U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM

CFDA # 84.365Z

PR/Award # T365Z170236

Gramts.gov Tracking#: GRANT12392353

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 (1236-GEPA)	e12
6. Grants.gov Lobbying Form	e14
7. Dept of Education Supplemental Information for SF-424	e15
8. ED Abstract Narrative Form	e16
Attachment - 1 (1235-Abstract)	e17
9. Project Narrative Form	e18
Attachment - 1 (1242-Project Narrative)	e19
10. Other Narrative Form	e55
Attachment - 1 (1237-References)	e56
Attachment - 2 (1238-Logic Model)	e60
Attachment - 3 (1239-LOS)	e61
Attachment - 4 (1240-Position Descriptions)	e65
Attachment - 5 (1241-UCF_F&A_Rate_Agreement_07.01.2013)	e67
11. Budget Narrative Form	e68
Attachment - 1 (1234-Budget Narrative)	e69
Attachment - 1241-UCF_FAndA_Rate_Agreement_07.01.2013.pdf	e87

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.).

OMB Number: 4040-0004
Expiration Date: 10/31/2019

Application for Federal Assistance SF-424

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

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

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: The University of Central Florida Board of Trustees

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
49-292-4021	1508056530000

d. Address:

* Street1:	12201 Research Parkway, Suite 501
Street2:	
* City:	Orlando
County/Parish:	
* State:	FL: Florida
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	32826-3246

e. Organizational Unit:

Department Name:	Division Name:

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

Prefix:	Mr.	* First Name:	Steven
Middle Name:			
* Last Name:	Koogler		
Suffix:			

Title: Assistant Director

Organizational Affiliation:
The University of Central Florida Board of Trustees

* Telephone Number:	407-823-4370	Fax Number:	

* Email: steven.koogler@ucf.edu

Tracking Number:GRANT12392353 Funding Opportunity Number:ED-GRANTS-022117-001 Received Date:Apr 24, 2017 03:48:16 PM EDT

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.365

CFDA Title:

English Language Acquisition State Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-022117-001

* Title:

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

13. Competition Identification Number:

84-365Z2017-2

Title:

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

Add Attachment | Delete Attachment | View Attachment

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

Dual Language Support through Technology Enhanced Programs and Strategies (Dual Language STEPS)

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

Tracking Number:GRANT12392353 Funding Opportunity Number:ED-GRANTS-022117-001 Received Date:Apr 24, 2017 03:48:16 PM EDT

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant FL-007 * b. Program/Project FL-007

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

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

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

18. Estimated Funding ($):

* a. Federal	2,691,313.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	2,691,313.00

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

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

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

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

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

☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment | Delete Attachment | View Attachment

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

☒ ** I AGREE

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

Authorized Representative:

Prefix: Mr. * First Name: Steven

Middle Name:

* Last Name: Koogler

Suffix:

* Title: Assistant Director

* Telephone Number: 407-823-4370 Fax Number:

* Email: Steven.Koogler@ucf.edu

* Signature of Authorized Representative: Steven C Koogler * Date Signed: 04/24/2017

Tracking Number:GRANT12392353 Funding Opportunity Number:ED-GRANTS-022117-001 Received Date:Apr 24, 2017 03:48:16 PM EDT

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

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

Name of Institution/Organization

The University of Central Florida Board of Trustees

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	213,705.00	147,143.00	149,200.00	153,122.00	153,653.00	816,823.00
2. Fringe Benefits	34,134.00	32,723.00	33,175.00	34,162.00	34,857.00	169,051.00
3. Travel	65,212.00	49,665.00	51,154.00	52,689.00	44,706.00	263,426.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	30,230.00	11,000.00	11,000.00	11,000.00	6,000.00	69,230.00
6. Contractual	2,500.00	2,500.00	2,500.00	0.00	0.00	7,500.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	149,371.00	263,390.00	274,284.00	273,723.00	287,234.00	1,248,002.00
9. Total Direct Costs (lines 1-8)	495,152.00	506,421.00	521,313.00	524,696.00	526,450.00	2,574,032.00
10. Indirect Costs*	33,902.00	21,282.00	21,602.00	20,958.00	19,537.00	117,281.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	529,054.00	527,703.00	542,915.00	545,654.00	545,987.00	2,691,313.00

***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: 06/30/2016 (mm/dd/yyyy)

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

The Indirect Cost Rate is 46.00 %.

(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 ____ %.

PR/Award # T365Z170236

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
The University of Central Florida Board of Trustees	

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

Tracking Number:GRANT12392353 Funding Opportunity Number:ED-GRANTS-022117-001 Received Date:Apr 24, 2017 03:48:16 PM EDT

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
Steven C Koogler	Assistant Director
APPLICANT ORGANIZATION	**DATE SUBMITTED**
The University of Central Florida Board of Trustees	04/24/2017

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

Tracking Number:GRANT12392353 Funding Opportunity Number:ED-GRANTS-022117-001 Received Date:Apr 24, 2017 03:48:16 PM EDT

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
4040-0013

1. * Type of Federal Action:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

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

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

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name* The University of Central Florida Board of Trustees

** Street 1* 12201 Research PArkway *Street 2* Suite 501

** City* Orlando *State* FL: Florida *Zip* 32826-3246

Congressional District, if known: FL-007

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

6. * Federal Department/Agency:
United States Department of Education

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

CFDA Number, *if applicable:* 84.365

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*
$

10. a. Name and Address of Lobbying Registrant:

Prefix ** First Name* N/A *Middle Name*

** Last Name* N/A *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

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

Prefix ** First Name* N/A *Middle Name*

** Last Name* N/A *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

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

*** Signature:** Steven C Koogler

***Name:** *Prefix* ** First Name* Steven *Middle Name*

** Last Name* Koogler *Suffix*

Title: **Telephone No.:** **Date:** 04/24/2017

Federal Use Only:

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

Tracking Number:GRANT12392353 Funding Opportunity Number:ED-GRANTS-022117-001 Received Date:Apr 24, 2017 03:48:16 PM EDT

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

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

General Education Provision Act (GEPA) Requirement

The University of Central Florida (UCF) is nationally recognized as a higher education model for its diversity and inclusion practices, policies, and culture. As a Higher Education Excellence in Diversity Award (HEED) award winner in 2016, the university has a recognized commitment to inclusive practices. The College of Education and Human Performance at UCF will ensure that no applicant or participant is subject to discrimination as outlined by GEPA provision Section 427. The grant personnel will utilize campus resources and take concrete steps to reduce and eliminate access barriers based on the six types of potential barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age.

Participants of all ages will be welcome to the program. The **Learning Institute for Elders** at UCF is one example of an organization that assists older students with study and successful education experiences on campus and grant participants will have access to their services and support.

Through the UCF **Student Accessibility Services** Office, applicants and participants with disabilities will be provided with services specific to their individual needs. Students needing physical assistance on campus will have assistance retrieving books from the UCF Library. People with visual impairments and those who use mobility aids (e.g. wheelchair, walker, crutches, or canes) may request assistance to retrieve materials from the shelves. When possible, Reference librarians also may give individual service which usually is based on discussion of the particular needs of a particular research project and retrieving some reference materials. The UCF Library also has several reading and listening devices. Training will be provided for individuals in order to get the most benefit from this equipment.

Computer Services Instruction and Research Support provides computer terminals with large print and/or voice synthesizers. There are also telecommunications devices for the Deaf and Disabled (TDD) available on campus. UCF Computer Services provide computers in all campus computer labs with software for JAWS, an auditory program and ZoomText, and a text enlarger program. The University also accommodates those with special physical needs by providing workstation tables at a height convenient for use from a wheelchair or chair. Specifically, all courses developed through the grant will be evaluated by the UCF **Center for Distributed Learning** and determined to be ADA compliant and accessible to all grant participants.

UCF Student Disability Services provides information and orientation to campus facilities and services, assistance with classroom accommodations, disabled parking decals, counseling, and referral to campus and community services for students with disabilities. Services are available to persons whose disabilities include, but are not limited to, hearing impairment, manual dexterity impairment, mobility

impairment, specific learning disability (such as dyslexia), speech impairment, visual impairment, or other disabilities, which require physical and academic adjustments.

The University also has a comprehensive list of faculty and staff that are multilingual. This list is accessible to campus programs that may encounter a language barrier, as there are over 2,000 International Students at the campus. All grant materials and resources will be available in English and Spanish, but also can be made available in other languages as needed. As of Fall 2016, 25% of the UCF student body identifies as Hispanic/Latino, placing UCF on the list of FY 2016 eligible **Hispanic-Serving Institutions (HSI).** UCF is currently developing its HSI Program, as well as exploring the ways in which UCF faculty and staff members are helping and can help to cultivate an inclusive HSI culture.

The UCF **Office of Diversity and Inclusion** offers education, training and support services, facilitation of cross-campus collaboration, and enterprise-wide leadership to the campus and our community to build an inclusive culture for all students, faculty and staff. Grant personnel will work closely with the office to encourage application and participation from people of diverse backgrounds. Additionally, participants will have access to their services at all times.

UCF has ongoing, comprehensive services and support for faculty, staff, and students to ensure the grant adheres to principles valuing diversity and inclusion. Through continuous engagement in partnerships with facilities across campus that address accessibility barriers for gender, race, national origin, color, disability, or age, the grant team will take the concrete steps listed here in grant delivery and services to ensure equitable access to, and participation for, students, teachers, and other program beneficiaries with special needs.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION

The University of Central Florida Board of Trustees

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. * First Name: Steven Middle Name:

* Last Name: Koogler Suffix:

* Title: Assistant Director

* SIGNATURE: Steven C Koogler * DATE: 04/24/2017

Tracking Number:GRANT12392353 Funding Opportunity Number:ED-GRANTS-022117-001 Received Date:Apr 24, 2017 03:48:16 PM EDT

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

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Joyce		Nutta	

Address:

Street1: 12494 University Boulevard
Street2: Ed 122
City: Orlando
County: Orange
State: FL: Florida
Zip Code: 32816
Country: USA: UNITED STATES

Phone Number (give area code): 407-823-1768
Fax Number (give area code):

Email Address:
joyce.nutta@ucf.edu

2. Novice Applicant:

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

☐ Yes ☒ No ☐ Not applicable to this program

3. Human Subjects Research:

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

☐ Yes ☒ No

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

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

☐ No Provide Assurance #, if available:

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

Add Attachment | Delete Attachment | View Attachment

Tracking Number:GRANT12392353 Funding Opportunity Number:ED-GRANTS-022117-001 Received Date:Apr 24, 2017 03:48:16 PM EDT

Abstract

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

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

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

You may now Close the Form

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

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

Tracking Number:GRANT12392353 Funding Opportunity Number:ED-GRANTS-022117-001 Received Date:Apr 24, 2017 03:48:16 PM EDT

Abstract

Dual Language Support through Technology Enhanced Programs and Strategies (DL STEPS)

The University of Central Florida (UCF) will collaborate with 10 public elementary schools from Pinellas and Seminole County, and 1 charter and 1 private school, in Florida to meet OELA's NPD grant Priorities. These Priorities include the Absolute Priority, Providing Professional Development to Improve Instruction for English Learners (project goal); Competitive Preference Priority 1 and 2, Moderate Evidence of Effectiveness and Improving Parent, Family, and Community Engagement (both project objectives 1-3); and Invitational Priority 1, Dual Language Approaches.

The DL STEPS team will support Dual Language (DL) education in schools that educate English learners by offering a graduate DL Certificate to school partner teachers, providing professional development to school community members, and researching English learner academic outcomes in those partner schools. The DL certificate curriculum will use TeachLivE avatars and digital badging based on activities that meet criteria for Moderate Evidence of Effectiveness based on the What Works Clearinghouse reports (Baker et al., 2014 https://ies.ed.gov/ncee/wwc/PracticeGuide/19; Gersten et al., 2007 https://ies.ed.gov/ncee/wwc/PracticeGuide/6; Hamilton et al., 2009; Neihaus & Adelson, 2014; Tran, Z., 2005; USDOE, 2012 https://ies.ed.gov/ncee/wwc/Study/72999; USDOE, 2013).

After one year of development, in the next four years the prospective participants for DL STEPS include four cohorts of 25 in-service teachers, one cohort each year for four years, with a total of 100 teachers who will complete the graduate certificate by the end of the project. Teachers, administrators, and staff at participating schools will receive professional development services, reaching approximately100 persons per year for 4 years, for a total of 400 participants.

The goal of STEPS is to improve English learners' (ELs) academic achievement by fostering DL programs across the Greater Orlando and Tampa Bay areas of Florida. To do this, the STEPS team will prepare 100 highly qualified dual language teachers through a technology-enhanced graduate dual language education certificate. To determine the program's effectiveness and outcomes, ELs' math, reading, and WIDA ACCESS scores in the certificate completers' classes will be measured over the four years of the study. Professional learning, coaching, and resources focused on improving parental, family, and community engagement in dual language education will be developed and offered to administrators, teachers, staff, and community members in our partner schools and communities. Bilingual outreach activities, including a virtual afterschool program for both students and parents, will be built upon needs assessments from the K-12 partner schools. Long-term outcomes include enriching DL teachers' knowledge and skillset, supporting DL education in schools and communities, assessing EL academic achievements, and creating model DL resources for dissemination in the community.

Project Director: Joyce Nutta, Ph.D.; (407) 319-0096; joyce.nutta@ucf.edu

Project Narrative File(s)

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

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

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

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

Tracking Number:GRANT12392353 Funding Opportunity Number:ED-GRANTS-022117-001 Received Date:Apr 24, 2017 03:48:16 PM EDT

Project Narrative Table of Contents

SECTION	PAGES
Introduction to Dual Language STEPS	1-2
Dual Language STEPS LEA & School Partners	2-4
Program Design	4-18
Effectiveness of the Project Approach (Dual Language Education) for ELs	4
Importance of Qualified Dual Language Teachers	5-6
Importance of Parental, Family, and Community Engagement	6-7
Importance of Informed, Effective School Leaders	7-8
Objective 1	8
Objective 2	14
Objective 3	15
Objective 4	17
Project Personnel	18
Management Plan	21-28
Project Evaluation	29-35
GPRA Performance Measures	35
Appendices	
References	
Logic Model	
Letters of Support	
Position Descriptions for Key Personnel	
Indirect Cost Rate Agreement	

Dual Language Support through Technology Enhanced Programs and Strategies (Dual Language STEPS)

The proposed project's title, Dual Language STEPS, expresses both its purpose and approach. Expanding dual language education options and furthering their quality will be accomplished in steps, some big, some small. All of the steps will be enhanced with innovative technologies, a hallmark of the proposing institution, the University of Central Florida. Our aim focuses on supporting dual language education strategies in schools that educate English learners (at 10 schools that offer a range of dual language options in our partner LEAs of Pinellas and Seminole counties) and on supporting and researching comprehensive dual language programs at our two charter and private partner schools that are in the process of converting from English-medium to dual language instruction to better serve their linguistically diverse students (RCMA Academy, a charter school in Hillsborough County, and St. John Vianney School, a parochial school in the Diocese of Orlando). We believe that this project will take appropriate steps to reach our **Goal**: To improve English learners' (ELs') academic achievement by fostering dual language programs across the Greater Orlando and Tampa Bay area of Florida. This proposal provides evidence and a rationale for the four objectives that will enable us to reach this goal.

Objective 1: Prepare 100 highly qualified dual language teachers in the Orlando and Tampa Bay area through developing and offering a technology-enhanced graduate dual language education certificate.

Objective 2: Develop and facilitate technology-enhanced professional learning and coaching, focusing on improving parental, family, and community engagement in dual language education, for administrators, teachers, and staff at 12 schools offering dual language options in the Orlando

and Tampa Bay area (our two charter and private school partners and 10 schools in our two partner LEAs).

Objective 3: Develop and offer three types of technology-enhanced parental, family, and community engagement activities and resources that support students' success in dual language classrooms and schools at 12 schools in the Orlando and Tampa Bay area (our two charter and private school partners and 10 schools in our two partner LEAs).

Objective 4: Conduct a five-year study (from PK through grade 4) of EL students' mathematics, reading, and language proficiency gains (in English and Spanish) as measured by standardized, school-adopted assessments, and by qualitative measures of effectiveness, in four dual language classrooms at our two charter and private school partners (RCMA and St. John Vianney).

Dual Language STEPS addresses: 1) the Absolute Priority, *Providing Professional Development to Improve Instruction for English Learners* (Project Goal); 2) Competitive Preference Priority 1, *Moderate Evidence of Effectiveness* (Objectives 1-3); 3) Competitive Preference Priority 2, *Improving Parent, Family, and Community Engagement* (Objectives 1-3); Invitational Priority 1, *Dual Language Approaches.*

Local Educational Agency (LEA) Partners and Charter/Private School Partners

The University of Central Florida (UCF) has the largest public teacher education program in Florida, and is a national leader in infusing English for speakers of other languages (ESOL) research, theory, and methods into teacher preparation degrees and certificates. UCF's approach to infusing a focus on English learners (ELs) into teacher preparation curricula, the One Plus model, was recognized by the American Association of Colleges of Teacher Education with the 2013 Outstanding Book Award for *Preparing Every Teacher to Reach English Learners: A Practical Guide for Teacher Educators* (Nutta, Mokhtari, and Strebel, 2012). UCF constantly

seeks ways to improve our programs and respond to community needs. School and district faculty and administrators in the central Florida region have indicated that their greatest need in supporting their English learners' achievement is providing more dual language instruction, specifically hiring more qualified teachers and reaching out to parents and families to seek their participation in their children's education and to incorporate their input at their school.

Referred to in this proposal as our *K-12 partners*, project LEA partners include the school districts of Pinellas and Seminole counties and the charter and private school partners RCMA Academy Charter School in a rural area of Ruskin, near Tampa, and the St. John Vianney Catholic School in an urban area of Orlando. Pinellas County Schools offers the option of a dual language program at two elementary schools, and Seminole County Public Schools offers the option of a dual language program in specific grades/classes at seven elementary schools and one middle school. Both partner LEAs have been recognized for excellence in World Language Education and plan to enhance their existing dual language options and to expand their number of dual language programs. Both charter and private school partners, RCMA Academy and St. John Vianney, are beginning a transition process to completely dual language schools, with their kindergarten classes implementing a 50/50 model beginning August 2017 and continuing with dual language in kindergarten and first grade in 2018, progressing up the grade levels in subsequent years until all grades are dual language. This is a unique opportunity to both study and support this process, as each school has a distinct population and vision. The RCMA Academy serves rural and migrant children, the majority of whom are English learners. Many of RCMA's faculty are bilingual former migrant farmworkers who, with support from the RCMA organization, obtained teacher certification. St. John Vianney serves a diverse student body, with approximately 50% of students from English-speaking households and the other 50% from

Spanish-speaking homes (originating mainly from Central American countries). The school is part of a network of two-way immersion Catholic schools in the U.S. and is the first dual language school in the Diocese of Orlando.

(a) Program Design

The beginning of the Program Design section of this proposal discusses the research supporting the project's elements and design. The proposal then describes the design elements by specifying the tasks for each of the four objectives, following the five steps of the Analyze/ Design/Develop/Implement/Evaluate (ADDIE model) of instructional design (for description of the ADDIE model please refer to http://educationaltechnology.net/the-addie-model-instructional-design/) for each of the program development and implementation objectives (Objectives 1-3) and established quantitative and qualitative research designs for the research objective (Objective 4). Elements of Objectives 1-3 that are supported by WWC studies include references to the research details, and elements for which there are no pertinent WWC studies include published research not in WWC. The design for implementing and evaluating the project will result in information to guide replications and information on the effectiveness of project elements.

Effectiveness of the Project Approach (Dual Language Education) for English Learners

Practitioners and researchers who focus on the education of English learners (ELs) are well aware of the incontrovertible evidence indicating how beneficial dual language education is for ELs. Dual language education programs consider English learners' first language as an asset and attaining biliteracy as the goal, both of which affirm that ELs bring great advantages to the schools they attend. Research regarding the academic and linguistic outcomes of dual language-enrolled EL students has repeatedly shown that these students scored at or above grade level on standardized tests from both languages of instruction and throughout various content areas (e.g.,

math, reading, science; Lindholm-Leary, 2012). In a featured study from What Works Clearinghouse (2017), Carlo et al. (2004) conducted a study in which ELs from both bilingual and English-medium classroom settings participated in an intervention program. Using various literacy and vocabulary tests to assess their learning, "substantively important positive effects" (WWC, 2017) were found in both the lexical and overall language development and the literacy achievement of the dual language programs' EL students. Evidence also has shown that EL students from dual language programs have outperformed their peers who were not enrolled in such programs (Lindholm-Leary, 2012; Thomas & Collier, 2002).

Importance of Qualified Dual Language Teachers

Despite continuous research demonstrating academic and linguistic achievements made by students enrolled in dual language programs, Lindholm-Leary (2012) cautioned that students will not automatically become bilingual from simple enrollment alone. Several researchers and educators of dual language education have found that teachers are an essential component to student's and dual language programs' overall success (García, 1991; Hunt, 2011). Furthermore, the success of teachers in such programs is dependent on their classroom behaviors and instructional practices (García, 1991). Research has shown that both prospective and current teachers in dual language programs report feeling unqualified, which their administrators reported about the teachers as well (Fortune, Tedick, & Walker, 2008; Oberg de la Garza, Mackinney, & Lavigne, 2015; Whitacre, 2015). Lack of conversational and academic language proficiency in one or both of the instructional languages, knowledge in pedagogy, content area mastery as indicated by state certification, and knowledge of second language acquisition as it relates to classroom instruction have all been cited as being problematic among teachers in dual language programs (Fortune et al., 2008; Oberg de la Garza et al., 2015; Whitacre, 2015).

As the existing literature presented shows, dual language educational programs provide a means to enable students to become bilingual, biliterate, and bicultural while learning content instruction through two different languages. However, the success of reaching these goals is highly dependent upon having quality teachers who are knowledgeable and skillful in dual language education.

Importance of Parental, Family, and Community Engagement

Although it is widely accepted that teachers are the main educational factor affecting students' achievement (Darling-Hammond, 2000), improving instruction alone will not ensure English learners' achievement in dual language programs. Another key factor that impacts the success of dual language education programs, as well as the achievement of English learners in those programs, is parental, family, and community engagement.

Freeman's (1996) research at Oyster Bilingual School in Washington, D.C. solidified the interrelated continuum of parental and community support with dual language programs. From her findings, Freeman (1996) concluded that dual language schools need to consider the sociopolitical atmosphere and address the needs of local families and community members. Furthermore, the success and effectiveness of a dual language program is directly influenced by the school's parental and community involvement (Freeman, 1996).

Dual language programs seek to raise the language status of the minority or subordinate language, often the non-English partner language, as well as the ethnic status of its minority students (Oberg de la Garza, Mackinney, & Lavigne, 2015). Lee and Jeong (2013) found that the parents were pleased that the dual language program encouraged their children to be proud of their native-Korean heritage and language. Freeman's (1996) school issued a mission statement that explicitly stated its inclusive stance for multiculturalism and diversity. It should also be

noted that both of the dual language schools from Freeman (1996) and Lee and Jeong's (2013) research were developed because of a grassroots campaign by the parents and community. Larson and Rumberger's (1995) study that is featured on What Works Clearinghouse's (2017) webpage described the positive impact that keeping consistent, open parental and community communication can have on ethnic minority students. Larson and Rumberger's (1995) study is even more relevant as the vast majority were English learners.

Importance of Informed, Effective School Leaders

In addition to having qualified teachers and meaningful engagement with parents, families, and communities, school leaders play a crucial role in improving schools in general and building/enhancing instructional capacity for utilizing dual language approaches to improve the academic performance of English Learners. In practical terms, leaders influence schooling outcomes by orchestrating the conditions and constructing as well as highlighting systems and structures that support and facilitate desired ends like change and improvement in instructional practices (Mitchell & Sackney, 2009).

Leaders in schools implementing dual language approaches face many challenges. For example, the American Association for Employment in Education (2008) issued a report indicating that dual language schools have experienced a high turnover rate of teachers in dual language education. This could be the result of teachers not feeling supported by their administrators or district officials (Forman, 2016). Research that analyzed the dispositions of teachers who were teaching in dual language schools showed that they were not ready for the realities of what it meant to be a teacher of dual language education (Forman, 2016; Oberg de la Garza et al., 2015). Such issues as a lack of funding and resources, high workloads, and having to teach content area and academic literacy in two different languages were among the most

commonly reported challenges (Forman, 2016; Oberg de la Garza et al., 2015). Clearly, because these issues are central to the quality of leadership, school leaders are important stakeholders in any professional development initiative to improve instruction for English learners in dual language programs.

Grounded in the previously discussed research on factors for successful dual language education, the following section provides details of the project design elements, organized by each Objective. Each instructional programmatic objective (Objectives 1-3) is presented by a sequence of tasks ordered by the ADDIE instructional design framework (i.e., the tasks begin with a needs Analysis, then program Design, content and format Development, program Implementation, followed by Evaluation), and the research objective details how the mixed method study uses research design appropriate for the context in which the study takes place.

Objective 1: Prepare 100 highly qualified dual language teachers in the Orlando and Tampa Bay areas through developing and offering a technology-enhanced graduate dual language education certificate.

Objective 1 Tasks

1. The project leadership team (referred to as "project team"), comprising the principal investigators and the project coordinator, the family engagement and Spanish language and culture subject matter expert faculty ("UCF SMEs"), and the World Languages Education/Modern Languages faculty ("UCF faculty") will determine the content of the certificate program by reviewing graduate dual language programs at partner and other universities through site visits, faculty interviews, and online information, as well as study relevant research and professional organization guidelines (e.g., Center for Applied Linguistics, CARLA). In addition, the program will examine the competencies that participants were required

to demonstrate in their initial certification programs (participants in the dual language graduate certification program will be required to have primary certification in early childhood, elementary, or a related area, as a condition for admission) so these competencies can be built upon and expanded. The resulting curriculum framework, including course descriptions, will be submitted to the university partner dual language education subject matter experts (university SMEs) for feedback.

2. Project Team and UCF Faculty will determine the format of the program based on needs assessments of teachers who work in dual language classrooms or schools in our partner LEAs and schools. An informal needs assessment conducted with K-12 partner representatives indicated that the certificate program should be offered as a combination of intensive Saturday meetings, online modules, and onsite, supervised resident internships.

3. Project team and UCF Faculty will determine the assessment measures of candidates' competence in dual language instructional methods. Assessment will include traditional (written exams, in-person and Skype clinical experience observations, secured, online tracking of candidate competencies) and innovative approaches (simulations in a virtual classroom and digital badging of demonstrated skills). Because of the innovative technologies used to assess graduate certificate students, and because some elements are supported by moderate or strong evidence according to the What Works Clearinghouse, in the following, indented section, we present a description of the supporting research for this cutting-edge approach to professional learning and assessment of teachers.

The simulations and digital badges will focus on the following mathematics, reading, and science instructional performance tasks, conducted **in English and Spanish**:

1. Introducing a mathematics concept—According to the What Works Clearinghouse Review of the Report *Help with English Language Proficiency 'HELP' Program Evaluation of Sheltered Instruction Multimedia Lessons* (2012) there is strong evidence that an effective method for improving ELs math achievement is "breaking down math terms into simpler concepts within the interactive lessons" *(p. 2).*
2. Conducting an informal reading inventory—What Works Clearinghouse IES Practice Guide *Effective Literacy and English Language Instruction for English Learners in the Elementary Grades* (2007) states that conducting formative assessments with ELs using language measures such as phonological processing, letter recognition, and word and text reading can help identify ELs who need supplemental support over time (p. 9). The *Flynt Cooter* informal reading inventory, which has a Spanish and English version, will be used.
3. Pre-teaching science vocabulary—According to the What Works Clearinghouse Educator's Practice Guide *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* (2014) there is strong evidence that an effective strategy for teaching ELs is to "teach a set of academic vocabulary words intensively across several days using a variety of instructional activities" (p. 6). The following shows sample digital badges developed in another NPD project (MELTS).

The performance tasks will be built into the 6-course sequence of the graduate dual language certificate curriculum. Each task will be a course assignment, and its successful demonstration by a graduate certificate student will lead to a digital badge. In order to

earn the badges, participants will be scheduled for and will spend approximately 10-15 minutes per person practicing and demonstrating each of the performance tasks in the TeachLivE simulated classroom. TeachLivE, which includes bilingual English learner avatars (EL avatars) at the Starting, Developing, and Bridging levels of English proficiency (WIDA ELD Standards) and native-English-speaking avatars at the same level of Spanish proficiency (WIDA SLD Standards), provides teachers the opportunity to practice new skills in a simulated classroom before they implement them with real students. In the TLE TeachLivE™ Lab, teachers walk into a room where everything looks like an elementary classroom including props, whiteboards, and of course, children. However, unlike the brick and mortar setting, the lab is a virtual classroom and the students are avatars. The following image shows the intermediate elementary classroom:

Although simulation is very new in teacher preparation, the use of technology in teacher education programs has the potential to positively supplement more traditional methods of teacher preparation, such as internships, practicums, and field experiences (Hixon & So, 2009; Hughes, Stapleton, Hughes, & Smith, 2005; Zibit & Gibson, 2005). Several studies have found that there is a positive attitude toward the use of virtual environments in teacher education (Childress and Braswell, 2006; Compton, Davis, and Correia, 2010; Dickey, 2011; Gamage, Tretiakov, and Crump, 2011).

4. Using the information from Activities 1-3, the project team will design the graduate certificate curriculum and will submit it for university approval. The curriculum will include courses taught in English and Spanish and will include a course in multicultural/multilingual parental, family, community engagement as well as courses focusing on dual language research, theory, and methods.

5. Project team will work with UCF's Center for Distributed Learning (CDL) to develop a simple, convenient, and effective platform for the online components of each course.

6. Project team and K-12 partners will determine selection criteria for participants, who will be recruited from our two charter and private partner schools, the 10 LEA partner schools offering dual language, and other schools in the Orlando and Tampa Bay area offering or planning dual language options.

7. Project team will work with the K-12 partners as well as the ESOL and World Languages supervisors in the Orlando and Tampa Bay area to encourage teachers in dual language classrooms or schools to apply for admission to the graduate certificate program.

8. Using the determined criteria, project team will select a cohort of 25 graduate certificate students a year.

9. During the first year of the certificate program (Year 2 of the project), two courses will be scheduled and offered each semester (a total of six 3-credit courses over the three semester period). Courses will include practice and coaching in the virtual classroom, Skype-observed application of the content in participants' actual classrooms, and online tracking of participants' developing competence using dual language approaches. Course instructors will include members of the project team as well as other qualified faculty from the School of Teaching,

Learning and Leadership and the Department of Modern Languages, and the courses will be taught in English, Spanish, or both languages.

10. The effectiveness of certificate program completers will be evaluated: (a) by comparing the achievement of 75 (out of the total 100) dual language education graduate certificate completers' English learners in classrooms using dual language approaches as measured by district reading and math assessment scores and WIDA ACCESS scores to those of a matched sample (using propensity score matching—PSM) of English learners; and (b) using data on employment retention and teacher instructional performance effectiveness (principal evaluation surveys).

In the year following the completion of the certificate program for Cohort 1, the achievement of English learners taught by project participants on district reading and math assessment scores, and on the four sub-scores of the WIDA ACCESS for ELLs 2.0 Summative Assessment, will be compared with a sample of similar English learners from LEA partners. If each participant teaches, on average, seven English learners, then three cohorts of participants (75 teachers) are expected to teach about 525 English learners, which exceeds the What Works Clearinghouse n of 350, qualifying this study for inclusion in the WWC. Attrition is a concern, so it may be necessary to use data gathered in year 5 to complete the analysis with the total 100 graduate certificate completers, extending the analysis a few months beyond the funding period. The matched comparison sample will be selected using PSM with propensity scores calculated on prior year achievement, time as an English learner, prior year English proficiency, and all other available, relevant academic and demographic data. Achievement of English learners in treatment and control groups will be analyzed using a multilevel, lagged achievement growth model to determine if participation predicts achievement gains after controlling for other known sources of variance.

Details regarding evaluation of Objective 1 are discussed in the Project Evaluation section.

Objective 2: Develop and facilitate technology-enhanced professional learning and coaching, focusing on improving parental, family, and community engagement in dual language education, for administrators, teachers, and staff at 12 schools offering dual language options in the Orlando and Tampa Bay area (our two charter and private school partners and 10 schools in our two partner LEAs).

Objective 2 Tasks

1. Project team will conduct a formal needs assessment with administrators and teachers at each LEA partner school and each charter and private partner school to determine the content and format of the professional development. Based on an informal needs assessment conducted during the development of this proposal, the professional development will include technology-enhanced professional learning communities (PLCs), seminars, workshops, and follow-up individual coaching for school administrators, faculty, and staff.

2. Based on the planned formal needs assessment, the project team will work with instructors and graduate certificate participants to design workshops and develop materials and activities for increasing parental, family, and community engagement.

3. Using a tiered model for professional development and support, the project team will collaborate with certificate program participants in conducting faculty, administrator, and staff workshops and coaching. Each partner will provide a meeting space for workshops, and CDL will develop and provide a platform for the PLC and online professional learning experiences.

4. Project team will use the formal needs assessment results to develop guidelines and resources for leadership and instructional coaching. Each partner will submit a coaching plan, indicating leader and faculty scheduling preferences for coaching sessions.

5. Instructional coaching will be supervised by the project team and will be provided them and by the project coordinator and the doctoral assistant. Coaching will be offered through a combination of site visits, videoconferencing, and phone meetings. A hotline will be established and will be operational during business hours for on-demand support.

6. School leaders in partner LEAs and schools will benefit from (a) direct assistance from project team members to support the development and implementation of systems and structures to guide and manage the dual language instructional program within their school, and (b) learning with and from each other—as part of a structured professional learning community led by the project team—about challenges to implementation and strategies for overcoming those challenges, including increasing parental, family, and community engagement.

7. Project team will plan and facilitate a virtual professional learning community of leaders participating in the project, to share insights/lessons learned and to participate in targeted professional learning that is driven by needs identified through the interaction of PLC members.

8. Project team will provide professional learning and coaching support to school leaders for the development and implementation of policies and procedures to operationalize systems and structures to support the work of maintaining high quality, effective EL instructional practice within the school (to include recruitment, retention, professional learning, evaluation).

Objective 2 Evaluation

Details regarding evaluation of Objective 2 are discussed in the Project Evaluation section.

Objective 3: Develop and offer three types of technology-enhanced parental, family, and community engagement activities and resources that support students' success in dual language classrooms and schools at 12 schools in the Orlando and Tampa Bay area (our two charter and private school partners and 10 schools in our two partner LEAs).

Objective 3 Tasks

Based on an informal needs assessment conducted with the K-12 partners, the parent, family, and community, identified needs include support at home for schoolwork in the partner (i.e., non-home) language, culturally responsive, convenient, and regular communication with parents in their home language, and clear explanation of the benefits of dual language education, the specific ways their children's school promotes the intended outcomes and benefits, and how parents can support their children's achievement. Initiatives that address these identified needs will include three prongs: (a) after-school dual language support (in Spanish and English) for children and their families offered through an online (synchronous audio, video, and/or text) platform and provided by bilingual UCF undergraduate teacher candidates in early childhood and elementary education; (b) regularly scheduled outreach, in Spanish and English, to parents of children in dual language programs, including scheduled events, online and print newsletters, and individual communication, provided by bilingual parent, family, and community liaisons (project coordinator and graduate assistants); and (c) professional videos for families on dual language education and their children's program (Video Part 1 will be common to all programs and Part 2 will be customized for Pinellas and Seminole districts as well as for the RCMA and St. John Vianney schools) in Spanish and English.

1. Project team will conduct a formal needs assessment with administrators and teachers at LEA partner schools and the charter and private partner schools to determine the content and format of the three prongs of the parental, family, and community engagement activities and resources (bilingual after school support, parental outreach, and parent video).

2. Project team will design the after-school dual language support and parental outreach programs following research-based, best practices in English learner education, and will submit

them for review to our university partners.

3. UCF's CDL will work with the project team to storyboard and produce the parent videos and develop online platforms for conferencing with students and parents at LEA partner schools and charter and private partner schools.

4. The project coordinator will oversee the after school support, which will be provided by UCF bilingual undergraduate teacher candidates, will provide coaching to school leaders and teachers, and will supervise a graduate assistant who will provide coaching to leaders and teachers as well. Online and phone contact with partner schools' students will originate in the project office at UCF, with the project coordinator present to oversee all activity.

Objective 3 Evaluation

Details regarding evaluation of Objective 3 are discussed in the Project Evaluation section.

Objective 4: Conduct a five-year study (from PK through grade 4) of EL students' mathematics, reading, and language proficiency gains (in English and Spanish) as measured by standardized, school-adopted assessments, and by qualitative measures of effectiveness, in four dual language classrooms at our two charter and private school partners (RCMA and St. John Vianney). The school partners will implement dual language programs progressively, starting with their youngest grade levels first, and adding the next grade level each year as the first cohort of students advances through the school. This will allow the project team to collect baseline data from all grade levels at the partner school over the duration of the project in a longitudinal time series design. Since all students in a particular grade level at the school will either be exposed to the dual language treatment or not, the project team cannot compare students exposed to the treatment to those of non-participants at the same grade level within the school. Therefore, the growth trajectories on the aforementioned proficiency scores for cohorts of EL students exposed

to the treatment will be compared with those of cohorts from previous years who were not exposed to dual language programs to answer the following research question: Is there a difference in the academic achievement gains of English learners who participate in dual language programs and English learners taught in other types of programs?

Objective 4 Tasks

1. Project team will seek IRB approval.

2. Project team will work with charter and private school partners to set up data collection.

3. Project team will analyze summative data and write manuscripts for publication of the research results. Manuscript 1 will address Objective 1, manuscript 2 will address the quantitative study for Objective 4, and manuscript 3 will address the qualitative study for Objective 4. They will be submitted to the *AERA* and *Bilingual Research Journals* as well as the *Journal of Teacher Education*. The project team will gradually disseminate preliminary research and resources, building to national and international dissemination.

Additional details regarding Objective 4 are discussed in the Project Evaluation section.

(b) Project Personnel

(1) Employment of traditionally underrepresented groups

UCF is an equal-opportunity affirmative action employer. All unfilled project positions (the undergraduate and graduate assistant positions and any positions that open during the project funding period) will follow UCF's Human Resources and Diversity and Inclusion offices recommendations for obtaining a diverse applicant pool. Search committee chairs will task one committee member with helping the committee successfully consider diverse perspectives and credentials in the hiring decision. The Project Coordinator, Susanne Pena, is from a traditionally underrepresented group, and will act as chair of the undergraduate/graduate assistant searches.

(2) Qualifications of the Project Director (please see Budget Narrative for more details)

Director: Dr. **Joyce Nutta** is professor of ESOL Education and the ESOL Endorsement and TESOL Ph.D. Track Coordinator of the College of Education at UCF. She holds a Ph.D. in Second Language Acquisition/Instructional Technology. Her research focuses on the use of technology to teach 2nd languages, technology-mediated learning for teacher preparation, and the integration of EL issues into teacher education curricula. Dr. Nutta has received over $5,000,000 in research and training grants. Her research has been published in Foreign Language Annals, TESOL Journal, Hispania, and CALICO Journal, among other publications. She recently published *Preparing Every Teacher to Reach English Learners: A Practical Guide for Teacher Educators* (2012) and *Educating English Learners: What Every Classroom Teachers Needs to Know* (2014) with Harvard Education Press.

Co-Directors: Florin Mihai holds a PhD in Multicultural and Multilingual Education. In addition to articles published in *TESOL Journal*, *Journal of Adolescent & Adult Literacy*, *CATESOL Journal*, and *Middle School Journal*, he has published several book chapters on assessment in edited books with Harvard Education Press, Routledge, and Pearson. His most recent publication is the second edition of *Assessing English learners in the content areas: A research-into-practice guide for educators* with University of Michigan Press.

Kerry Purmensky, PhD, is the Associate Chair of the Modern Language Department of UCF. She has supervised over 100 Graduate Teaching Assistants. Her published research includes a hook, book chapters, and articles on service-learning for preservice teachers in ESOL and preservice teacher training and discussion. She was selected to be a CAEP/TESOL Reviewer by the TESOL organization. She has received numerous in-house grants, including the UCF Technology Grant for two years in order to enhance technology for all language students.

Dr. **Jerry Johnson** is a Professor at the University of Central Florida, and serves as Co-Director of the Institute for Research, Innovation, and Practice in Rural Education at UCF. He is the author of more than 50 publications in the areas of rural education, school-based leadership, and culturally responsive instruction. Recent works include the co-edited book *Dynamics of Social Class, Race, and Place in Rural Education*, in which scholars from Australia, Canada, the U.S., and Kyrgyzstan investigate the intersections of class, race, and schooling as they manifest in rural settings. His work has been supported by external funding from the U.S. Department of Education's Institute for Education Sciences, by state departments of education, and by private foundations. A former high school English teacher and principal, Johnson also served from 2003-2007 as policy research director for the Rural School and Community Trust, a national non-profit organization addressing the crucial relationship between good schools and thriving communities.

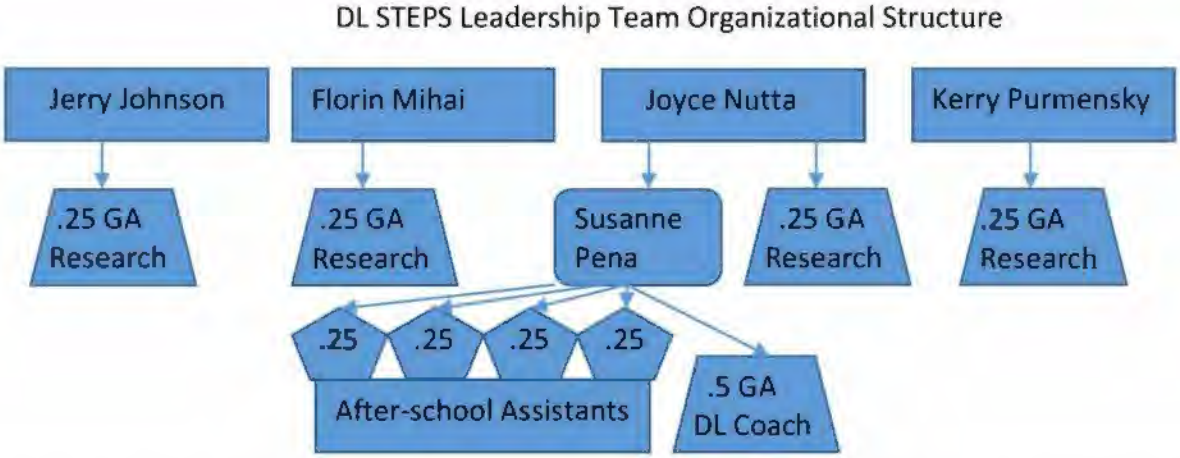
Project Coordinator & Professional Development Coach: Susanne Pena served as District Coordinator for ESL, Bilingual Program & World Languages for the Amityville Union Free School District. In addition to monitoring the implementation of regulations, she supervised and assisted teachers (grades K-12) to align curriculum and instruction to meet the rigor of the CCLS and Bilingual Common Core Language Arts Progressions. Previously she served as a coach, supervisor, and evaluator of bilingual teachers at Northwest Elementary School and Amityville Memorial High School and Dual Language Program Coordinator (PK through 8th grade) at PS/IS 180M in Harlem, NY.

UCF Subject Matter Experts: Dr. Judith Levin, Parental, Family, and Community Engagement; Dr. Lisa Nalhone, Spanish Language.

University Partner Subject Matter Experts/Advisory Board: Dual Language SMEs: Holly Hansen-Thomas, Texas Women's University; Trini Lewis, California State University Long Beach; Carine Strehel, Stetson University; and Ryan Pontier, Miami Dade College. Measurement SME: Matt Lavery, Bowling Green State University; Urban Education SME: LaSonya Moore, University of South Florida St. Petersburg;

(c) Management Plan

The project is complex due to its substantial research and technology development elements. For this reason, there are a number of personnel who will dedicate a portion of their efforts, UCF and external partner units that will produce necessary technology and evaluation, and a team of experts to contribute knowledge and skills that provide checks and balances to ensure quality. Diagram 1 shows the organizational structure of the project leadership team and employees (.25 indicates 10 hours per week, .5 indicates 20 hours per week, GA stands for graduate assistant).



The following section details the activities required to meet project objectives and outcomes and the personnel responsible (position descriptions/responsibilities are also provided under each one's description in the budget justification narrative).

(c) Management Plan Continued

Year 1		
Outcome 1: Develop Dual Language Education Graduate Certificate Program		
Activity	**Personnel Responsible**	**Deadline**
1.1 Determine the content of the graduate certificate program	Project team & UCF faculty	Semester 1
1.2 Determine the format of the program	PI Nutta & doctoral assistant	
1.3 Determine the assessment measures of the program	PI Mihai & doctoral assistant	
1.4 Design the curriculum of the program	Project team & UCF & university SMEs	
1.5 Determine selection criteria for participants	LEA and charter/private school partners	
1.6 Submit the curriculum to university approval committees	PI Purmensky & doctoral assistant	Semester 2
1.7 Identify program applicants	Project team & LEA partners	
1.8 Develop the online instructional platform & content	Project team/UCF Center for Distributed Learning	Semester 3
1.9 Select 25 participants for Cohort 1 (who will begin Year 2)	Project team & UCF Faculty	
1.10 Schedule courses	UCF School & Department Administrators/Faculty	
Outcome 2: Develop technology-enhanced professional learning and coaching, focusing on parental, family engagement in school.		

Activity	Personnel Responsible	Deadline
2.1 Determine the content of the professional development	PI Purmensky and coordinator	Semester 1
2.2 Determine the format of the professional development	PI Nutta and coordinator	
2.3 Determine the participant assessment measures of the PD	PI Mihai and coordinator	
2.4 Establish PLC with school leaders	PI Johnson and coordinator	Semester 2
2.5 Plan on-site workshops & develop materials	Coordinator and project team	
2.6 Plan online seminars & develop materials	Coordinator and project team	
2.7 Develop coaching policies and procedures	Coordinator and PI Johnson	Semester 3
Outcome 3: Develop technology-enhanced parental, family, and community engagement activities and resources.		
Activity	**Personnel Responsible**	**Deadline**
3.1 Determine the content of the activities and resources	PI Purmensky and coordinator	Semester 1
3.2 Determine the format of the activities and resources	PI Nutta and coordinator	
3.3 Storyboard and produce parent videos & online platforms	PIs Purmensky and Nutta and CDL	Semester 2
3.4 Establish videoconferencing & call center	Coordinator	
3.5 Establish after school & parent communication procedures	Coordinator	Semester 3
Outcome 4: Begin study of the dual language classes at RCMA and St. John Vianney.		

Activity	Personnel Responsible	Deadline
4.1 Seek IRB approval	PI Mihai & doctoral research assistant	Semester 1
4.2 Establish quantitative & qualitative data collection procedures	PI Johnson & doctoral reseach assistant	Semester 2
Year 2		
Outcome 1: Cohort 1 (25 participants) earns Dual Language Education Graduate Certificate (total of 100 in Years 2-5).		
Activity	**Personnel Responsible**	**Deadline**
1.1 Offer courses	UCF Faculty	Semester 1
1.2 Schedule and conduct simulation practice & skill assessment	Coordinator, UCF faculty, & TeachLivE staff	
1.3 Schedule and conduct clinical observations	PI Nutta	
1.4 Award digital badges	PI Purmensky	Semester 2
1.5 Award certificates and hold commencement event	Coordinator & project team	Semester 3
1.6 Collect EL student data for PSM study	PI Mihai & SME Lavery	
Outcome 2: Provide professional learning and coaching to the 2 school partners and 10 LEA partner schools.		
Activity	**Personnel Responsible**	**Deadline**
2.1 Schedule and offer workshops and seminars	Coordinator, PIs & graduate assistant	Semester 1
2.2 Schedule and offer coaching for teachers & administrators	Coordinator, PI Johnson & graduate assistant	

Outcome 3: Provide parental, family, & community engagement activities and resources to 2 school partners/10 LEA partner schools.		
Activity	**Personnel Responsible**	**Deadline**
3.1 Offer after-school dual language support	Coordinator & undergraduate assistants	Semester 1
3.2 Provide parent outreach programs	Coordinator & graduate assistant	
3.3 Debut & publicize the parent videos	Coordinator & graduate assistants	
Outcome 4: Conduct study of the dual language classes at RCMA and St. John Vianney.		
Activity	**Personnel Responsible**	**Deadline**
4.1 Collect quantitative and qualitative data	All PIs, SME Lavery, & Research Assistants	Semester 1
4.2 Analyze quantitative and qualitative data	All PIs, SME Lavery, & Research Assistants	
Year 3		
Outcome 1: Cohort 2 Earns Dual Language Education Graduate Certificate (total of 100 in Years 2-5).		
Activity	**Personnel Responsible**	**Deadline**
Same as Year 2 Above	Same as Year 2 Above	Same
Outcome 2: Provide professional learning and coaching to the 2 school partners and 10 LEA partner schools.		
Activity	**Personnel Responsible**	**Deadline**
Same as Year 2 Above	Same as Year 2 Above	Same

Outcome 3: Provide parental, family, & community engagement activities and resources to 2 school partners/10 LEA partner schools.		
Activity	**Personnel Responsible**	**Deadline**
Same as Year 2 Above	Same as Year 2 Above	Same
Outcome 4: Conduct study of the dual language classes at RCMA and St. John Vianney.		
Activity	**Personnel Responsible**	**Deadline**
Same as Year 2 Above	Same as Year 2 Above	Same
Year 4		
Outcome 1: Cohort 3 Earns Dual Language Education Graduate Certificate (total of 100 in Years 2-5).		
Activity	**Personnel Responsible**	**Deadline**
Same as Year 2 Above	Same as Year 2 Above	Same
Outcome 2: Provide professional learning and coaching to the 2 school partners and 10 LEA partner schools.		
Activity	**Personnel Responsible**	**Deadline**
Same as Year 2 Above	Same as Year 2 Above	Same
Outcome 3: Provide parental, family, & community engagement activities and resources to 2 school partners/10 LEA partner schools.		
Activity	**Personnel Responsible**	**Deadline**
Same as Year 2 Above	Same as Year 2 Above	Same

Outcome 4: Conduct study of the dual language classes at RCMA and St. John Vianney.		
Activity	**Personnel Responsible**	**Deadline**
Same as Year 2 Above	Same as Year 2 Above	Same
Year 5		
Outcome 1: Cohort 4 Earns Dual Language Education Graduate Certificate (total of 100 in Years 2-5).		
Activity	**Personnel Responsible**	**Deadline**
Same as Year 2 Above	Same as Year 2 Above	Same
Outcome 2: Provide professional learning and coaching to the 2 school partners and 10 LEA partner schools.		
Activity	**Personnel Responsible**	**Deadline**
Same as Year 2 Above	Same as Year 2 Above	Same
Outcome 3: Provide parental, family, & community engagement activities and resources to 2 school partners/10 LEA partner schools.		
Activity	**Personnel Responsible**	**Deadline**
Same as Year 2 Above	Same as Year 2 Above	Same
Outcome 4: Collect and analyze all data from all dual language classes at RCMA & St. John Vianney		
Activity	**Personnel Responsible**	**Deadline**
4.1 Collect & analyze qualitative data	PI Johnson & research assistants	Semester 1

4.2 Collect & analyze quantitative data	PI Nutta & SME Lavery	
Outcome 5: Collect and analyze EL student data from all 4 cohorts of graduate certificate completers		
Activity	**Personnel Responsible**	**Deadline**
5.1 Collect EL student data for the final year	PI Mihai & Research assistants	Semester 1
5.2 Analyze all EL student data using PSM	PI Mihai & SME Lavery	Semester 2
Outcome 6: Present research at national conferences (AERA, NABE, AACTE)		
Activity	**Personnel Responsible**	**Deadline**
6.1 Present quantitative study of RCMA & St. John Vianney	PI team & research assistants	Semester 2
6.2 Present qualitative study of RCMA & St. John Vianney	PI team & research assistants	
6.3 Present quantitative study of graduate certificate completers	PI team & research assistants	
Outcome 7: Write articles for publication		
Activity	**Personnel Responsible**	**Deadline**
6.1 Draft quantitative article on RCMA & St. John Vianney study	PI Nutta, PI team, & research assistants	Semester 3
6.2 Draft qualitative article 1 on RCMA/St. John Vianney study	PI Johnson, PI team, & research assistants	
6.3 Draft qualitative article 2 on RCMA/St. John Vianney study	PI Purmensky, PI team, & research assistants	
6.4 Draft quantitative article on graduate certificate completers	PI Mihai & PI team	

(d) Project Evaluation

Rigorous evaluation and performance measurement of the Dual Language STEPS project will emphasize continuous improvement, involving the project director/co-directors/coordinator, as well as Program Evaluation and Educational Research Group (PEER), a service center at UCF. Results will play an important role in validating and directing the project.

Dr. Bonnie Swan, PEER Director will serve as the project's independent evaluator. She has extensive experience in program evaluation and applied social research and has led dozens of high-quality contract evaluations aimed at improving education in the last decade. The main components of evaluation will focus on program implementation (formative), effectiveness of the research, and how well the project is on track for meeting intended outcomes/impacts (summative). Evaluation will also use traditional educational psychology methods without random assignment, with matched comparison groups, incorporating pre- and post-test and post-test designs, collecting multiple forms of descriptive information, data on the fidelity of the study, data on the dosage of the intervention, and outcome data.

Dr. Swan has begun work with the project team to build a conceptual framework (please see Logic Model in the Appendix) for the project, which will serve as a structure and show the logical flow between different components of the research, to examine the degree to which the outcomes and methods, and the measurement approaches are aligned. This will also help organize evidence about the project, and frame questions about cause and effect. Over the life of the project, it will be updated to respond to changes in the direction of the research and the evaluation findings.

PEER will perform program *implementation analysis* and *process evaluation* to help document lessons learned, best practices and how well the intended outcomes and impacts are

achieved based on the logic model and research plan, along with what occurs and lessons learned. Dr. Swan and her staff will conduct an independent investigation to (a) describe the early investments in the project, including the different strategies and approaches that are being implemented; (b) analyze the steps taken to develop and test new content and run and rerun the analyses(s); (c) gather feedback on the level of interaction and perceived quality of interventions from key stakeholders; and (d) assess the strengths and weaknesses of its many components. This will include an examination of fidelity to the model, including whether the activities and systems are operating as planned, and how those and project research can be improved. The focus of the evaluation for achieving how well project research does what it intends to do will be to assure transparency, so others can see how the program works, and for validation. For this PEER will investigate areas of significance, approach, innovation, and the environment and will use different methods of validation. One important methods for this will include use of a technical advisory group (TAG), made up of senior staff from each partnering entity, outside subject matter experts (SME), and the evaluator. This TAG will meet face to face annually with Project Personnel to learn about what is unfolding with regard to both the project's research and implementation and provide valuable input at key decision points in the project/evaluation. The first year meeting will be for content review to help ensure those involved share an understanding of the project fundamentals for stakeholders in the field. These meetings should also build buy-in for the project and the evaluation, and help assure a quality product.

Summative evaluation will focus on outcomes, and will help document the extent to which the intended and unanticipated impacts have been achieved, and answer summative evaluation questions including: *To what extent does the project meet the intended outputs and outcomes? What is the value of the intervention? To what degree, if at all, do participants gain new*

knowledge about important topics? How do they apply this new learning (behavior)? What kinds of institutional changes occur? What valued components of the program can and will be sustained?

The following section addresses evaluation of each project objective.

Objective 1: Prepare 100 highly qualified dual language teachers in the Orlando and Tampa Bay area through developing and offering a technology-enhanced graduate dual language education certificate.

Evaluation: The Evaluator and the project coordinator will create a more detailed project plan and timeline, for the many project activities, suggested evidence to be collected, which will be updated quarterly by each project collaborator for Tasks 1.1 to 1.10 (please see pages 8-13 for details). The Evaluator will verify the completion of all evidence/deliverables by the reporting date and will obtain and report on feedback from (a) guided interviews with participants who completed the performance tasks for the 6-course sequence, (b) course assessments completed by their students, and (b), structured and non-structured feedback from the TAG on Tasks 1.1–1.10. Data gathered from this, and other formative feedback will be collected and summarized by the Evaluator, who will provide reports. The Director/Co-Directors will meet monthly with the Coordinator and Evaluator to review these in Year 1 and then quarterly thereafter to reflect on progress, and plan for next steps.

Other evaluation procedures for Objective 1 will focus on impact. Each participating teacher will complete a detailed questionnaire prior to beginning the graduate certificate program, which will identify first language, proficiency in second languages, teaching experience, previous or current contact with English learners, time spent abroad, public speaking confidence, and other factors that might enable a participant to perform better (covariates). In

order to determine the relationship between the training and participants' EL students' achievement, Propensity Score Matching (PSM) will be utilized to help overcome the barriers since true random assignment is not a viable option for the classroom setting. PSM will help the investigators make causal inferences when comparing two groups by summarizing all of the covariates, or background information, on the groups into measurable components. By matching EL students based on the propensity score, the researchers can proceed as though the study uses random selection. PSM provides a method for counterbalancing the absence of true randomization in situations where it is not feasible by simulating experimental situations. For the purposes of the research directed by this grant proposal, PSM will be used to answer the research questions: 1) Is there a difference in academic achievement gains as measured by district mathematics and reading assessments of English learners who participate in dual language programs taught by teachers who received the dual language certificate and English learners taught by teachers without such credentials? 2) Is there a difference in English proficiency gains as measured by WIDA ACCESS tests of English learners who participate in dual language programs taught by teachers who received the dual language certificate and English learners taught by teachers without such credentials?

The quantitative data produced by PSM will be complemented by data gathered from observations of participants in their classrooms. The interviews conducted by the Evaluator will investigate teachers' perception on the effectiveness of the program. These interviews will be recorded, transcribed, and coded to find trends in student responses. In addition, the Evaluator will develop a survey that will be given annually to all teacher participants. Observations coupled with reflection will allow educators to receive feedback while in the process of

developing effective strategies. As participants reflect on their teaching they will collect EL assessment data that will guide their future instructional and assessment adaptations. Teachers will submit demographic information, and PSM will be used to compare them to ELs in programs whose teachers that did not have the treatment. In addition to the data used to answer research question 1, during Year 4 we will collect field placement data from the Florida Department of Education (section 1004.04, Florida Statutes) to determine the following outcomes for all program completers who teach in Florida public schools: School placement, student performance by subgroups, teacher retention, and teacher evaluation results. These data will be reported, and the research team will randomly select 10 of those teaching in central Florida schools to observe with the observation instrument developed for the evaluation of the sample population of teachers.

Objective 2: Develop and facilitate technology-enhanced professional learning and coaching, focusing on improving parental, family, and community engagement in dual language education, for administrators, teachers, and staff at 12 schools offering dual language options in the Orlando and Tampa Bay area (our two charter and private school partners and 10 schools in our two partner LEAs).

Evaluation: The Evaluator will assist the Coordinator in developing a detailed timeline for all project collaborators. The Director/Co-Directors will continue regular planning meetings with the Coordinator/Evaluator, which will help keep the project in a continuous loop of improvement. The Evaluator will review evidence to confirm the completion of all deliverables by the reporting date. She will also conduct focus group interviews and follow-up questionnaires each year with participating teachers and their coaches, and reviews of data compiled from users/managers of the hotline. Findings from this will provide the project team and the TAG with

an accurate understanding of stakeholder's perceptions about the effectiveness of the interventions, and the frequency/quality of teacher-mentor interactions to assure they are all at high levels of quality and effectiveness. Outcomes and activities for Objective 2 create a staggered roll out for the program to allow for the research and data from earlier years to set new benchmarks and directly improve the model before the next iteration. Data collected for Objective 2 evaluations will also be used to report GPRA.

Objective 3: Develop and offer three types of technology-enhanced parental, family, and community engagement activities and resources that support students' success in dual language classrooms and schools at 12 schools in the Orlando and Tampa Bay area (our two charter and private school partners and 10 schools in our two partner LEAs).

Evaluation: Project collaborators will be provided with an updated timeline, which will incorporate improvements from lessons learned. Data will continue to be collected frequently and summarized quarterly by the Evaluator. As with Objective 2, the Director/Co-Directors will meet monthly with the Coordinator/Evaluator to review data and plan for next steps; and the Evaluator will validate findings and create reports of progress for meeting deliverables, and obtain feedback from stakeholders. Objective 3 evaluations will be used to collect GPRA measures.

Objective 4: Conduct a five-year study (from PK through grade 4) of EL students' mathematics, reading, and language proficiency gains (in English and Spanish) as measured by standardized, school-adopted assessments, and by qualitative measures of effectiveness, in four dual language classrooms at our two charter and private school partners (RCMA and St. John Vianney).

Evaluation: The Coordinator and Evaluator will develop a detailed timeline for all project collaborators. Formative and summative data will be collected and organized by the

Coordinator/Evaluator on a monthly basis. The Director/Co-Directors will meet monthly with the Coordinator/Evaluator to review data and plan for next steps. The Evaluator will confirm the completion of all deliverables by the reporting date and will conduct interviews, surveys, and focus groups of pre-service teachers and interviews with a sample of cooperating teachers. Data collected for Objective 4 evaluation will be used to report GPRA.

GPRA Performance Measures

The following Performance Measures data will be provided annually by the UCF College of Education Assessment, Accreditation, and Data Management to the Coordinator/Evaluator:

Measure 1—Number and percentage of program participants who complete the graduate certificate program—will be reported during Years 2-5.

Measure 2—Number and percentage of program participants who complete the inservice program—will be reported during Years 2-5.

Measure 3—Number and percentage of program completers, who are State endorsed or certified in EL instruction—will be reported during Years 2-5.

Measure 4—The percentage of program completers who rate the program as effective in preparing them to serve EL students—will be reported during Years 2-5.

Measure 5—The percentage of school leaders, other educators, and employers of program completers who rated the program as effective in preparing their teachers to serve ELs—will be reported during Years 3-5.

Measure 6—The percentage of program completers who rated the program as effective in increasing their skills in parent, family, and community engagement—will be reported during Years 2-5.

Other Attachment File(s)

*** Mandatory Other Attachment Filename:** References.pdf

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

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

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

Tracking Number:GRANT12392353 Funding Opportunity Number:ED-GRANTS-022117-001 Received Date:Apr 24, 2017 03:48:16 PM EDT

References

American Association for Employment in Education. (2008). *Educator supply and demand research*. Columbus, OH: American Association for Employment in Education.

Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., & National Center for Education Evaluation and Regional Assistance. (2014). *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School.* IES Practice Guide. NCEE 2014-4012. What Works Clearinghouse.

Carlo, M. S., August, D., McLaughlin, B., Snow, C. E., Dressler, C., Lippman, D. N., Lively, T., J., & White, C. E. (2004). Closing the gap: Addressing vocabulary needs of English-language learners in bilingual and mainstream classrooms. *Reading Research Quarterly*, *39*, 188-215.

Childress, M. D., & Braswell, R. (2006). Using massively multiplayer online role-playing games for online learning. *Distance Education, 27*(2), 187-196.

Compton, L., Davis, N., & Correia, A. (2010). Pre-service teachers' preconceptions, misconceptions, and concerns about virtual schooling. *Distance Education, 31*(1), 37-54.

Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives*, *8*(1), 1-44.

Dickey, M. D. (2011). The pragmatics of virtual worlds for K-12 educators: Investigating the affordances and constraints of Active Worlds and Second Life with K-12 in-service teachers. *Educational Technology Research Development, 59*, 1-20.

Forest, E. (2014). *ADDIE model: Instructional design*. Retrieved from http://educationaltechnology.net/the-addie-model-instructional-design/

Forman, S. (2016). Interests and conflicts: Exploring the context for early implementation of a dual language policy in one middle school. *Language Policy*, *15*, 433-451.

Fortune, T., Tedick, D., & Walker, C. (2008). Integrated language and content teaching: Insights from the language immersion classroom. In T. Fortune & D. Tedick (Eds.), *Pathways to multilingualism: Evolving perspectives on immersion education* (pp. 71-96). Clevedon, England: Multilingual Matters.

Freeman, R. D. (1996). Dual-language planning at Oyster Bilingual School: "It's much more than language". *TESOL Quarterly*, *30*(3), 557-582.

Gamage, V., Tretiakov, A., & Crump B. (2011). Teacher perceptions of learning affordances of multi-user virtual environments. *Computers & Education, 57*, 2406-2413.

García, E. E. (1991). Effective instruction for language minority students: The teacher. *Journal of Education*, *173*(2), 130-141.

Gersten, R., Baker, S. K., Shanahan, T., Linan-Thompson, S., Collins, P., Scarcella, R., & Institute of Education Sciences. (2007). *Effective Literacy and English Language Instruction for English Learners in the Elementary Grades. IES Practice Guide.* NCEE 2007-4011. Retrieved from http://whatworks.ed.gov

Hixon, E., & So, H. J. (2009). Technology's role in field experiences for preservice teacher training. *Educational Technology & Society, 12*(4), 294–304.

Hughes, C.E., Stapleton, C.B., Hughes, D.E., & Smith, E. (2005). Mixed reality in education, entertainment and training: An interdisciplinary approach. *IEEE*

Computer Graphics and Applications, 26 (6), p 24 – 30.

Hunt, V. (2011). Learning from success stories: Leadership structures that support dual language programs over time in New York City. *International Journal of Bilingual Education ad Bilingualism*, *14*(2), 187-206.

Larson, K. A., & Rumberger, R. W. (1995). ALAS: Achievement for Latinos through academic success. In H. Thorton (Ed.), *Staying in school: A technical report of three dropout prevention projects for middle school students with learning and emotional disabilities* (pp. A1-A71). Minneapolis, MN: Institute on Community Integration (UAP) - University of Minnesota.

Lee, J. S., & Jeong, E. (2013). Korean-English dual language immersion: Perspectives of students, parents, and teachers. *Language, Culture and Curriculum*, *26*(1), 89-107.

Lindholm-Leary, K. (2012). Success and challenges in dual language education. *Theory Into Practice*, *51*, 256-262.

Mitchell, C., & Sackney, L. (2009). *Sustainable improvement. Building learning communities that endure*. Rotterdam/Taipei: Sense Publishers.

Nutta, J. W., Mokhtari, K., & Strebel, C. (2012). *Preparing every teacher to reach English learners: A practical guide for teacher educators*. Cambridge, MA: Harvard Education Press.

Oberg de la Garza, T., Mackinney, E., & Lavigne, A. L. (2015). Dual language instruction and achievement: A need and a void in the Midwest. *Mid-Western Educational Researcher*, *27*(4), 363-382.

Thomas, W. P., & Collier, V. P. (2002). *A national study of school effectiveness for language minority students' long-term academic achievement*. Retrieved from http://www.crede.org/research/llaa/1.1_final.html

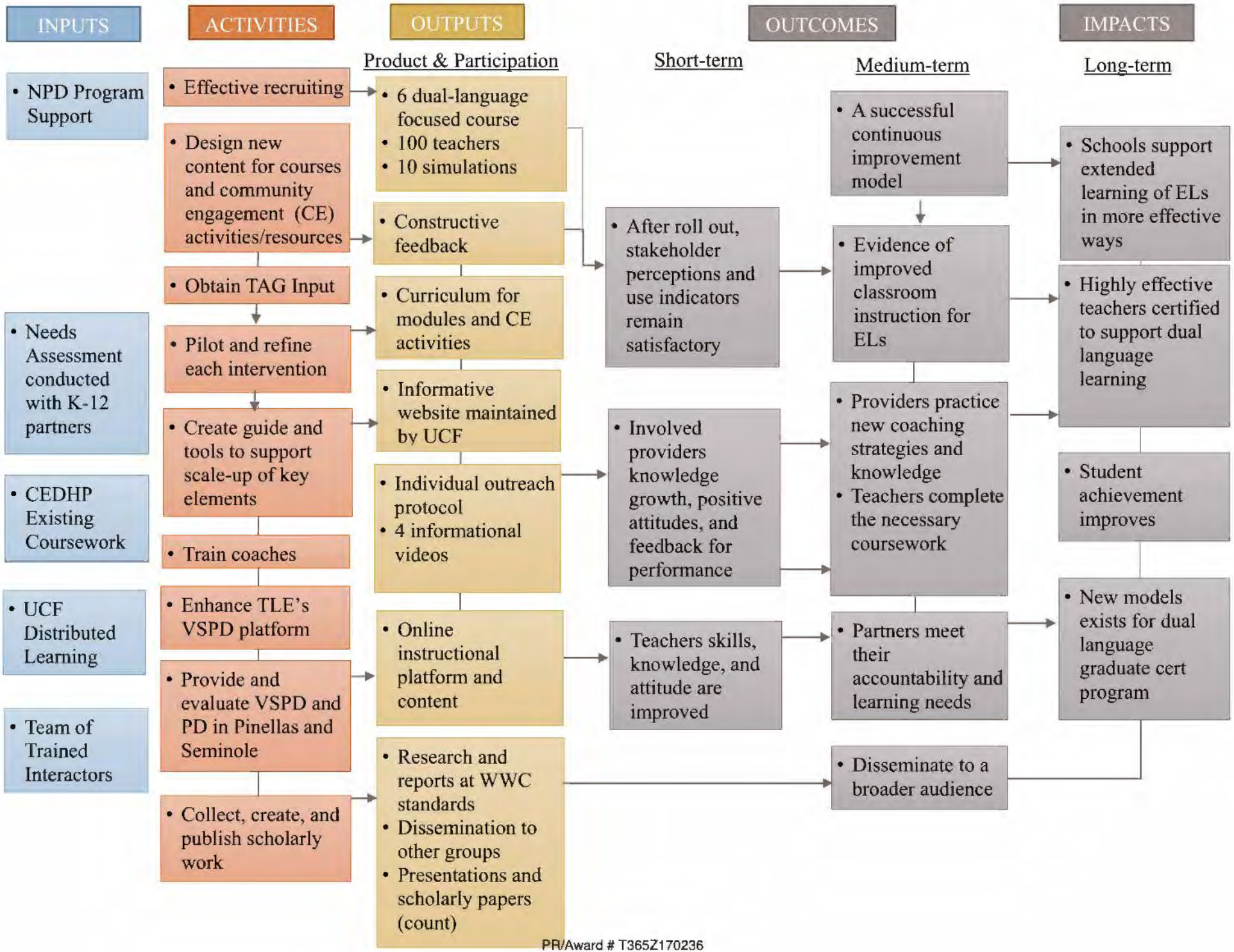
U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2012, October). *WWC Review of the Report: Help with English Language Proficiency "HELP" program evaluation of sheltered instruction multimedia lessons*. Retrieved from http://whatworks.ed.gov

What Works Clearinghouse. (2017a). *ALAS: Achievement for Latinos through academic success*. Retrieved from https://ies.ed.gov/ncee/wwc/Study/74999

What Works Clearinghouse. (2017b). *Vocabulary improvement program for English language learners and their classmates (VIP)*. Retrieved from http://ies.ed.gov/ncee/wwc/Intervention/326

Whitacre, M. (2015). Attitudinal perspectives: A factor to implementation of a dual language program. *International Journal of Instruction*, *8*(1), 35-46.

Zibit, M., & Gibson, D. (2005). SimSchool: The game of teaching. *Innovate, 1*(6), 1-7.


INPUTS
ACTIVITIES
OUTPUTS
OUTCOMES
IMPACTS
Product & Participation
Short-term
Medium-term
Long-term
• NPD Program Support
• Needs Assessment conducted with K-12 partners
• CEDHP Existing Coursework
• UCF Distributed Learning
• Team of Trained Interactors
• Effective recruiting
• Design new content for courses and community engagement (CE) activities/resources
• Obtain TAG Input
• Pilot and refine each intervention
• Create guide and tools to support scale-up of key elements
• Train coaches
• Enhance TLE's VSPD platform
• Provide and evaluate VSPD and PD in Pinellas and Seminole
• Collect, create, and publish scholarly work
• 6 dual-language focused course
• 100 teachers
• 10 simulations
• Constructive feedback
• Curriculum for modules and CE activities
• Informative website maintained by UCF
• Individual outreach protocol
• 4 informational videos
• Online instructional platform and content
• Research and reports at WWC standards
• Dissemination to other groups
• Presentations and scholarly papers (count)
• After roll out, stakeholder perceptions and use indicators remain satisfactory
• Involved providers knowledge growth, positive attitudes, and feedback for performance
• Teachers skills, knowledge, and attitude are improved
• A successful continuous improvement model
• Evidence of improved classroom instruction for ELs
• Providers practice new coaching strategies and knowledge
• Teachers complete the necessary coursework
• Partners meet their accountability and learning needs
• Disseminate to a broader audience
• Schools support extended learning of ELs in more effective ways
• Highly effective teachers certified to support dual language learning
• Student achievement improves
• New models exists for dual language graduate cert program

Academies of RCMA

Wimauma Academy Leadership Academy

Wimauma, Florida

April 17, 2017

Office of English Language Acquisition
U.S. Department of Education
400 Maryland Avenue SE
Washington, D.C. 20202

Dear Representatives,

On behalf of both RCMA Wimauma Academy and RCMA Leadership Academy, it is with great enthusiasm that I write a letter of support to participate in the proposed Dual Language Support through Technology Enhanced Programs and Strategies grant. As principal of these Academies, I have established an on-going partnership with Dr. Nutta and her colleagues at the University of Central Florida (UCF) which allows for the academic support and growth of our English learners as well as the professional growth of the teacher candidates at UCF.

Both RCMA schools have a commitment to serving the educational needs of students from local migrant and farm working families. As such, RCMA Wimauma Academy will be transitioning to a dual language school during AY 2017-2018. We look forward to participating in the proposed STEPS grant as much of the core values that make RCMA who we are – schools that not only push our students toward academic excellence but also schools that empower our students and their families – align with the goals and objectives from STEPS. One of the goals in the grant would help support the empowerment of our schools' students and families through its parental and community outreach and initiatives, including the establishment of an after-school program that supports dual language development.

Furthermore, RCMA seeks to provide highly qualified teachers for our students that are not only knowledgeable but certified in their academic discipline(s) of instruction. In moving forward to a dual language program, the grant's proposal to provide professional development workshops, ongoing coaching, and an opportunity for our current teachers to enroll at UCF to complete a graduate certificate specific to dual language education only helps us to maintain the best instruction for our students.

I look forward to the inception of the STEPS grant and to work with Dr. Nutta and her colleagues at UCF regarding dual language education. If you should need to contact me for further information, please do not hesitate by using the information below.

Sincerely,

(b)(6)

Mark Haggett, Principal
The Academies of RCMA
mark@rcma.org
813-672-5159

PINELLAS COUNTY SCHOOLS

Vision:
100% Student Success

Mission:
"Educate and prepare each student for college, career and life."

ADMINISTRATION BUILDING
301 Fourth St. SW
P.O. Box 2942
Largo, FL 33779-2942
Ph. (727) 588-6000

SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

Chairperson
Peggy L. O' Shea

Vice Chairperson
Rene Flowers

Carol J. Cook
Terry Krassner
Joanne Lentino
Linda S. Lerner
Eileen M. Long

Superintendent
Michael A. Grego, Ed.D.

April 17, 2017

Office of English Language Acquisition
U.S. Department of Education
400 Maryland Avenue SE
Washington, DC 20202

Dear Office of English Language Acquisition,

It is with great enthusiasm that I write a letter indicating Pinellas County Schools' support for the proposed Dual Language Support through Technology Enhanced Programs and Strategies (STEPS) grant as initiated by Dr. Joyce Nutta and her colleagues from the University of Central Florida (UCF). Pinellas has a successful history of collaborating with Dr. Nutta and her team at UCF on other educational initiatives that seek to promote the education and well-being of our district's English learners and English for speakers of other languages (ESOL) programs, including the MELTS grant that was approved by your office in 2016.

The prospect of participating with the STEPS grant is exciting for Pinellas as many of the district's goals are reflective of those from the grant. Both the district and the proposed grant share a commitment for enhancing the educational achievements of our students through family and community engagement by building respectful and caring relationships. By emphasizing cultural competence, Pinellas is in a position to provide equal educational opportunities to all of our students. Because of the dual language nature of STEPS, students from both minority and majority backgrounds and speakers of both English and minority languages have an equal opportunity to learn content courses through the medium of two languages, Spanish and English. This particular vision reflects one of Pinellas's goal in providing equity and excellence in education among the district's minority and non-minority students. The professional development workshops and additional opportunities to enhance our teachers' own professional teaching certification (e.g., completing graduate level coursework to earn a graduate certificate regarding dual language education and bilingualism) allows Pinellas to reach its subsequent goal of designing and delivering curriculum, instruction, and assessments with rigor and active student engagement in order to ensure improved academic success.

In past partnerships, including the MELTS grant, our ESOL teachers have expressed genuine appreciation and benefited from Dr. Nutta and her colleagues' modeling and professional development initiatives. We look forward to working with Dr. Nutta and her UCF team once again by participating in the upcoming STEPS grant.

Please contact me at 727-588-6067 if you need further information.

Sincerely,

(b)(6)

Dr. Natasa Karac

The School Board of Pinellas County, Florida, prohibits any and all forms of discrimination and harassment based on race, color, sex, religion, national origin, marital status, age, sexual orientation or disability in any of its programs, services or activities.

Education for a Changing World www.pcsb.org

St. John Vianney
A DUAL LANGUAGE CATHOLIC SCHOOL
Learning today... Leading tomorrow...
Aprendiendo hoy... Dirigiendo mañana...

April 17, 2017

Office of English Language Acquisition
U.S. Department of Education
400 Maryland Avenue SE
Washington, D.C. 20202

To Whom It May Concern:

It is a pleasure to write a letter in support of the Dual Language Support through Technology Enhanced Programs and Strategies (STEPS) grant that is being proposed by Dr. Nutta and her team at the University of Central Florida. As a school that is about to begin its transition into a dual language school for the 2017-2018 school year, we at St. John Vianney Catholic School look forward to the STEPS grant and its initiatives that the grant has to offer.

As shown from our school's mission and philosophy statements, we believe in empowering our students and their families so that they may reach fullest, academic potential to successfully navigate themselves throughout an increasingly diverse world. The STEPS grant nicely aligns with this vision of empowerment through education as it seeks to improve academic performance and close the learning gap that exists among English learners and students of diverse backgrounds. St. John Vianney Catholic School is acutely aware of the impact that our students' parents have on their overall academic and personal successes. One of the objectives for the STEPS grant is to provide support for our Spanish-speaking parents through after school initiatives that are designed to address family and community needs so that they can best support their children's education. Additionally, as the school transitions to the newly developed dual language school, we look forward to the various professional development and training opportunities that will be provided from the grant as well as the opportunity for our teachers to pursue teacher certification for dual language education through UCF's graduate program.

We look forward to our participation in the STEPS grant through Dr. Nutta's leadership. If you have any further questions, you can contact us at the information below.

Sincerely,

(b)(6)

Mary Catherine Marshall
Principal
St. John Vianney School

Seminole County
Public Schools

WALT GRIFFIN
Superintendent

Educational Support Center
400 E. Lake Mary Boulevard
Sanford, Florida 32773-7127
Phone: (407) 320-0000
Fax: (407) 320-0281

SCHOOL BOARD

AMY LOCKHART
Chairman

TINA CALDERONE, Ed.D.
Vice Chairman

KAREN ALMOND
Board Member

JEFFREY BAUER
Board Member

ABBY SANCHEZ
Board Member

"A" Rated Academically High-Performing School District

Visit Our Web Site
www.scps.us

April 17, 2017

The Office of English Language Acquisition
US Department of Education
400 Maryland Ave. SE
Washington, DC 20202

To Whom It May Concern:

I am pleased to write a letter of support for the Dual Language Support through Technology Enhanced Programs and Strategies (DL STEPS) grant on behalf of Seminole County Public Schools' English for Speakers of Other Languages (ESOL)/World Languages Department. Seminole County has a long-standing history with the University of Central Florida.

Our students come from very diverse backgrounds, including many English Language Learners (ELLs). Seminole County Public Schools has designated eight schools as dual language schools in which the expectation is to produce students who are bilingual, biliterate, and bicultural. Additionally, we strive to prepare our students in the dual language programs to be high academic achievers in both languages of instruction.

As dual language programs are becoming more prevalent, employing highly qualified teachers of dual language education is a necessity in order ensure the continued success of our students. As such, through the DL STEPS grant, we look forward to partnering with Dr. Nutta and her team to help advance the professional development and growth of our teachers through participation in the graduate dual language certificate program. In fact, this aligns with the SCPS vision of producing highly qualified, diverse, innovative, and enthusiastic teachers and administrators.

In participating in STEPS, we strongly believe that our teachers will benefit from the professional development and coaching opportunities that Dr. Nutta and her team will provide to support the professional growth of our dual language teachers. Additionally, SCPS looks forward to the parent and community outreach initiatives that the project will support so that our students' families and community can help encourage them to reach their fullest potential.

Respectfully,
(b)(6)

Anna-Marie Cote, Ed.D.
Deputy Superintendent, Instructional Excellence and Equity

cc. Dr. Shelia Windom, Executive Director, Middle Schools
Dr. Marian Cummings, Executive Director, Elementary Schools
Dr. Robin Dehlinger, Executive Director, Elementary Schools
Ms. Minnie Cardona, Director, ESOL, World Languages and Student Access

Dual Language STEPS Position Descriptions

Project Director and Principal Investigator

Dr. Nutta will oversee all elements of the project, including training, assessment, data collection, analysis and dissemination.

Co-Principal Investigators

Dr. Johnson will be responsible for providing leadership development for the administrative leadership of each Dual Language (DL) K-12 Partner. In addition, Dr. Johnson will provide course design input for the DL Certificate Program.

Dr. Purmensky will be responsible for the design of the curriculum plan and its submission for approval for both the DL Certificate Program and the DL professional development to take place with the DL K-12 Partners. In addition, Dr. Purmensky will develop surveys for determining the DL model programs.

Dr. Mihai is responsible for the design of assessment instruments to be utilized for the evaluation of the STEPS Scholars mastery of the project certification course competencies and of program effectiveness.

UCF Faculty Subject Matter Experts

Dr. Levin, an Early Childhood Specialist, will oversee the pedagogical aspects of curriculum development and the coordination of family outreach efforts.

Dr. Nalbone, the Director of Spanish M.A. Programs, will be primarily involved in the design of DL Certificate Programs with an emphasis on the Spanish language course components.

Dr. Ingraham will design, implement and coordinate the TeachLive simulation environment.

Graduate Assistant

The Graduate Assistant will assist the Program Coordinator with project logistics and will be responsible for parent outreach programs.

After-School Dual Language Support Tutors

Two (2) Undergraduate Students will perform afterschool online and face-to-face DL tutoring support.

Research Assistants

Four (4) OPS Personnel will serve as research assistants to the Co-PIs to investigate various DL teaching approaches and methodologies.

Materials Translator & Spanish Language Materials Developer

One (1) OPS Personnel will serve as a Spanish language translator for the translation of DL curriculum and the necessary materials for professional development, parent outreach, and family involvement.

Simulation Interactors

Two (2) OPS Personnel will serve as the Teachlive Interactors who will be part of the TeachLive Simulation activities.

Project Coordinator & Coach

Ms. Pena will coordinate the project logistics and personnel management. Ms. Pena will also serve as a professional development coach for the DL K-12 Partners. The following position description provides details on her responsibilities:

Job Description	**Coordinate the day-to-day operations of the project, including:** 1) ensuring that all activities are completed in a timely manner; 2) assuring that all research data as well as reporting requirements are collected, organized, analyzed, and disseminated; 3) communicating clearly and in a facilitative manner with all team members, partner organizations, and the public; 4) monitoring the project budget in relation to the research and development efforts of the project; 5) monitoring all sites in the project for research design compliance, maintaining the research schedule and having current IRB approvals; 6) providing to each site research materials required to carry out research activities; 7) assisting with research data collection; 8) maintaining accurate records of activities; 9) supervising project personnel and consultants; 10) facilitating and coaching teachers and administrators; 11) assisting in the planning of future research activities; 12) chairing meetings with project personnel and partners; 13) analyzing data collected during research activities; 14) supporting efforts to disseminate research through publishing or presenting; 15) supporting the continuation of the project beyond the funding period and internationalizing the project.
Minimum Qualifications	MA or MS in Education, TESOL or cognate discipline from an accredited institution at time of hire.

There was a problem attaching a file(s).

The file was missing in the application package submitted through Grants.Gov

Budget Narrative File(s)

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

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

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

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

Tracking Number:GRANT12392353 Funding Opportunity Number:ED-GRANTS-022117-001 Received Date:Apr 24, 2017 03:48:16 PM EDT

UCF BUDGET JUSTIFICATION - YEAR 1 $529,054

Personnel

Salary in the amount of $14,088 is requested for PI Dr. Joyce Nutta. This will support Dr. Nutta for 1.125 months. Dr. Nutta will oversee all elements of the project, including training, assessment, data collection, analysis and dissemination.

Salary in the amount of $12,000 is requested for Co-PI Dr. Jerry Johnson. This will support Dr. Johnson for 1.125 months. Dr. Johnson will be responsible for providing leadership development for the administrative leadership of each Dual Language (DL) K-12 Partner. In addition, Dr. Johnson will provide course design input for the DL Certificate Program.

Salary in the amount of $8,855 is requested for Co-PI Dr. Kerry Purmensky. This will support Dr. Purmensky for 1.125 months. Dr. Purmensky will he responsible for the design of the curriculum plan and its suhmission for approval for both the DL Certificate Program and the DL professional development to take place with the DL K-12 Partners. In addition, Dr. Purmensky will develop surveys for determining the DL model programs.

Salary in the amount of $10,944 is requested for Co-PI Dr. Florin Mihai. This will support Dr. Mihai for 1.125 months. Dr. Mihai is responsible for the design of assessment instruments to be utilized for the evaluation of the STEPS Scholars mastery of the project certification course competencies and of program effectiveness.

Salary in the amount of $2,834 is requested for Research Associate Dr. Judy Levin. This will support Dr. Levin for 0.5 months. Dr. Levin, an Early Childhood Specialist, will oversee the pedagogical aspects of curriculum development and the coordination of family outreach efforts.

Salary in the amount of $2,415 is requested for Research Associate Dr. Lisa Nalbone. This will support Dr. Nalhone for 0.25 months. Dr. Nalbone, the Director of Spanish M.A. Programs, will be primarily involved in the design of DL Certificate Programs with an emphasis on the Spanish language course components.

Salary in the amount of $6,637 is requested for Research Associate Dr. Kathleen Ingraham. This will support Dr. Ingraham for 208 hours at a rate of $31.90 per hour. Dr. Ingraham will design, implement and coordinate the TeachLive simulation environment.

Salary in the amount of $54,000 is requested for Susanne Pena as the Program Coordinator. This will support Ms. Pena for twelve (12) months. Ms. Pena will coordinate the project logistics and personnel management. Ms. Pena will also serve as a professional development coach for the DL K-12 Partners.

One (1) Graduate Research Assistant will be funded at $16,500 for twelve (12) months at 100%. The Graduate Assistant will assist the Program Coordinator with project logistics and will be responsible for parent outreach programs. Two (2) Undergraduate Students will perform afterschool online and face-to-face DL tutoring support, and will be funded at $11.00 per hour for twenty (20) hours a week for thirty-six (36) weeks for a total of $15,840.

Two (2) OPS Personnel will serve as the Teachlive Interactors that will be part of the TeachLive Simulation activities, and will be funded at $25.00 per hour for two-hundred (200) hours for a total of $10,000. Four (4) OPS Personnel will serve as research assistants to the Co-PIs to investigate various DL teaching approaches and methodologies, and will be funded at $16.15 per hour for ten (10) hours a week for one (1) calendar year for a total of $33,592. One (1) OPS Personnel will serve as a Spanish language translator for the translation of DL curriculum and the necessary materials for professional development, parent outreach, and family involvement, and will be funded at $25.00 per hour for twenty (20) hours per week for one (1) calendar year for a total of $26,000.

All rates are in accordance with the individual's most recent employment contract. Salaries are escalated at a rate of 3% per year each August and based on the historical average salary increase that was approval by the Florida Legislature. Salary increases are contingent upon legislative approval and the University's Collective Bargaining Agreement negotiations.

UCF Fringe Benefits

Funds in the amount of $34,134 are requested. The fringe rate is 28.95% for faculty, 0.65% for graduate and undergraduate students, and 2.25% for OPS personnel.

The current fringe rates are effective December 1, 2015. These rates are estimates for contract and grant purposes only. Actual fringe costs are charged to each contract or grant based on the individual employee's actual fringe benefit costs. and can be found at http://www.fa.ucf.edu/CG/Publications/Fringe_12_2015.pdf

Travel

Funds in the amount of $65,212 are requested for travel purposes for the following domestic trips: three (3) project staff personnel to make twenty (20) three-day local, programmatic trips to provide on-sight support and professional development for the DL K-12 Partners and to perform observations of STEPS Scholars during and after certification; and eight (8) project staff personnel to attend the National Association of Bilingual Education (NABE) Conference and the La Cosecha Dual Language Conference for the purpose of accessing current research, theory, practice, and discussion in order to enhance and expand the knowledge base and experience of key personnel developing and implementing dual language enrichment programs; and for two (2) project staff personnel to attend the Annual Director's Meeting in Washington D.C.

La Cosecha Conference – Location TBD (4 nights, 8 travelers)	
Flight	$400/person
Hotel	$200/night
Per diem	$36/day/person
Conference Registration	$400/person
Miscellaneous Expenses	$100
Total	$14,340

NABE Conference – Location TBD (4 nights, 8 travelers)	
Flight	$400/person

Hotel	$200/night
Per diem	$36/day/person
Conference Registration	$400/person
Miscellaneous Expenses	$100
Total	$14,340

Annual Director's Meeting – Washington D.C. (3 nights, 2 travelers)	
Flight	$400/person
Hotel	$200/night
Per diem	$36/day/person
Miscellaneous Expenses	$100
Total	$2,544

Local Travel to Florida DL K-12 Partners (2 nights, 3 travelers)	
Rental Car	$39/day
Hotel	$200/night
Per diem	$36/day/person
Miscellaneous Expenses	$100
Mileage reimbursement at $0.45/mi. for avg. 120 miles/trip for 20 trips	$1,068
Total	$33,988

All travel estimates are based on UCF travel guidelines as well as historical costs as determined by the PI. Travel costs are escalated by three percent (3%) in outlying years. The UCF Travel manual is found at: http://www.fa.ucf.edu/Travel_Payables/Publications/Travel_Manual.pdf

Equipment
No funds are requested for the purchase of equipment.

Supplies
Funds in the amount of $10,400 are requested for five (5) high performance Microsoft Surface Book laptops to run TeachLive software at $2,080 each.

Funds in the amount of $830 are requested for two (2) Canon VIXIA HF R800 1080p HD Video Camera Camcorders at $415 each for classroom observation and professional development purposes.

Funds in the amount of $5,000 (100 books approximately $50 book) are requested to create the Dual Language Resource Library for DL-STEPS Scholars to access and use as resource for teaching and research projects in addition to what is available at UCF. Multiple copies of the same title will be purchased to ensure availability for all DL-STEPS Scholars.

Funds in the amount of $10,000 for the four ($2,500 each) DL K-12 Partner for STEPS Scholars to implement and disseminate their learned certificate program knowledge and to create their own resource centers at their institutions.

Funds in the amount of $4,000 are requested for Spanish Language Proficiency Assessments at the rate of $10.00 per test for 80 students for each of the project period years.

Contractual
Funds in the amount of $2,500 are requested for the Consultant Matthew Lavery for the purpose of providing Statistical Analysis.

Other Direct Costs
Funds in the amount of $60,000 are requested for the services of the UCF Center for Distributed Learning (UCF CDL) for sixty (60) minutes of production. The UCF CDL will develop all online and web related materials, including the production of instructional and parent outreach videos, the design of digital badges, and general website maintenance. The cost of their video production is $1,000/minute. UCF CDL supports and expands student access to education through the advanced application of instructional technology, data analysis, policy, and strategic planning for distributed learning programs and courses. They collaborate with internal and external partners to investigate, design, deliver, assess and support online learning through faculty development, course production, and research, which are all aligned with institutional goals.

Funds in the amount of $62,500 (approved rate of $147.62/hour, approximately 420 hours) are requested for the Program Evaluation and Educational Research Group (PEER), a UCF Service Center, to perform the collection and evaluation of programmatic data.

Funds in the amount of $18,000 are requested to provide six (6) stipends at $3,000 each for the University Subject Matter Experts/Advisory Board Members. The members are subject matter experts with experience in dual language instruction and assessment and will provide guidance and support in developing the certificate program and other aspects of the project, such as school leadership, community outreach, and family involvement.

Tuition costs for one (1) graduate student in the amount of $8,871 are requested.

Tuition is calculated on an annual basis. All additional years have been escalated at 5% per year, beginning in August, based on historical data. Annual tuition increases are estimates. The proposed 5% tuition escalation factor was based on the historical average tuition increase that was approved by the UCF Board of Trustees. Tuition increases are contingent upon UCF Board of Trustee approval. Current tuition rates can be found at http://tuitionfees.smca.ucf.edu/

***Total Direct Costs:* $495,152**

Indirect Costs
Funds are requested in the amount of $33,902. F &A is charged at a rate of 8% of Modified Total Direct Cost (MTDC) per the solicitation guidelines. MTDC is the direct costs excluding capital expenditures; that portion of each sub-award in excess of $25,000; hospitalization and other fees associated with patient care whether the services are obtained from an owned, related or 3rd party hospital or other medical facility; rental/maintenance of off-site activities; student

tuition remission and student support costs (e.g. student aid, stipends, dependency allowances, scholarships, fellowships).

UCF BUDGET JUSTIFICATION - YEAR 2 $527,703

Personnel

Salary in the amount of $14,511 is requested for PI Dr. Joyce Nutta. This will support Dr. Nutta for 1.125 months. Dr. Nutta will oversee all elements of the project, including training, assessment, data collection, analysis and dissemination.

Salary in the amount of $12,360 is requested for Co-PI Dr. Jerry Johnson. This will support Dr. Johnson for 1.125 months. Dr. Johnson will be responsible for providing leadership development for the administrative leadership of each Dual Language (DL) K-12 Partner. In addition, Dr. Johnson will provide course design input for the DL Certificate Program.

Salary in the amount of $9,121 is requested for Co-PI Dr. Kerry Purmensky. This will support Dr. Purmensky for 1.125 months. Dr. Purmensky will be responsible for the design of the curriculum plan and its submission for approval for both the DL Certificate Program and the DL professional development to take place with the DL K-12 Partners. In addition, Dr. Purmensky will develop surveys for determining the DL model programs.

Salary in the amount of $11,272 is requested for Co-PI Dr. Florin Mihai. This will support Dr. Mihai for 1.125 months. Dr. Mihai is responsible for the design of assessment instruments to be utilized for the evaluation of the STEPS Scholars mastery of the project certification course competencies and of program effectiveness.

Salary in the amount of $2,919 is requested for Research Associate Dr. Judy Levin. This will support Dr. Levin for 0.5 months. Dr. Levin, an Early Childhood Specialist, will oversee the pedagogical aspects of curriculum development and the coordination of family outreach efforts.

Salary in the amount of $2,487 is requested for Research Associate Dr. Lisa Nalbone. This will support Dr. Nalbone for 0.25 months. Dr. Nalbone, the Director of Spanish M.A. Programs, will be primarily involved in the design of DL Certificate Programs with an emphasis on the Spanish language course components.

Salary in the amount of $3,418 is requested for Research Associate Dr. Kathleen Ingraham. This will support Dr. Ingrabam for 104 hours at a rate of $32.04 per hour. Dr. Ingrabam will design, implement and coordinate the TeachLive simulation environment.

Salary in the amount of $55,620 is requested for Susanne Pena as the Program Coordinator. This will support Ms. Pena for twelve (12) months. Ms. Pena will coordinate the project logistics and personnel management. Ms. Pena will also serve as a professional development coach for the DL K-12 Partners.

One (1) Graduate Research Assistant will be funded at $16,995 for twelve (12) months at 100%. The Graduate Assistant will assist the Program Coordinator with project logistics and will be

responsible for parent outreach programs. Two (2) Undergraduate Students will perform afterschool online and face-to-face DL tutoring support, and will be funded at $11.00 per hour for twenty (20) hours a week for thirty-six (36) weeks for a total of $15,840.

Two (2) OPS Personnel will serve as the Teachlive Interactors that will be part of the TeachLive Simulation activities, and will be funded at $25.00 per hour for one-hundred (100) hours for a total of $5,000. One (1) OPS Personnel will serve as a Spanish language translator for the translation of DL curriculum and the necessary materials for professional development, parent outreach, and family involvement, and will be funded at $25.00 per hour for twenty (2) hours per week for one (1) calendar year for a total of $2,600.

All rates are in accordance with the individual's most recent employment contract. Salaries are escalated at a rate of 3% per year each August and based on the historical average salary increase that was approval by the Florida Legislature. Salary increases are contingent upon legislative approval and the University's Collective Bargaining Agreement negotiations.

UCF Fringe Benefits

Funds in the amount of $32,723 are requested. The fringe rate is 28.95% for faculty, 0.65% for graduate and undergraduate students, and 2.25% for OPS personnel.

The current fringe rates are effective December 1, 2015. These rates are estimates for contract and grant purposes only. Actual fringe costs are charged to each contract or grant based on the individual employee's actual fringe benefit costs. and can be found at http://www.fa.ucf.edu/CG/Publications/Fringe_12_2015.pdf

Travel

Funds in the amount of $49,665 are requested for travel purposes for the following domestic trips: three (3) project staff personnel to make ten (10) three-day local, programmatic trips to provide on-sight support and professional development for the DL K-12 Partners and to perform observations of STEPS Scholars during and after certification; and eight (8) project staff personnel to attend the National Association of Bilingual Education (NABE) Conference and the La Cosecha Dual Language Conference for the purpose of accessing current research, theory, practice, and discussion in order to enhance and expand the knowledge base and experience of key personnel developing and implementing dual language enrichment programs; and for two (2) project staff personnel to attend the Annual Director's Meeting in Washington D.C.

La Cosecha Conference – Location TBD (4 nights, 8 travelers)	
Total	$14,770

NABE Conference – Location TBD (4 nights, 8 travelers)	
Total	$14,770

Annual Director's Meeting – Washington D.C. (3 nights, 2 travelers)	
Total	$2,620

Local Travel to Florida DL K-12 Partners (2 nights, 3 travelers, 10 trips)	

Total	$17,504

All travel estimates are based on UCF travel guidelines as well as historical costs as determined by the PI. Travel costs are escalated by three percent (3%) in outlying years. The UCF Travel manual is found at: http://www.fa.ucf.edu/Travel_Payables/Publications/Travel_Manual.pdf

Equipment
No funds are requested for the purchase of equipment.

Supplies
Funds in the amount of $1,000 (20 books approximately $50 book) are requested to create the Dual Language Resource Library for DL-STEPS Scholars to access and use as resource for teaching and research projects in addition to what is available at UCF. Multiple copies of the same title will be purchased to ensure availability for all DL-STEPS Scholars.

Funds in the amount of $10,000 for the four ($2,500 each) DL K-12 Partner for STEPS Scholars to implement and disseminate their learned certificate program knowledge and to create their own resource centers at their institutions.

Contractual
Funds in the amount of $2,500 are requested for the Consultant Matthew Lavery for the purpose of providing Statistical Analysis.

Other Direct Costs
Funds in the amount of $5,000 are requested for the services of the UCF Center for Distributed Learning (UCF CDL) for five (5) minutes of production. The UCF CDL will develop all online and web related materials, including the production of instructional and parent outreach videos, the design of digital badges, and general website maintenance. The cost of their video production is $1,000/minute. UCF CDL supports and expands student access to education through the advanced application of instructional technology, data analysis, policy, and strategic planning for distributed learning programs and courses. They collaborate with internal and external partners to investigate, design, deliver, assess and support online learning through faculty development, course production, and research, which are all aligned with institutional goals.

Funds in the amount of $22,500 (approved rate of $147.62/hour, approximately 150 hours) are requested for the Program Evaluation and Educational Research Group (PEER), a UCF Service Center, to perform the collection and evaluation of programmatic data.

Funds in the amount of $18,000 are requested to provide six (6) stipends at $3,000 each for the University Subject Matter Experts/Advisory Board Members. The members are subject matter experts with experience in dual language instruction and assessment and will provide guidance and support in developing the certificate program and other aspects of the project, such as school leadership, community outreach, and family involvement.

Funds in the amount of $219,004 are requested for course certification costs for STEPS Scholars at UCF. Twenty-Five (25) STEPS Scholars will receive 18 hours of instruction each at $388.50

per hour and including $750 each in fees, in addition to $600 per STEPS Scholar for time in the TeachLive Simulation Lab. Each year has been escalated at 5% based on historical data.

Tuition costs for one (1) graduate students in the amount of $9,315 are requested.

Tuition is calculated on an annual basis. All additional years have been escalated at 5% per year, beginning in August, based on historical data. Annual tuition increases are estimates. The proposed 5% tuition escalation factor was based on the historical average tuition increase that was approved by the UCF Board of Trustees. Tuition increases are contingent upon UCF Board of Trustee approval. Current tuition rates can be found at http://tuitionfees.smca.ucf.edu/

***Total Direct Costs:* $506,421**

Indirect Costs
Funds are requested in the amount of $21,282. F &A is charged at a rate of 8% of Modified Total Direct Cost (MTDC) per the solicitation guidelines. MTDC is the direct costs excluding capital expenditures; that portion of each sub-award in excess of $25,000; hospitalization and other fees associated with patient care whether the services are obtained from an owned, related or 3rd party hospital or other medical facility; rental/maintenance of off-site activities; student tuition remission and student support costs (e.g. student aid, stipends, dependency allowances, scholarships, fellowships).

UCF BUDGET JUSTIFICATION - YEAR 3 $542,915

Personnel
Salary in the amount of $14,946 is requested for PI Dr. Joyce Nutta. This will support Dr. Nutta for 1.125 months. Dr. Nutta will oversee all elements of the project, including training, assessment, data collection, analysis and dissemination.

Salary in the amount of $12,731 is requested for Co-PI Dr. Jerry Johnson. This will support Dr. Johnson for 1.125 months. Dr. Johnson will be responsible for providing leadership development for the administrative leadership of each Dual Language (DL) K-12 Partner. In addition, Dr. Johnson will provide course design input for the DL Certificate Program.

Salary in the amount of $9,395 is requested for Co-PI Dr. Kerry Purmensky. This will support Dr. Purmensky for 1.125 months. Dr. Purmensky will be responsible for the design of the curriculum plan and its submission for approval for both the DL Certificate Program and the DL professional development to take place with the DL K-12 Partners. In addition, Dr. Purmensky will develop surveys for determining the DL model programs.

Salary in the amount of $11,610 is requested for Co-PI Dr. Florin Mihai. This will support Dr. Mihai for 1.125 months. Dr. Mihai is responsible for the design of assessment instruments to be utilized for the evaluation of the STEPS Scholars mastery of the project certification course competencies and of program effectiveness.

Salary in the amount of $3,006 is requested for Research Associate Dr. Judy Levin. This will support Dr. Levin for 0.5 months. Dr. Levin, an Early Childhood Specialist, will oversee the pedagogical aspects of curriculum development and the coordination of family outreach efforts.

Salary in the amount of $2,562 is requested for Research Associate Dr. Lisa Nalbone. This will support Dr. Nalbone for 0.25 months. Dr. Nalbone, the Director of Spanish M.A. Programs, will be primarily involved in the design of DL Certificate Programs with an emphasis on the Spanish language course components.

Salary in the amount of $1,716 is requested for Research Associate Dr. Kathleen Ingraham. This will support Dr. Ingraham for 52 hours at a rate of $33.00 per hour. Dr. Ingraham will design, implement and coordinate the TeachLive simulation environment.

Salary in the amount of $57,289 is requested for Susanne Pena as the Program Coordinator. This will support Ms. Pena for twelve (12) months. Ms. Pena will coordinate the project logistics and personnel management. Ms. Pena will also serve as a professional development coach for the DL K-12 Partners.

One (1) Graduate Research Assistant will be funded at $17,505 for twelve (12) months at 100%. The Graduate Assistant will assist the Program Coordinator with project logistics and will be responsible for parent outreach programs. Two (2) Undergraduate Students will perform afterschool online and face-to-face DL tutoring support, and will be funded at $11.00 per hour for twenty (20) hours a week for thirty-six (36) weeks for a total of $15,840.

Two (2) OPS Personnel will serve as the Teachlive Interactors that will be part of the TeachLive Simulation activities, and will be funded at $25.00 per hour for one-hundred (100) hours for a total of $5,000. One (1) OPS Personnel will serve as a Spanish language translator for the translation of DL curriculum and the necessary materials for professional development, parent outreach, and family involvement, and will be funded at $25.00 per hour for twenty (2) hours per week for one (1) calendar year for a total of $2,600.

All rates are in accordance with the individual's most recent employment contract. Salaries are escalated at a rate of 3% per year each August and based on the historical average salary increase that was approval by the Florida Legislature. Salary increases are contingent upon legislative approval and the University's Collective Bargaining Agreement negotiations.

UCF Fringe Benefits

Funds in the amount of $33,175 are requested. The fringe rate is 28.95% for faculty, 0.65% for graduate and undergraduate students, and 2.25% for OPS personnel.

The current fringe rates are effective December 1, 2015. These rates are estimates for contract and grant purposes only. Actual fringe costs are charged to each contract or grant based on the individual employee's actual fringe benefit costs. and can be found at http://www.fa.ucf.edu/CG/Publications/Fringe_12_2015.pdf

Travel

Funds in the amount of $51,154 are requested for travel purposes for the following domestic trips: three (3) project staff personnel to make ten (10) three-day local, programmatic trips to provide on-sight support and professional development for the DL K-12 Partners and to perform observations of STEPS Scholars during and after certification; and eight (8) project staff personnel to attend the National Association of Bilingual Education (NABE) Conference and the La Cosecha Dual Language Conference for the purpose of accessing current research, theory, practice, and discussion in order to enhance and expand the knowledge base and experience of key personnel developing and implementing dual language enrichment programs; and for two (2) project staff personnel to attend the Annual Director's Meeting in Washington D.C.

La Cosecha Conference – Location TBD (4 nights, 8 travelers)	
Total	$15,213

NABE Conference – Location TBD (4 nights, 8 travelers)	
Total	$15,213

Annual Director's Meeting – Washington D.C. (3 nights, 2 travelers)	
Total	$2,699

Local Travel to Florida DL K-12 Partners (2 nights, 3 travelers, 10 trips)	
Total	$18,029

All travel estimates are based on UCF travel guidelines as well as historical costs as determined by the PI. Travel costs are escalated by three percent (3%) in outlying years. The UCF Travel manual is found at: http://www.fa.ucf.edu/Travel_Payables/Publications/Travel_Manual.pdf

Equipment
No funds are requested for the purchase of equipment.

Supplies
Funds in the amount of $5,000 (20 books approximately $50 book) are requested to create the Dual Language Resource Library for DL-STEPS Scholars to access and use as resource for teaching and research projects in addition to what is available at UCF. Multiple copies of the same title will be purchased to ensure availability for all DL-STEPS Scholars.

Funds in the amount of $10,000 for the four ($2,500 each) DL K-12 Partner for STEPS Scholars to implement and disseminate their learned certificate program knowledge and to create their own resource centers at their institutions.

Contractual
Funds in the amount of $2,500 are requested for the Consultant Matthew Lavery for the purpose of providing Statistical Analysis.

Other Direct Costs
Funds in the amount of $5,000 are requested for the services of the UCF Center for Distributed Learning (UCF CDL) for five (5) minutes of production. The UCF CDL will develop all online

and web related materials, including the production of instructional and parent outreach videos, the design of digital badges, and general website maintenance. The cost of their video production is $1,000/minute. UCF CDL supports and expands student access to education through the advanced application of instructional technology, data analysis, policy, and strategic planning for distributed learning programs and courses. They collaborate with internal and external partners to investigate, design, deliver, assess and support online learning through faculty development, course production, and research, which are all aligned with institutional goals.

Funds in the amount of $22,500 (approved rate of $147.62/hour, approximately 150 hours) are requested for the Program Evaluation and Educational Research Group (PEER), a UCF Service Center, to perform the collection and evaluation of programmatic data.

Funds in the amount of $18,000 are requested to provide six (6) stipends at $3,000 each for the University Subject Matter Experts/Advisory Board Members. The members are subject matter experts with experience in dual language instruction and assessment and will provide guidance and support in developing the certificate program and other aspects of the project, such as school leadership, community outreach, and family involvement.

Funds in the amount of $219,004 are requested for course certification costs for STEPS Scholars at UCF. Twenty-Five (25) STEPS Scholars will receive 18 hours of instruction each at $408 per hour and including $750 each in fees, in addition to $600 per STEPS Scholar for time in the TeachLive Simulation Lab. Each year has been escalated at 5% based on historical data.

Tuition costs for one (1) graduate students in the amount of $9,780 are requested.

Tuition is calculated on an annual basis. All additional years have been escalated at 5% per year, beginning in August, based on historical data. Annual tuition increases are estimates. The proposed 5% tuition escalation factor was based on the historical average tuition increase that was approved by the UCF Board of Trustees. Tuition increases are contingent upon UCF Board of Trustee approval. Current tuition rates can be found at http://tuitionfees.smca.ucf.edu/

***Total Direct Costs:* $521,313**

Indirect Costs

Funds are requested in the amount of $21,602. F &A is charged at a rate of 8% of Modified Total Direct Cost (MTDC) per the solicitation guidelines. MTDC is the direct costs excluding capital expenditures; that portion of each sub-award in excess of $25,000; hospitalization and other fees associated with patient care whether the services are obtained from an owned, related or 3rd party hospital or other medical facility; rental/maintenance of off-site activities; student tuition remission and student support costs (e.g. student aid, stipends, dependency allowances, scholarships, fellowships).

UCF BUDGET JUSTIFICATION - YEAR 4 $545,654

Personnel

Salary in the amount of $15,394 is requested for PI Dr. Joyce Nutta. This will support Dr. Nutta for 1.125 months. Dr. Nutta will oversee all elements of the project, including training, assessment, data collection, analysis and dissemination.

Salary in the amount of $13,113 is requested for Co-PI Dr. Jerry Johnson. This will support Dr. Johnson for 1.125 months. Dr. Johnson will be responsible for providing leadership development for the administrative leadership of each Dual Language (DL) K-12 Partner. In addition, Dr. Johnson will provide course design input for the DL Certificate Program.

Salary in the amount of $9,677 is requested for Co-PI Dr. Kerry Purmensky. This will support Dr. Purmensky for 1.125 months. Dr. Purmensky will be responsible for the design of the curriculum plan and its submission for approval for both the DL Certificate Program and the DL professional development to take place with the DL K-12 Partners. In addition, Dr. Purmensky will develop surveys for determining the DL model programs.

Salary in the amount of $11,958 is requested for Co-PI Dr. Florin Mihai. This will support Dr. Mihai for 1.125 months. Dr. Mihai is responsible for the design of assessment instruments to be utilized for the evaluation of the STEPS Scholars mastery of the project certification course competencies and of program effectiveness.

Salary in the amount of $3,097 is requested for Research Associate Dr. Judy Levin. This will support Dr. Levin for 0.5 months. Dr. Levin, an Early Childhood Specialist, will oversee the pedagogical aspects of curriculum development and the coordination of family outreach efforts.

Salary in the amount of $2,639 is requested for Research Associate Dr. Lisa Nalbone. This will support Dr. Nalbone for 0.25 months. Dr. Nalbone, the Director of Spanish M.A. Programs, will be primarily involved in the design of DL Certificate Programs with an emphasis on the Spanish language course components.

Salary in the amount of $1,767 is requested for Research Associate Dr. Kathleen Ingraham. This will support Dr. Ingraham for 52 hours at a rate of $33.99 per hour. Dr. Ingraham will design, implement and coordinate the TeachLive simulation environment.

Salary in the amount of $59,007 is requested for Susanne Pena as the Program Coordinator. This will support Ms. Pena for twelve (12) months. Ms. Pena will coordinate the project logistics and personnel management. Ms. Pena will also serve as a professional development coach for the DL K-12 Partners.

One (1) Graduate Research Assistant will be funded at $18,030 for twelve (12) months at 100%. The Graduate Assistant will assist the Program Coordinator with project logistics and will be responsible for parent outreach programs. Two (2) Undergraduate Students will perform afterschool online and face-to-face DL tutoring support, and will be funded at $11.00 per hour for twenty (20) hours a week for thirty-six (36) weeks for a total of $15,840.

Two (2) OPS Personnel will serve as the Teachlive Interactors that will be part of the TeachLive Simulation activities, and will be funded at $25.00 per hour for one-hundred (100) hours for a

total of $5,000. One (1) OPS Personnel will serve as a Spanish language translator for the translation of DL curriculum and the necessary materials for professional development, parent outreach, and family involvement, and will be funded at $25.00 per hour for twenty (2) hours per week for one (1) calendar year for a total of $2,600.

All rates are in accordance with the individual's most recent employment contract. Salaries are escalated at a rate of 3% per year each August and based on the historical average salary increase that was approval by the Florida Legislature. Salary increases are contingent upon legislative approval and the University's Collective Bargaining Agreement negotiations.

UCF Fringe Benefits

Funds in the amount of $34,162 are requested. The fringe rate is 28.95% for faculty, 0.65% for graduate and undergraduate students, and 2.25% for OPS personnel.

The current fringe rates are effective December 1, 2015. These rates are estimates for contract and grant purposes only. Actual fringe costs are charged to each contract or grant based on the individual employee's actual fringe benefit costs. and can be found at http://www.fa.ucf.edu/CG/Publications/Fringe_12_2015.pdf

Travel

Funds in the amount of $52,689 are requested for travel purposes for the following domestic trips: three (3) project staff personnel to make ten (10) three-day local, programmatic trips to provide on-sight support and professional development for the DL K-12 Partners and to perform observations of STEPS Scholars during and after certification; and eight (8) project staff personnel to attend the National Association of Bilingual Education (NABE) Conference and the La Cosecha Dual Language Conference for the purpose of accessing current research, theory, practice, and discussion in order to enhance and expand the knowledge base and experience of key personnel developing and implementing dual language enrichment programs; and for two (2) project staff personnel to attend the Annual Director's Meeting in Washington D.C.

La Cosecha Conference – Location TBD (4 nights, 8 travelers)	
Total	$15,669

NABE Conference – Location TBD (4 nights, 8 travelers)	
Total	$15,669

Annual Director's Meeting – Washington D.C. (3 nights, 2 travelers)	
Total	$2,780

Local Travel to Florida DL K-12 Partners (2 nights, 3 travelers, 10 trips)	
Total	$18,570

All travel estimates are based on UCF travel guidelines as well as historical costs as determined by the PI. Travel costs are escalated by three percent (3%) in outlying years. The UCF Travel manual is found at: http://www.fa.ucf.edu/Travel_Payables/Publications/Travel_Manual.pdf

Equipment
No funds are requested for the purchase of equipment.

Supplies
Funds in the amount of $1,000 (20 books approximately $50 book) are requested to create the Dual Language Resource Library for DL-STEPS Scholars to access and use as resource for teaching and research projects in addition to what is available at UCF. Multiple copies of the same title will be purchased to ensure availability for all DL-STEPS Scholars.

Funds in the amount of $10,000 for the four ($2,500 each) DL K-12 Partner for STEPS Scholars to implement and disseminate their learned certificate program knowledge and to create their own resource centers at their institutions.

Contractual
No funds are requested for contractual costs.

Other Direct Costs
Funds in the amount of $5,000 are requested for the services of the UCF Center for Distributed Learning (UCF CDL) for five (5) minutes of production. The UCF CDL will develop all online and web related materials, including the production of instructional and parent outreach videos, the design of digital badges, and general website maintenance. The cost of their video production is $1,000/minute. UCF CDL supports and expands student access to education through the advanced application of instructional technology, data analysis, policy, and strategic planning for distributed learning programs and courses. They collaborate with internal and external partners to investigate, design, deliver, assess and support online learning through faculty development, course production, and research, which are all aligned with institutional goals.

Funds in the amount of $22,500 (approved rate of $147.62/hour, approximately 150 hours) are requested for the Program Evaluation and Educational Research Group (PEER), a UCF Service Center, to perform the collection and evaluation of programmatic data.

Funds in the amount of $6,000 are requested to provide six (6) stipends at $1,000 each for the University Subject Matter Experts/Advisory Board Members. The members are subject matter experts with experience in dual language instruction and assessment and will provide guidance and support in developing the certificate program and other aspects of the project, such as school leadership, community outreach, and family involvement.

Funds in the amount of $229,954 are requested for course certification costs for STEPS Scholars at UCF. Twenty-Five (25) STEPS Scholars will receive 18 hours of instruction each at $428 per hour and including $750 each in fees, in addition to $600 per STEPS Scholar for time in the TeachLive Simulation Lab. Each year has been escalated at 5% based on historical data.

Tuition costs for one (1) graduate students in the amount of $10,269 are requested.

Tuition is calculated on an annual basis. All additional years have been escalated at 5% per year, beginning in August, based on historical data. Annual tuition increases are estimates. The

proposed 5% tuition escalation factor was based on the historical average tuition increase that was approved by the UCF Board of Trustees. Tuition increases are contingent upon UCF Board of Trustee approval. Current tuition rates can be found at http://tuitionfees.smca.ucf.edu/

***Total Direct Costs:* $524,696**

Indirect Costs
Funds are requested in the amount of $20,958. F &A is charged at a rate of 8% of Modified Total Direct Cost (MTDC) per the solicitation guidelines. MTDC is the direct costs excluding capital expenditures; that portion of each sub-award in excess of $25,000; hospitalization and other fees associated with patient care whether the services are obtained from an owned, related or 3rd party hospital or other medical facility; rental/maintenance of off-site activities; student tuition remission and student support costs (e.g. student aid, stipends, dependency allowances, scholarships, fellowships).

UCF BUDGET JUSTIFICATION - YEAR 5 $544,987

Personnel
Salary in the amount of $15,856 is requested for PI Dr. Joyce Nutta. This will support Dr. Nutta for 1.125 months. Dr. Nutta will oversee all elements of the project, including training, assessment, data collection, analysis and dissemination.

Salary in the amount of $13,506 is requested for Co-PI Dr. Jerry Johnson. This will support Dr. Johnson for 1.125 months. Dr. Johnson will be responsible for providing leadership development for the administrative leadership of each Dual Language (DL) K-12 Partner. In addition, Dr. Johnson will provide course design input for the DL Certificate Program.

Salary in the amount of $9,967 is requested for Co-PI Dr. Kerry Purmensky. This will support Dr. Purmensky for 1.125 months. Dr. Purmensky will be responsible for the design of the curriculum plan and its submission for approval for both the DL Certificate Program and the DL professional development to take place with the DL K-12 Partners. In addition, Dr. Purmensky will develop surveys for determining the DL model programs.

Salary in the amount of $12,317 is requested for Co-PI Dr. Florin Mihai. This will support Dr. Mihai for 1.125 months. Dr. Mihai is responsible for the design of assessment instruments to be utilized for the evaluation of the STEPS Scholars mastery of the project certification course competencies and of program effectiveness.

Salary in the amount of $3,190 is requested for Research Associate Dr. Judy Levin. This will support Dr. Levin for 0.5 months. Dr. Levin, an Early Childhood Specialist, will oversee the pedagogical aspects of curriculum development and the coordination of family outreach efforts.

Salary in the amount of $2,718 is requested for Research Associate Dr. Lisa Nalbone. This will support Dr. Nalbone for 0.25 months. Dr. Nalbone, the Director of Spanish M.A. Programs, will be primarily involved in the design of DL Certificate Programs witb an emphasis on the Spanish language course components.

Salary in the amount of $910 is requested for Research Associate Dr. Kathleen Ingraham. This will support Dr. Ingraham for 26 hours at a rate of $35.00 per hour. Dr. Ingraham will design, implement and coordinate the TeachLive simulation environment.

Salary in the amount of $60,777 is requested for Susanne Pena as the Program Coordinator. This will support Ms. Pena for twelve (12) months. Ms. Pena will coordinate the project logistics and personnel management. Ms. Pena will also serve as a professional development coach for the DL K-12 Partners.

One (1) Graduate Research Assistant will be funded at $18,571 for twelve (12) months at 100%. The Graduate Assistant will assist the Program Coordinator with project logistics and will be responsible for parent outreach programs. Two (2) Undergraduate Students will perform afterschool online and face-to-face DL tutoring support, and will be funded at $11.00 per hour for twenty (20) hours a week for thirty-six (36) weeks for a total of $15,840.

Two (2) OPS Personnel will serve as the Teachlive Interactors that will be part of the TeachLive Simulation activities, and will be funded at $25.00 per hour for one-hundred (100) hours for a total of $5,000.

All rates are in accordance with the individual's most recent employment contract. Salaries are escalated at a rate of 3% per year each August and based on the historical average salary increase that was approval by the Florida Legislature. Salary increases are contingent upon legislative approval and the University's Collective Bargaining Agreement negotiations.

UCF Fringe Benefits

Funds in the amount of $34,857 are requested. The fringe rate is 28.95% for faculty, 0.65% for graduate and undergraduate students, and 2.25% for OPS personnel.

The current fringe rates are effective December 1, 2015. These rates are estimates for contract and grant purposes only. Actual fringe costs are charged to each contract or grant based on the individual employee's actual fringe benefit costs. and can be found at http://www.fa.ucf.edu/CG/Publications/Fringe_12_2015.pdf

Travel

Funds in the amount of $44,706 are requested for travel purposes for the following domestic trips: three (3) project staff personnel to make five (5) three-day local, programmatic trips to provide on-sight support and professional development for the DL K-12 Partners and to perform observations of STEPS Scholars during and after certification; and eight (8) project staff personnel to attend the National Association of Bilingual Education (NABE) Conference and the La Cosecha Dual Language Conference for the purpose of accessing current research, theory, practice, and discussion in order to enhance and expand the knowledge base and experience of key personnel developing and implementing dual language enrichment programs; and for two (2) project staff personnel to attend the Annual Director's Meeting in Washington D.C.

La Cosecha Conference – Location TBD (4 nights, 8 travelers)	

Total	$16,139

NABE Conference – Location TBD (4 nights, 8 travelers)	
Total	$16,139

Annual Director's Meeting – Washington D.C. (3 nights, 2 travelers)	
Total	$2,863

Local Travel to Florida DL K-12 Partners (2 nights, 3 travelers, 5 trips)	
Total	$9,5630

All travel estimates are based on UCF travel guidelines as well as historical costs as determined by the PI. Travel costs are escalated by three percent (3%) in outlying years. The UCF Travel manual is found at: http://www.fa.ucf.edu/Travel_Payables/Publications/Travel_Manual.pdf

Equipment
No funds are requested for the purchase of equipment.

Supplies
Funds in the amount of $1,000 (20 books approximately $50 book) are requested to create the Dual Language Resource Library for DL-STEPS Scholars to access and use as resource for teaching and research projects in addition to what is available at UCF. Multiple copies of the same title will be purchased to ensure availability for all DL-STEPS Scholars.

Funds in the amount of $5,000 for the four ($1,250 each) DL K-12 Partner for STEPS Scholars to implement and disseminate their learned certificate program knowledge and to create their own resource centers at their institutions.

Contractual
No funds are requested for contractual costs.

Other Direct Costs
Funds in the amount of $5,000 are requested for the services of the UCF Center for Distributed Learning for five (5) minutes of production. The UCF CDL will develop all online and web related materials, including the production of instructional and parent outreach videos, the design of digital badges, and general website maintenance. The cost of their video production is $1,000/minute. UCF CDL supports and expands student access to education through the advanced application of instructional technology, data analysis, policy, and strategic planning for distributed learning programs and courses. They collaborate with internal and external partners to investigate, design, deliver, assess and support online learning through faculty development, course production, and research, which are all aligned with institutional goals.

Funds in the amount of $30,000 (approved rate of $147.62/hour, approximately 200 hours) are requested for the Program Evaluation and Educational Research Group (PEER), a UCF Service Center, to perform the collection and evaluation of programmatic data.

Funds in the amount of $241,452 are requested for course certification costs for STEPS Scholars at UCF. Twenty-Five (25) STEPS Scholars will receive 18 hours of instruction each at $450 per hour and including $750 each in fees, in addition to $600 per STEPS Scholar for time in the TeachLive Simulation Lab. Each year has been escalated at 5% based on historical data.

Tuition costs for one (1) graduate students in the amount of $10,783 are requested.

Tuition is calculated on an annual basis. All additional years have been escalated at 5% per year, beginning in August, based on historical data. Annual tuition increases are estimates. The proposed 5% tuition escalation factor was based on the historical average tuition increase that was approved by the UCF Board of Trustees. Tuition increases are contingent upon UCF Board of Trustee approval. Current tuition rates can be found at http://tuitionfees.smca.ucf.edu/

***Total Direct Costs:* $526,450**

Indirect Costs

Funds are requested in the amount of $19,537. F &A is charged at a rate of 8% of Modified Total Direct Cost (MTDC) per the solicitation guidelines. MTDC is the direct costs excluding capital expenditures; that portion of each sub-award in excess of $25,000; hospitalization and other fees associated with patient care whether the services are obtained from an owned, related or 3rd party hospital or other medical facility; rental/maintenance of off-site activities; student tuition remission and student support costs (e.g. student aid, stipends, dependency allowances, scholarships, fellowships).

ORIGINAL

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 592924021

ORGANIZATION:
University of Central Florida
12201 Research Parkway
Suite 501
Orlando, FL 32826-3249

DATE:06/21/2013

FILING REF.: The preceding agreement was dated 02/21/2008

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

SECTION I: Facilities And Administrative Cost Rates

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

	EFFECTIVE PERIOD				
TYPE	FROM	TO	RATE(%)	LOCATION	APPLICABLE TO
FINAL	07/01/2010	06/30/2012	45.00	On-Campus	Organized Research
PRED.	07/01/2012	06/30/2013	45.00	On-Campus	Organized Research
PRED.	07/01/2013	06/30/2016	46.00	On-Campus	Organized Research
FINAL	07/01/2010	06/30/2012	51.30	On-Campus	Instruction
PRED.	07/01/2012	06/30/2013	51.30	On-Campus	Instruction
PRED.	07/01/2013	06/30/2016	52.00	On-Campus	Instruction
FINAL	07/01/2010	06/30/2012	29.00	On-Campus	Other Sponsored Activities
PRED.	07/01/2012	06/30/2013	29.00	On-Campus	Other Sponsored Activities
PRED.	07/01/2013	06/30/2016	30.00	On-Campus	Other Sponsored Activities
FINAL	07/01/2010	06/30/2012	26.00	Off-Campus	All Programs
PRED.	07/01/2012	06/30/2016	26.00	Off-Campus	All Programs

TYPE	FROM	TO	RATE(%)	LOCATION	APPLICABLE TO
PROV.	07/01/2016	Until Amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2016.

*BASE

Total direct costs excluding capital expenditures (buildings, individual items of equipment; alterations and renovations), that portion of each subaward in excess of $25,000; hospitalization and other fees associated with patient care whether the services are obtained from an owned, related or third party hospital or other medical facility; rental/maintenance of off-site activities; student tuition remission and student support costs (e,g., student aid, stipends, dependency allowances, scholarships, fellowships).

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

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

TREATMENT OF PAID ABSENCES

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

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

Fringe Benefits Include: FICA, Retirement, Workers' Compensation, Unemployment Insurance, Health Insurance, General Liability Insurance and Termination Pay (Sick Leave and Annual Leave).

Up to June 30, 2011 equipment means an article of nonexpendable tangible personal property having a useful life of more than one year, and an acquisition cost of $1,000 or more per unit. Effective July 1, 2011, the acquisition cost increases to $5,000 or more per unit.

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:

University of Central Florida

(b)(6)

(SIGNATURE)

Douglas Backman
(NAME)

Director of Compliance
(TITLE) Office of Research and Commercialization

7/3/2013
(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(b)(6)

Darryl W. Mayes
(NAME)

Deputy Director, Division of Cost Allocation
(TITLE)

6/21/2013
(DATE) 0300

HHS REPRESENTATIVE: Steven Zuraf

Telephone: (301) 492-4855