. Langdon
Superintendent
- Mrs. Julie Evans
Assistant Superintendent
- Mr. Raymond Sterling
Business Manager
- Mr. Von Metzger
Technology Director
- Mrs. Alejandra Garrett
ESL/Grant Coordinator
- Mr. Brian Tallmadge
Data Coordinator
- Mrs. Karen Stimson
Executive Assistant
- Mr. David Northrop
School Safety & Security Supervisor
- Mrs. Susan Langdon
Special Ed Coordinator

A summary of our current data is as follows:

Year	# of ELL students	# Exiting LEP Services
2014-15	631	31
2015-16	646	44

Approximately 88% of the exiting students are 3, 4 and 5th graders. (One of the criteria for exiting is our state assessment so K-2 students are not eligible to exit.). Our data shows that our current 12th graders who were enrolled in our district as Kindergarten received, on an average, 8.1 years of LEP services.

Given the limitation of the funding we have to hire ELL staff and in an effort to maximize the learning opportunities students have while in general education, we have become increasingly aware of the need for training and coaching of our general education teachers. Currently, we offer SIOP (Sheltered Instruction Observation Protocol). We also use Thinking Maps district-wide. What we need are more highly trained teachers in evidence-based teaching practices in general education classrooms.

As a partnering LEA, we agree to the following as a WMU partner if funding for the NPD grant is received:

"Proud Of The Past, Prepared For The Future"



STURGIS PUBLIC SCHOOLS



- Recruit educators to be participants/cohort members so they can complete coursework which leads to the ESL state endorsement
- Promote the annual ESL conference to educators in the district
- Support participants' facilitation of parent, family, and community engagement activities
- Provide relevant data about Els and their academic achievement

Board of Education

Dr. Kerri Millett

Mr. Paul Gorsuch

Mrs. Ann Bird

Mr. Scott Swihart

Mrs. Gwen Donmyer

Mr. Scott Boland

Mrs. Emily Halling

Sturgis Public Schools looks forward to partnering with WMU. Thank you for this opportunity.

Sincerely,

Dr. Thomas Langdon
Superintendent

Administration

Dr. Thomas M. Langdon
Superintendent

Mrs. Julie Evans
Assistant Superintendent

Mr. Raymond Sterling
Business Manager

Mr. Von Metzger
Technology Director

Mrs. Alejandra Garrett
ESL/Grant Coordinator

Mr. Brian Tallmadge
Data Coordinator

Mrs. Karen Stinson
Executive Assistant

Mr. David Northrop
*School Safety &
Security Supervisor*

Mrs. Susan Langdon
Special Ed Coordinator

"Proud Of The Past, Prepared For The Future"

107 W. West Street • Sturgis, MI 49091 • Phone: (269) 659-1500 • Fax: (269) 659-1584 • Website: www.sturgisps.org

Michael F. Rice, Ph.D.
Superintendent

April 24, 2017

WMU NPD Research Team
Drs. Protacio, Piazza, David & Kuo
1903 W. Michigan Ave.
Kalamazoo, MI 49008

Dear Drs. Protacio, Piazza, David, and Kuo,

We are pleased to provide a letter of support for Western Michigan University's grant application to the U.S. Department of Education's National Professional Development (NPD) program.

As the superintendent of Kalamazoo Public Schools (KPS), I am pleased to confirm our partnership in this grant. If awarded, this grant would help English language learners (ELLs) in our district to benefit from our staff members' additional education and knowledge.

During this past school year, over 100 refugee students have entered KPS. Students have come from Syria, Congo, Uganda, Malawi, Afghanistan, Eritrea, Sri Lanka, Pakistan, and Kenya. The district has approximately 8 percent of its students as English language learners who need supports. With this enrollment, the district is trying to hire additional staff but cannot find viable candidates with the credentials needed.

As a partnering local school district, we agree to the following as a WMU partner if funding for the NPD grant is received:

- Recruit educators to be participants/cohort members so they can complete coursework that leads to the ESL state endorsement.
- Promote the annual ESL conference to educators in the district.
- Support participants' facilitation of parent, family, and community engagement activities.
- Provide relevant data about ELLs and their academic achievement.

We look forward to partnering with WMU. Thank you for consideration of this communication.

Sincerely,



Michael F. Rice, Ph.D.
Superintendent



Kalamazoo Refugee Council

WMU NPD Research Team
Drs. Protacio, Piazza, David & Kuo
1903 W. Michigan Ave.
Kalamazoo, MI 49008

Dear Drs. Protacio, Piazza, David, and Kuo,

We are pleased to provide a letter of support for Western Michigan University's grant application to the U.S. Department of Education's National Professional Development program. As the President of the Kalamazoo Refugee Council, I am pleased to confirm our partnership.

The Kalamazoo Refugee Council is a platform for non-profit and industry partners and community volunteers to coordinate resources to provide services and a safety net for refugees in the greater Kalamazoo area. Programming directly managed by the organization includes the only summer refugee ESL program in the summer, household donations to refugees with moving services, and a psychosocial committee providing trauma consultation and coaching to refugees and sponsors. Over 20 policies and procedures have been developed to help train sponsors on standards of care for refugees.

The organization also partners with local organizations to streamline and consolidate support for refugees. For example, the organization has linked St. Lukes diaper bank with refugees to enable parents to reduce their costs and ensure babies' health is not compromised. KRC is partnering with the Kalamazoo Symphony Orchestra, Suzuki Academy, and Orchestra Rouh to bring music instruction and therapy to refugee children. Additionally, KRRC is in discussions with the Metro Transit system to provide refugee bussing to ESL training and other educational workshops.

We would be glad to share information about resources and services we offer to teachers in your program and also with families of English language learners.

As a partnering community organization, we agree to the following as a WMU partner if funding for the NPD grant is received:

- Promote and support the WMU family and community engagement related activities
- Send our program representatives to serve as a guest speaker to the teacher candidates during program delivery
- When and if appropriate, provide services to families of English language learners within partner school districts

The Kalamazoo Refugee Council looks forward to partnering with WMU. Thank you for this opportunity.

Sincerely,

(b)(6)

Neena Marlon
President, Kalamazoo Refugee Council



WMU NPD Research Team
Drs. Protacio, Piazza, David & Kuo
1903 W. Michigan Ave.
Kalamazoo, MI 49008

Dear Drs. Protacio, Piazza, David, and Kuo,

We are pleased to provide a letter of support for Western Michigan University's grant application to the U.S. Department of Education's National Professional Development program.

As the Executive Director of Voces I am pleased to confirm our partnership. The mission of Voces is to promote an inclusive society by providing Latino / Hispanic families with opportunities and resources that lead to individual and community transformation. We achieve this mission through three broad areas of focus: language access, education and community advocacy. Through our Language Access programs, we offer English as a Second Language classes locally and at multiple levels, as well as in-person and telephonic interpretation and document translation services in the high needs languages of Southwest Michigan. Our Education program targets individuals of all ages, from afterschool work with elementary and middle school students in literacy, social-emotional development, and leadership skills to college and career readiness with high school students. When needs arise outside of our established programs, our Community Connections advocates work with community members to make sure their questions are answered and issues resolved, whether that entails making a phone call to school on their behalf, to translating letters sent home by the city, or more complicated questions such as immigration assistance or financial assistance. We would be glad to share information about resources and services we offer to teachers in your program and also with families of English language learners.

As a partnering community organization, we agree to the following as a WMU partner if funding for the NPD grant is received:

- Promote and support the WMU family and community engagement related activities
- Send our program representatives to serve as a guest speaker to the teacher candidates during program delivery
- When and if appropriate, provide services to families of English language learners within partner school districts

Voces looks forward to partnering with WMU. Thank you for this opportunity.

Sincerely,

(b)(6)



Burma Center

Burmese American Initiative
765 Upton Avenue | Springfield, MI 49037 | (269)441-1131

April 24, 2017

WMU NPD Research Team
Drs. Protacio, Piazza, David & Kuo
1903 W. Michigan Ave.
Kalamazoo, MI 49008

Dear Drs. Protacio, Piazza, David, and Kuo,

We are pleased to provide a letter of support for Western Michigan University's grant application to the U.S. Department of Education's National Professional Development program.

As the Executive Director of the Burma Center I am pleased to confirm our partnership. The Burma Center empowers Burmese Americans through advocacy, community engagement, and education. Since our inception in 2011, we have been advocating for Burmese immigrant students in educational institutions to receive equitable services. We are acutely aware of the need for culturally informed teachers in the schools. Immigrant students learn most readily when the teachers are informed and aware of the importance culture plays in learning. It is through culture that words acquire meaning. We would be glad to share information about resources and services we offer to teachers in your program and also with families of English language learners.

As a partnering community organization, we agree to the following as a WMU partner if funding for the NPD grant is received:

- Promote and support the WMU family and community engagement related activities
- Send our program representatives to serve as a guest speaker to the teacher candidates during program delivery
- When and if appropriate, provide services to families of English language learners within partner school districts

The Burma Center looks forward to partnering with WMU. Thank you for this opportunity.

(b)(6)

Martha Thawnghmung
Executive Director

Checklist of School Effectiveness on Family/Community Engagement

This survey is adapted from Program Self-Assessment Checklist developed by National Association for the Education of Young Children (NAEYC)'s Engaging Diverse Families Project (<https://www.naeyc.org/familyengagement/resources>). This survey provides information regarding different aspects of family and community engagement with English Learners (ELs). Please complete this survey as a team of teachers and staff in your school by checking off an appropriate box for each feature with comments, examples, and/or sources of evidence.

Family participation in decision making and goal setting. Our school invites families of ELs to actively take part in making decisions concerning their children's education. Our teachers and staff collaborate with families to set goals for these students' education and learning both at home and at school.

Feature	Yes	Yes, but....	No	No, but....	Don't know	Not applicable	Comments, examples, sources of evidence
We ask families about their hopes and expectations for their child either in writing or in person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
We conduct parent-teacher conferences at least twice a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
During conferences, teachers and families jointly set goals for ELs' education and learning at home and at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Teachers and families regularly share information and discuss ELs' progress toward achieving goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Teachers plan and implement a curriculum that supports each EL's development and growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Two-way communication. Strategies allow for both school- and family-initiated communication that is timely and continuous. Conversations focus on an EL's educational experience. Communication takes multiple forms and reflects each family's language preference.

Feature	Yes	Yes, but....	No	No, but....	Don't know	Not applicable	Comments, examples, sources of evidence
School offers multiple ways of communicating:							
We ask families to indicate their preferred mode(s) of communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
We initiate conversations by phone or through e-mail, as needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
We create bulletin boards that are informative, up-to-date, and interactive (e.g., sign-ups)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
We provide written daily or weekly communication about the EL's activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
We pass journals or logs between home and school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
We send e-mail updates to families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
We use online technology to communicate with families (e.g., on the school website, in blogs about classroom activities, through photo-sharing sites, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
We encourage families to use online groups/listservs to communicate with one another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
We regularly share new photos of classroom activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Two-way communication (cont.)

Feature	Yes	Yes, but....	No	No, but....	Don't know	Not applicable	Comments, examples, sources of evidence
School environment is welcoming to families:							
We post and update information about staff (e.g., bios, background, photos, etc., on a bulletin board)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
We ensure that communications (written and verbal) are inclusive of all family constellations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
We schedule one-to-one enrollment sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
We offer an orientation session for families of ELs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
We provide interpreter services as needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
We translate written materials as needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
We provide child care for events or include younger and older siblings in activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
We invite all family members of ELs to events and activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
We require staff to wear nametags	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
We create a family directory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
We maintain an open-door policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
We post signs clearly showing classroom locations, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Signs and other forms of written print are in families' home languages and in English (e.g., we label classroom shelves, welcome signs, bulletin boards in multiple languages)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Reciprocal relationships. Our school and families benefit from shared resources and information. We invite families to share their unique knowledge and skills and encourage active participation in the life of the school. Teachers seek information about ELs’ lives, families, and communities and integrate this information into their curriculum and instructional practices.

Feature	Yes	Yes, but....	No	No, but....	Don't know	Not applicable	Comments, examples, sources of evidence
School encourages families to share their knowledge and skills:							
We provide a list of jobs and/or ideas for volunteer opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
We inventory parent skills and talents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Family skills, talents, and financial means are matched with school need	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
We host social/fun events and activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
We ask about an EL's life, family, and community (e.g., cultural, ethnic, and religious background and traditions; important people and pets; etc.) at enrollment and throughout the year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
We ask families for ideas for incorporating their language, culture, and community into the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
We encourage families to contribute knowledge, skills, talents, and materials (e.g., music, crafts, games, toys, books, clothing, photographs, etc.) to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
We integrate information about children's lives, families, and communities into:							
a. curriculum webs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. daily/weekly classroom schedules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. books, toys, posters, dramatic play, classroom props, photos, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. menus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Learning activities at home and in the community. Our school uses learning activities at home and in the community to enhance each EL's learning and encourage and support families' efforts to create a learning environment beyond the school.

Feature	Yes	Yes, but....	No	No, but....	Don't know	Not applicable	Comments, examples, sources of evidence
Our school provides resources to encourage learning at home:							
We provide literacy bags, lending library, etc., for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Learning ideas/activities/information are conveyed via our school and/or classroom newsletters, handouts, fact sheets, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
We provide information on free/low-cost community activities and resources that support learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Our school promotes learning activities in the community:							
We collaborate with community organizations to ensure responsiveness to the needs and interests of families and ELs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Staff attend community events and/or we invite the community organization to school events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
We provide adult classes/programs or referrals that support the parenting role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
We provide adult education (e.g., GED, ESL classes) and/or referrals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
We provide other support/social services and/or referrals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Family participation in school-level decisions and wider advocacy efforts. Our school invites families to actively take part in making decisions about plans and operations. We also invite families to advocate for EL education in the wider community.

Feature	Yes	Yes, but....	No	No, but....	Don't know	Not applicable	Comments, examples, sources of evidence
Families serve on school boards and committees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Staff offer information and training to help families learn about and prepare for advocacy efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
We inform family members about the need for advocacy (e.g., letter writing campaigns, visiting legislators, testifying before decision-making bodies, etc.) and encourage their participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

A comprehensive school-level system. Our school institutionalizes family engagement policies and practices and ensures that teachers, administrators, and other staff, receive the supports they need to fully engage families.

Feature	Yes	Yes, but....	No	No, but....	Don't know	Not applicable	Comments, examples, sources of evidence
Policies and practices are shaped by an overarching vision for the school:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Inclusive standards related to diversity, anti-bias, family engagement, etc., are reflected in:							
a. school policy, mission, and vision statement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. enrollment/orientation information and forms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. handbook, newsletter, and other communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. a structured or formal anti-bias and/or diversity curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e. ongoing PD addressing issues involved in working effectively with diverse families (e.g., cultural competence, anti-bias, communication skills, second language acquisition, immigration, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f. diverse teaching staff reflecting the community the school serves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

WESTERN MICHIGAN UNIVERSITY
Project ELATE Key Assessment

LS 6300 – Teaching Reading in a Diverse Society
Evaluation of Literacy and Diversity Resources (ELDRs Profile)
with **Family and Community Engagement Action Plan**

Description of the Assessment

The assessment is a comprehensive profile that reveals an in-depth analysis of one educational setting's responsiveness to issues of diversity related to literacy and language learning. The assessment consists of seven (7) sections: 1) demographic data about students, staff, teachers, and administrators noting the racial, gender, socio-economic, language, and special education percentages, 2) analysis of learning materials, resources, and configurations of learning environments (physical evidence) as it related to diverse learners (particularly ELs), 3) analysis of school wide diversity initiatives, policies, and/or mission statements (non-tangible evidence), 4) observations and critical incidents from the educational setting, 5) a final paper synthesizing the first four sections addressing connections between critical language, diversity and equity issues and the real life examples documented, 6) a professional development report that documents their own dispositions and growth during this semester-long process, and 7) *Family and Community Engagement Action Plan*.

Guidelines for ELDRs Profile and Family/Community Action Plan

(Directions given to candidates)

Seek permission from your current school or from a local school that will grant you access to complete this assignment. The ELDRs Profile will help you create a snapshot of the educational setting's responsiveness to issues of language diversity and learning. As you complete this assignment, be sure to model fair-mindedness and ethical behavior while working with school personnel and community members. The profile consists of the following seven (7) components, which will build upon one another throughout the semester. A detailed rubric will be provided.

- 1) ***Access demographic data about students, staff, teachers, and administrators noting the racial, gender, socio-economic, language, and special education percentages- as available for each category.*** This section must contain descriptive and numerical detail. Some of this information might be available on the school's website but you may need to meet with appropriate personnel to inquire further. Pay close attention to what information is and is not available. Demographic information should be presented in a clear, well-written narrative using bulleted lists and/or organizational charts when appropriate. Continue to build on and reflect on

this data as you engage with peers and course readings. You will reference this information as you integrate these findings into your final paper.

- 2) **Analyze learning materials, resources, and configurations of learning environments.** Observe and document (using notes, photos, artifacts, etc.) the kinds of physical resources (books, learning materials, videos, assistive technology, classroom configurations, etc.) intended to meet the needs of diverse learners. The library and regular classrooms are important spaces to consider as you think about designing a social environment that is low risk and supports/motivates student learning. Think about issues such as authors/illustrators, spatial configurations, identity of teachers and support staff, how and where groups of students learn, and whether variation and multiple materials are available. For example, are the materials in the school and library representative of cultures, languages, socioeconomic levels, family structures, etc. that are both diverse and relevant to current demographics? Pay particular attention to what is and is not available to students. Present this information in a clear, organized format with a detailed analysis of how the schools' resources, materials, and spaces are responsive to school and community needs. This section should end with a summary statement of key recommendations.

- 3) **Analyze school wide diversity initiatives.** Observe, and document (using notes, photos, artifacts, interviews, etc.) any policies and/or initiatives focused on connecting linguistic, academic, and cultural experiences between schools, students, and their families. These might be policies/initiatives that raise awareness, honor, explore, and serve diverse learners, families, and communities. They might be rules that do the opposite and disadvantage diverse learners, families, and communities. For example, how are parents invited to participate in their child's education? What kinds of relationships are built between schools, teachers, families, and communities? How do teachers communicate with families and communities? If there is no information available on a policy or rule, based on what you've discovered analyze why this is so. Present your findings in a clearly written, detailed narrative and include artifacts (when appropriate). This section should end with a summary statement of key recommendations that demonstrate your understandings of how to advocate for equity and social justice and how issues of diversity may strengthen literacy learning and our literate society.

- 4) **Collect observations and critical incidents from the school setting.** In order to understand how issues of diversity intersect with literacy learning, you will collect approximately 30 – 60 minutes of notes during each week in a natural setting in the school. Observational notes and/or discussions with others should take place in your own classroom or in the educational setting that you are profiling for the assignment. Your observations should be

holistic as you observe and record how issues of diversity interact with literacy learning in your setting. Let the weekly course readings guide your inquiries. Some examples of what you might notice include how students are engaging in learning, whether or not families are engaged, where special education classes are held, how students talk with others, how interactions begin and end, what power relations exist, how language is used, what social dynamics are taking place, and any cultural, racial, linguistic, or other artifacts that are relevant to these observations. After collecting your key incidents and/or observations, be sure to write at least one page of reflection on what you gathered that week. Bring these to class every week for discussion.

You will be supported during the analysis of your observations during class time. This section of your portfolio should culminate with the selection of 3 or 4 critical issues along with examples that you will use to connect your profile data and observations to theory and research studied in this course. This may be completed in the form of lists, tables, and/or narrative format; however, the themes and incidents must be clearly identifiable with examples. Class time will be given to support this process.

- 5) **Your final paper** should be a well-written, thoughtful synthesis of the above four sections. The paper should demonstrate your ability to make connections between what you have learned in the course about teaching reading/literacy in a diverse society and understandings of the ways in which diversity influences literacy practices of students in the setting you profiled, as well as in other diverse settings. You should be able to draw inferences and make some general recommendations for other settings based on what you have found. Your paper should briefly summarize the findings in sections 1 – 4 followed by clear and specific recommendations in the following areas:
 - a) How to design/configure classrooms and social learning environments that encourage positive and appropriate interactions with others.
 - b) How to plan for positive social learning environments that motivate diverse learners.
 - c) How to advocate for the value and power of literacy both in school and out of school.
 - d) How to interact with and engage families from diverse backgrounds
 - e) How to provide leadership and engage communities and families in literacy education

** Final paper should be approximately five (5) pages, double-spaced, 12 pt. font, 1" margins, and APA format.

- 6) **Report on professional development** should include:
 - a) A brief reflection on how you worked with school personnel, collected

data, and came to your conclusions/recommendations. What did you learn from creating this ELDR profile? This reflection should be approximately one page and will also include the brief survey handed out in class.

b) Include a reflection on how the book club and professional development presentation went. What went well? What would you change? What did you learn about yourself, both professionally and personally?

7) **Family & Community Engagement Action Plan:** Create an action plan that provides details about your PLAN to carry out the following nationally recommended practices for engaging families and communities. Be sure that your plans are approved by your administrator for implementation within the next six months. You will need to provide a *letter of support from your administrator* that the plan you submit here will be part of scheduled plans for the upcoming year.

- Every family coming into the school or interacting with school personnel feels welcome.
- Families and school staff engage in regular, two-way, meaningful communication about student learning.
- Families and school staff are equal partners in decisions that affect children and work together to create policies, practices, and programs.
- Families and school staff continuously collaborate to support students' learning and healthy development, both at home and at school.
- Families and school staff are connected to expanded learning opportunities, community services, and civic participation.
- Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

Rubric for ELDRs Profile and Family & Community Engagement Action Plan

Criteria	Exceeds Expectations (3)	Meets Expectations (2)	Does Not Meet Expectations (1)
Every family coming into the school or interacting with school personnel feels welcome.	Multiple and meaningful evidence that demonstrates a welcoming environment and opportunities to interact with families in the school.	A minimum of two clear opportunities that demonstrate a welcoming environment and opportunities to interact with families in the school.	Little or no evidence to demonstrate a welcoming environment and opportunities to interact with families in the school.
Families and school staff engage in regular, two-way, meaningful communication about	Multiple and meaningful forms of evidence for regular, two-way, meaningful	A minimum of two clear examples of two-way, meaningful communication about	Little or no evidence of regular, two-way, meaningful communication about

student learning.	communication about student learning.	student learning.	student learning.
Families and school staff are equal partners in decisions that affect children and work together to create policies, practices, and programs.	Multiple opportunities for families to participate as equal partners in decisions that affect children and work together to create policies, practices, and programs.	A minimum of two examples of opportunities for families to participate as equal partners in decisions that affect children and work together to create policies, practices, and programs.	Little or no opportunities for families to participate as equal partners in decisions that affect children and work together to create policies, practices, and programs.
Families and school staff continuously collaborate to support students' learning and healthy development, both at home and at school.	Multiple opportunities are planned that allow families and school staff to continuously collaborate to support students' learning and healthy development, both at home and at school.	A minimum of two opportunities are planned that allow families and school staff to continuously collaborate to support students' learning and healthy development, both at home and at school.	Little or no opportunities are planned that allow families and school staff to continuously collaborate to support students' learning and healthy development, both at home and at school.
Families and school staff are connected to expanded learning opportunities, community services, and civic participation.	Multiple opportunities are planned to connect families to expanded learning opportunities, community services, and civic participation.	A minimum of two opportunities are planned to connect families to expanded learning opportunities, community services, and civic participation.	Little or no opportunities are planned to connect families to expanded learning opportunities, community services, and civic participation.
Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.	Multiple forms of evidence to demonstrate that families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.	A minimum of two forms of evidence to demonstrate that families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.	Little or no evidence to demonstrate that families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

Project ELATE Position Descriptions for Key Personnel

Principal Investigator and Project Director (25%)

Dr. Maria Selena Protacio, Associate Professor of Literacy Studies, will serve as **Principal Investigator and Project Director**. Dr. Protacio holds a Ph.D. in Curriculum, Instruction, and Teacher Education with a language and literacy emphasis from Michigan State University and an M.Ed. in Teaching, Learning, and Teacher Education from the University of Nebraska-Lincoln. Prior to earning her graduate degrees, she worked as an English teacher in the Philippines, which is her native country. Dr. Protacio has expertise as both a researcher and teacher educator in the fields of literacy and ESL instruction. She spearheaded the development and state approval of the WMU ESL endorsement program and MA TESOL program. Dr. Protacio also previously worked on a project focused on increasing the collaboration between ESL professionals and mainstream teachers to improve instruction for ELs in two urban high schools. Her more recent work focuses on improving parental and family engagement of immigrant families in U.S. schools. Dr. Protacio is currently leading a funded project focusing on the development of a reading motivation assessment specifically for ELs. She is a Michigan Department of Education (MDE) English Learner Advisory Committee member and recently served on the MDE committee revising the standards for the preparation of ESL teachers. Dr. Protacio also serves as co-editor of the international, peer-reviewed journal *Reading Horizons*.

Dr. Protacio will oversee the entire PD project. She will plan and coordinate the delivery of the ESL program. She will also provide the coordination of the curriculum, project goals, project activities, and project evaluation to ensure the fidelity of program implementation. As Project Director, she will be in charge of the financial matters pertaining to the grant and will be

the investigator reporting to the federal grant officer. She will also be the one responsible for annual reports.

Co-Principal Investigator and Project Co-Director (12.5%)

Dr. Susan V. Piazza, Professor of Literacy Studies, will serve as **Co-PI and Co-Director** and holds a doctorate in Reading, Language, and Literature with a minor in Curriculum and Instruction from Wayne State University. Dr. Piazza has studied language and literacy education in Canada, in U.S., and briefly in China. Her leadership and research supports in-service and pre-service teachers to become more culturally and linguistically competent in K-12 settings. She is currently completing her role as PI and Director of the Title II, Part A(3) Improving Teacher Quality (ITQ) Competitive Grants Program in Michigan for improving culturally responsive early literacy practices in Southwest Michigan. She served as lead consultant and director of PD projects for multiple high needs LEAs in Michigan, Illinois, and Indiana over the past ten years. Previously, Dr. Piazza served as the Director of the WMU McGinnis Reading Center and Clinic and was fiscally responsible for an endowment of over one-million dollars and handled budgets, reporting, and general operations, which included family and community engagement planning.

As Project Co-Director, Dr. Piazza will co-plan and coordinate the delivery of program activities and project goals. She will also serve as the liaison for partnering LEAs and the external evaluators. Dr. Piazza will assist the Project Director with financial planning and implementation as well as with the reporting and dissemination of the project's results.

Co-Principal Investigator and Curriculum Director (12.5%)

Dr. Virginia David, Assistant Professor of TESOL, will serve as **Co-PI and Curriculum Director** for the project. Dr. David received her B.A. in English from Universidade

Federal do Espírito Santo, in Brazil, her native country. She has an MA TESOL degree from the University of Illinois at Urbana-Champaign and a Ph.D. in Second Language Studies from Michigan State University. She has taught ESL for thirteen years, both in the U.S. and Brazil, and she has trained teachers to teach ESL in K-12 settings for the past five years. Dr. David also worked on a U.S. government grant program awarded to the University of Duhok, in Iraq, and Michigan State University, in an effort to improve the Iraqi university's ESL curriculum. In this role, she was responsible for training Iraqi faculty and for advising them on revising their ESL curriculum. In addition, Dr. David, along with Dr. Protacio, designed the curriculum proposal for WMU's MA TESOL program, which was approved in early 2016. Currently, she designs and teaches the courses in the ESL endorsement and MA TESOL programs. Dr. David also recently served on MDE's committee to revise the bilingual education standards for Michigan.

As Curriculum Director, Dr. David will be in charge of revising and improving the curriculum materials for the ESL endorsement program. She will also be the one in charge of co-planning and coordinating field experiences. To ensure students' success in earning their ESL endorsement, Dr. David will offer MTTC study sessions. She will also assist with the implementation and improvement of key course assessments.

Co-Principal Investigator and Family and Community Engagement Director (12.5%)

Dr. Hsiao-Chin Kuo, Assistant Professor of Literacy Studies, will serve as **Co-PI and Family and Community Engagement Director**. Dr. Kuo holds a Ph.D. in Literacy, Culture, and Language Education from Indiana University and an MA TESOL degree from the Ohio State University. She has a strong record of research and service that focuses on family and community engagement. Dr. Kuo has taught teacher training courses both in Taiwan and the U.S. Dr. Kuo's research emphasizes understanding the challenges and needs, language and literacy

practices, and funds of knowledge of immigrant children and families, as well as teachers' disposition and practices of working with ELs and families. With that same research emphasis, she has successfully served as PI and Director of two internally funded grants at WMU.

As the Family and Community Engagement Director, Dr. Kuo will serve as a liaison to community partners. She is also responsible for coordinating and supervising systemic parental, family, and community engagement project activities and key course assessments related to Competitive Preference Priority 2.

Lead Evaluator and Co-Evaluator

Mr. Cody Williams, Research Associate at Science and Mathematics Program Improvement (SAMPI), Western Michigan University (WMU), will serve as **Lead Evaluator**. Mr. Williams holds an M.S. in Biology and is currently completing a Ph.D. in Science Education (expected Summer 2017). He has worked with SAMPI as a graduate assistant and research associate since 2011. Mr. Williams has served on the evaluation teams for several projects funded by the National Science Foundation (NSF) and MDE. Past projects that included teacher PD components are an NSF TUES III, NSF WIDER, GK-12, several Michigan Mathematics and Science Partnership (MSP) projects, the MDE ITQ Competitive Grants Program Title IIA project, and WMU's Woodrow Wilson Fellows project. One project led to the development of two instruments for measuring changes in instructional practices and postsecondary departmental climate. Mr. Williams specializes in educational evaluation, research, and assessment. Publications include scholarly papers (e.g. *Science & Education*), project-specific evaluation reports, and conference papers (e.g., American Evaluation Association).

Dr. Mark Jenness is a Senior Researcher at SAMPI, and will serve as **Co-Evaluator**. Dr. Jenness has been a program evaluator for 25 years and has a master's and Ph.D.

in educational leadership from WMU. He currently serves as a lead investigator in statewide and local educational improvement efforts, including the evaluation of the Michigan ITQ Title IIA(3) Competitive Grants Program. He has been an evaluator of several USDOE Michigan Math-Science Partnerships, lead evaluator of a NASA-JPL Mars Exploration Public Engagement Program, and evaluator of the NSF Michigan Louis Stokes Alliance for Minority Participation. He specializes in program evaluation and research in teacher PD, curriculum, instruction, assessment, science and environmental education, and technology education. Dr. Jenness has been a consultant on numerous curriculum, instruction, and assessment projects including for NSF, MDE, Annenberg Foundation, Kellogg Foundation, and Detroit Public Schools.

As evaluators, Mr. Williams and Dr. Jenness will design and refine the evaluation plan. They will prepare data collection instruments and set procedures. With the support of SAMPI personnel, they will encode the data and conduct data analysis. The evaluators will also prepare reports and materials and share this data with the management team for dissemination.

Graduate Research Assistants

Two graduate students will be hired to work for Project ELATE. One GA will be primarily responsible for providing support in terms of data collection, data storage, and data analysis through the project duration. The graduate assistant will also help with recruitment of new pre-service and in-service participants. The graduate assistant will also provide support to the faculty who are teaching the courses. Finally, the graduate assistant will help support project team members in analyzing data in preparation for conference presentations and manuscript submissions.

The second GA will be responsible for helping organize (in terms of logistics, materials, etc.) the annual education conference, Family/Community Engagement PD Symposium, and parent engagement activities.

Desired qualifications for GAs include the following: (a) doctoral level student or MA student with at least 15 credits completed, (b) majoring in TESOL or literacy; (c) at least 3 years teaching experience in K-12 settings; (d) experience working in linguistically and culturally diverse settings; and (e) evidence of strong organizational skills.



DEPARTMENT OF HEALTH & HUMAN SERVICES

Program Support Center
Financial Management Portfolio
Cost Allocation Services

1301 Young Street, Room 732
Dallas, TX 75202
PHONE: (214) 767-3261
FAX: (214) 767-3264
EMAIL: CAS-Dallas@psc.hhs.gov

December 15, 2016

Betty McKain
Director, Office of Grants and Contracts
Western Michigan University
1903 W Michigan Ave
Kalamazoo MI 49008-5425 USA

Dear Ms. McKain:

A copy of an indirect cost rate agreement is being sent to you for signature. This provisional agreement reflects an understanding reached between your organization and a member of my staff concerning the rate(s) that may be used to support your claim for indirect costs on grants and contracts with the Federal Government.

Please have the agreement signed by an authorized representative of your organization and return to me by email, retaining the copy for your files. Our email address is CAS-Dallas@psc.hhs.gov. We will reproduce and distribute the agreement to the appropriate awarding organizations of the Federal Government for their use.

An indirect cost proposal, together with the supporting information, is required to substantiate your claim for indirect cost under grants and contracts awarded by the Federal Government. Thus, your next proposal based on actual costs for the fiscal year ending 6/30/2020 is due in our office by 12/31/2020. Please submit your next proposal electronically via email to CAS-Dallas@psc.hhs.gov.

Sincerely,

Arif M.

Karim -A

Arif Karim

Director

Cost Allocation Services

Digitally signed by Arif M. Karim -A
DN: c=US, o=U.S. Government, ou=HHS,
ou=PSC, ou=People, cn=Arif M. Karim -A
09.2342.19200300.1001.1=201612150955
Date: 2016.12.15 15:17:57 -0600

Enclosures

PLEASE SIGN AND EMAIL A COPY OF THE RATE AGREEMENT

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1386007327A1

DATE:12/15/2016

ORGANIZATION:

Western Michigan University
 1903 W. Michigan Avenue
 3080 Admin. Bldg, MST 5203
 Kalamazoo, MI 49008-

FILING REF.: The preceding
 agreement was dated
 04/02/2013

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

SECTION I: Facilities And Administrative Cost Rates

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2015	06/30/2017	51.00	On Campus	Orgn. Research & Inst.
PRED.	07/01/2013	06/30/2017	24.00	On Campus	Other Sponsored Act.
PRED.	07/01/2013	06/30/2017	24.00	Off Campus	All Programs
PRED.	07/01/2017	06/30/2021	51.00	On Campus	Orgn. Research & Inst.
PRED.	07/01/2017	06/30/2021	24.00	On Campus	Other Sponsored Act.
PRED.	07/01/2017	06/30/2021	24.00	Off Campus	All Programs
PROV.	07/01/2021	Until Amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2021.

*BASE

ORGANIZATION: Western Michigan University

AGREEMENT DATE: 12/15/2016

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

ORGANIZATION: Western Michigan University

AGREEMENT DATE: 12/15/2016

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

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

TREATMENT OF PAID ABSENCES

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

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

Equipment Definition -

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

FRINGE BENEFITS:

FICA

Retirement

Disability Insurance

Worker's Compensation

Life Insurance

Health Insurance

Tuition Remission

Dental Insurance

Unemployment Insurance

Employee Assistance Program

Wellness Program

Applicability of Rates: Western Michigan University School of Medicine
(EIN:45-4135256).

Per 2 CFR 200.414(g) - A rate extension has been granted.

Your next proposal based on actual costs for the fiscal year ending 06/30/2020 is due in our office by 12/31/2020.

ORGANIZATION: Western Michigan University

AGREEMENT DATE: 12/15/2016

SECTION III: GENERAL

A. LIMITATIONS:

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

B. ACCOUNTING CHANGES:

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

C. FIXED RATES:

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

D. USE BY OTHER FEDERAL AGENCIES:

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

E. OTHER:

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

BY THE INSTITUTION:

Western Michigan University

(INSTITUTION)

(b)(6)

(SIGNATURE)

Patti Van Walbeek

(NAME)

Assistant Treasurer

(TITLE)

12-20-16

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Arif M. Karim -A

Digitally signed by Arif M. Karim -A
DN: c=US, o=U.S. Government, ou=HHS,
ou=PSC, ou=People, cn=Arif M. Karim -A,
0.9.2342.19200300.100.1.1=2000212895
Date: 2016.12.16 15:17:01 -0500

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

12/15/2016

(DATE) 5062

HHS REPRESENTATIVE: Matthew Dito

Telephone: (214) 767-3261

COMPONENTS OF PUBLISHED F&A COST RATE

INSTITUTION: WESTERN MICHIGAN UNIVERSITY
FY COVERED BY RATE: JULY 1, 2017 through JUNE 30, 2021
APPLICABLE TO: ORGANIZED RESEARCH

RATE COMPONENT:	<u>ON CAMPUS</u>	<u>OFF CAMPUS</u>
Building Depreciation	6.9	
Equipment Depreciation	1.7	
Interest	2.9	
Operation & Maintenance	14.8	
Library	0.7	
Administration	<u>24.0</u>	<u>24.0</u>
TOTAL	<u>51.0</u>	<u>24.0</u>

CONCURRENCE:

WESTERN MICHIGAN UNIVERSITY

(Institution)

(b)(6)

(Signature)

Patti Van Walbeck

(Name)

Assistant Treasurer

(Title)

12-20-16

(Date)

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

USDE NPD Grant Program – October 1, 2017 – September 30, 2022
Project English Learners and Teacher Education (ELATE)

Budget Justification**1. Personnel**

Dr. Maria Selena Protacio, will serve as Principal Investigator. She will commit 25% of her academic year time (one course buyout each semester) each project year. This equals 25% of her AY salary. She will also work one month during the summer each project year (equal to 12.5% of her academic year salary). An estimated increase of 3% is included for years 2-5 of the project for WMU annual adjustments.

Dr. Protacio's primary responsibility is to plan and coordinate the delivery of the professional development program. She will also provide coordination among the various components of the PD program. Dr. Protacio will also be the one reporting to the grant officer, and she will be in charge of financial matters.

Dr. Susan Piazza, will serve as co-Principal Investigator. She will commit 12.5% of her academic year time (one course buyout each academic year) each project year. This equals 12.5% of her AY salary. She will also work one month during the summer each project year (equal to 12.5% of her academic year salary). An estimated increase of 3% is included for years 2-5 of the project for WMU annual adjustments.

Dr. Piazza will be responsible for co-coordinating the activities of the program, particularly those involving the partnering LEAs as she will serve as the liaison for partnering LEAs. She will also assist the PI with financial planning and implementation as well as reporting and dissemination.

Dr. Virginia David, will serve as co-Principal Investigator and as Curriculum Director. She will commit 12.5% of her academic year time (one course buyout each academic year) each project year. This equals 12.5% of her AY salary. She will also work one month during the summer each project year (equal to 12.5% of her academic year salary). An estimated increase of 3% is included for years 2-5 of the project for WMU annual adjustments.

Dr. David will be responsible for revising/improving curriculum materials, co-planning and coordinating the field components of the participants, offering MTTC study sessions,

ensuring fidelity of program implementation, supervising/supporting course instructors, and assisting with design/implementation of key project assessments.

Dr. Hsiao-Chin Kuo, will serve as co-Principal Investigator and as Family and Community Engagement Director. She will commit 12.5% of her academic year time (one course buyout each academic year) each project year. This equals 12.5% of her AY salary. She will also work one month during the summer each project year (equal to 12.5% of her academic year salary). An estimated increase of 3% is included for years 2-5 of the project for WMU annual adjustments.

Dr. Kuo will be responsible for coordinating systemic parental, family, and community engagement activities throughout the grant activities.

A graduate assistant will work on the project for 15 hours each week during the academic year and one summer session each project year. This graduate assistant will receive a stipend each academic year and summer session and will be responsible for providing support in terms of data collection, data storage, and data analysis through the project duration. The graduate assistant will also help with recruitment of new pre-service and in-service participants. The graduate assistant will also provide support to the faculty who are teaching the courses. Finally, the graduate assistant will help support project team members in analyzing data in preparation for conference presentations and manuscript submissions.

A graduate student assistant will work, on an hourly basis, on the project for 15 hours each week during the academic year and one summer session in project years 2-5. This graduate assistant will be paid \$15/hour (with 2 percent increases each year) and will be responsible for helping organize (in terms of logistics, materials, etc.) the annual education conference, Family/Community Engagement PD Symposium, and parent engagement activities.

Costs for the project management team including graduate assistants is \$65,901 in year 1, \$79,607 in year 2, \$82,403 in year 3, \$86,281 in year 4, and \$88,655 in year 5.

Dr. Mark Jenness and Mr. Cody Williams of Science and Mathematics Program Improvement (SAMPI) will serve as project evaluators. Mr. Williams will commit .25 FTE while Dr. Jenness will commit .04 FTE. They will be responsible for designing the evaluation plan, preparing data collection instruments and procedures, preparing reports and materials for dissemination, and sharing evaluation data with the management team. They will be supported

by SAMPI personnel, which include 2 research assistants who will work .2 FTE in years 1-3, and .16 FTE in years 4-5 as well as a project management staff who will work .11 FTE throughout the duration of the grant.

Personnel costs for the evaluators and their support staff is \$41,488 in year 1, \$42,966 in year 2, \$42,613 in year 3, \$39,396 in year 4, and \$40,792 in year 5.

Total costs for personnel are \$107,389 in year 1, \$122,573 in year 2, \$125,016 in year 3, \$125,677 in year 4, and \$129,447 in year 5.

2. Fringe Benefits

Fringe benefits for Protacio's, Piazza's, David's, and Kuo's AY time as well as SAMPI personnel FY time is based on WMU's full fringe rate for federal grants of 50.4% in year one with estimated 0.9 percentage point increases in years 2-5. Fringe benefits for Protacio's, Piazza's, David's, and Kuo's, summer time are based on WMU's summer faculty rate (FICA and retirement) for federal grants of 24.9% in year one with estimated 0.4 percentage point increases in years 2-5. The graduate assistant and hourly graduate student assistant are exempt from fringe as enrolled students.

Fringe costs amount to \$40,468 in year 1, \$43,795 in year 2, \$ 45,241 in year 3, \$45,746 in year 4, and \$47,902 in year 5.

3. Travel

\$1873 is requested in years 1 and 4, and \$1,338 is requested in years 2, 3, and 5 for management team members for mileage traveling to partner sites. Project team members will travel to partner LEA sites for pre-and-post classroom observations for both participants and control group members as well as attendance at family and community engagement activities. More mileage is requested in years 1 and 4 since there are more IST participants. Project team members would need to make additional visits to for pre-and post-classroom observations as well as attendance at family and community engagement events. Additional mileage for travel for the evaluation staff amount to \$700 each year in order for them to collect data. The average distance to partner LEAs is 30.5 miles. Total travel in terms of mileage for both management staff and evaluation team members amount to \$2,573 in years 1 and 4, and \$2,038 in years 2, 3, and 5.

\$6,000 is requested in years 2, 3, 4, and 5 for project team members to travel to conferences to disseminate findings (\$1500 per management team member). Project ELATE members plan to present these findings at the MITESOL conference, TESOL national conference, the Literacy Research Association conference, and the American Educators Research Association annual conference, among others. Funding from other sources (WMU departmental, college, and university travel funds) will be used to maximize conference participation to disseminate Project ELATE findings.

\$3000 is requested each year for the Principal Investigator and Co-Director to travel to Washington, DC for the annual grant meeting. Current airfare for September from Kalamazoo, MI to Washington, DC is approximately \$380.00-\$400.00 per person. Hotel rooms are approximately \$200/night (plus taxes and fees) and it is estimated the directors will be there for 3 nights. Per diem for Washington D.C. is \$69/day.

4. Equipment

NA

5. Supplies

\$3,000 is requested in years 1-4 for supplies (e.g., paper, copier toner, printer toner, writing materials) for recruitment and evaluation activities. In year 5, the amount requested is lowered to \$2,000 since recruitment activities will be reduced or eliminated in these years. These funds will also be used to support participants' supplies for their family and community engagement activities (printing costs, games, markers, handouts).

\$2,000 is requested in years 1-3 to purchase 15 video recording devices (5 per year) for participants to record their classroom practices for feedback sessions from their course instructor and a coach. These recorded videos will also be used to document their fieldwork component for the TEL 6210 and TEL 6310 classes. Since GoReact (see below) will be used and smartphones and iPads can be used, only 15 units will be purchased and loaned to participants who do not have their own devices or who have devices with limited storage. Since technological advances are made so quickly, these units will also be staggered in terms of purchasing to ensure there will be access to the latest technology. The budgeted amount is based on current rates of \$329 for an Apple 9.7 inch, 32 GB iPad with wi-fi capabilities and a smart cover for \$39.00 (before taxes).

\$200 is requested in year one and \$1000 is requested in year two for data storage and back-up (external hard drives and flash drives). The external hard drives will be used to back up all of the data throughout the project duration. Current rates are \$16.99 for a SanDisk Cruzer Fit 32GB USB 2.0 flash drive, \$59.99 for a Seagate 2TB external hard drive, \$109.99 for a Seagate 4TB external hard drive and (before taxes). In year 1, four flash drives will be purchased for data storage while two 2TB external hard drives will be purchased for data storage. In year 2, approximately four additional flash drives, two additional 2 TB external hard drives, and seven 4TB external hard drives will be purchased for data storage for the duration of the project.

\$9,000 is requested in year 2 to purchase 13" MacBook Pro laptops and cases for the management team and graduate assistants (one laptop to be shared by graduate assistants). These laptops are necessary for presenting at informational sessions to recruit cohort members for years 2-5, for presenting at the ESL annual conference and Family/Community Engagement PD sessions, for synchronous data analysis sessions, and for presenting at external conferences during the dissemination phase of the study.

6. Contractual

NA

7. Construction

NA

8. Other

\$5,000 is requested each year for a one-day annual ESL conference. These funds will be used to pay for renting a venue, materials for participants, and light refreshments. Current rates for renting one of the possible venues for the conference is \$2,380 (\$1100 for the ballroom and \$160/each for 8 breakout rooms).

\$1720 is requested in year 1, \$1000 is requested in years 2, 3, and 5, and \$1680 in year 4 to pay for in-service participants' subscriptions for GoReact. Forty-three subscriptions will be purchased in year 1, 42 in year 4, and 25 during the other years. Each subscription costs \$19.99 per semester and participants will need the subscription for 2 semesters.

\$6600 is requested in year 1, \$6400 in year 4, and \$4500 is requested in years 2, 3, and 5 to pay for instructional coaches. These coaches will provide detailed feedback on recorded classroom observations of cohort participants using the GoReact software. They will then attend

class sessions to provide small group feedback on the observations. Coaches will provide feedback for **four** recorded observations for each cohort. It is estimated that a coach will spend 1-1.5 hour per participant in watching the video and providing detailed feedback. Approximately ten to twelve extra hours are budgeted for the coaching debriefs. ESL coaches would be paid \$30/hour.

\$7500 is requested each year for consultants and guest speakers for the ESL annual conference and other grant activities. These funds will be used to ensure that nationally recognized speakers can be invited to serve as keynote speakers for the ESL annual conference. Funds will also be used to provide transportation and lodging for guest speakers.

\$1500 is requested each year for the Family and Community Engagement PD symposium. These funds will be used for printing costs for participants' posters which will be presented at the symposium as well as other materials participants may need to ensure the success of their presentations.

\$3000 is requested each year for translation and interpretation services for family engagement events. The funds will be used for interpreters to be present at family engagement events that participants will plan and execute to ensure better communication and attendance from immigrant families. These funds will also cover the mileage for interpreters to attend the events (if the event is more than 15 miles away). These funds will also pay for translations for participants if they want to send information in their class newsletters in students' native languages. Current translation costs are at 10 cents per word. In-person interpreting services range from \$35-45/hour. Bulk interpreting services (50 hours) will be contracted to obtain an additional 15% discount off these rates. Languages available for interpretation are Spanish, Arabic, and Burmese (which are the top languages represented within our partner LEAs).

\$1280 is being requested every year to pay for incentives for pre-service teachers and in-service teachers to serve in the control group. Eleven PSTs will be recruited each year to serve as the control group. They will be paid \$30 to take the content knowledge assessment that Project ELATE PSTs will complete. Meanwhile, twelve ISTs will be recruited each year to serve as the control group in terms of content knowledge. They will be paid \$50 to take the content knowledge assessment that Project ELATE ISTs will complete. Finally, seven ISTs will be recruited each year to serve as a comparison group for classroom practice. Those who agree to

serve in the comparison group will be observed by management team and evaluation team members and evaluated using the SIOP. Comparison group ISTs will be compensated \$50.

\$700 is requested in each of years 2-5 for a project data management/analysis system. These funds will pay for a data management system, such as Dedoose, wherein the research team can all have access to the data and all engage in the data analysis process. Subscription costs for Dedoose is \$8.95/month if there are six or more users. The amount would all six subscriptions to be purchased for management and evaluation team members plus an additional subscription to be purchased for half a year as needed (e.g., for RAs to help with encoding data in some months).

\$9,324 is requested in year one to cover 16 credits of graduate tuition for the graduate assistant. The tuition rate is calculated at WMU's current graduate rate with estimated 5 percent increases each year.

9. Total Direct Costs

\$517,526 is requested in year one, \$495,076 in year two, \$500,820 in year three, \$510,230 in year four, and \$506,958 in year five in total direct costs.

10. Indirect Costs

\$83,320 is requested in facilities and administration costs at the RFP limited 8% rate on modified total direct costs. This total includes \$14,874 for year 1, \$17,351 for year 2, \$16,862 in year 3, \$17,044 in year 4, and \$17,189 in year 5. The indirect costs are calculated on the modified total direct costs for each budget year (total direct costs minus training stipends and graduate assistant tuition).

11. Training Stipends and Participant Support Costs

\$1,401,174 is requested for student tuition for program trainees. This total includes \$312,572 for year 1, \$262,300 for year 2, \$273,665 in year 3, \$277,980 in year 4, and \$274,657 in year 5. WMU's Extended University Program's regular tuition rate is currently \$617.43/credit hour. The CEHD is offering a 25% scholarship for the IST cohort, which makes the tuition \$463.07/credit hour for year 1. Project ELATE will cover 15 credits for teachers in the regular IST cohort. Meanwhile, Calhoun County teachers are eligible for a scholarship which will cover tuition for 17 credits at the regular rate. Project ELATE will cover the remaining 7 credits for the Calhoun County teachers in years 1 and 4. Finally, PSTs will enroll in 9 credits at the regular

graduate rate (so these courses can be credited towards their post-baccalaureate ESL endorsement program), and Project ELATE will cover this tuition expense.

In sum, during Year 1, there will be 2 in-service cohorts (a cohort of 25 and a cohort of 18) and one preservice cohort of 11. In year 4, there will be an in-service cohort of 25 and another in-service cohort of 17. In Years 2, 3, and 5, there will be a cohort of 25 in-service teachers and a cohort of 11 pre-service teachers.

\$9,700 is requested in year, \$8400 is requested in year 4, and \$6100 is requested in years 2, 3, and 5 for book allowances for participants. In-service teachers will receive \$200 in book allowances throughout the program while pre-service participants will receive a \$100 book allowance.

12. Total Costs Requested from the Sponsor

Total costs for the project over five years are \$2,613,930. This includes \$532,400 for year 1, \$512,427 for year 2, \$517,682 in year 3, \$527,274 in year 4, and \$524,147 in year 5.