

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



APPLICATION FOR GRANTS
UNDER THE

NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM

CFDA # 84.365Z

PR/Award # T365Z170223

Grants.gov Tracking#: GRANT12392317

OMB No. , Expiration Date:

Closing Date: Apr 24, 2017

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Standard Budget Sheet (ED 524)	e6
3. Assurances Non-Construction Programs (SF 424B)	e8
4. Disclosure Of Lobbying Activities (SF-LLL)	e10
5. ED GEPA427 Form	e11
Attachment - 1 (EdGEPA4271006200714)	e12
6. Grants.gov Lobbying Form	e15
7. Dept of Education Supplemental Information for SF-424	e16
Attachment - 1 (EdSupplement_NonExempt1006200742)	e17
8. ED Abstract Narrative Form	e21
Attachment - 1 (EdAbstract1006200743)	e22
9. Project Narrative Form	e23
Attachment - 1 (ProjectNar1006200744)	e24
10. Other Narrative Form	e68
Attachment - 1 (OtherNarrative_LOS1006200749)	e69
Attachment - 2 (OtherNarrative_KeyPersonnel1006200748)	e78
Attachment - 3 (OtherNarrative_IDC1006200718)	e83
Attachment - 4 (OtherNarrative_Appendix1006200734)	e87
11. Budget Narrative Form	e126
Attachment - 1 (EDBudgetNarrative1006200715)	e127

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

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: 04/24/2017	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
B. APPLICANT INFORMATION:		
* a. Legal Name: The Regents of the University of California		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 956006142	* c. Organizational DUNS: 627797426	
d. Address:		
* Street1: 245 University Office Building	Street2: University of California, Riverside	
* City: Riverside	County/Parish: Riverside	
* State: CA: California	Province: <input type="text"/>	
* Country: USA: UNITED STATES	* Zip / Postal Code: 92521-0217	
e. Organizational Unit:		
Department Name: Sponsored Programs	Division Name: Research & Economic Dev	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text"/>	* First Name: Karen	
Middle Name: S	* Last Name: Garcia	
Suffix: <input type="text"/>	Title: Senior Grant & Contract Officer	
Organizational Affiliation: The Regents of the University of California		
* Telephone Number: 951-827-3692	Fax Number: 951-827-4483	
* Email: karen.garcia@ucr.edu		

Application for Federal Assistance SF-424

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

S: Hispanic-serving Institution

Type of Applicant 2: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

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:

NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM

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

Add Attachment

Delete Attachment

View Attachment

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

Project Adelante Moving Forward

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,728,950.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,728,950.00"/>

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

a. This application was made available to the State under the Executive Order 12372 Process for review on

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number:

Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:

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

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

Name of Institution/Organization

The Regents of the University of California

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	138,379.00	142,878.00	147,164.00	151,963.00	167,086.00	747,470.00
2. Fringe Benefits	51,113.00	52,690.00	54,271.00	55,948.00	58,968.00	272,990.00
3. Travel	12,500.00	12,500.00	12,500.00	12,500.00	12,500.00	62,500.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	46,000.00	41,000.00	37,000.00	30,000.00	30,000.00	184,000.00
6. Contractual	122,000.00	122,000.00	121,000.00	121,000.00	121,000.00	607,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	13,050.00	12,050.00	11,050.00	11,050.00	23,050.00	70,250.00
9. Total Direct Costs (lines 1-8)	383,042.00	383,118.00	382,985.00	382,461.00	412,604.00	1,944,210.00
10. Indirect Costs*	30,643.00	30,649.00	30,639.00	30,597.00	33,008.00	155,536.00
11. Training Stipends	135,600.00	135,960.00	136,331.00	136,713.00	84,600.00	629,204.00
12. Total Costs (lines 9-11)	549,285.00	549,727.00	549,955.00	549,771.00	530,212.00	2,728,950.00

***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: 07/01/2013 To: 06/30/2019 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): DHHS

The Indirect Cost Rate is 8.00%.

(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 # T365Z170223

Name of Institution/Organization The Regents of the University of California	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	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Karen S Garcia	Senior Grant & Contract Officer
APPLICANT ORGANIZATION	DATE SUBMITTED
The Regents of the University of California	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="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="English Language Acquisition State Grants"/> CFDA Number, if applicable: <input type="text" value="84.365"/>
--	--

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

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

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

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1:

* 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.

EdGEPA4271006200714.pdf

Add Attachment

Delete Attachment

View Attachment

GEPA STATEMENT

Section 427

The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age.

Project Adelante Moving Forward/ PI – Linda Navarrette

University of California at Riverside

The University of California at Riverside recognizes that in employment certain barriers exist related to gender, race, national origin, color, disability or age. As required under Section 427 of the General Education Provisions Act (GEPA), the University of California proposes the following steps to ensure equitable access to and participation in our proposed Project Adelante Moving Forward under the National Professional Development Program CFDA#84.365Z.

The University of California's Project Adelante Moving Forward will meet all GEPA requirements. Job requirements include that each professional has the qualifications of respect for individual, sensitivity to the needs of students from underrepresented groups, disabled, and/or students with disabilities and/or students with Limited English Proficiency (LEP), teachers, other program beneficiaries with special needs, as well as the needs of staff and faculty identified in the Project.

Project Adelante Moving Forward will support teacher participants, program staff and K-12 students who are identified as those with LEP, those who require special accommodations to respond to an identified disability, and those who are from traditionally underrepresented and underserved populations. Project Adelante Moving Forward intends to provide professional development activities which will improve instruction for students with identified LEP. The

Project's focus is to assist personnel working with such children and other students in needs.

These students will be included in the Project's academic support.

UCR Affirmative Action Policies are designed to assure equitable access to all applicants, and remove barriers to race, gender, national origin, color, disability, or age. Candidates with disabilities will be recruited into the program using multiple methodologies, e.g., internet, print, and social media advertising; professional nominations; personal invitations. ADA compliance, translation, interpreter, and additional accommodations will be provided for any selected participant with language barriers and/or disabilities. It is notable that UCR is a fully accessible campus.

In hiring for any staff positions for this Project, the process will include and project staff will be hired only after ensuring applicants possess the following:

- Minimum stated qualifications for the position for which they are hired
- Skills, educations, talents and ability to perform the functions of the position.
- The demonstration and possession of the following qualities:
 1. A strong understanding of the challenges and barriers that K-12 students, including English Learners, teacher participants or other project beneficiaries may face academically and/or socially.
 2. An extensive background working with economically disadvantaged, ethnic minority and English Learners in an educational setting.
 3. Sensitivity to social, economic and cultural histories associated with teacher participants and other project beneficiaries.
 4. A vision that Project Adelante Moving Forward can lead to long term academic success of English Learners and other students through the professional

development needed by teachers to served LEP students.

Students with Disabilities

The University of California complies with the Americans with Disabilities Act of 1990 and Section 504 of the Federal Act of 1973. Accordingly, qualified persons with disabilities may not, on the basis of that disability, be denied admission/employment or subjected to discrimination in admission or employment decisions. Further, no qualified students with a disability, on the basis of the disability may be excluded from any academic research, counseling, financial aid or other post-secondary education program or activity that the University provides to all students.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION

The Regents of the University of California

* 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

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Linda		Ventriglia-Navarrette	

Address:

Street1:	900 University Avenue
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Zip Code:	92521-0001
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Phone Number (give area code)	Fax Number (give area code)
951-827-5802	951-827-3942

Email Address:

lindavn@ucr.edu

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #, if available: 00001965

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.

EdSupplement_NonExempt1006200742.pdf	Add Attachment	Delete Attachment	View Attachment
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Nonexempt Research Narrative: Project Adelante Moving Forward

1) Human Subjects Involvement and Characteristics

The human subjects who will be involved in the Project Adelante Moving Forward will be teachers and students. The students are in public or private schools in grades pre-kindergarten to third-grade. These students are four to ten years old. Some of the students that will be included in the research are currently in special education classes and have special needs.

The criteria for students' inclusion in the research is their designation as English learners. These students have been pre-tested on the state test which is entitled the *California English Language Development Test (CELDT)* and designated as English learners. The students with special needs who are designated as English Learners will also be included in the study. Parents of these English learners have completed the state *Home Language Survey*. They have indicated on the *Home Language Survey* that there is another language in addition to English which is spoken in their homes.

A randomized study will be used. There will be English learners assigned to treatment and control groups. The treatment group will receive the curriculum intervention. These students will be pre-and post-tested on the *California English Language Development Test (CELDT)*. Other students in the PreK-3 treatment classes will receive the treatment, but only those students designated as English learners will be pre- and post-tested. Third grade results for English Learners on the *California Academic Assessment of Student Performance (CAASP)* will also be reported.

2) Sources of Materials

The sources of research materials that will be used for this study are California state tests including the *California English Language Development Test (CELDT)* (2017), *English Language Proficiency Assessment for California (ELPAC)* (2018), and the *California Academic Assessment of Student Performance (CAASP)*.

The *CELDT*, *ELPAC* and *CAASP* are state tests and are reported as public information. There will be no student names reported. Pre- and post- tests of students will be compared by assigning numbers to students at both the treatment and control schools. All student data collected will be confidential. The results will be reported anonymously for the treatment and control groups. The test results and any other reported state data will be obtained for research purposes only. Only existing school data that is reported to the district and state will be used in the research. Names of students and teachers will remain confidential.

Research data will include a comparison of state test scores of students in the treatment and the control groups through a randomized study and a quasi-experimental design study. Although, the Project Director and other University personnel have an IRB certificate, the IRB regulations do not apply to this research. This is because this research study will be using state tests as indicators of academic growth in language and literacy. However, the study will be submitted to IRB for review.

3) Recruitment and Informed Consent

A randomized process will be used for the recruitment of the students that will be included in the treatment and control groups at selected Northern and Southern California school sites. This project will use data from state tests that are administered through a standardized process. These state tests are public information. Therefore, there is no needed consent from students' parents. The State Institutional Review Board (IRB) does not require consent procedures when a research study is using state tests that are available for public information. However, if any additional tests are used that are not district or state tests, the consent procedures of IRB will be followed.

4) Potential Risks

Any potential risks (physical, psychological, social, legal or other) will be addressed by ensuring confidentiality of the students. The emphasis will be on the curriculum. Students will be engaged in a new curriculum that has a 12-year track record of success. The treatment will focus on teaching vocabulary, phonics, literacy and grammar in an innovative way to accelerate the learning of language and literacy for English learners. The program has been shown to be advantageous for students who have used it. The results on pre-and post-tests in over 200 classrooms have shown advanced learning in language and literacy for English learners who have participated in the RULE of 3 curriculum. The RULE of 3 field-tested curriculum will be used along with specific professional development in this research. The difference is that the classrooms participating in this study will be randomized. This randomization will result in a statistical comparison between the treatment and the control groups that will document the efficacy of the RULE of 3 curriculum.

5) Protection Against Risk

Any potential risks of confidentiality will be protected against by ensuring that student names are not used. Only publicly accessible test data will be reported. Furthermore, to ensure total confidentiality, the names of students, the teachers and schools will not be identified in the study. Schools will be identified simply as Southern California or Northern California Schools. The provisions for monitoring the data will conform to IRB regulations. The safety of the subjects will be ensured through the data collection system. Each student that participates in the study, either in the treatment or control group, will be assigned a number. Students, their teachers or their schools will also be numbered. All data collected will finally be subject to the confidentiality of the procedures that have been set in place by the University of California at Riverside.

6) Importance of the Knowledge to be Gained

The goal of the research is to systematically address the challenge of moving forward a large sample of 650 English learners (ELs) from Pre-K to third grade to academic and linguistic proficiency through an innovative method of language and literacy curriculum delivery entitled The RULE of 3. The growth of English learners in California has grown exponentially. In the 2015-2016 year, there were 1, 392 million English learners in

California; 73% of these students were enrolled in the elementary grades. Despite this large growth of English learners, there have been few programs that address the achievement gap that exists between English learners and English-only students. The Civil Rights Project at UCLA issued a report in 2014 that stated that “innovative approaches are needed especially at the early grades. The challenge of addressing the needs of English learners at the early grades is even more critical with the advent of the Common Core State Standards and the *California Academic Assessment of Student Performance (CAASP)*. The 2016 test results in California showed that only 10% of the ELs in grade 3 met the standards in English language arts, as compared to 43% of English-only students. This is especially significant given that the majority of these English learners have been enrolled in school since kindergarten. These results show that providing more of the same kinds of interventions is unlikely to deliver on the promise of significantly enhancing outcomes for English Learners. This research will be done to validate the promising curriculum practice entitled *The RULE of 3*. The *RULE of 3* is a systematic vocabulary/literacy program in which students REHEARSE, (Vocabulary/Semantics), ANALYZE (Phonics) and PRODUCE (Syntax/language functions). This curriculum focuses on the acceleration of language and literacy learning with a focus on vocabulary and phonics tied to meaning. Vocabulary had been noted in the research to have the highest correlation to students’ school success. Therefore, vocabulary and multiple meaning words are highlighted in the technologically-enhanced *RULE of 3* curriculum.

The curriculum demands a different type of teaching where the onus of learning is put on the child. In the schools in which the curriculum has been implemented, the achievement gap has been closed from 12.8 to 1.9. The randomized study to be used in this research will validate the methodology and the curriculum and enable it to be part of the IES documents in Washington D.C. on *What Works*. This will give many school districts across the United States the opportunity to use a curriculum that will help close the achievement gap that exists for many English learners.

The knowledge to be gained by this research is highly significant when it is noted that there is an exponential growth of the English learner population across the United States. Therefore, it is imperative that new innovative systems of teaching are developed that meet the needs of English learners so that they can compete with their English-only peers. Presently, many English learners are put into remedial classes. The *RULE of 3* methodology accelerates learning for English learners so that they don’t have to participate in remedial learning. It accelerates language and literacy acquisition for English learners. It enables English Learners to acquire the vocabulary and the literacy skills needed to be highly successful in school.

7) Collaborating Sites

The collaborating sites will be elementary schools and classrooms both in Southern and Northern California. The randomized study will include both treatment groups and control groups. All school districts involved have agreed to participate. The teachers at the treatment sites will be trained during professional development sessions, the curriculum will be provided for the students. The control groups will not receive professional development

nor the curriculum. Both treatment and control groups will be pre- and post- tested on state tests. The *English Language Proficiency Assessment for California* (ELPAC) (2018) will be used for assessment. Results from the treatment and control groups will be compared. The sites' involvement in the research will include a commitment to professional development and the implementation of the RULE of 3 curriculum with fidelity. Both treatment and control schools in the randomized study will commit to report pre- and post-test ELPAC results to the evaluator. These results will be used to verify the efficacy of the RULE of 3 program.

In year two, the control group teachers will be able to participate in the professional development and the use of the RULE of 3 curriculum. A quasi-experimental design will be used to compare school sites that are using the program to similar schools that are not. Pre- and post- tests will be compared at these schools. Finally, some school sites will be asked to participate in a longitudinal study to see the results of the RULE of 3 curriculum and the new teaching practices on students' long term achievement. The longitudinal study will include students who started in pre-kindergarten or kindergarten and continued in the program through the third grade.

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Project Adelante Moving Forward Abstract

Name of IHE: University of California at Riverside

Consortia Partners: Southern California: Riverside County Office of Education, Alvord Unified School District, Moreno Valley School district, Coachella Unified School District, Jurupa School district, Palm Springs Unified School District, San Bernardino District Northern California Charter School Innovations Northern California: North Monterey County School District, Salinas Elementary School District

Title of Proposed Project: Project Adelante Moving Forward

Absolute Priority Competitive Priorities 1, 2 and Invitational Priority #2.

<http://journals.sagepub.com/doi/abs/10.1177/1086296X11403088>

<http://psycnet.apa.org/journals/edu/102/4/786/>

Project Description: Project Adelante Moving forward has been designed to provide professional development in-service opportunities for teachers, paraprofessionals and parents who are part of urban and rural program improvement schools have over 40% English learners. The goal of this project is to systematically address the challenge of moving forward a large sample from multiple sites of 650 English learners (ELs) from PreK to third grade to academic and linguistic proficiency by enhancing in-service opportunities for the Early Learning Workforce. Professional development will focus on developing foundational skills including systematic vocabulary development, phonological awareness, mathematical and scientific inquiry skills and differentiated targeted instruction to the language and literacy levels of EL learners. The goal is use the innovative RULE of 3 to provide clear evidence on the “active ingredients” of high quality professional development and the thresholds of curriculum implementation needed to achieve high levels of linguistic and academic growth for ELs.

Number and Type of Participants

The Project Director in collaboration with the LEAs that are the consortia partners. School districts impacted by ELs were chosen for this project. Two Cohorts with 70 participants from Northern California and two Cohorts with 70 participants from Southern California over a period of five years will receive in-service training and coaching that leads to the Certificate in Best Practices in Accelerated English Learning to address the Early Learning Workforce. A total of 140 in-service completers will be trained to provide linguistic/ literacy instruction to over 650 ELs. 30 of the participants chosen through an interview process from Northern and 30 from Southern California will get academic graduate or undergraduate credit toward a credential or advanced specialist degree or credential courses in Early Childhood English language and literacy development. Professional Early Childhood Assistants will attend the training and enroll in two courses toward a certificate in English language development that will apply to their AA degree. Parent Ambassadors will attend parent trainings direct Talk and Learn literacy nights at the school.

Project Goals

The Project design was written to develop EL experts by addressing GPRA 1.5:

Goal 1: the percentage of in-service teachers/paraprofessionals who complete state or local certification. GPRA 2 and 5: Goal 2: Improve the effectiveness of teachers through the attainment of a Certificate in Accelerated English learning with a specialization in Early Childhood language/literacy development to support the Early Workforce that serve ELs.

Contact: Linda.Ventriglia-Navarrette@ucr.edu, (951) 827-4633

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

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Table of Contents

I. Quality of Program Design

A. The Goals, Objectives and Outcomes 1

A.1 Absolute Priority 1

A.2 Invitational Priority 2 1

A.3 Competitive Preference Priority #1 Moderate Evidence 4

A.4 Competitive Priority #2 Family and Community Engagement 6

B. GPRA Measurable Goals: Objectives: Outcomes: GPRA Measures 7

B.1 Professional Development for Early Childhood Workforce Implementation Phases ... 10

B.2 Theoretical Foundations 15

II. Quality of Project Personnel 20

III. Quality of Management Plan 23

C. 1 Logic Model 27

IV. Quality of Program Evaluation 28

Bibliography.....36

Project Adelante Moving Forward

I Quality of Program Design

A. The Goals, Objectives and Outcomes

Project Adelante Moving Forward to fully address the **Absolute Priority** which calls for professional development to improve instruction for English learners for **All** teachers to better serve English learners. Project Adelante Moving Forward is purposely designed to provide professional development opportunities for teachers, paraprofessionals and parents from program improvement schools with over 40% English learners. **Invitational Priority 2:** The goal of this project is to systematically address the challenge of moving forward a large sample of 650 English learners (ELs) from PreK to Grade 3 to academic and linguistic proficiency by enhancing in-service opportunities for the Early Learning Workforce at multiple sites.

The number of English learners has grown exponentially in California. In 2015-2016 school year, there were 1.392 million English learners in California; 73% of these students were enrolled in the elementary grades. Despite this large growth, less than 45% are becoming reclassified. This results in an achievement gap. The Civil Rights Project at UCLA issued a report entitled *Seizing the Opportunity to Narrow the Achievement Gap for English Learners*. *The Report states that it is clear that innovative approaches are needed to provide more effective services to English learners especially at the early levels (Gandara, 2014)*. The National Assessment of Educational Progress (NAEP) states that the literacy achievement gap for Early ELs needs to be improved (NAEP, 2009)

The challenge of addressing the needs of English learners at an early age is even more critical with the advent of the Common Core Standards and the California performance CAASP test. The 2016 test results in California showed that only 10% of ELs in grade 3 met the standards in English language arts as compared to 43% of English only students (CDE, 2016). This is

Project Adelante Moving Forward

especially significant given that the majority of these English learners have been enrolled in school since kindergarten. These results show that simply providing more of the same kinds of interventions is unlikely to deliver on the promise of significantly enhancing outcomes for ELs. Project Adelante Moving Forward is proposing instruction and school-related services for ELs in the early grades that goes beyond established practices that simply improve compliance and have little effect on learning; it proposes an innovative, accelerated approach for developing a strong foundation in language and literacy skills starting at the Pre-kinder level. It proposes moving forward with innovative Best Practices that develop the essential domains of school readiness, language, literacy, and cognition starting at the Pre-kinder level and extending through grade 3. Research shows that there is a strong continuity in children's skills from the preschool years forward. Language, literacy and cognition skills observed among English learners in preschool are consistently correlated with later achievements in literacy (Snyder et al., 2011). Furthermore, the acceleration of language skills beginning in preschool has been shown to be more effective than later remediation (Duncan, 2014). Even though acceleration has been documented as more effective, much of the recent research has focused on remediation for long-term English learners. Contrarily, this project seeks to implement an acceleration model with innovative practices that preclude students from becoming long-term English learners. It is usually on reading and writing language proficiency subtests that students do not perform well enough to be re-designated. Therefore, this Project will focus on professional development that fosters laying a strong foundation in language and literacy in the early grades to close the achievement gap. In 2009 the California Commission on Teacher Credentialing (CTC) appointed a State Advisory Committee on English Learners. The advisory committee recommended creating a pathway for the development of EL experts who could help teachers implement effective instruction for

Project Adelante Moving Forward

English learners (ELs). This Project has been developed to specifically address this call for a pathway. The project design is written to develop a cadre of EL experts by addressing GPRA 1 (Government Performance and Results Act). The percentage of in-service teacher completers who complete state or local certification as a result of the program and GPRA 2: The percentage of in-service teacher completers providing instructional service to EL students, GPRA: 4 the percentage of program completers that rate the program as effective, GPRA 5, the percentage of educators that rated the program effective for preparing teachers of ELs in Pre-Kinder- 3rd grade. The University of California at Riverside in consortia with the Riverside County Office of Education, Local Enforcement Agencies (LEA) partners in Riverside County in Southern California, Monterey County in Northern California has created an innovative program for vocabulary and literacy development to turn the negative growth many English learners are experiencing into a *forward movement*. The research-based program is systematically designed to change how the Early Childhood Workforce addresses the unique needs of English Learners. **Project Moving Forward addresses Absolute Priority and Competitive Priorities 1, 2 and Invitational Priority #2**, The University of California at Riverside has designed **Project Adelante Moving Forward** to fully address the **Absolute Priority** which calls for professional development to improve instruction for English learners for **All** teachers to better serve English learners. This Project will provide in-service training for administrator /teacher/ paraprofessional and parent ambassador teams that culminates in a Leadership Certificate in Best Practices for Early Academic English Language Development. An emphasis will be placed on evidence-based strategies that accelerate the achievement of English learners in Pre-K to third grade (IES, 2016)

Project Adelante Moving Forward

Competitive Priority # 1 Moderate to High Level of Effectiveness

Following the Institute of Education Sciences Levels of Evidence for the *What Works* Clearinghouse, this proposal for early learning is based on practices that have both moderate and strong evidence. First, there is strong evidence that providing high-quality, tier 2 vocabulary and decoding development that teaches essential content words, common words and expressions improves the reading achievement and language development of early English learners (Nelson, et al, 2011). <http://journals.sagepub.com/doi/abs/10.1177/1086296X11403088>. There is strong evidence on the efficacy of using phonics-based instruction including knowledge of phonemes and irregular spellings (Vadasy and Sanders, 2010).

<http://search.proquest.com/docview/763255608/710FEBC3E84E4280PQ/2?accountid=14521>

This Project will build on these findings and the *IES Foundational Skills to Support Reading and Understanding in K-3* (2016). It will focus on intensive interactive English language development, conversation-based vocabulary development and phonological awareness using an innovative systematic approach to vocabulary and literacy development entitled the RULE of 3, during a daily designated 30 minutes of ELD instruction. The RULE of 3, is a systematic vocabulary/literacy program in which students REHEARSE, (Vocabulary/Semantics) ANALYZE (Phonics) and PRODUCE (Syntax/language functions) words. The RULE of 3 is an innovative, interactive methodology. Initial results using the RULE of 3 model shows that it is a promising practice that can be brought to scale with the large proposed sample from multiple sites. The 2013 California STAR results for schools using the RULE of 3 showed that they closed the achievement gap for ELs from 12.9 to 1.8. The re-designation of ELs exceeded state and county averages. The implementation of the RULE of 3 from 2013-2016 has resulted in notable achievement for early ELs in phonological awareness, vocabulary and literacy. Results

Project Adelante Moving Forward

from pre-post California English Language Development Tests (CELDT) in listening speaking, reading and writing with 300 Kinder students who were consistently enrolled in school resulted in 98% growing one overall level on the CELDT and 74% growing two levels. 96% of the students gained one level in reading and writing and 84% gained two levels. The majority of these students exited kindergarten reading on the 1st or 2nd grade level. (Navarrette, 2016). ELs also exceeded state and county growth rates on CELDT. Whereas, at the state level 62% of kinder English learners grew one level, 98% of English learners in classrooms implementing the RULE of 3 students grew one level and 74% grew 2-3 levels. (see appendix)

The goal of this project is to use the RULE of 3 as an acceleration model for Early Childhood learners' vocabulary, language and literacy development across multiple sites. The focus of this project will be to improve academic outcomes for ELs through professional development for the Early Childhood Workforce. This Project will rigorously test the impact of professional development on ELs' linguistic and academic outcomes and validate measures used to assess language and literacy. Professional development using the RULE of 3 acceleration model will focus on a multimedia-enhanced curriculum highlighting vocabulary/literacy development, phonological processing and mixed language level activities both for designated and integrated ELD instruction. There is strong evidence from What Works that 90 minutes a day should be devoted to instruction in the key components of reading identified by the National Literacy Panel. These components include: vocabulary, phonics and comprehension (Foorman et al., 2016). Studies have also noted that multimedia-enhanced curriculum has a positive impact on vocabulary acquisition (Silverman et al., 2009). Six studies that met WWC standards provide evidence that in addition to pairing students, English learners benefit from small group interventions (Burns, 2011 and Kieffer, 2012).

Project Adelante Moving Forward

The integrated ELD time in this project will focus on pairing students of different abilities for academic tasks. There is strong evidence that focused small group interventions help English learners at risk for reading problems (Vaugh et al, 2010). MAP six-week Benchmark Reading Assessments will be used to assess students phonological and text reading skills. Teachers will be trained in differentiated instruction to target students who need support with phonological processing, text reading and comprehension. They will also be trained on how to integrate the ELD standards to differentiate instruction in math and science-related literacy (Lagunoff, 2015).

Competitive Preference Priority # 2 Family and Community Engagement

Improving parent, family and community engagement will be a systematic initiative in this proposal. Research has shown a strong connection between family literacy programs and ELs' academic achievement (Terlitsky, 2015). Therefore, a key ingredient to high quality classrooms with high levels of ELs achievement is family literacy programs (Kim et al., 2016). Effective family literacy programs teach parents grade-level literacy skills (Besharov, 2011). The project will use the *English Language Proficiency Assessment for California (ELPAC)* standards and the IES Literacy Foundational Skills to Support Reading and Writing (2016) to equip parents with the skills to help their children at home. This Project seeks to teach parents EL linguistic acceleration strategies including conversational-based activities, phonological awareness and reading and writing. Research also states that strong parent engagement results from having parents serve on school leadership teams (Swick, 2009). Each participating elementary school will have a five-member team consisting of an administrator, Pre K –third grade teachers, a paraprofessional and two parent ambassadors. These teams will follow Boston Public Schools Family and Student Engagement Standards as outlined in the 2016 Harvard Family Research Project. In addition to following these standards, one of the goals of school teams will be to

Project Adelante Moving Forward

develop family literacy nights entitled TALK and LEARN. Bimonthly TALK and LEARN sessions will feature a book tied to a project-based learning activity. The goal is to involve parents and their children in using vocabulary, having conversations and engaging in literacy skills as they do the project. These projects may include reading a book entitled *Dinosaur Babies* and then building a dinosaur egg or reading a book on vegetable soup and then making the soup. Teachers who participate in the TALK and LEARN sessions will teach parents specific reading activities such as previewing and asking meaningful questions. Every TALK and LEARN night will culminate in a project and a book parents can take home to build their home libraries. The TALK and LEARN sessions will ultimately extend literacy activities from the school to home.

B. GPRA Measurable Goals: Objectives: Outcomes: GPRA Measures

Early Childhood teachers on Early Childhood Workforce teams will become EL experts through the goals and objectives written in alignment with the State of California 2016 CTEL (California Teachers of ELs) competency standards. These include: *Language and Language Development, Assessment and Instruction, Culture and Inclusion*. The goals, objectives and outcomes have been conceptualized for the five-year project implementation cycle. Objectives have been written in terms of performance outcomes. Objectives are clear, specific, measurable, and attainable within the proposed time-frame. The following chart outlines the goals, objectives, outcomes and alignment with the 2016 CTEL, NBTS, ENL and NCATE/TESOL Standards.

GOAL 1: Addresses GPRA 2 and 5: Improve the effectiveness of teachers/administrators/paraprofessionals providing leadership for program improvement schools with 40% or more of English learners through the attainment of a Certificate in Best Practices in Accelerated English learning with a specialization in early language/literacy development to support the Early Learning Workforce that serves ELs.

Project Adelante Moving Forward

Objective 1.1: Develop courses for the Early Childhood Workforce that lead to a Leadership Certificate in Accelerated Early English Language and Literacy targeting proven Best Practices for school readiness in language and literacy development.

Standards Alignment

A) Language and Language Development B) Language and Language Development

Domain 1: Structure and Use

CTEL Domain 1, 001, 002,003, 004

TESOL/NCATE Standards 1a, 4c

NBPBS Standard V

CCSS and ELPAC Standards

C) Assessment/Instruction

CTEL 2 001,002,004,005.007

CTEL 2 001,002,004,005.007

TESOL Standards 4a, 4b, 4c

Domain 2: First and Second Language

Development/Academic Achievement

CTEL Domain 2 006, 007, 008,010

TESOL/NCATE Standards 1b, 4c

CCSS, ELPAC standards

D) Culture and Inclusion

CTEL 3, 001, 003, 006, 007,008

TESOL/NCATE Standard 2a, 2b

Outcomes

- By September of 2017, 100% of the 2 days initial intensive in-service will be scheduled and presenters will be secured for the Northern and Southern California Cohort 1.
- By December of 2017, Early Childhood English Language/Literacy Development Certificate coursework will begin both on site and through a hybrid course structure.
- By June 2018, 70 team members in Cohort 1 will have completed 30 hours in-service on Early Childhood language and literacy development and coaching.
30 of Early Childhood Workforce scholarship participants, selected through an interview and written process, will have completed two academic courses.

Project Adelante Moving Forward

- By June 2019, 70 team members in Cohort 1 will have completed the second 30 hours of in-service/ coaching. In-service completers in Cohort 1 will have receive the Leadership Certificate in Early Childhood English Language/Literacy Development.
- By June 2020, Cohort 2 Early Workforce teams will have completed 30 hours of professional development and coaching. 30 of the Early Childhood Workforce scholarship participants will have completed two academic courses.
- By June 2021, 70 of the Early Childhood Workforce team members in Cohort 2 will have completed 60 hours of professional development. 30 will have completed the final two academic courses.
- By June 2021, videos of the ELD/ content acceleration strategies will be made of selected Cohort 1 and Cohort 2 teachers in what will be designated demonstration classrooms.
- By June 2022, 80% of the trained Early Childhood Workforce team participants will be doing active coaching.

GOAL 2 addresses GRPA Measure 6: Improve the effectiveness of EL Early Learning Workforce as evidenced by ELs' academic achievement.

Objective 2.1

Provide research-based training/coaching to the Early Childhood Workforce teachers serving pre-kinder through third grade in strategies that target the essential domains of learning including: listening, speaking, reading/phonological awareness, comprehension, writing, cognition and early mathematics and scientific development. Provide ongoing assessment results.

Objective 2.2

Provide coaching in ELD differentiated instruction based on MAP six-week language/ literacy assessments to assist teachers in data-based decision making for at risk ELs.

Project Adelante Moving Forward

Standard Alignment

A) Assessment and Instruction

CTEL 2 001, 002,004, 005,007

TESOL/NCATE Standards 4a, 4b, 4c

NBPBS, Standard VI, VII

B) Language Structures and Use

CTEL 1 001, 002, 003, 004, 005

TESOL/NCATE Standard 1a

NBPBS Standard IV

OUTCOMES

- By June 2018, 90% of the participating Pre-K to third grade teachers/ paraprofessionals in Cohort 1 will have successfully completed the two day intensive in-service and ongoing 30 hours of in-service or coursework including vocabulary/phonics/literacy, cognition/early scientific development and assessment measures.
- By June 2019, 75% of the schools that participate in the professional development in-service of the Project will demonstrate growth one to two levels of academic growth on MAP benchmarks, vocabulary/ phonics tests, English Language Proficiency Assessment for California (ELPAC) pre-post testing, on the CAASP and a developmental scale of cognition for math/science. Results of randomized Study K-1 will favor RULE of 3 treatment schools.
- By June 2020, schools participating in the project will present graphed data that show at least a 25% increase in the re-designation rate and 95% of kindergarten -3rd grade enrolled in the project will have grown 1 or more levels in all subtests of the ELPAC. Quasi-Experimental design will show significant gains for students in RULE of 3 classrooms.

B. 1 Professional Development for Early Childhood Workforce Implementation Phases

The following narrative outlines the five phases of this professional development project. The **first phase** of Project Adelante Moving Forward will immerse the Early Childhood Workforce from Cohort 1 in pedagogical training across sites. The schedule will include a two-day intensive

Project Adelante Moving Forward

in-service. This will be followed by monthly professional development, coaching and team planning. All participants will attend the training. However, those who commit to getting an academic specialization in Early Childhood for ELs will complete the application for academic credit and complete the extra hours needed to get academic credit online or on site. All other teachers, paraprofessionals and administrators will get books, coaching and a continuing professional development that culminates with a Leadership Certificate of Leadership in Best Practices English Language/Literacy Development for ELs. This certificate represents three ten hour modules which include: English Language Acquisition/ Vocabulary Development/Phonics, ELD Literacy Strategies/ Early Cognition in Science/ Math and targeted Differentiated instruction to language proficiency levels. The first year **Phase One**, 30 Cohort 1 participants selected through a written and oral interview process will receive academic scholarships for two of the four courses needed for a specialization in Early Childhood Language/Literacy Development. These teachers and the remaining 110 participants in each Cohort will get 60 hours of in-service training, coaching and books. **Phase Two**, is year two for Cohort 1 academic scholarship participants to complete the final two courses. All teachers complete the 60 hours of in-service. All in-service completers will receive the Early Childhood Leadership Certificate. **Phase Three** will be the first year for Cohort 2. Thirty participants will be selected through an application process for academic scholarships. All team members will receive the 60 hours of in-service/coaching and books. Year 3 will include Cohort 1 Early Childhood EL experts serving as trainers for Cohort 2. In **Phase Four**, selected participants from Cohort 2 will receive academic scholarships for the final two courses. All in-service completers will complete 60 hours of professional development and coaching and receive the Leadership Certificate. **The fifth (final) phase** will focus on trained teachers serving as trainers for their respective districts.

Project Adelante Moving Forward

Training and Coursework for the Early Childhood Workforce

Cohort 1	Year 1	Year 2	Year 3	Year 4	Year 5
<p><i>A) Consists</i> 60 hours of professional development, coaching, benchmarking <i>of Northern Cadre</i></p> <p>15 participants Full academic tuition and book scholarships</p> <p>All 70 participants receive professional development</p> <p><i>B) Consists of Southern Cadre</i></p> <p>15 participants tuition and book scholarships</p> <p>70 participants prof. development</p>	<ul style="list-style-type: none"> First 30 hours professional development / coaching First two courses delivered for academic credit <p>Begin RCT Randomized Control Trial</p>	<ul style="list-style-type: none"> Second 30 hours professional development 2 academic courses for selected participants Implementation Initial EL test results. <p>ELD Leadership Certificates EL Early Childhood Language/Literacy Development</p>	<p>Cohort 1 experts train Cohort 2 teachers beginning with the summer institute</p> <p>Begin participation Quasi-Experimental Design</p>	<p>Cohort 1 teachers become staff developers for Early childhood ELD language/literacy in their respective districts</p> <p>Videotaping of selected classes for digital library/website</p> <p>Complete Quasi-experimental Design</p>	<p>Cohort 1 teachers serve as trainers for the Riverside and Monterey County Offices of Education</p> <p>Parent ambassadors serve as coaches for other parents at other school sites.</p> <p>Dissemination of information at conferences and through websites.</p>

Project Adelante Moving Forward

Training and Coursework for the Early Childhood Workforce

Cohort 2	Year 3	Year 4	Year 5
<p><i>A) Consists</i> 60 hours of professional development, coaching, benchmarking <i>of Northern Cadre</i></p> <p>15 Full academic tuition and book scholarships</p> <p>All 70 teachers receive professional development and coaching</p> <p><i>B) Consists of Southern Cadre</i></p> <p>15 Full tuition and book scholarships</p> <p>70 teachers receive prof. dev.</p>	<ul style="list-style-type: none"> • First 30 hours of professional development, coaching, benchmarking • 2 academic Early Childhood classes for full academic tuition for 15 selected participants • Begin participation in Quasi- Experimental Design 	<ul style="list-style-type: none"> • Second 30 hours of professional development/ coaching, 2 academic courses for selected participants • Full implementation of strategies\benchmarking • Initial EL test results. • Receive Leadership Certificates Best Practices for Early Childhood <p>Complete participation in Quasi- Experimental Design</p>	<ul style="list-style-type: none"> • Cohort 2 teachers become staff developers for Early Childhood ELD language and literacy development in their districts • Cohort 2 teachers become trainers for a demonstration school that becomes a laboratory for training teachers, paraprofessionals and parents working with Early Childhood ELs • Videotaping of classes

Project Adelante Moving Forward Milestones

The sum of 140 participants will at the end of four years be in-service completers with Leadership Certificates in Best Practices for Early Childhood Academic English Language/Literacy Development. 90% of these in-service completers will be providing accelerated linguistic and academic instruction to EL students in grades PreK to third grade. The Early Learning Workforce will be supported by training paraprofessionals in specific strategies that will help develop language and cognition in Pre-Kinder and Kindergarten classes. These in-service program completers in Southern and Northern California will become resources for their districts both as trainers and as demonstration sites. The University of California faculty will continue to maintain a relationship with Cohort 1 and Cohort 2 team sites and use their expertise to train new teachers and at the district's school demonstration sites.

The in-service completers will become the seed population for the cadre of Early Childhood EL Learning Experts California needs to reverse the backward movement of ELs. The following chart and the literature review give the research base for the coursework that will support the Early Learning Workforce who serve English Learners in *Project Adelante Moving Forward*.

4 Courses for Certificate	Topic	CTEL Standards TESOL/NCATE	Credits
Best Practices Language/Literacy Development	Language Acquisition Vocabulary (Snow, 2010), (Nagy 2012), RULE of 3, (Ventriglia, 2012) Language/Literacy (Foorman , 2016)	CTEL Standard 1 Language TESOL Domain 1 Language ELA and ELD ELPAC, CCSS Standards	4.5 quarter units

Project Adelante Moving Forward Milestones

<p>Best Practices Assessment of Language and Literacy</p>	<p>Targeted data-based decisions. (Fenwick, 2012) Formative assessments on phonological processing, letter recognition and word/text reading (Johnston & Watson, 2014)</p>	<p>CTEL Standard 2 Assessment and Instruction TESOL/NCATE Domain 4: Assessment CCSS and ELD ELPAC standards</p>	<p>4.5 quarter units</p>
<p>Best Practices Language Development for Cognition and early mathematical and scientific reasoning</p>	<p>ELD Strategies General knowledge including early mathematical and scientific development (Lagunoff et al, 2015) critical and creative thinking (Siegel, 2012)</p>	<p>CTEL Standard 1 Language and Language Development TESOL/NCATE</p>	<p>4.5 quarter units</p>
<p>Best Practices Culturally inclusive teaching</p>	<p>Cultural Inclusion targeting ELs cultures (Paris and Alim, 2014)</p>	<p>Domain: Language CTEL 3 Culture and Inclusion</p>	<p>4.5 quarter units</p>

Project Adelante Moving Forward Milestones

The chart below demonstrates how the EL Leadership Certificate in Early Childhood Best Practices ELD coursework closely aligns with the NCATE approved TESOL Standards.

TESOL Standards Domain	Leadership Certificate Courses in Best Practices for Early Childhood English Language Development
Domain 1: Language	1.a1, 1.a2, 1.a3, 1.a4, 1.a5, 1.a6 1.a7,
Domain 2: Culture	2.a1, 2.a2, 2.a3. 2.a4, Culture Groups and Identity
Domain 3: Planning, Implementing,	3a, 3.a1, 3.a2, 3.a3,
Domain 4: Assessment	Language Proficiency Assessment 4.b
BPC 674 Assessment of ELs	4.b1.4.b2, 4.b3, 4.b4, 4.b5
Domain: 5: Professionalism BPC 670	5.a1, 5.a 2, Partnerships and Advocacy , 5.b1, 5.b2

B. 2 Theoretical Foundations

The design of Project Adelante uses up-to-date knowledge from research and practice both for the design of participant teams and for the inservice delivery system and curriculum. Key players at school sites include the Early Learning Workforce of administrators, Early Childhood teachers, paraprofessionals and parent ambassadors who share the vision of implementing new instructional strategies to accelerate ELs' acquisition of language and literacy. Research states that in order to accomplish a shared vision, it is necessary to develop informed leadership at all levels. According to Tomlinson (2014), there are three critical areas that need to be addressed in developing leaders enabled to undertake critical change: (1) develop informed district leadership, (2) provide committed building-level leadership teams, (3) nurture teacher models, coaches and

Project Adelante Moving Forward Milestones

parents. Project Adelante Moving Forward has been designed around these three critical areas and reflects a model of proven success.

The development of informed leadership requires that key change agents, in this case the administrator and teachers, immerse themselves both in the relevant academic literature and the application of the literature to actual classroom practice (Dale, 2012). This Project will support the development of informed school/district leadership by providing Early Childhood Workforce teams first with a solid theoretical foundation of proven Best Practices to accelerate the early linguistic, cognitive and academic growth of ELs. Secondly, committed building-level leadership will be fostered through team- building activities that support collaboration and a shared vision. Finally, teams will be coached in the implementation of the proven Best Practices for ELs in PreK-3 Early Childhood classrooms. The movement from theory to practice for teachers is not always an easy process. Echeverria, Vogt and Short (2012) identify modeling, practice, in class coaching and independent analysis of results as key aspects for effective professional development. The coaching opportunities offered in this Project will facilitate teachers' application of the new strategies to maximize ELs early learning. Benchmark MAP phonological and English Language Development six-week cycle testing at school sites will enable teachers to assess ELs achievement in PreK -3 classrooms. The participant structure will "establish laboratories for progress, build classrooms that can later serve as models, and train teachers to become credible staff developers in their own districts" (Tomlinson, 2014). The Project will provide the in-service teacher teams with the support needed to ensure effective professional development transfer from theory to practice. The delivery system and curriculum used in the Project will be based on those Best Practices that have been found to be most effective in accelerating the linguistic, cognitive and academic growth of Early English learners. Many educators have maintained that the best way to improve the education of English learners is to

Project Adelante Moving Forward Milestones

provide them with better trained teachers and more appropriate instructional practices. (Foorman et. al., 2016 and Dickinson, 2015). Therefore, this Project will use only the most up-to-date knowledge and Best Practices that have a track record of accelerating the linguistic and academic achievement of Early Childhood English Learners (IES, 2016). **All training will be aligned to the Common Core Standards, the California ELD/ ELPAC standards and the three categories of the CTELS.**

CTEL 1: Language and Language Development, CTET 2: Assessment and Instruction and CTET3: Culture and Inclusion (CTC, 2016). The following are examples how of research-based Best Practices for Early Childhood will be used. Early Childhood Best Practices for English Learners will be used to support key areas of CTELS. *First*, in the knowledge and skill area of **Language and Language Development**, Interdisciplinary vocabulary will be highlighted as a research-based strategy to accelerate language and literacy proficiency. The IES *Foundational Skills to Support Reading (2016)* documents strong evidence that extensive vocabulary instruction improves reading achievement for Early English learners across subject areas. A study on Early English learners in California noted that ELs had a limited breadth of vocabulary (August et al, 2008). Other research studies point to the critical role of vocabulary as a basic building block for literacy (Apthorp, 2012, Coyne et al, 2010). Studies also show that academic achievement gaps between English-only and English learners are associated with gaps in vocabulary knowledge (Carlo, et al, 2004). Research supports a systematic interdisciplinary approach for teaching vocabulary (Snow et al, 2015). The systematic interdisciplinary vocabulary and language development strategy entitled the *RULE of 3* has demonstrated an acceleration of Early Childhood PreK-3 EL language and literacy on the California English Language Development Test, CELDT (Ventriglia-Navarrette, 2015). The success of the *RULE of 3* is directly related to the integration of vocabulary with the most significant elements of language

Project Adelante Moving Forward Milestones

structure and use. The RULE of 3 has students REHEARSE (Vocabulary/Semantics); ANALYZE (Phonology/Morphology: Sound-Spelling Patterns) and PRODUCE (Syntax/ Language Functions, Discourse, Reading and Writing). The theoretical base for systematic language development as well as the practical application strategies will be specifically taught to Early Childhood teams. Teachers will be taught how to develop tier 2 interdisciplinary words and multiple meaning words through visuals and through proficiency-leveled cognitively-challenging questions that will give students access to content materials across subject areas. There will also be an emphasis on multimedia technologically-enhanced curriculum including animation for Prek-K classrooms to develop English grammar patterns and the functions of language including asking questions, giving information and creating with language (Silverman, 2007).

There is strong evidence that phonological processing supports literacy development for ELs (Vadasy & Sanders, 2010). ELs through the RULE of 3 process will learn to ANALYZE the sound-spelling patterns in words. *Secondly*, in the knowledge and skill area of **CTEL 2:**

Instruction and Assessment. First, research on Early Childhood **instruction** states that higher-quality environments result in accelerated learning (The two measures of classroom quality are emotional support and instructional support (Burchinal et al., 2010). Teachers will be trained in methods that give children emotional support through active feedback. Instructional support will focus on language, literacy, mathematics and cognition. Best Practices for Early Childhood instruction point to the importance of intensive, interactive, designated English language development instruction (Mumtaz, 2012) A designated block of thirty minutes first thing in the morning will target the development of formal academic English as a key instructional goal for English learners beginning in the early grades. (Strasser, 2015) There will be an emphasis on academic conversations (Dickinson, 2008). Both designated and integrated ELD will focus on differentiating instruction to ELPAC language levels both in terms of listening, speaking, reading

Project Adelante Moving Forward Milestones

and writing. There is strong evidence that confirms that students who may be at risk for reading problems benefit from intense small group instruction (Ardasheva, 2012)). Therefore, teachers will learn how to use differentiated instruction to target Early Childhood ELs' language and literacy needs. Teachers will use both homogeneous and heterogeneous groups. There is strong evidence that English learners benefit from working in heterogeneous groups for academic tasks (Calhoun et al., 2015). The professional development modules will focus on how teachers can target instruction for a small groups of English learners. English learners will use academic conversations to engage in projects that require divergent and convergent thinking skills in science and math. (Gonzalez, 2010). Other instructional practices that will be used in the Project Adelante that have shown the acceleration of learning for English learners include: cooperative learning (McLaughlin 2012), student engagement strategies (Paris, 2014), instructional academic conversations (Hakuta and August, 2008), cognitively-guided strategic instruction using critical and creative thinking, summarizing, self-questioning, clarifying and predicting and technology-enriched instruction (Han, 2009). **CTEL 2 also focuses on Assessment.** Secondly, the focus on **assessment** in the project will include the six-step model for designing instruction and assessment by Snow and Katz (2010) featured in the book *Improving Education for English Learners Research-Based Approaches*. There is strong evidence to suggest that conducting formative assessments using measures of phonological processing, letter knowledge and word and text reading is important for accelerating Early Childhood English learners (Limbos and Geva, 2011). Therefore, Dibels and other phonics assessments as well as MAP benchmark assessments will be used in PK to Grade 3 to identify those English learners that need additional support in literacy and to monitor ELs' reading over time. Benchmarks will be used for diagnosis, instructional planning, re-designation focus areas and program evaluation. Benchmarks will be also used to measure mathematical/scientific reasoning.

Project Adelante Moving Forward Milestones

Besides the assessment of students, teachers will assess their own progress on designated and integrated teaching rubrics created by the Riverside County Office of Education. These rubrics highlight assessment on teaching academic English, interactive student engagement and clear lesson objectives. (see appendix).

Finally, in the knowledge and skill area of **CTEL 3: Culturally Inclusive Instruction**,

participants will learn how to embed teaching and learning into the experiences, knowledge and values of English learners. Research indicates that achievement is accelerated when students are given culturally relevant pedagogy (Ullucci, 2011). Culturally-relevant/inclusive instruction is defined in the research as teaching that emphasizes the everyday concerns of students, such as important family and community issues and works to incorporate these into the curriculum.

Culturally-responsive instruction promotes racial and linguistic equality (Howard, 2014). Project Adelante Moving Forward will address the area of culturally-responsive teaching by giving teachers specific strategies that have proven from the research to accelerate learning for English learners including engagement and participation structures (Paris and Alim, 2014).

These examples show how Project Adelante Moving Forward will combine research from leaders in the field of second language acquisition and Best Practice research-based strategies in the development of in-service/coursework. These proven instructional practices will be used by the Early Childhood Workforce to accelerate learning for English learners in academic language, literacy and early cognition in math and science.

(b) Quality of Project Personnel

(1) The qualifications, including relevant training and experience, of the Project Director:

Each member of the project staff is chosen on the basis of unique expertise for the role and responsibilities to be associated with his/her program position.

Project Adelante Moving Forward Milestones

Project Director:

Dr. Linda Ventriglia-Navarrette is a Director and Research Professor at the University of California at Riverside. She earned a Ph.D. in curriculum and Instruction from Claremont University and a Masters in Public Administration from Harvard University. She also completed four years of post doctoral study at Harvard University in second language acquisition as a Ford Foundation Fellow. She has directed several major federal grants including the NPD grant, 2009 FIPSE grant Project LingoLink and a 2004 FLAP dual language Spanish Grant in the Sacramento School District. She was appointed in 2009 and again in 2010 as a member of the State Advisory Committee on English learners for the California Commission on Teacher Credentialing (CTC). The advisory committee has been appointed to revise the CTEs and develop the new English as a New and World Language single subject credential. She is the author of several English language Development curriculums including: *Santillana Intensive English K-8*, *Opening Doors* (Santillana), *Ready for English* (National Textbook) and *English language Benchmarks* (Santillana, 2004), *Best Practices in Teaching Interdisciplinary Vocabulary: The Rule of 3*, and *Conversations of Miguel and Maria: How Children Learn a Second Language* (Pearson 1998). She is an active member of CAFE, TESOL. She has been a speaker and consultant to many school districts across the United States and abroad. She has directed the Center for Teaching Excellence. The Center used professional development of teachers at targeted schools to accelerate the achievement of English learners and other diverse learners. She has been featured in the Sacramento Bee, Press Enterprise and the CTA Educator. The RULE of 3 is to be featured program for closing the achievement gap on the PBS series entitled *Our Kids* for accelerating English learners' achievement. Dr. Ventriglia-Navarrette brings a wide range of diverse experience to the administration of Project Moving Forward.

Project Adelante Moving Forward Milestones

(2) The qualifications, including relevant training and experience, of key personnel:

The following key personnel will work closely with the Project Director to maximize Project Adelante Moving Forward's success and ensure the capacity-building efforts will sustain the Project beyond the grant funding period.

LEA Facilitator (Consultant):

Dr. Georgia Grijalva as the facilitator of the Northern LEAs. Dr. Grijalva is bilingual and has served as a director, principal and teacher in both northern and Southern California. She is a director in PROJECT TEACH which trains intern teachers. She has extensive background in English language learning. She has been a professor at San Jose State University and has been an ELD/Dual language facilitator in many school districts. She has expertise in the Wan model of team building and collaboration that will be used in the Project Adelante Moving Forward. She will be responsible for coaching and site visits to the selected sites.

Project Coordinator: (Southern California) Sonia Garcia-Quinn

Ms. Quinn will serve as the Project Coordinator. Ms. Quinn is bilingual and has eighteen years of experience both as an ELD district coordinator and a professional developer. She has a Masters in English language acquisition. She has served as a coordinator on a NPD grant with great success. She is a member of the Riverside County Office of Education Assessment team for English language development. She served as a state consultant and reviewer of the new English Language Proficiency Assessment for California (ELPAC) which will replace the CELDT in California. She was a member of the team that developed the Riverside County Designated/Integrated ELD rubrics for teachers. She has presented at regional, state and national bilingual conferences. She has demonstrated ability in organizational and management skills.

Accountability: The Project Coordinator is directly accountable to the Project Director.

Project Adelante Moving Forward Milestones

Project Administrative Assistant:

Qualifications required for the position:

1. Demonstrated knowledge in the use of a variety of computer software programs (MS Word, Excel, Publisher, and Access). Knowledge of budgets.

Accountability: The Administrative Assistant is directly accountable to the Project Director.

External Evaluator (Consultant):

Adam Moylan, Ph.D., is a Senior Research Associate at Rockman et al. He is an educational psychologist with 20 years of combined experience in education research, evaluation, and teaching. Adam's expertise includes quantitative and qualitative methods, research design, and instrument development; as well as theory and research on motivation, self-regulated learning, and self-efficacy. He has a PhD in Educational Psychology from the City University of New York Graduate Center and University Center. Much of Adam's work involves federally or privately funded evaluation research about innovations in PreK–12 instruction and learning. Several of his recent projects have involved large, quasi-experimental designs with a focus on supports for ELs.

III Quality of Management Plan

Project Adelante Moving Forward will deliver 2 Cohort sequences. Each Cohort will last 2 years and serve 140 participants in Early Childhood Workforce teams in the 60-month grant period.

The teams will participate in professional development, coaching/ benchmarking. Cohort 1 during the third year of the grant period will share ELs test results and serve as demonstration sites for Cohort 2. Videotaping of teachers will be done in year 3 for Cohort and 1 year 4 for Cohort 2.

Teams will help assemble the digital library/website that will be used for dissemination. The in-service completers will get a Leadership Certificates in Best Practices for Early Childhood

Accelerated English Language/Literacy Development. Selected participants will have completed 4 courses for academic credit in two years. Other participants will have obtained 120 hours of

Project Adelante Moving Forward Milestones

professional development. The goals, objectives, activities, timelines and persons responsible for the critical start-up project tasks are outlined in the following chart.

Management Matrix:

Goa	Activity	Timeline	Person Responsible
<p>1. Improve the effectiveness of administrators/teachers providing leadership as part of the Early Childhood Workforce to districts with English learners in PreK- through third grade.</p>	<p>a) Develop Advisory Committee</p> <p>b) Hire Coordinator</p> <p>c) Select scholarship awardees</p> <p>d) Deliver intensive EL Leadership Certificate courses to the Early Childhood Workforce that target evidence-based strategies for accelerating the achievement of ELs in the domains of school readiness language, literacy, mathematics and cognition.</p> <p>e) Acquire course materials</p> <p>f) Acquire Benchmarks aligned to the ELPAC, Benchmark Assessments for California</p>	<p>a)Sept. 2017</p> <p>b) Sept. 2017</p> <p>c) Cohort 1 Sept. 2017 Cohort 2 Sept. 2019</p> <p>d)Sept. 2017 Cohort 1 September 2019 Cohort 2 ongoing</p> <p>e)Oct. 2017</p> <p>f) October 2017</p>	<p>a) Project Director/LEAs</p> <p>b) Director</p> <p>c) Director/Selection Team</p> <p>d) UCR professors Director/consultants</p> <p>e) Director</p> <p>f) Director/ District Administrators/ Coordinator</p>

Project Adelante Moving Forward Milestones

<p>2. Improve the effectiveness of the Early Learning workforce to serve as team leaders in their districts</p>	<p>a) Deliver intensive summer institute for Early Childhood Workforce focused on language, literacy, math/science/cognition</p> <p>b) Create the Early Childhood Workforce teams: administrators, paraprofessionals, parent ambassadors</p> <p>c) Provide instruction for the Early Childhood Workforce in team building, coaching and debriefing.</p> <p>d) Train teachers on the use of student assessment materials including language, literacy phonological measures, math and science and cognition measures</p> <p>e) Train the workforce on the ELD Designated/Integrated Rubrics.</p> <p>f) Implement experimental design</p> <p>g) Data Analysis</p>	<p>a) Cohort 1 August 2017 Cohort 2 August 2019</p> <p>b) Cohort 1 Sept. 2017 Cohort 2 Sept. 2019</p> <p>c) Cohort 1 Oct.2017 Cohort 2 Oct. 2019 .</p> <p>d) Cohort 1 Nov. 2017 Cohort 2 Nov. 2019</p> <p>e) Nov. 2017- Nov. 2019</p>	<p>a) Director, UCR professors and Consultants</p> <p>b) Project Director, LEA Coordinator</p> <p>c) Coordinator Director</p> <p>d) Coordinator UCR professors</p> <p>e) Riverside County office of Education</p> <p>f) Evaluator</p> <p>g) Evaluator</p>
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Project Adelante Moving Forward Milestones

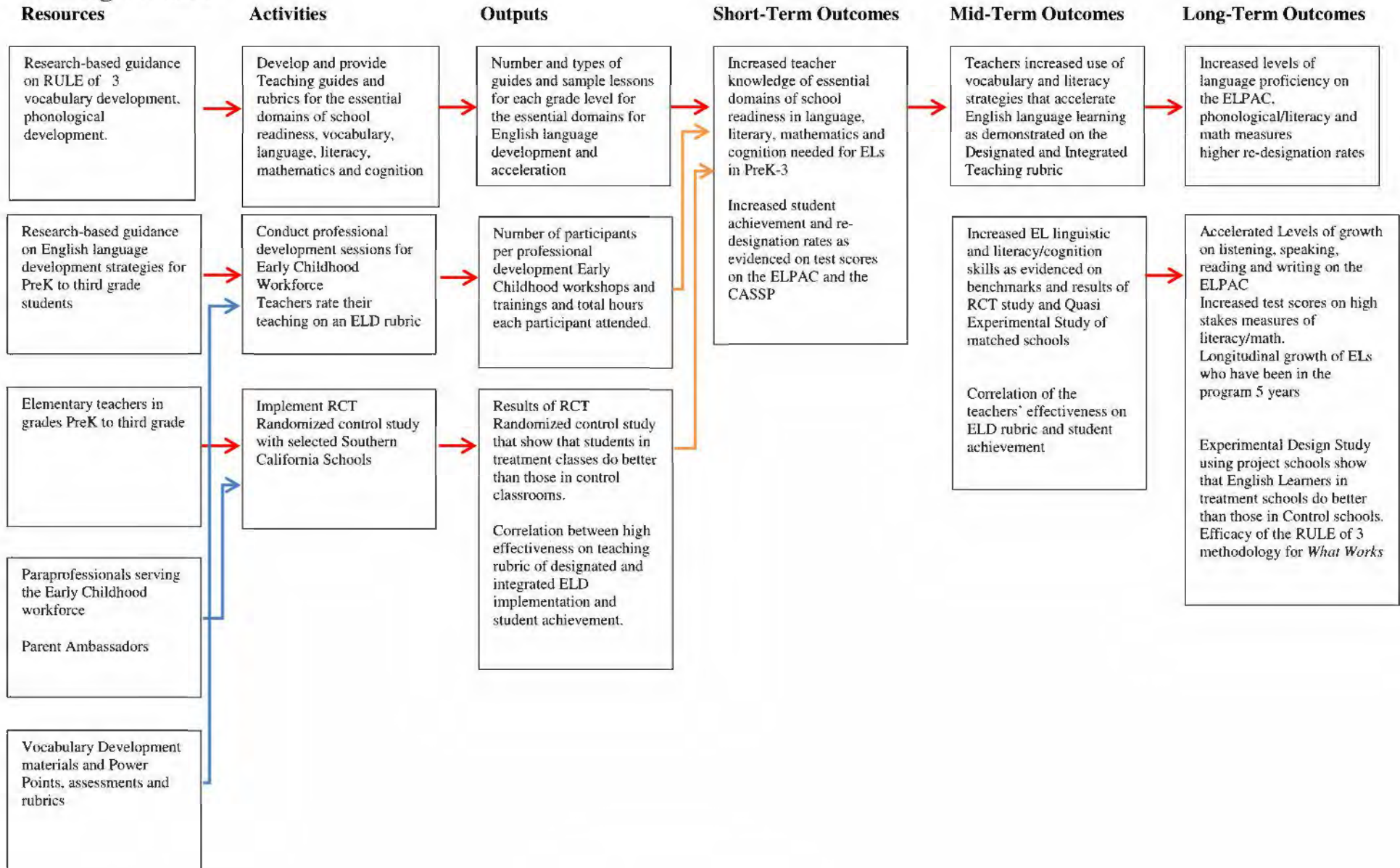
(2) The time commitments of the Project Director and other key project personnel are appropriate and adequate to meet the objectives of the proposed project and are funded at levels consistent with positions of similar qualifications in the higher education context. The following chart documents the time commitment, funding source, and funding levels of the Project Director and other key project personnel in Project Adelante Moving Forward.

Project Director	Project LEA Facilitator (Consultant) (1)	Project Coordinator	Project Admin. Asst.	Project Evaluator
(1) 100%	50%	(1) 50%	(1) 50%	(Consultant) (1) 60%

Project Adelante Moving Forward will be administered by the Project Director in collaboration with the Project Coordinator. The Project Director will coordinate with the California Commission on Teaching Credentialing (CTC) and the University of California administration to ensure that adequate resources are made available to Project Staff as appropriate in meeting the goals and objectives. The daily administration of project tasks in goal attainment will be the responsibility of the Project Director, who will be assisted by the LEA Facilitator, Project Coordinator, and an administrative assistant. The Chief Financial Officer of the University of California at Riverside will ensure that her office provides fiscal oversight and availability of funds necessary to meet the Project goals and objectives as seen in these examples that are intricately tied to evidence of effectiveness and measurable outcomes. The following is an example of the Logic Model that will be followed in this Project.

Project Adelante Moving Forward Milestones

C.1 Logic Model



Project Adelante Moving Forward Milestones

IV. Quality of the Project Evaluation

Methods of evaluation are thorough, feasible and appropriate to the goals, objectives and outcomes of the proposed project. Researchers at Rockman et al (REA, rockman.com) will conduct the external evaluation of Project Adelante Moving Forward. REA has expertise in designing and conducting rigorous research following What Works Clearinghouse (WWC) standards and procedures through numerous projects devoted to raising academic achievement including a 2016 OELA NPD project and three OII i3 projects addressing English learners.

The **confirmatory research questions** of the evaluation are:

CQ1. Does *Project Adelante Moving Forward* have an effect on the mean **English language development** levels of K–3 ELs in participating classrooms—after one and two years of student participation—compared to the mean English language development and literacy levels of K–3 ELs in the business-as-usual condition?

CQ2. Does *Project Adelante Moving Forward* have an effect on the mean **phonological awareness** levels of K–1 ELs in participating classrooms—after one and two years of student participation—compared to the mean phonological awareness levels of K–1 ELs in the business-as-usual condition?

CQ3. Does *Project Adelante Moving Forward* have an effect on the mean **reading comprehension** levels of K–1 ELs in participating classrooms—after one and two years of student participation—compared to the mean reading comprehension levels of K–1 ELs in the business-as-usual condition?

CQ4. Does professional development of the Early Childhood Workforce through Project Adelante enhanced teaching practices with English Learners, and in turn do the enhanced teaching practices have an effect on EL achievement?

. Additionally, there are several **exploratory research questions**.

EQ1. Does *Project Adelante Moving Forward* have an effect on the re-designation rates of K–3 ELs to fluent English proficient in participating classrooms after two years of student participation compared to the rates of K–3 ELs in the business-as-usual condition?

EQ2. Does *Project Adelante Moving Forward* have an effect on the mean **phonological awareness** levels of K–1 *non-ELs* in participating classrooms—after one and two years of student participation—compared to the mean phonological awareness levels of K–1 *non-ELs* in the business-as-usual condition?

EQ3. Does *Project Adelante Moving Forward* have an effect on the mean **reading comprehension** levels of K–1 *non-ELs* in participating classrooms—after one and two years of student participation—compared to the mean reading comprehension levels of K–1 *non-ELs* in the business-as-usual condition?

(Due to assessment costs, K–1 students in the RCT will be tested for CQ2 and CQ3 rather than the full K–3 sample)

Project Adelante Moving Forward Milestones

Design: The design and methods will, if well implemented produce evidence about the Project’s effectiveness that would meet the WWC evidence standards with reservations. The evaluation involves two phases, with Phase 1 in years 1–2, and Phase 2 in years 3–5. *During Phase 1, REA will conduct a cluster randomized control trial (RCT) to test the efficacy of Project Adelante in Southern California schools after 1 and 2 years of treatment.* In year 1, REA will separately conduct random assignment of the 12 recruited elementary schools from Southern CA. The 6 school treatment group will receive the 2-year training, while the control group will be waitlisted to start training in year three. With the 12 schools, there will be approximately 108 teachers and 3,240 total students and 1620 ELs. A clustered, randomized design at the school level will be used to lessen chances of contamination and crossovers. Program records will be used to document and monitor joiners and leavers across the 2-year intervention. Project staff will work closely with the partners to minimize attrition, which will be monitored at the end of both school years of implementation. Overall the differential attrition between the intervention and comparison groups will be assessed at the school and student level, since it is a cluster RCT. Following the WWC evidence review protocol for ELL interventions (v. 2.2, 2013), a liberal standard is applied to evaluating attrition due to the common finding that the factors for attrition are not strongly related to intervention status. In the case of high attrition, tests of baseline equivalence will be conducted to determine eligibility for meeting WWC evidence standards with reservations.

Table I. Impact Study Timeline

	Year 1	Year 2	Year 3	Year 4	Year 5
	Phase 1			Phase 2	
Cohort 1	RCT, post 1	RCT, post 2	Data collecting	Analysis/reporting	
Cohort 2	-	-	QED, post 1	QED, post 2	QED, data collecting, analyses, and reporting

Project Adelante Moving Forward Milestones

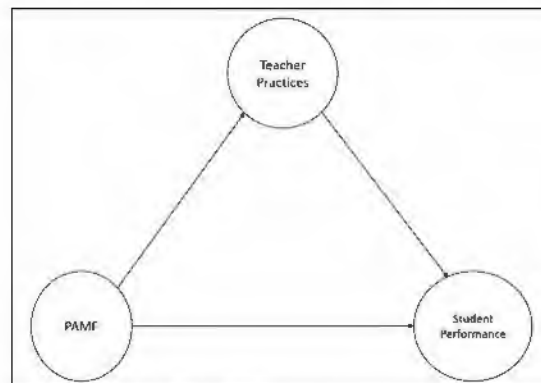
In Phase 2, REA will conduct a quasi-experimental design (QED) with matching to compare both the 6 previously waitlisted schools (from RCT) that will begin training in year 3 plus 4 Northern CA intervention schools with a matched comparison group that is engaged in business-as-usual EL instruction. This study will provide another examination of efficacy after the intervention is potentially modified after the RCT, and it will test efficacy in a different site/region (NorCal). In working closely with the superintendents in both counties, Project Adelante staff expect minimum attrition. For the QED, REA will select matched comparison schools from the pool of similar public elementary schools, basing school-level, multivariate matching on average English language proficiency, student demographic information, percentage ELs, IEP percentage with IEP, percentage of students eligible for free or reduced lunch, and percentage of underserved ethnicities. Following guidelines outlined by Stuart (2010), REA will match intervention students with similar students at the matched non-intervention schools using Mahalanobis distance scores.

Outcome measures. *Impact question 1 will be tested using the Summative English Learner Performance Assessment for California (ELPAC)* is administered each spring (beginning in 2018) to K–12 English learner students for determining their progress towards **English language proficiency (ELP)**. The assessment is aligned with the California 2012 English Language Development Standards and the California Common Core State Standards. ELPAC scores will be compared in both the RCT and the QED. To test effectiveness on increasing **phonological awareness**, the DIBELS Next (dibels.org/dibelsnext.html) will be administered to K–1 students in the RCT treatment and control classrooms. The DIBELS has been shown to have adequate predictive and concurrent criterion validity; inter-rater, alternate form, and test-retest reliability (for benchmark administration); and internal consistency reliability. For testing efficacy on **reading comprehension**, the NWEA MAP for Primary Grades (MPG) benchmark assessments in reading (www.nwea.org/assessments/map/map-for-primary-grades) will be administered to the

Project Adelante Moving Forward Milestones

RCT K–1 students in treatment and control classrooms. The DIBELS and MAP measures will be administered twice in year 1 and twice in year 2. California LEAs are charged with using four information sources to determine when ELs should be **reclassified as fluent English proficient**: ELP assessment, ELA assessment, teacher evaluation, and parent/guardian evaluation. ELA achievement of 3rd graders will be measured by the state ELA test (*Smarter Balanced Summative English Language Arts and Literacy Assessment*), which is administered annually in spring in third grade and higher.

Analysis: REA will use hierarchical linear modeling (Raudenbush & Bryk, 2002) due to the nested structure of the data, using the pooled sample population of ELs (grades K–3) to test ELPAC outcomes (CQ1, EQ1) and a K–1 subset to test outcomes using the DIBELS and the



NWEA MAP MPG (CQ2, CQ3, EQ2, EQ3). Separate contrasts will be conducted for 1-year and 2-year effects. In addition to pretest (baseline) scores of the outcome measures, covariate measures will include student demographic variables. To address CQ4, we will conduct multilevel causal mediation analysis (see diagram below; Imai, Keele, & Tingley, 2013; Pearl, 2012) that takes into account the nested structure of the data. Causal mediation analysis is a statistical framework that enables researchers to investigate causal mechanisms—i.e., why and how the treatment has its effect on the outcome. The hypothesis is that professional development through Project Adelante Moving Forward enhance *teacher practices* and, in turn, the enhanced teacher practices improve *EL student performance*. Teacher practices will be rated by trained informants

Project Adelante Moving Forward Milestones

based on standardized rubrics. Data obtained from the RCT will be used to ensure that there is no unmeasured confounding variable regarding the treatment. Sensitivity analysis will be conducted against the potential unmeasured confounding variables in the relationship between teacher practices and student performance.

Baseline Equivalence: Following WWC standards (2014, March), analytic samples obtained from RCT and QED will be limited to cases with non-missing values of the outcome and pretest measures. Hedges' g , a bias-adjusted estimate of the standardized mean difference, will be used to calculate effect sizes to measure the magnitude of the program's primary effects (Hedges & Olkin, 1985). Before testing impacts, the pretest scores will be used to test equivalence of the analytic samples at baseline. The model for assessing baseline equivalence on the analytic sample will have the same multi-level structural form as the model used to estimate impacts with the following differences: 1) the dependent variable will be the pretest; and 2) the independent variables will be limited to the school-level treatment indicator and the block variable for cohort. All other covariates will be excluded from the model. If baseline equivalence is not established (i.e., the standardized difference is > 0.25 standard deviations), a matched sample will be identified that does meet baseline equivalence standards. The impact analysis will be conducted on that sample.

Implementation Study. Methods of evaluation will provide performance feedback and permit periodic assessments of progress toward achieving intended outcomes. The implementation study will in addition provide project leaders with timely information about progress toward key outcomes. During all implementation years, the fidelity to which the program is implemented as intended will be systematically measured with the project fidelity matrix, which has been drafted by REA and project leaders and will be refined during the initial phases of the project. The matrix lists the data sources, timing of data gathering, scoring system, and the minimum threshold scores for meeting fidelity for each year. For each key program component identified in the logic model

Project Adelante Moving Forward Milestones

for Project Adelante Moving Forward, there will be a reported fidelity score for the program at the overall impact study sample level, along with an indication of whether or not that score meets the established threshold for implementation with fidelity. Teachers will use self-assessment checklists to benchmark classroom implementation. In prior Project Adelante work, a rubric was developed and tested for measuring fidelity of implementation of targeted classroom EL practices, which will be used by project researchers in all RCT treatment classrooms to measure progress over time (Fall 1, Spring 1, Fall 2, Spring 2) towards full implementation of targeted instruction. REA will use surveys to gather ongoing formative feedback, including teachers' feedback on the value of the coursework, resources, PD, and teaming, and their efforts to incorporate them into their practice. Fall and spring classroom observations will be conducted annually by REA researchers in Years 1–4. REA researchers will also conduct several observations each year of professional learning sessions to understand course content, delivery, and participant engagement. The primary research question for the study of implementation is: ***To what extent are the key program components implemented with fidelity?*** In addition, the study also seeks to understand: *What program features or qualities are most effective in increasing teachers' knowledge and self-efficacy about research-based EL instruction and family engagement strategies? What program features or qualities are most effective in supporting teachers in their implementation of targeted practices for ELs and their families? How does classroom implementation vary by teachers, grade levels and schools? Are higher levels of teacher implementation of best practices (through rubric measurement) associated with more positive EL outcomes? After 4 years from initiation, what are the impacts of cohort 1 participants on student outcomes? By year 5, do at least 80% of trained teachers report having actively coached other teachers about ELD acceleration strategies?*

Pre-post Teacher Survey. Intervention teachers will complete baseline surveys as they begin the project, and follow-up surveys at the end of each school year through their third year. These

Project Adelante Moving Forward Milestones

surveys will gather teachers' reports of training, support, and effectiveness. The surveys will also measure teachers' self-efficacy to meet ELs' needs and learn about teachers interactions with families of ELs. The surveys will also allow us to measure (**GPRA 4**) the percentage of program completers rating the program as effective in helping them to serve ELs. Self-report scales from instruments with established validity and reliability evidence (including Karabenick & Noda (2004) and the Leading with Learning i3 initiative (leadingwithlearning.wested.org)) will be adapted. REA will conduct tests for internal consistency and scale reliability.

Pre-post Administrator Survey. Principals at intervention schools will be surveyed each year during the 2-year coursework to learn about school contextual factors and to explore their perceptions of implementation and impact on school EL practices. Items will be adapted in part from Grady & O'Dwyer (2014). This survey will allow us to measure (**GPRA 5**) the percentage of school leaders who rate the program as effective in helping program completers serve ELs.

Evaluation Reporting. Throughout the project, REA will update the project leaders about progress towards project objectives during regularly scheduled evaluation planning and monitoring meetings. Periodically, REA will share provide timely feedback via memorandums about recent evaluation findings. Critical feedback about implementation will be provided through the scoring of the fidelity matrix during each implementation year. REA will submit annual evaluation reports and support the completion of the OELA performance reports as needed. Reports of evaluation progress and findings will be submitted for presentation at annual professional meetings, including for OELA NPD and AERA audiences. Reports will also be posted on the project website and submitted for posting on institutional (UC and Rockman) websites. Prior to collecting data, approval to conduct research will be secured from an external IRB panel and from each district. REA will adhere to all district and institutional policies and confidentiality, as well as for data gathering, transfer, storage, and destruction.

Project Adelante Moving Forward Milestones

GPRA Measures	Performance Measure	Evaluation	Person Responsible	Timeline
<p>GPRA 2</p> <p>The number of program participants that have completed the professional development program</p>	<p>140 participants in Cohort 1 and Cohort 2 will have completed 60 hours professional development, coaching, and benchmarking on the essential domains for accelerated Early Childhood learning including: vocabulary, ELD strategies, phonological awareness, early literacy, mathematics and cognition.</p>	<p>Class Roster Attendance Number of Course Certificates of Completion and Leadership Certificates in EL Early Childhood Learning</p>	<p>Director/Coordinator Consultants</p>	<p>9/2017 Ongoing Cohort 1 09/2017- 06/2019 Cohort 2: 09/2018- 06/2020</p>
<p>GPRA 3</p> <p>The number and percentage of program completers, as defined by the applicant under measures 1 and 2, who are State certified, licensed, or endorsed in EL instruction.</p>	<p>30 participants in the Early Childhood Workforce in Cohort 1 will have completed two academic courses. 30 in cohort 2 will have completed two academic courses toward an EL Specialist in Early Childhood.</p>	<p>Number of courses completed Course transcripts</p>	<p>UCR professors/ Director</p>	<p>Cohort 1: 09/2017- 06/2019 Cohort 2: 09/2018- 06/2020</p>

Project Adelante Moving Forward Milestones

<p>GPRA 4</p> <p>The percentage of program completers who rate the program as effective in preparing them to serve EL students.</p>	<p>75% of the schools who participate will demonstrate significant ELA and ELD growth. Evidenced in Randomized Control Trial (RCT).</p> <p>75% or more of program completers will rate the program as effective in preparing them to serve EL students.</p>	<p>Survey Results Pre-post ELPAC, MAP reading comprehension benchmarks, & DIBELS. RCT Study</p>	<p>Director Evaluator</p>	<p>06/2018 – 06/2021</p>
<p>GPRA 5</p> <p>The percentage of school leaders, other educators, and employers of program completers who rated the program as effective in preparing their teachers, or other educators, to serve ELs or improve their abilities to serve ELs effectively.</p>	<p>75% or more of administrators will rate the program as effective in preparing their educators to serve ELs effectively Teacher Rubric for Integrated and Designated ELD</p> <p>75% of the schools who participate demonstrate significant ELA and ELD growth as evidenced on the Quasi Experimental Design (QED) comparison of schools</p>	<p>Principal survey Teacher Rubrics</p>	<p>Coordinator Evaluator Evaluator</p>	<p>06/2018 - 06/2021</p>
<p>GPRA 6</p> <p>Competitive Priority 2, the percentage of program completers who rated the program as effective, in increasing knowledge/ skills-parent, family, and community engagement.</p>	<p>75% of more of program completers will rate the program as effective in increasing their ability to engage parents and families.</p>	<p>Parent Survey Number attending TALK and LEARN</p>	<p>Evaluator</p>	<p>06/2018 - 06/2021</p>

Project Adelante Moving Forward Milestones

APPENDIX

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OFFICE OF THE COUNTY SUPERINTENDENT

April 21, 2017

To Whom It May Concern:

Please accept the following letter of support from the Riverside County Office of Education for Project Adelante Moving Forward. Closing the achievement gap for English learners and other diverse students is a priority for all of Riverside County. The Riverside County Office of Education serves 23 school districts. All these districts have large percentages of English learners. The County Office can play a key role in supporting a professional development partnership with the University of California at Riverside designed to meet the needs of English learners and other diverse students.

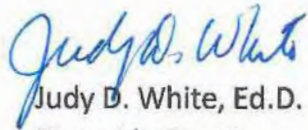
The Riverside County Office of Education has identified closing the achievement gap for English learners and other Title I students as one of our county's initiatives. We support the research on the development of vocabulary for English learners and other diverse learners as important for closing the achievement gap. The development of the early childhood workforce is particularly critical for the county's school districts. The Riverside County Office of Education has Head Start as well as other preschool programs under its direction. There is a real need for teachers serving PreK to 3rd grade to learn how to accelerate academic achievement by introducing foundational skills in early literacy including vocabulary development, phonological awareness and comprehension.

There is a great need for research-based evidence on What Works for English Learners and other diverse learners. Project Adelante Moving Forward will build on the evidence-based professional development and forward research and practice by gaining statistical evidence and bringing the research to scale.

We look forward to supporting this project with the University of California at Riverside to enable promising strategies to grow, develop and be supported by reliable scientific evidence. The professional development will greatly support the 23 school districts which we serve.

We look forward to participating in this partnership and submit this letter of support indicating our commitment to the project.

Sincerely,



Judy D. White, Ed.D.

Riverside County

Superintendent of Schools

JDW:tw



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Moreno Valley Unified School District

25634 Alessandro Boulevard
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951-571-7500
www.mvusd.net

The mission of Moreno Valley Unified School District is to ensure all students graduate high school prepared to successfully enter into higher education and/or pursue a viable career path.

April 21, 2017

Letter of Support for The Project Adelante Moving Forward Grant

Please accept the following letter of support from the Moreno Valley School District for Project Adelante Moving Forward. We support the research for English learners and other diverse students. We will participate in a partnership with the University of California at Riverside designed to meet the needs of English learners and to help close the achievement gap for these and other diverse students.

Moreno Valley Unified School District has identified closing the achievement gap for English learners and other Title I students as one of our critical district goals. We support the research to bring to scale the development of vocabulary for English learners and other diverse learners as critical for closing the achievement gap. The interdisciplinary vocabulary and the development of early literacy through professional development of the Early Childhood Workforce is critical for students' academic achievement.

This project has the potential to bring to scale the success of the RULE of 3, which was implemented in our district. Project Adelante Moving Forward will build on the evidence-based professional development done in our district and forward research and practice by giving statistical evidence, and bringing the research to scale.

We look forward to supporting this project along with the University of California, Riverside to enable promising strategies to grow and develop and be supported by reliable scientific evidence, so that the body of knowledge and best practices can help close the achievement gap for English learners and other diverse learners.

Sincerely,

A handwritten signature in black ink, appearing to read 'Martinex Kedziora', with a long, sweeping underline.

Martinex Kedziora, Ed.D.
Superintendent of Schools



Alvord Unified School District

Our Promise: All students will realize their unlimited potential.

9 KPC Parkway Corona, California 92879 | P: (951) 509-5000 | F: (951) 509-6070

April 24, 2017

Dr. Linda Ventriglia Navarrette
Graduate School of Education
Sproul Hall 1207
University of California, Riverside
Riverside, CA 92521

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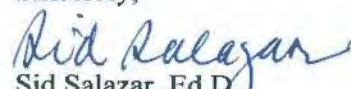
Dear Dr. Navarrette,

The Alvord Unified School District (AUSD) is pleased to submit this letter of support to partner/collaborate with the Graduate School of Education (GSE) of University of California at Riverside (UCR) on *Project Adelante Moving Forward* (PAMF). The collaboration seeks to build on the prior success of *Project Moving Forward*, which utilizes Dr. Ventriglia-Navarrette's innovative system for academic vocabulary and literacy development known as the "the RULE of 3" (rehearse, analyze, and produce). Recent research indicates that academic vocabulary development has the highest correlation with success across the curriculum. This fast-paced system of learning integrates technology to target interdisciplinary vocabulary words and addresses the rigor of the Common Core State Standards. This grant will support teacher professional development, curricular materials for the classroom, and sustained coaching and peer mentoring throughout the academic year. Furthermore, we are committed to provide access to quantitative data collection to measure the effectiveness of the PAMF program.

Our District is a high-need local educational agency. AUSD serves over 19,000 students with 78.6% qualifying for Free or Reduced Price Meals; 41.3% categorized as English Language Learners; and 10.5% being identified as having disabilities. We are a minority-majority District with 78.1% of our students being Hispanic/Latino. The American Community Survey of 2012 estimates that 23.4% of residents were born outside the United States; 43.6% speak a language other than English at home; 19.5% live below the poverty level; 14.5% were unemployed; 22.5% never completed high school; and 23.3% never went beyond high school. To encourage the economic growth and prosperity of our community, it is essential that all students graduate from high school both college and career ready. College and career readiness begins with the development of high literacy skills.

We continuously find that academic language acquisition is the single largest barrier to our student's success and therefore, want to engage with educational partners to help eradicate this issue. We are very excited to be a part of this collaborative venture with the GSE at UCR, and as such, are in full support of the implementation of PAMF as we believe that it will advance student achievement throughout our district.

Sincerely,


Sid Salazar, Ed.D.
Superintendent of Schools

April 21, 2017

United States Department of Education
Office of English Language Acquisition
National Professional Development Program

Dear Grants Officers,

As Dean and Professor of the UC Riverside Graduate School of Education, I am pleased to write this letter of support and commitment for the *Project Adelante Moving Forward* application to the U.S. Department of Education Office of English Language Acquisition (OELA) National Professional Development Program (NPD).

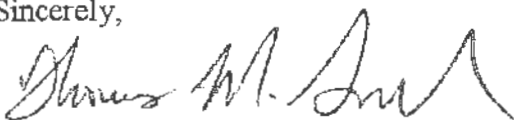
This proposal builds upon the success of the current federally funded *Project Moving Forward*, a \$2.3 million U.S. Department of Education OELA NPD grant, directed by Dr. Linda Ventriglia-Navarrete within the UCR Graduate School of Education (GSOE).

The goal of this project is to close the achievement gap for English Learners (ELs) by addressing systematically the challenge of *moving forward* English learners (ELs) out of remediation to academic and linguistic proficiency through proven, evidence-based professional development training, curricula, and pedagogy of practice for teachers and administrators.

Based on strong preliminary data results and standardized success indicators of the current *Project Moving Forward* program, we are confident that *Project Adelante Moving Forward* will prove a model of theory and research joined to practice, and will produce significant impact on our regions teaching and learning practices in K-12 education—for ELs, and generalized to the general population of the children we share.

I fully support this proposal with allowable GSOE resources of the GSOE and commend the work of the *Project Adelante Moving Forward* team in enabling promising strategies to grow, develop, and be supported by reliable scientific evidence, so that this work may contribute to the body of knowledge and best practices for English Language Acquisition.

Sincerely,



Thomas M. Smith
Dean and Professor



Our Children • Our Schools • Our Future

February 17, 2016

Dr. Linda Navarrette
University of California, Riverside
Graduate School of Education
900 University Avenue
Riverside, CA 92521

RE: Project Adelante Moving Forward

Dear Dr. Navarrette:

On behalf of the Jurupa Unified School District, I am pleased to support the *Project Adelante Moving Forward* grant proposal, submitted by Dr. Linda Navarrette of the UCR Graduate School of Education.

Our understanding is that *Project Adelante Moving Forward* is a U.S. Department of Education Office of English Language Development National Professional Development grant and that the goal of the project is to address systematically the challenge of *moving forward* English learners (ELs) to academic and linguistic proficiency through proven, evidence-based professional development training, curricula, and pedagogy of practice for teachers and administrators. This program will enable English Learners to move forward academically, rather than being held back in remediation classes. Currently, our school district has more than 25% of our students classified as English Learners.

Dr. Linda Navarrette has developed an innovative system for academic vocabulary and literacy development dubbed "The RULE of 3" that has resulted in documented standardized test gains in both reading and math. The RULE of 3, also referred to as RAP (REHEARSE, ANALYZE, PRODUCE), is a systematic approach to academic vocabulary and literacy development drawing upon research that indicates that academic vocabulary development has the highest correlation with success across the curriculum. It is a fast-paced system of learning that integrates technology to target interdisciplinary vocabulary words and the Common Core State Standards.

It is also our understanding that the proposed grant will fund teacher professional development training for teachers, K-3, provide training and curriculum delivery materials for the classroom, teacher and students, sustained coaching follow-up and peer mentoring throughout the academic year, and will provide a Coordinator who will work with and support our EL/ELD Director to coordinate site-specific project activities.

All aspects of *Project Adelante Moving Forward* are fully articulated and tightly linked to the California Common Core Standards and the state English Language Development Standards, and have demonstrated that they are easily integrated into LCAP action plans. Participating teachers and administrators have the opportunity to earn a Leadership Certificate in Best Practices for Accelerated Academic English Learning through UCR Education Extension and the program has a parent engagement component to involve parents who themselves may be second language learners.

Jurupa Unified School District is proud to be part of this collaborative effort with UCR and is confident that this program will help ensure the success of our English Learners.

Sincerely,

Elliott Duchon
Superintendent

ED/dc

BOARD OF EDUCATION - Sheryl Schmidt, President • Robert Garcia, Clerk • Linda Chard • Donna Johnston • Memo Mendez

SUPERINTENDENT - Elliott Duchon

4850 Pedley Road, Jurupa Valley, CA 91750 951.360.4100

FAX 951.360.4100 www.jusd.k12.ca.us

February 17, 2016

United States Department of Education
Office of English Language Acquisition
National Professional Development Program
400 Maryland Avenue SW
Washington, D.C. 20202

Dear Grant Officer:

As Superintendent of the San Bernardino City Unified School District, I am pleased to write this letter of support and commitment for the *Project Adelante Moving Forward* application to the U.S. Department of Education Office of English Language Acquisition (OELA) National Professional Development Program (NPD).

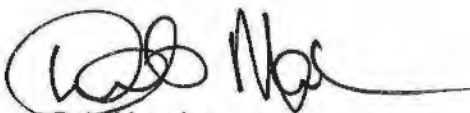
This proposal builds upon the success of the current federally-funded *Project Moving Forward*, a \$1.9 million U.S. Department of Education OELA NPD grant, directed by Dr. Linda Ventriglia Navarrette within the UCR Graduate School of Education (GSOE).

The goal of this project is to close the achievement gap for English learners (ELs) by systematically addressing the challenge of *moving [forward]* English learners out of remediation to academic and linguistic proficiency through proven, evidence-based, professional development training, curricula, and pedagogy of practice for teachers and administrators.

Based on strong preliminary data results and standardized success indicators of the current *Project Moving Forward* program, we are confident that the *Adelante Moving Forward Project* will provide a model of theory and research joined to practice, and will produce significant impact on our region's teaching and learning practices in K-12 education for English learners and for the general population of the children we share.

I fully support this proposal with allowable SBCUSD resources and commend the work of the *Project Adelante Moving Forward* team in enabling promising strategies to grow, develop, and be supported by reliable scientific evidence so that this work may contribute to the body of knowledge and best practices for English language acquisition.

Sincerely,



Dale Marsden
Superintendent

OFFICE OF THE SUPERINTENDENT



February 16, 2016

ADMINISTRATION

MARTHA L. MARTINEZ
Superintendent

GERALD STRATTON
Assistant Superintendent
Business Services

LORI SANDERS
Assistant Superintendent
Educational Services

BEATRIZ CHAIDEZ
Assistant Superintendent
Human Resources

MARY PRITCHARD
Director, Bilingual-Migrant-Early
Childhood Education Services

TERRY RYAN
Director, Maintenance, Operations,
Transportation & Food Services

BETH VIEIRA
Director, Special Education

BOARD OF EDUCATION

ROBERTO GARCIA
Trustee Area 1

FRANCISCO ESTRADA
Trustee Area 2

ROBERT FOSTER HOFFMAN
Trustee Area 3

AMY ISH
Trustee Area 4

STEPHEN KIM
Trustee Area 5

Dear Dr. Linda Navarette,

Please accept the following letter from Salinas City Elementary School District for Project Adelante Moving Forward. We recognize that this Professional Development Grant from the United States Office of English Language Acquisition is a partnership with the University of California at Riverside designed to meet the needs of English learners and to help close the achievement gap for these students.

Salinas City Elementary School District has identified improving the achievement of English learners in our district as one of our goals. The interdisciplinary vocabulary and the development of early literacy skills fills the need to give these students a strong foundation in critical developmental skills.

We recognize that high quality professional development for teachers is essential to the success of our students. We welcome the professional development offered in this grant as well as the opportunity to develop teacher leaders through the University of California at Riverside's partnership.

We acknowledge the university partnership and submit this letter of support indicating our commitment to the project.

Sincerely,

(b)(6)

Lori Sanders
Assistant Superintendent, Educational Services

840 South Main Street
Salinas CA 93901
Phone (831) 753-5600
Fax (831) 753-5610



INNOVATIONS
INTERNATIONAL CHARTER SCHOOL
OF *Nevada*

February 12, 2017

To Whom It May Concern,

Please accept the following letter of support from Innovations International Charter School of Nevada for Project Adelante Moving Forward. We recognize that this Professional Development Grant from the United States Office of English Language Acquisition is a partnership with the University of California at Riverside designed to meet the needs of English learners and to help close the achievement gap for these students.

Innovations International Charter School of Nevada has identified closing the achievement gap as one of the major school and district goals. Improving the achievement of English learners in our school is a critical piece of this goal. The interdisciplinary vocabulary and the development of early literacy skills fill the need to give these students a strong foundation in critical development skills.

We recognize that high quality professional development for teachers is essential to the success of our students. We welcome the professional development offered in this grant as well as the opportunity to develop teacher leaders through the University of California at Riverside's partnership.

We look forward to participating in this partnership and submit this letter of support indicating our commitment to the project.

(b)(6)

Connie L. Malin, Ph.D., Chief Educational Officer

Oakey Campus (Grades K-6)
1600 E. Oakey Blvd.
Las Vegas, NV 89104

Phone: 702.216.4337
Fax: 702.216.4353

City Impact Campus (Grades 7-12)
950 E. Sahara Ave.
Las Vegas, NV 89104

Phone: 702.216.4337
Fax: 702. 216.4353

www.iicsn.org

Position Descriptions

Project Director:

Dr. L. V. Navarrette as Director of Project Adelante Moving Forward will be in charge of the overall supervision of the project's team both in southern and northern California as well as the budget for the project. This includes project coordinators in northern and southern California, university researchers and the evaluator on the project. The role of the Director will include both curriculum and assessment supervision and ongoing assessment of the implementation of the project. Dr. Navarrette's first task will be to appoint an Advisory Committee. She will meet with this team monthly to ensure the goals of the project are being implemented well.

The Director will meet with the coordinators on a weekly basis. The Director will be responsible for communication with all principals to ensure that they are aware of the professional development schedules.

The Director will ensure that all the funds in the budget are spent in accordance with the grant's guidelines. The Director will work with the UCR budget office to ensure that teacher stipends and salaries of project personnel are paid in a timely fashion. The Director will sign off on all budget requests.

The Director will also make weekly visits to Project Moving Forward Adelante schools to ensure that the project is being implemented to the highest level of fidelity.

The Director will coordinate with the evaluator to facilitate establishing the groups of classrooms needed for the randomized and the quasi-experimental design studies. All responsibility for the confidentiality of the study will rest with the Director. The Director will facilitate the collection of the data. The Director will ensure that no names of teachers or students are used to ensure confidentiality.

The Director will set the overall direction for the Early Childhood Workforce team. She along with UCR faculty will develop the coursework leading to a specialization in Early Childhood Language and Literacy Development for English Learners.

The Director along with the school principals will establish Early Workforce teams at school sites and the yearly TALK and LEARN nights for parents.

The Director will be directly responsible for the Early Childhood Workforce Teams.

The Director will be responsible for the website, videos and dissemination of the project.

The Director will also ensure that all IRB regulations are followed and the confidentiality of the students and teachers involved are maintained by establishing safeguards to that effect.

Accountability: The Project Coordinator is directly accountable to the Dean of the Graduate School of Education.

LEA Facilitator (Consultant):

Dr. Georgia Grijalva as the facilitator of the Northern LEAs. Dr. Grijalva will be responsible for the day to day operations of Project Adelante Moving Forward in Northern California. She will be responsible for setting a yearly professional development and coaching and schedule for the Early Childhood Workforce at multiple sites. First, Dr. Grijalva will establish a schedule for the first year of training and coaching on the project at multiple sites. She will arrange the professional development for the beginning summer institute and will coordinate monthly professional development trainings. She will be responsible for documenting by the teachers who participate signing in at the in the professional development sessions. She will coordinate quarterly teacher-rubric self and trainer assessment.

Dr. Grijalva will be responsible for ongoing assessment in the project. She will also arrange the pre- and post-testing of students. She will be responsible for initial assessment of students on the

ELPAC using a team of testers. She will also be responsible for disseminating benchmark 6 week assessments to teachers. She and her teacher coaches will be responsible for helping teachers differentiate instruction based on the benchmark results.

Dr. Grijalva as coordinator will also be responsible for setting up coaching schedules for teachers in the project. She will also include instructional aides in the training. She will also be responsible for ensuring all teachers have the materials needed for the implementation of the program. She will also be on the committee to select tuition scholarship participants in Northern California. Dr. Grijalva in conjunction with the principals will establish TALK and LEARN Nights for the parents at the school sites participating in Project Adelante Moving Forward. Dr. Grijalva's extensive experience as a teacher trainer and bilingual educator will help her accomplish these tasks.

Accountability: The Project Coordinator is directly accountable to the Project Director.

Project Coordinator: (Southern California) Sonia Garcia-Quinn

Ms. Quinn will serve as the Project Coordinator Southern California. Ms. Quinn is responsible for the day to day operations of the Project Adelante Moving Forward in Southern California. First, Mrs. Quinn will establish a schedule for the first year of training and coaching on the project at multiple sites. She will arrange the professional development for the beginning summer institute and will coordinate monthly professional development trainings. She will be responsible for documenting by the teachers who participate signing in at the in the professional development sessions. She will coordinate quarterly teacher-rubric self and trainer assessment.

Mrs. Quinn will be responsible for ongoing assessment in the project. She will also arrange the pre- and post-testing of students. She will be responsible for initial assessment of students on the ELPAC using a team of testers. She will also be responsible for disseminating benchmark 6 week

assessments to teachers. She and her teacher coaches will be responsible for helping teachers differentiate instruction based on the benchmark results.

Mrs. Garcia- Quinn as coordinator will also be responsible for setting up coaching schedules for teachers in the project. She will also be responsible for ensuring all teachers have the materials needed for the implementation of the program. She will also be on the committee to select tuition scholarship participants. Mrs. Garcia-Quinn in conjunction with the principals will establish TALK and LEARN Nights for the parents at the school sites participating in Project Adelante Moving Forward. Mrs. Quinn's extensive experience as a professional developer will help her accomplish these tasks.

Accountability: The Project Coordinator is directly accountable to the Project Director.

Project Administrative Assistant:

The Project's administrative assistant will be responsible for all the dissemination of materials for the project schools in both northern and southern California. He will keep track of sign in documents for teachers at both school sites. He will ensure that those teachers selected for graduate iLearn classes at the University of California at Riverside are enrolled correctly and receive all their materials.

The Administrative Assistant will be responsible for all communication documents from the Director to the Early Childhood Workforce. He will produce the documents necessary for the ongoing implementation of the project. He will produce copies of materials for training and update the website with new videos.

The Administrator assistant will use a variety of computer software programs including MS Word, Excel, Publisher and Access to disseminate information to project participants.

The administrator assistant will complete budget requisitions. The assistant will work directly with the Director and the budget office to ensure that all *e-pay requests* are made in a timely manner.

Accountability: The Administrative Assistant is directly accountable to the Project Director.

External Evaluator (Consultant):

The evaluator will work with the Director and the University internal evaluator Soojin Park to implement the evaluation design and collect data. His first task will be to set up the randomized control trial (RCT) with southern California sites. He will also set up the quasi-experimental research designs for years 2 and 3 of the study. The Evaluator is responsible for quantitative and qualitative methods, research design, and instrument development for Project Adelante Moving Forward as well as the collecting and reporting of data. He will be responsible for collecting the data and developing graphs to show the difference between the treatment and control groups. The external evaluator will provide ongoing direction on the collection of data as well as the reporting of pre-post test results that will be used in the research studies. The external evaluator will follow all the IRB regulations as outlined by the University of California at Riverside.

Accountability: The External Evaluator is directly accountable to the Project Director.

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN:
 ORGANIZATION:
 University of California (UCR)
 Riverside Campus
 , CA

DATE: 02/12/2015
 FILING REF.: The preceding
 agreement was dated
 01/30/2009

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.	07/01/2013	06/30/2015	52.00	On-Campus	Organized Research
PRED.	07/01/2015	06/30/2016	54.00	On-Campus	Organized Research
PRED.	07/01/2016	06/30/2018	55.00	On-Campus	Organized Research
PRED.	07/01/2018	06/30/2019	55.50	On-Campus	Organized Research
PRED.	07/01/2013	06/30/2019	26.00	Off-Campus	Organized Research
PRED.	07/01/2013	06/30/2015	58.50	On-Campus	Instruction
PRED.	07/01/2015	06/30/2019	51.00	On-Campus	Instruction
PRED.	07/01/2013	06/30/2019	26.00	Off-Campus	Instruction
PRED.	07/01/2013	06/30/2015	44.00	On-Campus	Other Sponsored Activities
PRED.	07/01/2015	06/30/2019	51.50	On-Campus	Other Sponsored Activities
PRED.	07/01/2013	06/30/2015	18.00	Off-Campus	Other Sponsored Activities
PRED.	07/01/2015	06/30/2019	10.60	Off-Campus	Other Sponsored Activities
PROV.	07/01/2019	Until Amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2019.

*BASE

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

INSTITUTION:
University of California (UCR)
Riverside Campus

AGREEMENT DATE: February 12, 2015

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are charged using the rate(s) listed in the Fringe Benefits Section of this Agreement. The fringe benefits included in the rate(a) 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.

DEFINITION OF EQUIPMENT:

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

Treatment of Other Fringe Benefits:

This organization charges the actual cost of each fringe benefit direct to Federal projects. However, it budgets fringe benefits on project proposals by using a composite rate. Following is the list of fringe benefits at the University:

FICA, WORKERS COMPENSATION, RETIREMENT SYSTEM, LIFE/HEALTH/DENTAL/DISABILITY AND UNEMPLOYMENT INSURANCE.

DEFINITION OF ON-CAMPUS, OFF-CAMPUS AND SPECIAL RATES:

DEFINITION OF OFF-CAMPUS RATE:

The off-campus rate is applicable to those projects conducted at facilities not owned or leased by the University. However, if the project is conducted in leased space and lease costs are directly charged to the project, then the off-campus rate must be used.

PROJECTS CONDUCTED ENTIRELY ON-CAMPUS OR ENTIRELY OFF-CAMPUS:

Projects conducted entirely on-campus or entirely off-campus will be applied the on-campus or off-campus rate respectively.

PROJECTS CONDUCTED PARTIALLY OFF-CAMPUS AND PARTIALLY ON-CAMPUS:

If the project involves work at both on-campus and off-campus sites, either the on-campus or off-campus rate generally should be applied, consistent with where the majority of the work is to be performed. Salary cost is generally accepted as a measure of work performed in terms of the total project.

USE OF BOTH ON-CAMPUS AND OFF-CAMPUS RATES:

The use of both on-campus and off-campus rates for a given project may be justified if both of the respective rates can clearly be identified with a significant portion of salaries and wages of the project. For purposes of this provision, significant is defined as approximately 25% or more of the total costs and a project's total salary and wage costs exceed \$250,000.

OTHER SPECIAL RATES:

These rates apply only to the facility or program to which they are identified. If any additional special rates become necessary the establishment of such rates should be coordinated through the cognizant negotiation agency.

NEXT PROPOSAL DUE DATE

A proposal based on actual costs for fiscal year ending 06/30/18 will be due no later than 12/31/19.

INSTITUTION:
University of California (UCR)
Riverside Campus

AGREEMENT DATE: February 12, 2015

SECTION III: GENERAL

A. LIMITATIONS:

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

B. ACCOUNTING CHANGES:

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

C. FIXED RATES:

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

D. USE BY OTHER FEDERAL AGENCIES:

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

E. OTHER:

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

BY THE INSTITUTION:

ON BEHALF OF THE FEDERAL GOVERNMENT:

University of California (UCR) Riverside Campus

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(b)(6)

(b)(6)

Nathan Brostrom

Arif Karim

(NAME)

(NAME)

Executive Vice President - Chief Financial Officer

Director, Cost Allocation Services

(TITLE)

(TITLE)

(DATE)

3/10/2015

2/12/2015

(DATE) 0229

HHS REPRESENTATIVE:

Helen Fung

Telephone:

(415) 437-7820

UNIVERSITY OF CALIFORNIA, RIVERSIDE
 FACILITIES AND ADMINISTRATIVE COST PROPOSAL
 FISCAL YEAR ENDING JUNE 30, 2014 TO JUNE 30, 2019

EXHIBIT A

	ORGANIZED RESEARCH											
	JULY 1, 2013 THROUGH JUNE 30, 2015			JULY 1, 2015 THROUGH JUNE 30, 2016			JULY 1, 2016 THROUGH JUNE 30, 2018			JULY 1, 2018 THROUGH JUNE 30, 2019		
	ON-CAMPUS	OFF-CAMPUS		ON-CAMPUS	OFF-CAMPUS		ON-CAMPUS	OFF-CAMPUS		ON-CAMPUS	OFF-CAMPUS	
BUILDING DEPRECIATION	6.2%			6.8%			7.0%			7.1%		
EQUIPMENT DEPRECIATION	2.5%			2.0%			2.2%			2.3%		
INTEREST	5.9%			9.0%			9.2%			9.3%		
OPERATIONS & MAINTENANCE	9.5%			9.0%			9.2%			9.3%		
LIBRARY	1.9%			1.2%			1.4%			1.5%		
GENERAL ADMINISTRATION	7.0%			5.9%			5.9%			5.9%		
DEPARTMENT ADMINISTRATION	15.8%			16.8%			16.8%			16.8%		
SPONSORED PROJECT ADMINISTRATION	2.8%			3.2%			3.2%			3.2%		
STUDENT SERVICE ADMINISTRATION	0.4%			0.1%			0.1%			0.1%		
ADMINISTRATION COMPONENTS	26.0%	26.0%	26.0%	25.0%	26.0%	26.0%	26.0%	26.0%	26.0%	26.0%	26.0%	26.0%
TOTAL	52.0%	26.0%		54.0%	26.0%		55.0%	26.0%		55.5%	26.0%	

	INSTRUCTION & DEPARTMENTAL RESEARCH						OTHER SPONSORED ACTIVITIES					
	JULY 1, 2013 THROUGH JUNE 30, 2015			JULY 1, 2015 THROUGH JUNE 30, 2019			JULY 1, 2013 THROUGH JUNE 30, 2015			JULY 1, 2015 THROUGH JUNE 30, 2019		
	ON-CAMPUS	OFF-CAMPUS		ON-CAMPUS	OFF-CAMPUS		ON-CAMPUS	OFF-CAMPUS		ON-CAMPUS	OFF-CAMPUS	
BUILDING DEPRECIATION	5.3%			5.9%			4.4%			11.0%		
EQUIPMENT DEPRECIATION	1.6%			0.5%			1.5%			1.9%		
INTEREST	3.0%			3.5%			3.7%			8.3%		
OPERATIONS & MAINTENANCE	6.8%			5.8%			11.6%			15.8%		
LIBRARY	15.8%			9.3%			4.8%			3.9%		
GENERAL ADMINISTRATION	4.6%			4.1%			10.3%			4.8%		
DEPARTMENT ADMINISTRATION	9.6%			12.0%			3.0%			1.2%		
SPONSORED PROJECT ADMINISTRATION	4.4%			2.3%			3.9%			4.2%		
STUDENT SERVICE ADMINISTRATION	7.4%			7.6%			0.8%			0.4%		
ADMINISTRATION COMPONENTS	26.0%	26.0%	26.0%	26.0%	26.0%	26.0%	18.0%	18.0%	18.0%	10.6%	10.6%	10.6%
TOTAL	58.5%	26.0%		51.0%	26.0%		44.0%	18.0%		51.5%	10.6%	

ADMINISTRATIVE COMPONENTS ARE CAPPED AT 26.0% IN ACCORDANCE WITH OMB A-21, DATED JULY 28, 1993.

CO: (b)(6)

(SIGNATURE)

Executive Vice President - Chief Financial Officer

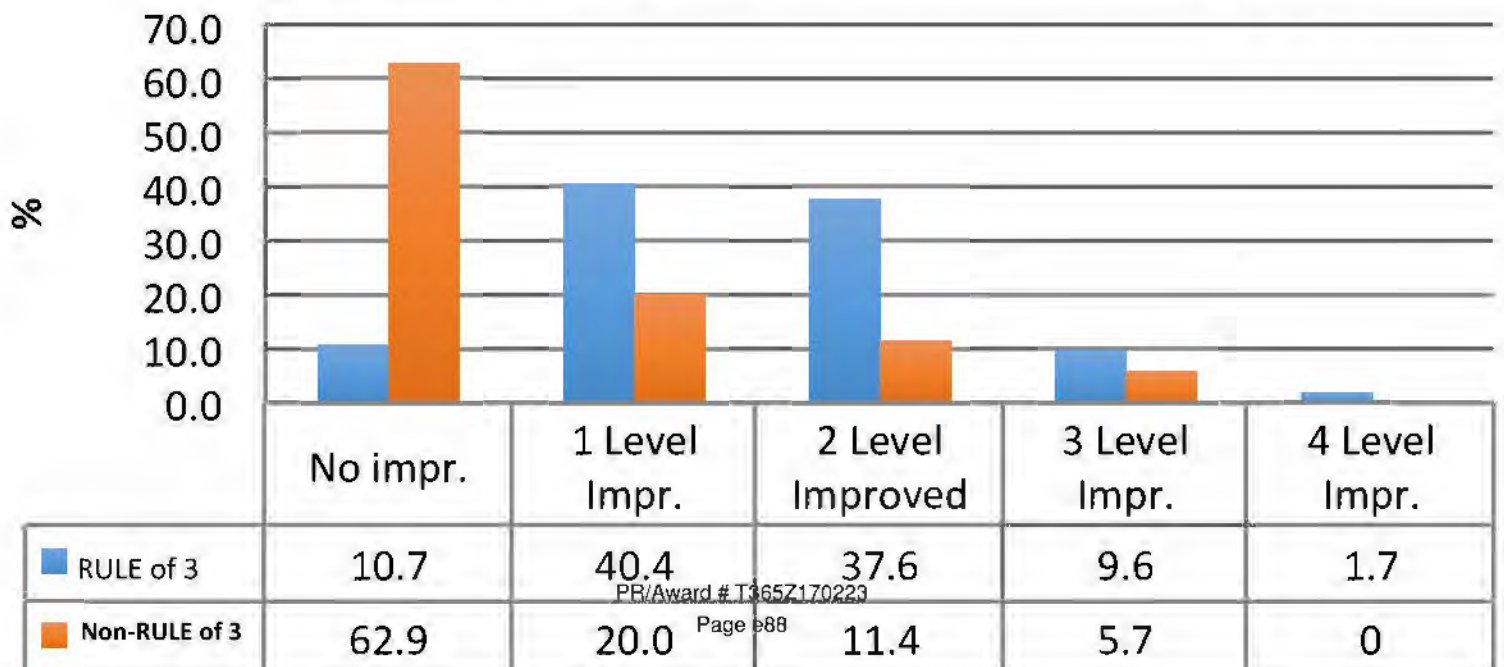
TITLE

DATE

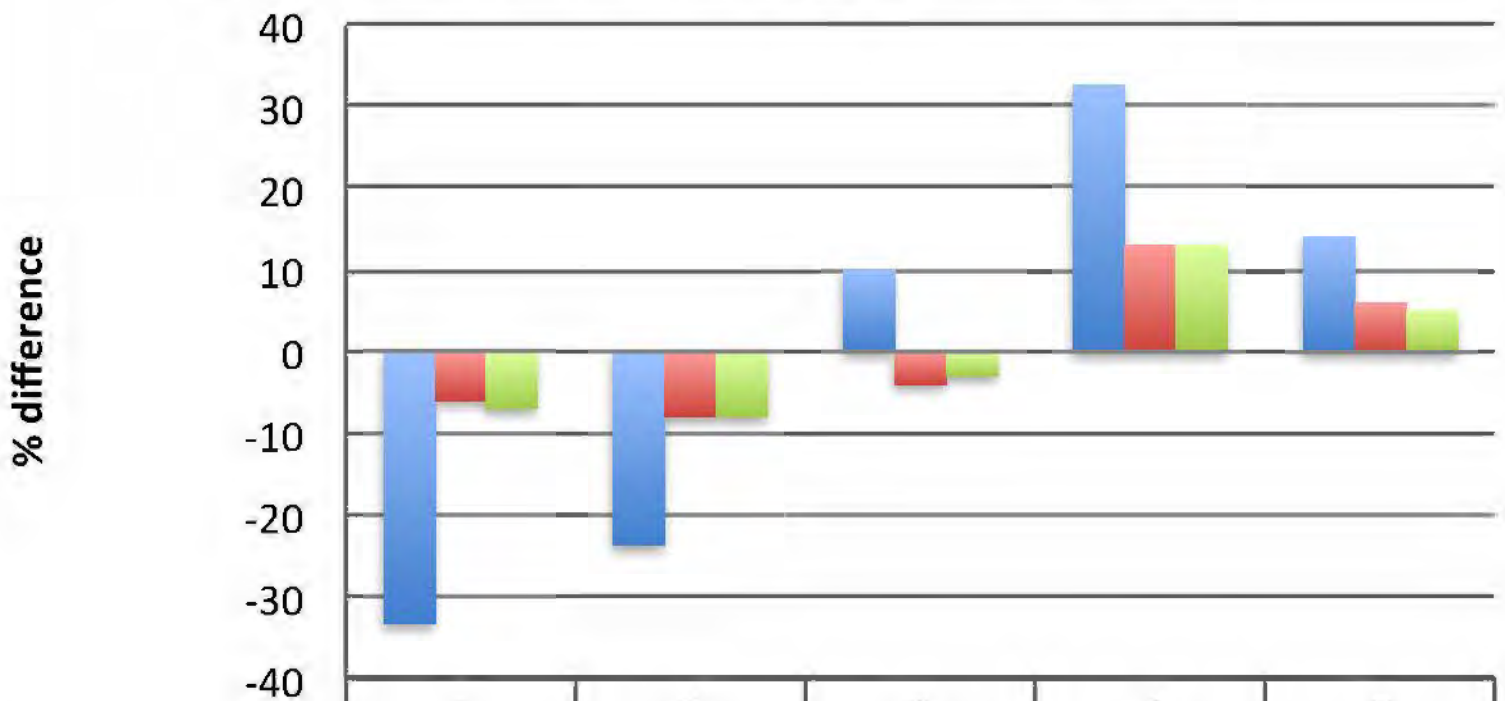
3/11/2015

Appendix

RULE of 3 Percentage of students who improved their placement level



Percentage difference between Pretest and Posttest scores in RULE of 3 Schools compared to Riverside County and State of California



	1	2	3	4	5
■ RULE of 3	-33.15	-23.6	10.12	32.59	14.04
■ State avg.	-6	-8	-4	13	6
■ Riverside avg.	-7	-8	-3	13	5



ELD Designated Implementation Rubric

Element	Beginning (1)	Emerging (2)	Full Implementation (3)	Student (Concurrent With Full Implementation)
Intellectual Quality	I connect ELD instruction with core subject matter, resources, and tasks during designated ELD time.	I connect ELD instruction with core subject matter, resources, tasks and language development during designated ELD time.	I provide students with intellectually motivating, challenging, and purposeful tasks /opportunities to build/develop language. I provide appropriate scaffolding and support for students based on the language continuum.	My students engage in development of their language skills while engaging in intellectually motivating, challenging, and purposeful tasks.
Academic English	I teach academic and content vocabulary found in core subjects.	I create opportunities for students to use and develop academic and content vocabulary and language through reading, writing, speaking, and listening.	I focus on students' academic language and literacy skills in the content areas, as described in the CA ELD Standards and other content standards.	My students directly use academic and content vocabulary in context throughout the day.
Extended Language Interaction	I use collaborative routines (i.e., think-pair-share) during designated ELD time.	I have students build upon each other's ideas using accountable talk routines.	I extend language interactions between students with ample opportunities for students to communicate in meaningful	My students use the routines and adapt language based on task, purpose, and audience.

Adapted from Butte County Office of Education's ELA and Math implementation rubrics.

Page | 1

Element	Beginning (1)	Emerging (2)	Full Implementation (3)	Student (Concurrent With Full Implementation)
		<p>Examples:</p> <p>I agree with you because...</p> <p>I disagree with you because...</p> <p>A question I have is....</p> <p>Another thing to consider is...</p>	<p>ways. I provide opportunities for listening/viewing and speaking/signing that are intentionally planned and not left to chance. These interactions increase in rigor and duration.</p>	
<p>Focus on Meaning Making</p> <p><i>"Meaning making includes literal comprehension but is not confined to it at any grade or with any student. Inference making and critical reading are given substantial and explicit attention in every discipline."</i></p>	<p>I use a variety of strategies to help students make literal meaning of the text.</p> <p>Examples:</p> <p>Retell/summarize.</p> <p>Context clues.</p> <p>Writing sentences w/vocabulary words before studying words.</p>	<p>I create opportunities to discuss and communicate literal and figurative meaning around topics and text using a variety of strategies.</p>	<p>My instruction predominantly focuses on all aspects of meaning making (literal, figurative, shades of meaning). It builds into and from language demands of ELA and other content areas, as well as identifies the language of texts and tasks critical for understanding meaning.</p>	<p>My students analyze, synthesize, and evaluate text and topics to make connections.</p>
<p>Focus on Forms</p>	<p>I guide my students in analyzing the author's use of language in content text and assist students to</p>	<p>My instruction explicitly focuses on learning about how English works (in reading and writing), based on</p>	<p>My instruction explicitly focuses on learning about how English works, based on purpose, audience, topic, and</p>	<p>My students apply knowledge of how English works to unpack complex text to make meaning and</p>

Element	Beginning (1)	Emerging (2)	Full Implementation (3)	Student (Concurrent With Full Implementation)
	expand language use in simple ways.	purpose, audience, topic, and text type to further expand language use in a growing number of ways.	text type. This includes attention to the discourse practices, text organization, grammatical structures, and vocabulary that enable students to make meaning in a variety of ways.	apply this knowledge in their speaking and writing.
Planned and Sequenced Events	I plan my designated lessons.	I collaboratively plan my designated lessons in order to build language proficiency with current or future content.	My lessons and units are carefully and collaboratively planned and sequenced in order to strategically build language proficiency along with current or future content knowledge.	N/A
Scaffolding	I provide “just in time” scaffolding support.	I collaboratively plan scaffolding in advance and provide “just in time” support based on general language needs.	My language instruction, builds on background knowledge, and provides the appropriate level of scaffolding based on individual differences and needs. I collaboratively plan scaffolding in advance and provide “just in time” support.	N/A
Clear Language Objectives	My lessons have a clear language objective.	My lessons are designed using the CA ELD Standards and have a clear language objective.	My lessons, designed using the CA ELD Standards, are grounded in the appropriate content standards, and have a clear language objective.	My student can explain the language objective.

Element	Beginning (1)	Emerging (2)	Full Implementation (3)	Student (Concurrent With Full Implementation)
Formative Assessment Practice	I monitor my students' through informal observations and other assessments on language progress.	I use my informal and formative assessment data to respond to student language needs.	I frequently monitor student progress through informal observations and ongoing formative assessment practices. I analyze student writing, work samples, and oral language production in order to prioritize student instructional needs.	My students respond to feedback based on formative assessments.
Corrective Feedback	I provide corrective feedback.	I provide my students with selective corrective feedback through modeling. Overcorrection or arbitrary corrective feedback is limited.	I provide students with selective corrective feedback on language usage in ways that are transparent and meaningful to students. Overcorrection or arbitrary corrective feedback is avoided.	My students apply the corrective feedback given by making language adjustments to their work.



ELD Integrated Implementation Rubric

Element	Beginning	Emerging	Implementation	Student
Intellectual Quality (Rigor)	<p>I occasionally provide students with opportunities to engage in learning content and language through cognitively rich tasks, and am successful in one of the following areas as seen on the Rigor Rubric.</p> <p>Students are cognitively engaged in learning.</p> <p>Assignments are aligned to grade level standards.</p> <p>I provide a supportive learning environment.</p>	<p>I strive to provide students with more opportunities to engage in learning content and language through cognitively rich tasks, and am successful in two of the following areas as seen on the Rigor Rubric.</p> <p>Students are cognitively engaged in learning.</p> <p>Assignments are aligned to grade level standards.</p> <p>I provide a supportive learning environment.</p>	<p>I regularly provide students with multiple opportunities to engage in learning content and language through cognitively rich tasks.</p> <p>Students are cognitively engaged in learning.</p> <p>Assignments are aligned to grade level standards.</p> <p>I provide a supportive learning environment.</p>	My students engage in development of their language skills while engaging in intellectually motivating, challenging, and purposeful tasks.
Academic English	<p>I teach academic and content vocabulary found in core subjects.</p>	<p>I create opportunity for students to use and develop academic and content vocabulary and language through reading, writing, speaking, and listening.</p>	<p>My academic English language development instruction is planned and integrated into the instruction, purposefully connected to CA ELD Standards, and related to content learning in the lesson (including emphasis on the language of the discipline(s) being taught).</p>	My students explicitly use academic language and content vocabulary in context throughout the day.

Element	Beginning	Emerging	Implementation	Student
<p>Interactive and Engaging</p> <p>Provide students the opportunity to learn by collaborating with their peers to read texts, talk about texts, and engage in meaningful interactions with texts, such as locating interesting information together.</p> <ul style="list-style-type: none"> • Interest (relevance). • Choice (autonomy and self-determination). • Success (self-efficacy or the belief that “I can do it”). • Collaboration and real-world interactions (social relatedness and active engagement). • Dedication (identification with being a good student, persistence, and willingness to work hard to achieve goals). • Goal setting, self-regulation, and guided self-assessment. 	<p>I use collaborative routines (i.e. think-pair-share, expert groups, jigsaw, etc.) to engage in meaning-making during integrated ELD time.</p>	<p>I have students build upon each other's ideas using accountable talk (academic sentence framing) routines to engage in meaning-making.</p> <p>Examples:</p> <p>I agree with you because...</p> <p>I disagree with you because...</p> <p>A question I have is...</p> <p>Another thing to consider is...</p>	<p>I provide my students with time to interact with each other orally or through writing to engage in meaning-making. All students are afforded opportunities to be active participants in the learning.</p>	<p>My students seek out opportunities to interact and engage collaboratively to engage in meaning-making.</p>

Element	Beginning	Emerging	Implementation	Student
Focus on Content Knowledge	My instruction focuses on developing content knowledge.	My instruction focuses on developing relevant content knowledge.	My instruction predominantly focuses on developing content knowledge in one or more disciplines in a way that is meaningful and relevant.	My students engage in meaningful and relevant learning.
Focus on Integration	<p>My instruction includes teaching content knowledge and language learning.</p> <p>I use one ELD Standard to support students in developing language through intellectually motivating and purposeful tasks.</p>	<p>My instruction integrates content knowledge and practices across disciplines and literacy, and language learning.</p> <p>I integrate several ELD Standards with content standards, knowledge, and practices to support students in developing language through intellectually motivating, and purposeful tasks.</p>	<p>My instruction skillfully integrates:</p> <ol style="list-style-type: none"> 1) Content knowledge and practices across disciplines. 2) Content, literacy, and language learning. 3) Multiple language domains (reading, writing, listening, speaking, and language). <p>I integrate ELD Standards with core subject matter, resources and tasks, and provide them with intellectually motivating, challenging, and purposeful tasks /opportunities to build/develop language in content areas. I provide appropriate scaffolding and support for students based on the language continuum.</p>	N/A

Element	Beginning	Emerging	Implementation	Student
Planned and Sequenced Events	I plan and sequence integrated lessons.	I collaboratively plan and purposefully sequence integrated lessons in order to build language proficiency with current or future content.	My lessons and units are carefully planned and purposefully sequenced with my team in order to strategically build content knowledge along with language development.	N/A
Scaffolding	I provide “just in time” scaffolding support.	I collaboratively plan scaffolding in advance and provide “just in time” support based on general language needs.	I contextualize content instruction, build on background knowledge, and provide the appropriate level of scaffolding based on individual differences and needs. Scaffolding is both planned in advance and provided “just in time.”	N/A
Clear Lesson Objectives	My lessons have a clear language objective which are posted.	My lessons are designed using the content and ELD Standards and have a clear language objective which are clearly articulated.	Lessons are designed using content and ELD Standards and have clear language objectives that are connecting the content learning to language development as defined by the CA ELD Standards and are clearly articulated.	My student can explain and meet the language objective.

Element	Beginning	Emerging	Implementation	Student
Corrective Feedback	I provide corrective feedback.	I provide my students with selected corrective feedback through modeling.	I provide students with judiciously selected corrective feedback on content learning and language development as needed for successful content learning.	My students utilize the corrective feedback given.
Formative Assessment Practice	I monitor my students through informal observations and other assessments on language progress.	I use my informal and formative assessment data to respond to student language needs.	I frequently monitor student progress through informal observations and ongoing formative assessment practices, and analyze student writing, work samples, and oral language production in order to prioritize student instructional needs.	My students are able to assess their language needs by asking for specific assistance.



Project Moving Forward

US Department of Education NPD grant

Linda Ventriglia-Navarrette Ph.D.
Associate Professor
National University



Project Moving Forward: NPD Grant

GOAL: Address the challenge of moving forward English Learners to academic proficiency by enhancing professional development opportunities tied to academic achievement.



Project Moving Forward

Cohorts in Northern and Southern California

Schools chosen for the Project had at least 45% English learners and were low socioeconomic Title I schools.

***An inclusion model was used for students.**



Guiding Vision for Professional Development

Professional development focused on the effective teaching of academic vocabulary, the ELD-CCSS standards, and differentiated instruction will result in higher levels of student performance.

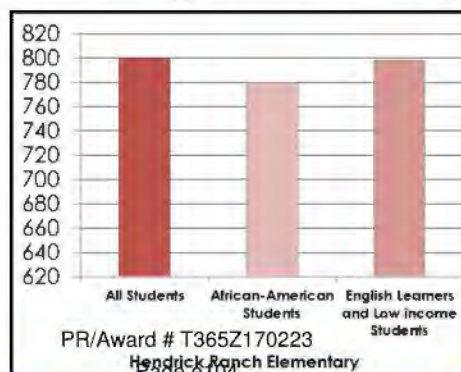
How did we document quantitative outcomes for students?

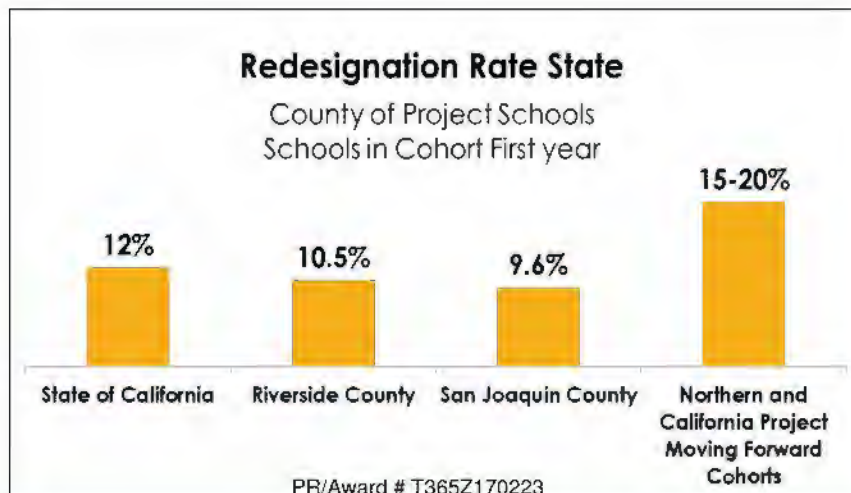
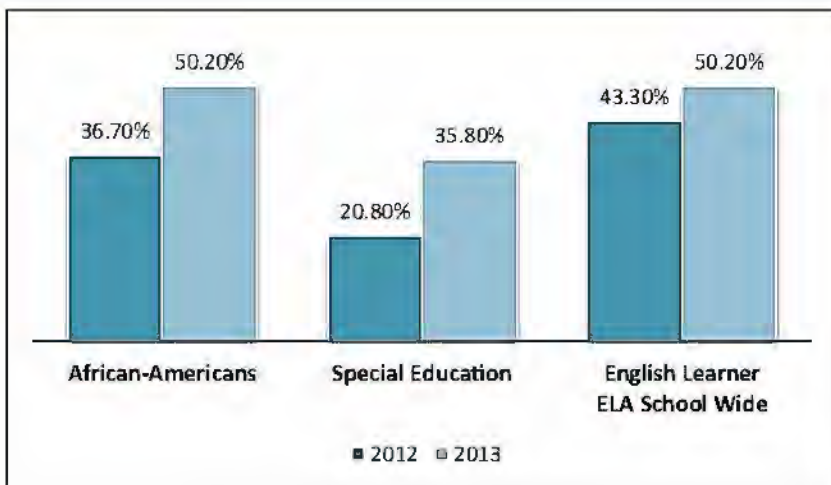
Data Collection to Measure Students' Academic Growth

- Weekly language checklists
- 6 week language Benchmarks
- Pre-Post testing on the CELDT
- Standardized state testing
- Redesignation statistics

Project Moving Forward Schools in the Moreno Valley Unified School District were the highest scoring schools of the 23 district schools.

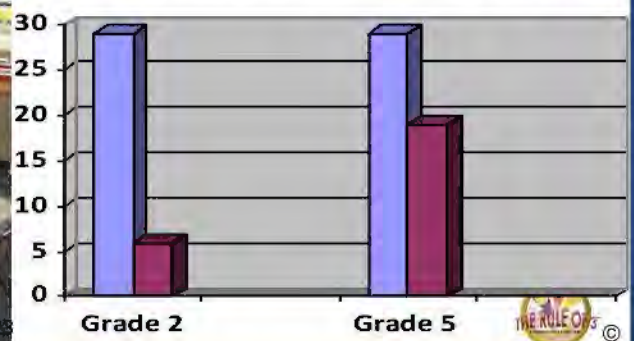
- 90% of English learners and other lower socioeconomic students had double digit API gains.
- African-American students met both ELA and Math AYP goals gaining 51 points on their API.
- Special Education English learners and other lower socioeconomic students gained 56 points.





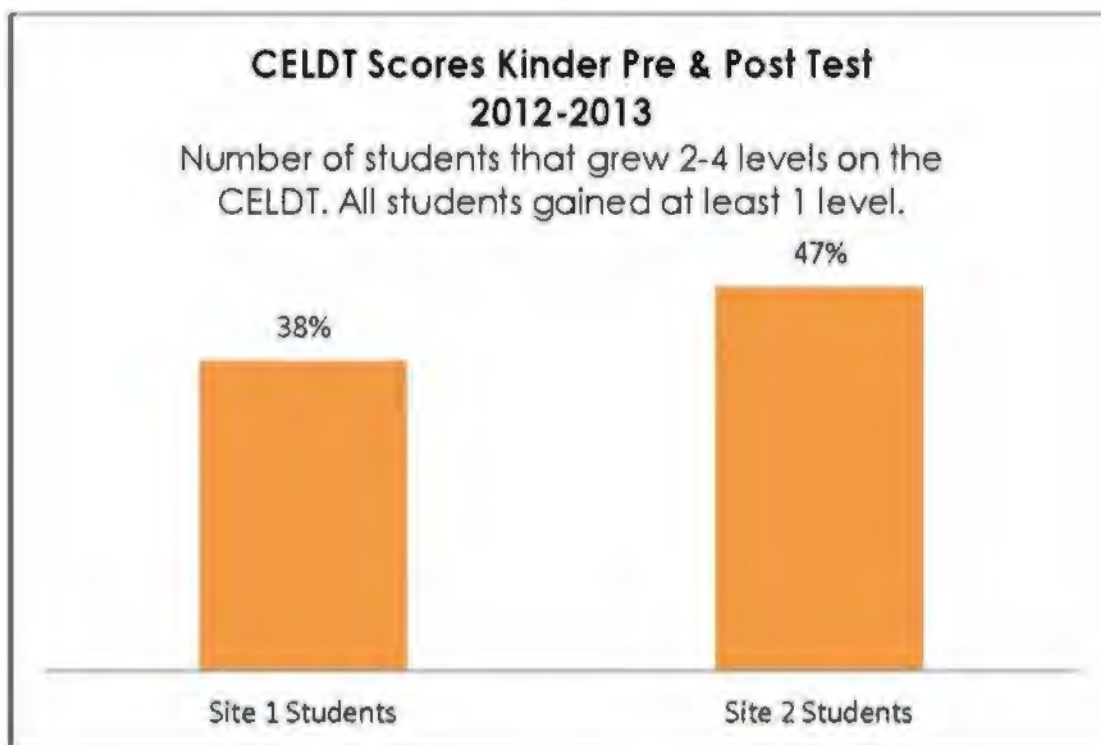
Closing the Achievement Gap

- *The achievement gap for English Learners and socioeconomically disadvantaged students at targeted schools was reduced from a gap of 12.2 % to 1.9 %.*
- Special Education English Learners and other socioeconomically disadvantaged students improved 56 API points at Hendrick Ranch Elementary School
33 API points at Armada School.
- English Learners increased one to two levels on the STAR High stakes test.



Closing the Achievement Gap

Reading at the end of kinder was on the first or 2nd grade level



THE PRESS-ENTERPRISE

EDUCATION: Vocabulary lessons boost learning



Fast-paced, high-energy vocabulary lessons are credited with improving the test scores of English learners, African Americans and low-income students at two Moreno Valley schools.

Each school's Academic Performance Index jumped a whopping 51 points in 2013 for African-American students. Both schools also raised their overall APIs for English learners. Armada saw a 14-point boost to 700, while Hendrick Ranch climbed 17 points to 796.



Research-Base for Professional Development

Teacher expertise is the single most important predictor in producing student gains.

Teachers need training on how classroom practices can support students academic gains. (Darling- Hammond.2007)



Cognitive Task Analysis (CTA) Research-Based Professional Development

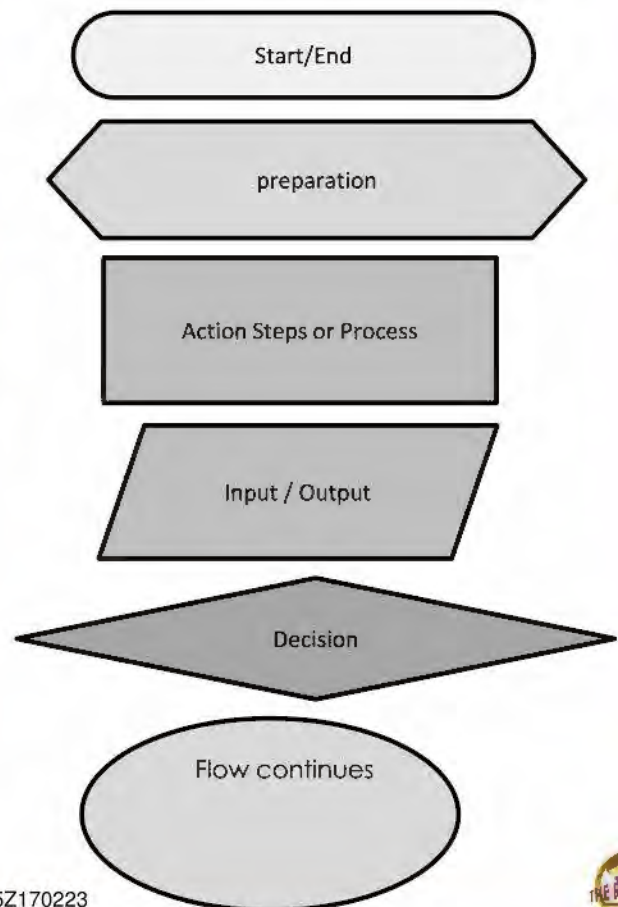
CTA was used as a methodology to capture the cognitive processes, decision-making and judgments that underlie effective English language development teaching.



CTA Professional Development Tied to Learning Outcomes

1. Identifying the essential language skills and content knowledge needed to meet the ELD and CCSS standards
2. Pedagogical Knowledge
3. Action steps (procedures) Use of Experts
4. Decision steps (check for understanding)
5. Ongoing assessment through language checklists and benchmarks

Cognitive Analysis



Steps for Implementation of Professional Development



60 hours Professional Development and Classroom Coaching 3 Modules

- 1. Vocabulary Development using the
RULE of 3**
- 2. ELD Strategies**
- 3. Differentiated Instruction**

**DVDs with Expert teachers
modeling at each grade level**





Documenting Teacher Implementation

- Teacher Feedback Walk-Throughs
- Action Steps Implementation
- Videotaping of expert teachers
- Benchmark Feedback Meetings
- Continued collecting of Data on benchmarks of NPD completers

Moving Forward Walk Through Form

Date: _____ School District: _____ School: _____ Grade: _____

Time-in: _____ Time-out: _____ Lesson Observed: _____

This form is when walking through the Moving Forward classrooms. Minimum time allotted for walk through is (5) five to eight (8) minutes. This is not to be used as an evaluation but rather as a follow through instrument for the PMF evaluator.

Observation	Very Strong Evidence (5)	Strong Evidence (4)	Evident (3)	Not Evident (0)
Student engagement when teaching vocabulary and using the RULE of 3.				
Teacher is using higher level questioning strategies and focusing on the Common Core State Standards and ELD Standards.				
Students are having paired academic conversations when discussing meanings of words.				
Teacher is using the RULE of 3 or RAP strategies with the rhythm of the RAP when introducing vocabulary words. Teacher integrates standards-based reading and writing.				
Teacher facilitates. There is an emphasis on student led discussion. Students lead the ANALYZE discussion with the ANALYZE chart in K-1. Teacher differentiates instruction targeting language levels.				
Total Points				

Comments _____

Observation Conducted by: _____



CTA Module 1

Vocabulary Development using the

RULE of 3



Concept and Principle:

- Unlike students from professional families who have had a rich language experience, English Learners and students from lower socioeconomic families often come to school with a less developed word base in their native language as well as English.

The RULE of 3 Action Steps

RAP

- REHEARSE
- ANALYZE
- PRODUCE



RULE of 3 RAP Integrates the 6 Methods of Vocabulary Development

REHEARSE

1) Definitional

- Kinesthetic spelling
- Synonyms and Antonyms

ANALYZE

2) Spelling-Sound Patterns (ANALYZE Chart)

- ### 3) Categorization (word families, parts of speech)
- ### 4) Structural (prefixes and suffixes)

PRODUCE

5) Mnemonics

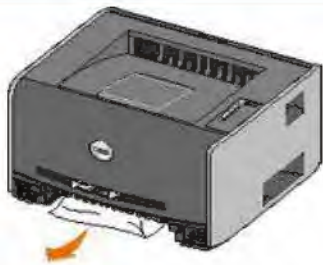
- Paired Academic Conversations

Contextual

6) Contextual- Reading and Writing

Common Core Passage in Grade-Level Vocabulary Text





*jam



off the mark.com by Mark Parisi



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*Label Multiple Meaning Words



Example - Kindergarten: First Grade

RULE of 3 RAP *Action Steps*

The **RULE of 3** develops vocabulary and intuitive grammar as well as reading and writing skills using the three modes of communication outlined in the ELD standards . The three modes of communication are Collaborative, Interpretative and Productive.

REHEARSE: Collaborative dialogue

- Dialogues that develop Intuitive Grammar
- Metalinguistic Awareness
- Accuracy of Production

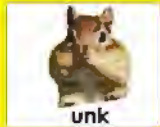
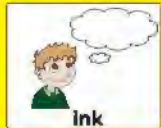
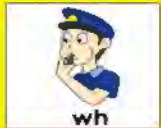
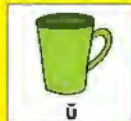
ANALYZE: Interpretative

- Phonics, comprehension and analysis of spoken and written text.

PRODUCE: Collaborative

- Engagement in academic conversations or dialogue with others.
- Creation of oral and written texts.

ANALYZE



ELD-CCSS Standards

Kindergarten

Collaborative academic conversations

- Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using gestures, words, and simple phrases.

Phonological awareness

- Demonstrate understanding of spoken words, syllables and sounds (phonemes)

Animation Multimedia Stories

The Rule of 3 RAP

- 1. REHEARSE:** viewing multimedia to determine how meaning is conveyed explicitly and implicitly. Develop intuitive grammar and metalinguistic awareness.
- 2. ANALYZE:** collaborative dialogue about the story
- 3. PRODUCE:** retelling of the stories responding to the pictures standards-based reading and narrative writing activities.



Teacher and Principal Feedback

- The thoroughness of the training was great. Thank you for taking the time to break everything down. Everything aligns perfectly with the Common Core Standards. -Teacher
- The training provided the framework to introduce and practice many of the skills students need to achieve academic proficiency. -Teacher
- Teachers are excited about how systematic word development enhances student achievement, and are eager to observe each other and work together to make the program as successful as possible. I have never seen such active student engagement before. -Principal
- Superintendent – “The schools look totally different. The teaching has improved immensely.”



Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

BUDGET JUSTIFICATION

Section A - U.S. Department of Education Funds

1. PERSONNEL

Linda Navarrette, Associate Researcher, Principal Investigator (100%) Dr. Navarrette will work full time on Project Adelante Moving Forward in the designated school districts in Southern California and the designated schools in Northern California. The school districts targeted for this project represent both urban and rural districts with high numbers of English learners. The project will serve more than 350 English learners and 140 teachers over the five year period.

Dr. Navarrette will be providing 30 hours of professional development and 30 hours of coaching in three modules that address: English language development, academic vocabulary and differentiation of instructions. This professional development will be offered for the most part afterschool on professional development days, in summer institutes and in teacher workshops. She will be working with the Northern and Southern California coordinators to implement the professional development and coaching in Project Adelante Moving Forward schools.

Dr. Navarrette will direct the trainer of trainer model. Demonstration teachers will serve as mentors and coaches for other teachers. Dr. Navarrette will provide 30 hours of coaching and give teachers feedback using the Project Moving Forward Feedback sheet along with the administrators and demonstration teachers on the sites. She will also design and implement the Project at schools which will become demonstration schools for the North and South regions.

Soojin Park, Assistant Professor, Internal On-Site Evaluator (33% Summer in Years 1-4 and 66% Summer in Year 5) Dr. Park will provide summer support each year. She will collaborate with the Director to collect, analyze and report instrumental variable approach, causal mediation analysis and Bayesian analysis. Her primary area of research is causal mediation analysis, which investigates mechanisms through which the treatment has its effect on the outcome.

TBD, Project Assistant (55%) Salary support is requested for a part-time Assistant. The project assistant will coordinate all activities in Northern and Southern California. He/She will coordinate the production of all the teacher training materials. He/She will design flyers and coordinate dissemination activities. He/she will schedule staff trainings in both northern and southern California. He/she will coordinate all day-to-day activities of the project in coordination with the Coordinator and Director.

All salaries and wages were estimated using UC Riverside's academic and staff salary scales. Anticipated cost of living increases are 3% per year for academic and staff positions.

Sonia Quinn, Project Coordinator, Moreno Valley. Support for Ms. Quinn is requested as a 25% project coordinator to provide the coordination of all the training in the project. She schedules coaching sessions and collects data related to these sessions. She provides teacher

feedback evaluation rubrics and responds to the needs of teachers. She distributes materials and provides the support teachers need to implement the project. She schedules videotaping and gets parent permission slips. She collects test data to be used for the evaluation of the project. She will be paid a stipend for her services but is being mentioned under personnel because of the vital role she will play and services she will provide to the Project Director.

2. FRINGE BENEFITS

Employee benefits are calculated using the actual benefit rate for 40% for Dr. Navarrette and 12.7% for Dr. Park. A composite rate at 35% agreed upon by the University of California for the Project Assistant position.

3. TRAVEL

Domestic - Funds are requested to cover the costs of the PI travel to participating schools in Northern and Southern California. The travel funds will cover the costs for doing the professional development hours and coaching in Northern and Southern California. The funds will also be used for attending designated conferences including the Director's meeting. Travel may also be used for teacher coaches traveling to sites from northern to southern California.

Purpose of Travel	Location	Item	Computation	Cost
Travel Northern and Southern California	Sacramento and Riverside, CA	Airfare	1 person x \$450 per round- trip x 12 trips per year for 5 years	\$27,000
		Lodging	1 person x \$120 Per night x 2 nights x 12 trips per year for 5 years	\$14,400
		Meals & Incidentals	1 person x \$71 per day 12 trips-2 days each per year for 5 years	\$ 8,520
Transportation		Transportation	Mileage, Airport transfers/taxi \$100 per trip for 12 trips	\$ 6,000
Mileage for travel between sites		Mileage reimbursemen	2437 miles @ .54 per mile/per year for 5	\$6,580
Total Travel				\$62,500

4. EQUIPMENT

Not Applicable

5. SUPPLIES

Materials and Supplies – Funds are requested for project specific project supplies, materials, curriculum books, DVDs of model classrooms, thumb drives for teachers and supplies for data collection and analyses. Funds are also requested for computer supplies and site licenses.

6. CONTRACTUAL

Coordinator/LEA Facilitator – Northern California – The Coordinator in Northern California will provide project oversight for that region. She will coordinate the professional development, model lessons in classrooms and the coaching. She will provide materials to school sites and coordinate the Project's coaching to sites. The coordinator will keep track of the trainings and hours in electronic and hard copy. She is also responsible for pre and post testing on the CELDT and other test results as well as re-designation rates.

Other Consultants- Other consultants to the project include a videographer, teacher trainers, and other subject specialists as needed to implement the project. This may include a web designer for the Project website that all teachers can access to see the training videos and webinars.

Sonia Quinn – She is described in the personnel section above due to her pivotal function. Moreno Valley Unified School District will continue to assign a Project Moving Forward Coordinator for the Southern Region who will coordinate the professional development and model lessons in classrooms. She will provide materials to school sites and coordinate the Project Moving Forward coaching to sites. The coordinator will keep track of the trainings and hours in electronic and hard copy. She is also responsible for pre and post testing on the CELDT.

Project Evaluator-The project evaluator will be paid a stipend and will provide qualitative and quantitative information on the project. He will analyze and report on data for the quasi experimental design.

7. CONSTRUCTION

Not Applicable

8. OTHER

Printing - Funds are requested for printing classroom materials and phonological sound-spelling charts for participating teachers

Postage - A minimal budget for postage is requested for the occasional mailing of materials to school sites.

Digital Library/Website – Funds are requested to support project materials/supplies associated with the project website and trainee online support (i.e. digital library, e-curriculum, online courses/virtual meeting rooms, resources, e-books/materials, and project specific website editor subscription).

Leadership Certificates – Funds are requested for purchasing certificates for trainee leaders in recognition of their commitment and effort.

Dissemination – Funds are requested to support presentation, manuals, publications, and dissemination of project related activities.

9. TOTAL DIRECT COSTS

Sum of expenditures, lines 1-8 total \$1,944,210

10. INDIRECT COSTS

Indirect Costs are requested in accordance with UC Riverside's approved indirect cost rate agreement with the Department of Health and Human Services (DHHS), the Federal Cognizant Agency for UC Riverside, dated February 12, 2015. The indirect cost rate applied is the US Department of Education training grant restricted rate of 8% of costs.

11. TRAINING STIPENDS

Early Childhood Workforce Stipends

Training stipends will be provided to teachers for attending the 30 hours of professional development. These stipends will be used for continuing education credits which result in a Certificate in Accelerated English Language Development. These certificates will be given after the 30 hours of professional development. Scholarships will be provided for selected teachers in graduate classes leading to a credential courses or a Masters in English language acquisition. These stipends will also be used for cross site training of teachers in Southern California training their peers in Southern California.

Course Scholarship Stipend

Funds to support a scholarship will provide scholarship for trainees to attend up to two 2 unit course at UCR Extension program for purposes of professional development.

Books

To strengthen the development of the training, learning, and curriculum as well as to provide access to essential education publications to trainees, books and other reference material funds are requested to be obtained.

12. TOTAL COSTS

Total costs are as follows: Year 1 \$549,285, Year 2 \$549,727, Year 3 \$549,955, Year 4 \$549,771, Year 5 \$530,212 with a grand total cost of \$2,728,950 for the entire project.