

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



**APPLICATION FOR GRANTS**  
**UNDER THE**

**NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM**

**CFDA # 84.365Z**

**PR/Award # T365Z170246**

**Grants.gov Tracking#: GRANT12392377**

OMB No. , Expiration Date:

Closing Date: Apr 24, 2017

## **\*\*Table of Contents\*\***

<b>Form</b>	<b>Page</b>
<b>1. Application for Federal Assistance SF-424</b>	e3
<b>2. Standard Budget Sheet (ED 524)</b>	e6
<b>3. Assurances Non-Construction Programs (SF 424B)</b>	e8
<b>4. Disclosure Of Lobbying Activities (SF-LLL)</b>	e10
<b>5. ED GEPA427 Form</b>	e11
<i>Attachment - 1 (Escuela2017GEPASTatement_docx__1_1008617213)</i>	e12
<b>6. Grants.gov Lobbying Form</b>	e15
<b>7. Dept of Education Supplemental Information for SF-424</b>	e16
<i>Attachment - 1 (ESCUELANonexemptHumanSubjectsResearchNarrative1008617211)</i>	e17
<b>8. ED Abstract Narrative Form</b>	e22
<i>Attachment - 1 (ESCUELABstractFINAL1008617208)</i>	e23
<b>9. Project Narrative Form</b>	e24
<i>Attachment - 1 (Final_TOC_and_Narrative1008617221)</i>	e25
<b>10. Other Narrative Form</b>	e60
<i>Attachment - 1 (Position_Key_Personnel1008617210)</i>	e61
<i>Attachment - 2 (Combined_Letters_of_Support1008617216)</i>	e67
<i>Attachment - 3 (Appendix_Multiple_Baseline_Graphic_20171008617214)</i>	e84
<i>Attachment - 4 (ReferenceListNPDOELA2017__1_1008617215)</i>	e85
<i>Attachment - 5 (GSU_FA_and_Fringe_Rate_Agreement1008617212)</i>	e91
<b>11. Budget Narrative Form</b>	e96
<i>Attachment - 1 (ESCUELA_BudgetNarrative_Final1008617219)</i>	e97

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

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="04/24/2017"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

**B. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="581845423"/>	* c. Organizational DUNS: <input type="text" value="837322494"/>
---	---

**d. Address:**

* Street1:	<input type="text" value="PO Box 3999"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Atlanta"/>
County/Parish:	<input type="text" value="Fulton"/>
* State:	<input type="text" value="GA: Georgia"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="30302-3999"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="Sponsored Proposals &amp; Awards"/>	Division Name: <input type="text" value="URSA"/>
---	---

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Kenneth"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Packman"/>	
Suffix: <input type="text" value="JD"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="404-413-3502"/>	Fax Number: <input type="text" value="404-413-3545"/>
---	---

\* Email:

**Application for Federal Assistance SF-424**

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

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

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.365

CFDA Title:

English Language Acquisition State Grants

**\* 12. Funding Opportunity Number:**

ED-GRANTS-022117-001

\* Title:

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

**13. Competition Identification Number:**

84-365Z2017-2

Title:

NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM

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

Add Attachment

Delete Attachment

View Attachment

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

Equipping Schools, Communities, and Universities for Excellence in Language Acquisition (ESCUELA)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="2,623,835.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,623,835.00"/>

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

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

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

Yes  No

If "Yes", provide explanation and attach

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

\*\* I AGREE

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

**Authorized Representative:**

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

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

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

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

Name of Institution/Organization

Georgia State University Research Foundation, Inc.

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	232,842.00	254,179.00	233,354.00	237,655.00	242,086.00	1,200,116.00
2. Fringe Benefits	51,145.00	46,027.00	46,868.00	48,221.00	49,617.00	241,878.00
3. Travel	11,634.00	11,867.00	2,763.00	2,819.00	16,327.00	45,410.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	120,800.00	22,500.00	21,510.00	20,950.00	13,510.00	199,270.00
6. Contractual	40,000.00	31,200.00	31,200.00	31,200.00	36,200.00	169,800.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other						
9. Total Direct Costs (lines 1-8)	456,421.00	365,773.00	335,695.00	340,845.00	357,740.00	1,856,474.00
10. Indirect Costs*	36,514.00	29,262.00	26,856.00	27,268.00	28,619.00	148,519.00
11. Training Stipends	40,000.00	124,807.00	179,614.00	179,614.00	94,807.00	618,842.00
12. Total Costs (lines 9-11)	532,935.00	519,842.00	542,165.00	547,727.00	481,166.00	2,623,835.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2016 To: 06/30/2017 (mm/dd/yyyy)

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

The Indirect Cost Rate is 51.50%.

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

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

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

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

PR/Award # T365Z170246

Name of Institution/Organization Georgia State University Research Foundation, Inc.	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 B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

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

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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



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

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>  <input type="text" value="Michael Mathisen"/>	<b>TITLE</b>  <input type="text" value="Associate Director, OSPA"/>
<b>APPLICANT ORGANIZATION</b>  <input type="text" value="Georgia State University Research Foundation, Inc."/>	<b>DATE SUBMITTED</b>  <input type="text" value="04/24/2017"/>

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
4040-0013

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

**4. Name and Address of Reporting Entity:**

Prime     SubAwardee

\* Name:

\* Street 1:     Street 2:

\* City:     State:     Zip:

Congressional District, if known:

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

<b>6. * Federal Department/Agency:</b> <input type="text" value="Department of Education"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="English Language Acquisition State Grants"/>  CFDA Number, if applicable: <input type="text" value="84.365"/>
--	--

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

**10. a. Name and Address of Lobbying Registrant:**

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1  Street 2

\* City  State  Zip

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

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1  Street 2

\* City  State  Zip

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

\* Signature:

\* Name: Prefix  \* First Name  Middle Name

\* Last Name  Suffix

Title:  Telephone No.:  Date:

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

## NOTICE TO ALL APPLICANTS

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

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

### To Whom Does This Provision Apply?

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

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

### What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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

### Estimated Burden Statement for GEPA Requirements

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

**Optional - You may attach 1 file to this page.**

Escuela2017GEPAstatement\_docx\_\_1\_100861721

Add Attachment

Delete Attachment

View Attachment

## General Education Provision Act (GEPA) Statement

### Georgia State University—*ESCUELA* Project

In the planning and implementation of *ESCUELA*, measures will be taken to ensure equitable access in hiring of all staff as well as all for all participants who benefit from project activities. Regarding hiring, it is the policy of GSU to implement affirmative action and equal opportunity for all employees regardless of race, color, religion, national origin, sex, age, sexual orientation, veteran status or disability. GSU is committed to furthering campus diversity through “academic scholarship, administrative units, student engagement, university governance, and College/Division-wide diversity committees” (GSU, 2011). Representative of this commitment are numerous diversity education and services including the Office of Diversity Education Planning, Diversity Colloquia, Cultural Diversity Committee, & Office of Underrepresented Faculty.

Due to the specific objectives of *ESCUELA*, bilingual candidates will be prioritized for all assistantship and staff positions. The following strategies will be incorporated by all search committees conducting project-related hiring including graduate student selection: a) prior to hiring, discuss recruitment and candidate review questions designed to create more inclusive hiring practices (Gillies, 2016); b) review committee member implicit bias through taking online implicit bias tests and discussing the results <https://implicit.harvard.edu/implicit/takeatest.html>; c) require search committee members replace ambiguous statements (e.g., “candidate is not the right fit”) for rejecting a candidate with clear, articulated justifications. The PI will document hiring practices within time devoted to the project and will continuously evaluate their level of effectiveness with an eye toward continuous improvement of equitable hiring practices.

Regarding the recruitment of participants (pre-service and in-service teachers), ESCUELA takes a strengths-based approach to family and community involvement and is committed to removing barriers to higher education for marginalized communities. Certification navigational support and stipends in the amount of full tuition support are a few of many project-embedded activities that will help ensure equitable participation. Every effort will be made to remove barriers to equitable access based on gender, race, *national origin*, color, disability, or age.

**Gender:** Because elementary teachers are disproportionately female, efforts will be made to ensure that males participate in all grant activities. Student funding opportunities will be advertised not only at GSU and in partner LEA high schools, but also through partner community organizations where there is a greater chance of attracting potential male participants.

**Race:** GSU is located in Georgia's largest metropolitan area. Both Atlanta and Georgia State University are racially diverse with 70% of the GSU student population being racial minorities. ESCUELA will draw from this racially diverse pool of applicants from across the university and the Atlanta metropolitan area.

**National Origin:** Georgia has experienced a dramatic increase in the number of immigrants residing in the state. Nearly 1 in 10 Georgians is foreign-born (American Immigration Council, 2015). Steps will be taken to ensure that national origin is not a barrier to participation in ESCUELA activities. GSU's recent 2016 change in policy to accept academically qualified undocumented students will provide additional assurance that undocumented students are not excluded from project activities. Because more than half of the foreign-born population in Georgia comes from Latin America, all recruitment

and marketing materials will be printed in both Spanish and English. All recruitment meetings will also be conducted in Spanish and English and will be held at participating LEA high schools as well as partnering community centers. This will ensure easier access for students and families.

**Color:** Given ESCUELA's long-range goal of preparing dual language teachers for educating ELs, it is inherent within the project that multilingual applicants of color will be welcomed. The diversity within the project's LEA and community partners will ensure diversity of color among applicants for GSU's ESCUELA.

**Disability:** All applicants with disabilities will be supported as needed throughout the application process. In addition, ESCUELA personnel will support student participants in registering with GSU's Office of Disability Services (<http://disability.gsu.edu/>). All Early Childhood and Elementary Education Department faculty are required to accommodate students registered with the GSU Office of Disability Services.

**Age:** The only age limits for participation in ESCUELA are those that are part of the eligibility requirements for admission to GSU. Other than that, age is not a criteria for determining eligibility to participate in grant activities.

Of note is the fact that ESCUELA is well-positioned to ensure that language is not a barrier to participation in grant activities. Four of five ESCUELA key leadership are bilingual. Program activities (i.e. family information sessions, data collection, dissemination of findings) will be conducted in both Spanish.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

#### \* APPLICANT'S ORGANIZATION

Georgia State University Research Foundation, Inc.

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:  \* First Name:  Middle Name:

\* Last Name:  Suffix:

\* Title:

\* SIGNATURE:  \* DATE:

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

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

**1. Project Director:**

Prefix: Dr	First Name: Laura	Middle Name: A	Last Name: May	Suffix:
---------------	----------------------	-------------------	-------------------	---------

Address:

Street1:	550
Street2:	COE 3978
City:	Atlanta
County:	Fulton
State:	GA: Georgia
Zip Code:	30302
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
404-413-8020	

Email Address:  
lauramay@gsu.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: 00000129

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.

ESCUELANonexemptHumanSubjectsResearchNarrative10	Add Attachment	Delete Attachment	View Attachment
--	----------------	-------------------	-----------------



## **Project ESCUELA Nonexempt Human Subjects Research Narrative**

### **(1) Human Subjects Involvement and Characteristics**

As outlined in the project narrative, participants in this study will include the following individuals: (a) 16 preservice teacher initial certification candidates (PSTs), (b) 70 dual immersion early childhood endorsements (PSTs), (c) 50 inservice teachers (ISTs), (d) 8,500 parents and family members, (e) 1892 children in classrooms of PSTs, and (f) four community organization partner representatives. The criteria for inclusion of the GSU PSTs is that they have been admitted to a program and are pursuing initial certification or dual immersion endorsement. Inclusion for the ISTs is that they are employed in partnership schools and are enrolled in the ECEE-MA Family and Community Engagement Concentration or serving in the role of a DLI mentor during some period of the grant. Criteria for inclusion of family and community members are that they are associated with students enrolled or offering services in the school districts.

The criteria for inclusion for high school students are that they are in partnership schools in which we are engaged in building partnerships and increasing pipelines to certification programs. Inclusion for children is that they are in PST classrooms who are participating in this project. It is anticipated that all participants will be sufficiently healthy to participate in project activities and without cognitive impairment. Preservice teacher consent will be obtained by someone who does not instruct their classes or have any supervisory power over them. We will involve vulnerable populations in this research (i.e., children and young adults). Their participation is necessary as we will be videotaping teacher's practices and their images and voices will be captured on video to be used for PST improvement. Similarly, high school students, who are not adults, will

participate and provide information via focus groups or surveys to assist us in finding ways to create pipelines from high school to teacher certification in partnership schools. Their participation is necessary to ensure that their voices and perspectives are reflected in research activities.

### **(2) Sources of Materials**

Sources of material obtained from research participants include records of interviews and/or focus groups, records of surveys, videotapes of classroom teaching. All material will be obtained specifically for research purposes. No use will be made of existing records or data (i.e., student test scores).

### **(3) Recruitment and Informed Consent**

Participants enrolled in ESCUELA activities will be recruited for participation in the evaluation study. PST and IST participants will be recruited into the research project after accepting invitation to enter ESCUELA project activities. Participants will be recruited through face-to-face meetings either at their place of employment or at an orientation meeting at GSU by a member of the research team without teaching or supervisory roles (i.e., by someone who does not supervise them, likely Co-PI Bingham). Consent for this study for PSTs and ISTs will be documented in writing using an Informed Consent Form. When potential subjects are asked to participate in this study, they will be advised that their participation is strictly voluntary and that they will be asked to sign a consent form as part of their participation. During the initial meeting in which the project member who is obtaining consent meets with ISTs & PSTs for the first time, the parameters of their participation will be explained and the Informed Consent Form will be reviewed. In addition, potential subjects will be given a Lay Summary of the project. As much time

will be devoted to explaining the study and the Consent Form as needed. Potential subjects will be reminded that their willingness or lack of willingness to participate in this study will in no way impact their future relationship with project staff or their employers (in the case of participating school employees). In addition, they will be assured that they will be given a pseudonym to protect their identity if they wish and that if they do, every effort will be made to keep their participation confidential. After that, at that same meeting, potential subjects will be asked if they are willing to sign the consent form. If the potential subject is not willing to participate in the study or sign the consent form, the meeting and the potential subjects' participation in the study will be terminated.

Due to the sensitive nature of documentation status for some families in Georgia, verbal consent will be secured. This consent process will take place at a community based partner location. Similar procedures will be followed to those outlined above and with the aid of project staff who are bilingual. Families will be informed of the voluntary nature of participating in research, the confidential nature of their participation, how their identities will be kept confidential and what steps will be undertaken to ensure that any data they provide will be protected.

#### **(4) Potential Risks**

There are no foreseeable risks to subjects participating in this study.

#### **(5) Protection Against Risk**

All GSU and school district risk management policies will be followed throughout the study. The data that will need to be kept confidential are the consent forms, interview recordings, interview transcripts, completed surveys, and the video recordings of classroom lessons. Interviews will be recorded on an audio recording device. As soon as

possible after each interview, audio files will be transferred to secure, shared drive at GSU and erased from the audio recording device. No audio or digital data files related to this study will be stored on a computer hard drive, but will be maintained on a secure server maintained by the university. This secure shared drive will be established and maintained by instructional technology staff in GSU's College of Education and Human Development. Only personnel approved by GSU's IRB will have access to the data through password protected/firewalled computers. Any other data will be stored in a locked filing cabinet, in a locked office, in the Center for Transnational Education in the College of Education and Human Development, Georgia State University. Because participants will be given a choice as to whether they wish to be given a pseudonym in project data, all data will be carefully reviewed to ensure that pseudonyms are used for those participants before any data is shared. A key of participants and their pseudonyms will be stored in the locking cabinet along with other project data in the Center for Transnational Education.

#### **(6) Importance of the Knowledge to be Gained**

The importance of the knowledge to be gained from this research is captured in the specific aims of the project and illustrated in the narrative. First, *ESCUELA* will engage in activities to create partnerships and pathways for fulfilling critical staffing needs in DLI classrooms. This will generate a greater understanding of how to create a strong pipeline that leads to teacher certification. Second, *ESCUELA* will improve the academic achievement of ELs by increasing preservice teacher use of CLRP practices and capacity for working with EL families and communities. Third, *ESCUELA* will improve academic achievement of ELs by increasing IST use of CLRP practices and capacity for working

with EL families and communities. Considerable knowledge will be gained by engaging in activities related to these key goals that will be shared with the field through presentation and publications.

**(7) Collaborating Site(s)**

In addition to the campus of Georgia State University, research for this project will occur at local schools within four school districts: Atlanta Public School District, Cobb County School District, Douglas County School District, and Gwinnett County School District as well as community partners as listed in the grant narrative. Research activities will be conducted in PST and IST classrooms in these partner districts. Educators at a private partner school, the Smarties Academy, will be invited to participate in research activities as well.

## Abstract

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

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

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

---

## You may now Close the Form

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

\* Attachment:

## Project Abstract

**Name of IHE:** Georgia State University, Atlanta, Georgia

**IHE Partners:** Bachelor of Science Ed in Early Childhood & Elementary Ed Department (ECEE); Center for Transnational Ed; Office of Latino Student Services and Outreach; Master of Arts in ECEE

**SEA Partner:** Georgia Department of Education

**LEA & Private School Partners:** Atlanta Public Schools; Cobb County School District; Douglas County School District; Gwinnett County School District; Smarties Academy

**Community Partners:** Latin American Association; Mayor's Office of Immigrant Affairs

**Title:** *Equipping Schools, Communities, & Universities for Excellence in Lang. Acquisition--ESCUELA*

**NPD Priorities:** CPP1: Moderate Evidence of Effectiveness (August, Branum-Martin, Cardenas-Hagan, & Francis, 2009; Vaughn et al, 2009); CPP2: Improving Parent, Family, & Community Engagement; IP1: DL Approaches; IP2: Supporting the Early Learning WF to Serve ELs

**Project Description:** *ESCUELA* creates durable structures for increasing the number of licensed early learning teachers in EL-serving DLI classrooms using a culturally and linguistically relevant approach. Major project activities include supporting pathways for bilingual community members to become teachers, DLI licensure programs, and ongoing support for current DLI teachers including the development of a MA concentration in Family and Community Engagement.

**Number and Type of Participants to Be Served:** Preservice teachers (86 total), inservice teachers (50 total), parents and families (8,500 total), community organization members (4).

### Project Goals, Objectives, and Performance Measures:

**Objective 1:** Coordinate and mobilize efforts on behalf of Spa/Eng DLI teacher recruitment and strengthen family ability to help high schoolers make informed educational decisions

Activities: Recruitment Advisory Board, Targeted Marketing, Certification Navigational Support, Career Decision-making Support for High School Families

Performance Measures: GPRA 5 & 6

Program Indicators: 2.3

**Objective 2:** Strengthen *pre-service teachers'* ability to use culturally and linguistically relevant pedagogy and work effectively with parents and families

Activities: DI-Focused Early Learning Certification/ESOL Endorsements, DI Early Childhood Endorsement, Online CLRP Mentoring/Feedback, Academic Spa Lang Support

Performance Measures: GPRA 1, 3, 4, 5, 6

Program Indicators: 2.1, 2.2, & 2.3

**Objective 3:** Strengthen *in-service teachers'* ability to use culturally and linguistically relevant pedagogy and work effectively with parents and families.

Activities: MA Family & Community Engagement Conc, Providing CLRP PL, DLI Mentoring PL

Performance Measures: GPRA 2, 3, 4, 5, 6

Program Indicators: 2.2 & 2.3

**Contact:** Dr. Laura May, P.I., email: [lauramay@gsu.edu](mailto:lauramay@gsu.edu), office: (404) 545-0239

## Project Narrative File(s)

---

\* **Mandatory Project Narrative File Filename:**

[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](#)



TABLE of CONTENTS

Introduction ..... 1

Significance ..... 1

A. Quality of Project Design ..... 2

    Figure 1. ESCUELA Logic Model ..... 3

    Theoretical Support for Project ESCUELA ..... 4

    Project Partners ..... 6

    Project Goals, Objectives, and Outcomes ..... 9

B. Quality of Project Personnel

    Key Personnel Qualification ..... 17

C. Quality of Management Plan ..... 20

    Table 1: Timeline, Milestones, Roles, and Responsibilities by Objective ..... 20

D. Quality of Project Evaluation ..... 25

    Table 2: ESCUELA Baseline and Participant Targets ..... 30

    Section 1: GPRA Objectives ..... 32

    Table 3: Data Sources and Indicator Target by GPRA ..... 32

    Section 2: Program Objectives ..... 33

    Table 4: Data Sources by Program Objective ..... 34

## Equipping Schools, Communities, and Universities for Excellence in Language Acquisition

*ESCUELA* seeks to fulfill critical staffing needs by providing high-quality professional learning experiences and prioritizes teacher ability to engage families and communities. In partnership with four Atlanta area LEAs that serve 35% of Georgia's English Learners (EL) (GaDOE, 2017), the project increases the number of appropriately licensed early learning teachers in EL-serving dual language immersion (DLI) classrooms. This overarching goal (absolute priority; invitational priorities 1 & 2) is addressed through three objectives structured around a culturally and linguistically relevant approach to supporting teachers' ability to *engage parents and families* (competitive priority 2) and *integrate language into content area instruction* (August, Branum-Martin, Cardenas-Hagan, & Francis, 2009; Vaughn et al, 2009) (competitive priority 1).

The *ESCUELA* project focuses on three objectives: 1) coordinate and mobilize efforts on behalf of **Spanish/English DLI teacher recruitment** with community organization partners, including efforts designed to strengthen the ability of families to help their high school aged children make informed educational decisions (obj. 1); 2) provide professional learning (PL) designed to strengthen **pre-service teachers'** (PST; obj. 2) ability to use culturally and linguistically relevant pedagogy and work effectively with parents and families, and 3) provide PL designed to strengthen **in-service teachers'** (ISTs; obj. 3) ability to use culturally and linguistically relevant pedagogy (CLRP) and work effectively with parents and families.

### **Significance**

In May 2015, the Georgia Department of Education (GaDOE) approved DLI as an acceptable delivery model for EL language assistance services. In response to this shift in state policies alongside recognition of the model's success with ELs (Thomas & Collier, 2004;

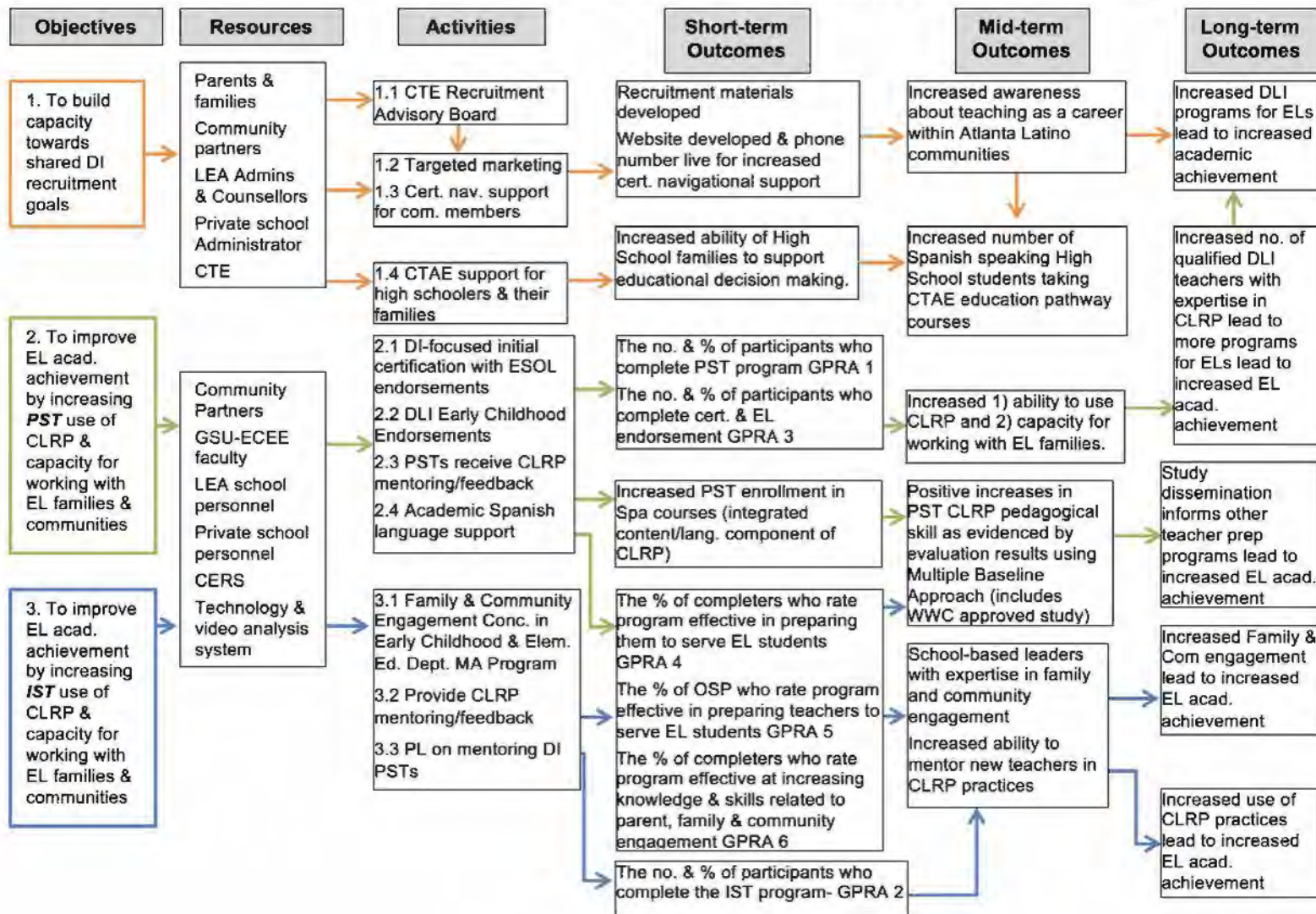
Marian, Shook & Schroeder, 2013), several districts in Georgia have begun to significantly increase the number of DLI schools. At the same time, the number of bilingual children in the state has nearly doubled over the past decade and continues to grow with 77,788 active and monitored ELs during SY 2005-2006 and 134,517 last school year (GaDOE, 2017). These high growth trends are expected to continue.

Yet, only recently has the Georgia Professional Standards Commission (GaPSC) begun to address the staffing needs of these programs. Until this year, there has been no institution of higher education in Georgia that has prepared teachers for dual language classrooms. An immediate need exists for credentialed teachers prepared to implement this new-to-Georgia model. School districts with existing DLI programs have either had to hire teachers without any special preparation to teach in DLI programs or recruit teachers from other countries who may or may not be familiar with the US school system (or, in a few cases, both). As beginning DLI programs start with kindergarten and add one grade per school year, the need for credentialed teachers is greatest in the early grades of elementary school. Broader teacher shortages and declining enrollment in teacher preparation programs are exacerbated by additional language proficiency requirements.

Figure 1, on the next page, provides a representation of how *ESCUELA* organizes project objectives, resources, activities, and outcomes to fulfill the absolute priority of providing PL opportunities that improve instruction for ELs within Georgia's DLI classrooms.

#### A. QUALITY OF THE PROJECT DESIGN

**Equipping Schools, Communities, and Universities for Excellence in Language Acquisition (ESCUELA)**



### **Theoretical Support for Project ESCUELA**

*ESCUELA* works from sociocultural, sociohistorical learning theory with direct practical implications that address how to effectively teach ELs and how to best provide PL opportunities for educators that will lead to improved educational outcomes for ELs. In opposition to predominant deficit models (Bomer, Dworin, May, & Semingson, 2008; Valencia, 2010), *ESCUELA* was developed as an appreciative model in which ELs are acknowledged to have valuable resources including knowledge, experience, and language they have learned from participating in family and community life (Gonzalez, Moll, & Amanti, 2005; Moll, Amanti, Neff, & Gonzalez, 1992). Indeed, multiple types of “headstarts” exist if they can only be recognized (Orellana & D’Warte, 2010). Learning within culturally and linguistically relevant models of instruction occurs through expanding students’ existing resources by exposing them to widening contexts and the ways language is used within those contexts. *ESCUELA*s teacher development also operates from this understanding of learning by acknowledging and building on the *existing* resources of future and current teachers, positioning them as knowledge producers, not just knowledge consumers.

Because the teacher has a great deal of control over which resources students are able to bring into the classroom and how they are used within instruction (Larson & Irvine, 1999; May, 2011), *ESCUELA* PL will emphasize the efficiency and increased academic learning that endures over time when teachers build on students’ current resources (Baquedano-López, Alexander, & Hernández, 2013). Culturally and linguistically relevant pedagogy (CLRP) involves a) recognizing students’ funds of knowledge including knowledge gained through living transnationally (i.e., engaging families across borders through social media, Skype, and border-crossing visits (2016a; 2016b), and b) providing productive pathways toward increased academic

development across language and content areas (Gonzalez, Andrade, Civil, & Moll, 2001; Floyd-Tenery, 2005). CLRP also necessitates effective communication between educators and their students' parents and families. Yet, considerable evidence exists that parents and families can find it difficult to access and fully participate in conversations with schools about their children's education (Dudley-Marling, 2009). The ability to gain access to educational conversations related to their children is further exacerbated when Eng is not the first language of the parents and families (May, Bingham, Turnbull, & Tesler, 2015). *ESCUELA* prioritizes PL for both future and current teachers on the important role of families and the funds of knowledge their children have learned from them. Further, the project provides direct education to parents and families designed to provide that information necessary for supporting their high school aged children in making career decisions.

*ESCUELA* considers students' linguistic competences to be important resources with evidence supporting the increasing of ELs' oral and written English development through models of instruction that incorporate the languages they speak at home (Saunders & O'Brien, 2006; Slavin & Cheung, 2005). Further, the effects are even more pronounced with Latino students, the population primarily served by *ESCUELA*, and extend to content areas beyond ELA (Valentino & Reardon, 2015). Thus, the project concentrates all resources around supporting DLI models of instruction that emanate from children's linguistic resources, including those acquired at home. Central to *ESCUELA* understandings of CLRP is the importance of integrating language and literacy into content area instruction (August, Branum-Martin, Cardenas-Hagan, & Francis, 2009; Kasun & Lopez, 2017; Vaughn et al, 2009), in part because of the greater importance of integrated content for DLI teachers than for those not teaching content and a second language simultaneously (Cloud, Genesee, & Hamayan, 2000).

## **Project Partners**

To develop *ESCUELA*, faculty from GSU's Early Childhood & Elementary Education Department (ECEE) and the Center for Transnational Education (CTE) worked closely with GSU's Office of Latino Student Services and Outreach (LASSO) and leadership from SEA Georgia Department of Education and LEA partners Atlanta Public Schools, Cobb County School District, Douglas County School District, Gwinnett County School District in addition to community partners including the Latin American Association (LAA), Mayor's Office of Immigrant Affairs, and private school partner Smarties Academy (SA) to design family and community-focused efforts to improve CLRP for ELs through longstanding solutions.

### **Institute of Higher Education--GSU College of Education and Human Development**

**Early Childhood and Elementary Education Department (ECEE).** ECEE is highly regarded and has a strong track record in preparing early childhood teachers for schools in Atlanta's metro area. All *ESCUELA* licensure and teacher development for PSTs and ISTs will be provided through ECEE programs (fully described within the activity they support). *ESCUELA* PI Laura May and co-PIs Cathy Amanti and Gary Bingham are ECEE faculty.

**Center for Transnational Education (CTE).** The purpose of CTE is to develop and evaluate instructional approaches that lead to high levels of K-12 academic achievement and multiple language proficiencies. Understanding that these approaches necessitate schools that are accessible, inviting, and easily navigated by everyone, and acknowledging the important role families and communities play in children's intellectual development, the CTE also supports practices designed to expand and enhance family competencies and build on community-based funds of knowledge needed to effectively communicate with school personnel, support student

learning, and make informed education-related decisions. CTE is directed by *ESCUELA* co-PI Sue Kasun with PI Laura May and co-PI Cathy Amanti also serving in CTE leadership roles.

**Office of Latino Student Services and Outreach (LASSO).** LASSO promotes an inclusive community that enhances the success of Latino students by recruiting them to GSU and supporting them through graduation. It provides advising, mentoring, and academic support. LASSO has stated goals of a) increasing academic, social, career, & leadership opportunities for Latino faculty, staff, and students; and b) increasing awareness about the value of family involvement in a student's educational journey and engaging the family through outreach initiatives. As a participant on the CTE advisory board, LASSO will lend expertise on providing recruitment support and engaging family in career decision making.

#### **SEA and LEA Partners**

**Georgia Department of Education (GaDOE).** GaDOE oversees all aspects of public education in the state. World Languages and Global Workforce Initiatives have caused the number of DLI schools to grow rapidly, the majority Spa/Eng. GaDOE will support recruitment and information/marketing dissemination across objectives in addition to CTAE collaborations.

**Atlanta Public Schools (APS).** A large urban school district, the number of ELs in APS has doubled over the last decade as have challenges with EL graduation rates. In response and to better serve its approximately 2,300 ELs, APS plans to increase the number of DLI programs as staffing allows. In addition, a Family Engagement Strategic Choice Program including training in Welcoming Environments and Cultural Competencies Training will be launched in Fall 2017.

**Cobb County School District (CCSD).** One of GA's fastest growing school districts, CCSD's number of EL students has gone from 8,960 during SY 2005-2006 to 13,349 in last school year. A strong supporter of DLI education, CCSD established 10 DLI programs over the



past two years and plans to add two more during the 2017-2018 school year.

**Douglas County School District (DCSD).** DCSD has one of the longest-standing DLI schools and one of only three DLI programs in GA that goes through 5th grade. Beulah Elem. began DLI in Fall 2008 and graduated its first group of DLI 5th graders in 2014; it serves as a DLI school model and its teachers have served as mentors for new DLI teachers from across the area. The number of DCSD ELs has almost tripled over the last decade from 719 to 1,951 ELs.

**Gwinnett County School District (GCSD).** GCSD is GA's largest school system with 178,000 students enrolled in its schools during SY 2016-2017 and serves over 22% of the state's ELs (GaDOE, 2017). GCSD opened its first of six DLI schools in SY 2014-2015.

#### **Private School Partner**

**Smarties Academy (SA).** SA is a private pre-school located in Decatur, GA, contiguous with Atlanta. It has a full Spanish immersion program that serves approximately 90 children under age 5. Approximately 10% of SA children are ELs.

#### **Community Partners**

**Atlanta Mayor's Office of Immigrant Affairs's Welcoming Atlanta Initiative.** This broad-based initiative consists of multiple public and private organizations partnering to focus on supporting immigrants and refugees new to the Atlanta metropolitan area in order that they can fully participate in the life of the community. Director Michelle Mazier and Deputy Director Luisa Cardona will provide marketing support through the CTE recruitment advisory board.

**Latin American Association (LAA).** The Latin American Association serves the needs of immigrants from Latin America in metro Atlanta with a full spectrum of services and programs. Established in 1972, they are the largest and most highly-regarded organization serving Latinos in metro Atlanta. Education Outreach Director Eliezer Velez will provide

marketing and outreach support through the CTE recruitment advisory board.

### **Project Goals, Objectives, and Outcomes**

**Objective 1: To build partnership capacity and promote collaboration amongst stakeholders towards the shared goal of recruitment of early learning DLI teachers for ELs (competitive preference priority 2; invitational priorities 1 and 2)**

Approval of DLI, a program capable of building on ELs' linguistic resources, is a marked departure from decades of English Only policies and anti-immigrant rhetoric in the state. Yet, on the whole, Georgia teachers do not come from the same communities as their EL students. For example, while 77.9% of Georgia ELs are Hispanic, only 2.1% of GA teachers are Hispanic (GaDOE, 2017). Though this anti-immigrant rhetoric still exists, this deviation from the status quo can be used as an opportunity to draw attention to the tremendous resources possessed by ELs, their families, and communities, including communicative competences.

Enrollment in GA teacher education programs is reflective of the current low national levels. Few want to become teachers and, for those interested, limited support exists in navigating the teacher certification process through the multiple available pathways. This issue is compounded for those interested in becoming DLI teachers because the minimal state language proficiency requirements have necessitated school districts, including *ESCUELA* LEA partners, to augment state certification requirements, making hiring decisions further conditioned on demonstration of language proficiency levels as measured by the ACTFL language assessments (see activity 1.3 for more info). *ESCUELA* will set up durable structures designed to coordinate pipeline efforts and support pathways for community members to become teachers.

**Activity 1.1 CTE Recruitment Advisory Board.** Leveraging the considerable marketing experience to the Atlanta metropolitan area's Latino communities from current GSU-

CEHD community partners on behalf of the shared goal of marketing and recruiting bilingual teachers, a board organized through the CTE and focused on targeted marketing and community-member recruitment will meet quarterly to advise project staff and identify ways to coordinate efforts across partners. The following activities within objective 1 will originate from this board. Direct funding supports scheduling, facilitating, and documenting meetings.

**Activity 1.2 Targeted Marketing.** Advertising efforts focused on Latino community-member recruitment into teaching as a career and determined collectively by the CTE Recruitment Advisory will be conducted by *ESCUELA* staff and are expected to include an increased presence within the annual LAA Fair and the Welcoming Atlanta Initiative. In addition, *ESCUELA* will work with LASSO and leverage GSU's advising system to recruit from the existing pool of bilingual freshmen and sophomores from within its own minority serving institution. Advertising will include information about the website and phone number, described in the next activity, and will also be provided through the human resources offices of LEA partners as appropriate. Direct funding from the grant supports personnel support, the development of a project website, and marketing materials.

**Activity 1.3 Certification Navigational Support for Community Members.** LEA partners are actively seeking Georgia residents with the requisite pedagogical and language skills to hire. Yet, the complex layers and multiple pathways involved with becoming a GA DLI teacher are cumbersome and prevent many community members from accessing the information they need to gain DLI teacher preparation and employment. Through the CTE, GA residents will be able to access support in navigating via a website available in Spa and Eng, the most widely-spoken languages in GA. Through partnership discussions, we have learned that due to bureaucratic processes and the unique nature of individual's situations, intensive support is

needed. Thus, on-call support in the form of a phone number monitored by bilingual CTE staff will be available to provide navigational advising. Direct funding from the grant supports web development. GSU will provide resources for bilingual staff to monitor phone calls.

**Activity 1.4 Career Decision-making Support for High Schoolers and their Families.**

Continued growth is expected for DLI programs and ELs in GA. Thus, *ESCUELA* also addresses long-term pipeline issues by supporting high schoolers (HS) in experiences that allow them to consider DLI teaching as a career and fulfill prerequisites to the teacher certification programs within the University System of GA (i.e., public institutions of higher education). Through GA's Career Related Education's Teaching as a Profession (TAP) and Move on When Ready (MOWR) programs, LEAs offer interested HS students the opportunity to take courses in early childhood education and/or teaching as a profession. TAP allows 9th-12th graders to take a series of three HS classes that include practicum experiences, allowing them to explore teaching as a career. After completing the courses, students have a final assessment, which they can complete in order to receive articulated credit within the University System of GA for a 3-hour Intro. to Education course. MOWR dual-enrollment program allows 11-12th graders to receive university course credit while simultaneously fulfilling HS credit requirements. This program is popular across GA as tuition, fees, and textbook rentals are available at no cost to the student; yet Latino students are underrepresented in MOWR courses, including the education pathway. Three education pathway courses with no prerequisites are approved to be offered by GSU.

Recognizing the importance of understanding career selection/post-HS education as a family decision, *ESCUELA* will work with high schoolers and their families to identify and resolve potential barriers to two educational pathways that exist across LEA partner high schools by offering (a) support in the form of informational sessions for families held in Spanish, (b)

field trips to visit DLI elementary schools, and (c) support with meeting the multiple associated deadlines related to program enrollment (e.g., waivers for SAT, ACT, TOEFL, & Accuplacer registration costs, program applications, etc.). Direct funding from the grant supports materials for family informational sessions and field trips for HS students to visit DLI schools.

**Objective 2: To improve academic achievement of ELs by increasing *preservice teacher* use of CLRT practices and capacity for working with EL families and communities (absolute priority; competitive preference priorities 1 & 2; invitational priorities 1 & 2)**

The success of DLI instruction depends upon the presence of high-quality professionals with the requisite language and pedagogical abilities. The state requirements for becoming fully credentialed to teach in GA's elementary DLI programs are modest; one must either a) hold an Early Childhood Education (ECE) certificate and pass the GA Assessments for the Certification of Educators (GACE) language test, or b) hold a Foreign Language Education (FLED) certificate with DLI-ECE endorsement. Credentialing programs within *ESCUELA* exceed these minimal requirements with undergraduate certification participants also fulfilling requirements to receive ESOL endorsements, and LEA partners holding DLI teachers to higher language proficiencies than those measured by GACE. *ESCUELA* defines participants not certified to teach DLI as preservice teachers (i.e., initial certification & DLI-ECE endorsement).

**Activity 2.1 DI-Focused Early Learning and ESOL Credentialing.** GSU's Bachelor of Science (BSE) in ECE Certification & ESOL Endorsement Program has a longstanding reputation as a high-quality producer of pre-K-5th grade teachers for area school systems. This undergraduate program integrates clinical practice throughout the two-years of university-based coursework. Of the 161 students currently enrolled in the BSE, 62% are from marginalized ethnic groups. The program's graduate retention rates far exceed the national average (46%) with

94% teaching three years post-graduation and 91% at five years.

Supporting the *integrated content* focus, BSE faculty with ESOL expertise are given course load by the department to collaborate with methods instructors to infuse effective instructional and assessment practices for ELs across coursework during the first three of the four program semesters; the ESOL and methods instructors model culturally and linguistically relevant co-teaching practices across literacy and content area courses to illustrate how to teach multilingual students. Students enrolled in the courses learn content area-specific strategies in integrating language and literacy with content with simultaneous teacher educator PL also occurring. Regarding the *family and community* focus, PSTs take a course in Cultural Diversity, which emphasizes understanding learners' cultural and linguistic backgrounds and complete a Positive Home-School Relations module within the ESOL methods course.

Though GA does not currently require teachers holding an ECE certificate to take additional coursework in order to teach in DLI classrooms, additional knowledge and experiences are indeed necessary. In anticipation of new state possibilities, GSU's ECEE-BSE *ESCUELA* personnel began piloting a DLI focused initiative beginning in 2015 to give interested PSTs a foundation in DLI education theories and methods through a series of additional seminars and visits to DLI schools. PSTs complete the necessary requirements to be ESOL endorsed in addition to participating in activities focused on bilingualism, biliteracy, applied linguistics, DLI teaching methods, and semester-long field experiences in DLI classrooms with large EL percentages. Also, although not required to teach in the home language side of GA DLI programs, completing the ESOL endorsement provides critical knowledge for DLI teachers. Monitoring of PST development occurs throughout the 4-semester program with benchmark conferences at the end of each of the first three semesters at which time students' professional

portfolios are reviewed. Direct funding from the grant supports PST participant stipends, course books, and stipends for the teachers mentoring them.

**Activity 2.2 DLI Early Childhood Education (DLI-ECE) Endorsement.** Due to critical staffing shortages, teachers with FLED certifications are able to fill DLI classrooms under provisional licences. However, while qualified FLED teachers, they have received little education in literacy dev., child dev., or content area instruction. In addition, the GA language requirements for FLED teachers are lower than those needed to teach multiple subjects in the language, with the demands of content-area instruction particularly demanding. Because of recognized inadequacies with teachers in this circumstance, in 2016 the GAPSC approved a DLI-ECE Endorsement that is now required for FLED certified DLI teachers. GSU offers the DLI-ECE Endorsement with courses across the endorsement program emphasizing CLRT including a community-based math project in which students are required to include a *family engagement* component in the Elem. Mathematics in DI Settings course. Endorsement program participants also take a course titled Content-based Curricula, Instruction and Assessment for DLI Classrooms co-taught by a teacher educator with language acquisition expertise and a teacher educator with science content expertise thus supporting the *integrated content* project focus. Direct funding from the grant supports participant stipends for endorsement candidates.

**Activity 2.3 PSTs receive CLRT Mentoring and Feedback (competitive preference priorities 1 & 2; invitational priorities 1 & 2).** In addition to the school-based mentoring and support licensure candidates receive through the their certification programs, *ESCUELA* participants will also experience focused mentoring on their ability to cultivate CLRT through *integrated content* in the academic language of both Eng and Spa. Licensure candidates will upload videorecordings of themselves teaching into the *Vosaic Connect* web-based system.

*Connect* then allows remote access for mentor teachers participating in the graduate research assistantships (GRAs) to provide feedback using protocols designed to help them focus in on how PSTs a) capitalize on ELs' home language(s), cultural assets, and prior knowledge in order to make instruction comprehensible and meaningful, and b) support ELs in developing linguistically complex, discipline-specific oral and written language. (see Activity 3.2 for more information). Direct funding supports Vosaic Connect in addition to graduate research assistantships (see Activity 3.2).

**Activity 2.4 Academic Spanish Language Support (competitive preference priorities 1 & 2; invitational priorities 1 & 2).** LEA partner leaders report a consequential number of elem. certified teachers with oral proficiency in Spa. However, due to the limited formal schooling in their home languages ECE teachers have received during their own K-12 years (Valenzuela, 1999), many do not have the requisite high levels of academic language proficiency as measured by the assessments used by GA LEAs. Project participants will be able to enroll in GSU Spa courses that provide opportunities for increasing Spa reading and writing skills. Courses have been identified, and BSE students will be advised of the opportunity before enrolling in the first semester of their program. Students will be able to take the recommended online/hybrid courses any semester they are in the program. This issue is important given the high academic demands of *integrated content* teaching in Spa and is especially helpful to teachers from LEA communities. Direct funding is provided for ACTFL testing.

**Objective 3: To improve academic achievement of ELs by increasing IST use of CLRP practices and capacity for working with EL families and communities (absolute priority; competitive preference priorities 1 & 2; invitational priorities 1 & 2)**



Current school structures often prevent effective parent engagement, necessitating innovation sensitive to families' particular cultural contexts (Olivos, 2009). In addition, because DLI is new to GA and there are varied pathways into teaching, PL and mentoring support are needed for DLI teachers. *ESCUELA* provides this support through the following activities.

**Activity 3.1 Family & Community Engagement Concentration within ECEE's MA.**

Because it is the belief of project personnel that expertise is not achieved through sporadic workshops, *ESCUELA* will work with MA leadership to add a high-quality Family and Community Engagement concentration to the program and support interested LEA DLI teachers (priority given to mentor teachers) in completing the MA. Through this concentration, participants will take four courses related to family and community engagement, complete a related capstone project based in their own communities/schools, and participate in a Home-School-Community Apprenticeship through which they will learn from someone experienced in positive family and community engagement. This activity is expected to create school-based leaders in family/community engagement across LEA partners. Capstone projects will be presented at the GA Association for Multilingual, Multicultural Education's (GaOME) annual symposium. Direct funding supports GaOME registration.

**Activity 3.2 Provide CLRP Mentoring and Feedback.** Interested MA students with Family and Community Engagement concentration from LEA partners will be offered a GRA designed to provide CLRP mentoring to PSTs. The GRA work will provide teachers with experience in focused mentoring in addition to allowing for university support in the form of full tuition remission for the MA program. Direct funding from the grant supports GRAs.

**Activity 3.3 PL on DLI mentoring.** To ensure that BSE students' experiences in the classroom and in schools build on each other, both cooperating teachers and university

supervisors will be provided with mentoring seminars that address the philosophy of the DLI teacher preparation program, effective mentoring and coaching practices, and support with helping PSTs become more reflective and professional. For Spa and Eng sides of DLI classrooms, direct funding supports mentor teacher stipends and PL including substitute teachers.

## B. QUALITY OF PROJECT PERSONNEL

Following GSU policy and reflecting commitment of *ESCUELA* partners, all project related hiring and activities will work from the understanding that institutional inequities exist and enact procedures to ensure equal opportunity (see GEPA for more detailed information).

### **Key Personnel Qualifications**

A five-member leadership team will direct *ESCUELA*. The combined relevant work experience of the Principal Investigator (PI)/Project Director (PD), three co-PIs, and Project Coordinator totals to more than two decades with much of the work done in collaboration.

Dr. Laura May, a former Spa-Eng bilingual elem teacher in Texas, will serve as Principal Investigator (PI) and Project Director (PD). Dr. May is an Associate Professor in GSU's ECEE Dept. and has worked as a teacher educator within two certification programs centered around CLRT for the past 13 years. Upon realizing that her PSTs within a certification and master's degree program were being recruited and accepting positions as DLI teachers, she began working to ensure they had the necessary experiences to make them successful within the instructional model (NPD Project #T365Z160212-16). In addition she, along with co-PI Dr. Amanti and three LEA partners, served on the GaPSC Committee to develop the new DLI Endorsement rules. Dr. May's research and practitioner-focused publications focus on teacher development as related to CLRT, particularly in the area of teacher read-alouds of informational texts. Much of this work has been done in collaboration with co-PI Dr. Bingham. Dr. May is currently PI/PD on NPD's

Project *Juntos* and has also served as co-PI and Literacy/ESOL content specialist on NPD's QuiEL Project; research team member & Literacy/ESOL content specialist on two Transition to Teaching Grants; and Evaluation Team Leader for INSPIRED, an Early Reading First Project.

Dr. Catherine Amanti, co-PI and Professional Learning Coordinator, is a Clinical Professor in GSU's ECEE Dept. During her 20 years in Tucson Unified School District, Dr. Amanti taught in elem bilingual ed programs, served as a bilingual ed curriculum specialist, worked as a school administrator at schools with high numbers of ELs, oversaw TUSD's Lang Acquisition Department and Title VII activities. In that capacity she was responsible for ensuring TUSD supported its ELs and was in compliance with state and federal policies. These roles provided experience in managing and evaluating staff and overseeing budgets and expenditures. As a former research assistant and anthropology extern on the *Funds of Knowledge* research project funded by the W. K. Kellogg Foundation, she is often sought out for her expertise in family and community resources as educational opportunities. She co-edited, along with Drs. Luis Moll and Norma Gonzalez, the award-winning *Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms* (2005). At GSU, Dr. Amanti has taught and supervised undergraduate students in the BSE program including teaching ESOL methods, conducting a series of DLI-focused seminars and school visits. She also serves on the board of the GA affiliate of the National Association for Bilingual Education (GaOME), and co-coordinated the 2016 & 2017 Dual Language Symposiums.

Dr. Sue Kasun, co-PI and CTE Director, is Assistant Professor of Lang. Education at GSU. She has worked in K-12 bilingual and ESOL education for the last 18 years in Mexico and U.S. In her role as the MA ESOL Education Program Coordinator for GSU's Middle & Secondary Ed Depart., Dr. Kasun established the DI Certificate. She has a well-respected body

of research with transnational Mexican families, and has been involved in local Latino family organizing at a GA DLI elem school. From her work as ESOL Central Office Personnel at Fairfax County Public Schools, Dr. Kasun brings administrative experience.

Dr. Gary Bingham, co-PI and Research and Evaluation Coordinator, is an Associate Professor at GSU's ECEE and Associate Director of the Urban Child Study Center. A former preschool teacher, he has extensive experience in early childhood settings. Dr. Bingham co-chairs the Educare National Network's Family Engagement Task Force and researches parent-school engagement activities. Grant activities focus on ways to best support children's development through high quality instructional practices and parental engagement activities, and program evaluation research focused on understanding the effects of educational programs focused on parents' and children's learning. His research is externally funded by private foundations, the state of GA, and IES and includes evaluating GA's Child Care Quality Rating & Improvement System (QRIS, 3M), aligning preschool-3rd grade educational and data systems with Atlanta Public Schools (Atlanta 323, \$400,000, Spencer Foundation), and developing online PL for early childhood writing practices (iWRITE-1.4M, IES).

Jyoti Kaneria, Project Coordinator, is bilingual and bicultural, having lived extensively in Mexican American and Mexican communities. In 2015, Ms. Kaneria assisted CCSD school administrators and community to start the first dual-language program in Cobb County. She has 19 years of experience working with ELs and transnational communities as a family resource coordinator; an ESOL teacher at Atlanta metropolitan area universities (GSU, GA Tech, & Guilford Technical Community College) and community centers; and an immigration paralegal with Americorps\*VISTA. Kaneria has a master's degree in Applied Linguistics.

Drs. Susan L. Ogletree and Robert C. Hendrick will provide the external evaluation through the Center for Evaluation & Research Services (CERS). CERS personnel have over 20 years of grant experience including evaluation of large federal and state grants. Currently, Drs. Ogletree and Hendrick through CERS are providing evaluation services for the Network for Enhancing Teacher Quality Grant (\$10.5M), Collaboration and Resources for Encouraging and Supporting Transformations in Education Grant (\$7.5M), and other federal grants.

### C. QUALITY OF THE MANAGEMENT PLAN

All three co-PIs and PC work closely with the PI to provide project leadership and implement project activities. In addition and following careful consideration of who could best enact and agreed to hold primary responsibility for each activity, the *ESCUELA* leadership team allocated personnel time accordingly. Results of that planning yielded the time commitments described in detail on budget narrative as appropriate and adequate. Table 1 provides an activity timeline with clearly defined milestones and responsibilities for accomplishing project tasks:

**Table 1 Timeline, Milestones, Roles, and Responsibilities by Objective**

Timeline	Personnel	Activities
<i>Project ESCUELA Setup--Year 1</i>		
<i>Milestones: MOUs on file, IRBs approved, project staff hired</i>		
PY 1 Fall	May	Hire project staff, ensuring equity-oriented hiring practices are followed
PY 1 Spring	Bingham & CERS	Secure human subjects permission for ESCUELA evaluation and research from GSU and LEAs

PY 1	May	Complete Memoranda of Agreement (MOAs) Updated annually
PY1	Bingham & CERS	Develop online questionnaires to evaluate program effectiveness
<i>Objective 1. Working with Community Partners to Recruit DLI Teachers</i>		
<i>Milestones: Accessible website, CTE Recruitment Advisory Board in place</i>		
<i>CTE Recruitment Advisory Board (Activity 1.1.)</i>		
PY 1	Kasun	Notify ESCUELA recruitment partners of project inception
PY 1-5	PC	Schedule and conduct recruitment advisory planning meetings (sign-in sheets & minutes); gather data from meeting participants for implementation purposes
<i>Targeted Marketing (Activity 1.2)</i>		
PY 1	Kasun	Develop multimedia recruitment materials for website and other advertising
PY 1	Kasun & PC	Facilitate community partner review and feedback related to developed recruitment and marketing materials
PY 1-5	PC	Distribute recruitment materials, including to LEAs and community partners and their informal & formal networks
PY 1-5	PC	Set up booth at annual Latin American Association Fair

PY1	Amanti	Prepare materials for LASSO and educational sessions with GSU undergraduate advisors related to ESCUELA tuition opportunities for Spanish speaking students
PY 1-3	Amanti	Distribute recruitment materials and hold educational sessions with GSU advisors and undergraduate students
<i>Certification Navigational Support for Community Members (Activity 1.3)</i>		
PY1	Kasun	Develop protocols & related flow charts for supporting recruiting and navigating pathways to teacher certification
PY1 Fall	Kasun	Navigational content development for website
PY-1 Spring	Kasun	Supervise website dev., including interactive queries
PY 2 Fall (ongoing)	Kasun	Educate office staff on how to provide navigational support for on-demand inquiries
PY 2-4	Kasun	Publicize navigational support including with LEA Human Resources Departments
PY 2-4	Kasun	Monitor and update website as appropriate
<i>Support for High Schoolers and their Families through CTAE Programs (Activity 1.4)</i>		
PY1 Fall	PC	Work with LEAs to identify HSs for CTAE support
PY1 Fall	PC	Prepare Spanish sessions on career decision-making related to teaching as a career, revise annually

PY1-5 Fall	PC	Secure venues for family-friendly information sessions
PY1-5 Spring	PC	Advertise information sessions
PY 1-5	PC	Hold sessions in Spa related to career decision-making
PY 1	PC	Work with LEA counselors to identify application processes and associated deadlines (e.g., SAT registrations, fee waivers, scheduling); revise annually
PY 1-5	PC	Hold info sessions at participating HSs; Gather student communication info for interested students
PY 1-5	PC	Send reminders and follow-up related to on-going deadlines to interested students
PY 1-5	PC	Conduct regular check-ins with LEAs related to students' application progress & program participation
PY 1-5	PC	Hold information sessions during school hours on participating HS campuses for interested students
PY 2-5	PC	Work with LEA partners to organize field trips to DLI elementary schools

*Objective 2. Supporting PSTs use of Culturally and Linguistically Relevant Teaching and capacity for working with families & communities*

*Milestones: Admit bilingual PSTs to DI-ECEE BSE certification program; establish CLRT*



<i>mentoring protocols; admit bilingual PSTs to DI-ECE Endorsement program.</i>		
<i>DI-Focused Early Learning and ESOL Endorsement Credentialing (Activity 2.1)</i>		
PY 1 & 3	May	Facilitate ACTFL testing for ESCUELA PST applicants
PY 2-3	Amanti	DLI-ECEE in BSE Cohort 1
PY 3-4	Amanti	DLI-ECEE in BSE Cohort 2
<i>DI Early Childhood Education Endorsement (Activity 2.2.)</i>		
PY 1-5	Amanti	Distribute endorsement recruitment materials
PY 1-5	Amanti	Direct endorsement program
<i>Culturally &amp; Linguistically Relevant Mentoring &amp; Feedback (Activities 2.3 &amp; 3.2)</i>		
PY 1	Amanti & May	Develop CLRP mentoring protocols
PY 2-4	Amanti	Facilitate PL for PSTs and GRAs on Vosaic Connect
PY 2-4	Amanti	Facilitate PL for GRAs on CLRP online mentoring
<i>Academic Spanish Language Support (Activity 2.4)</i>		
PY 1-4	Amanti	Advise students approaching acceptable ACTFL levels about available and appropriate Spanish course options
PY 2-5	Amanti	Monitor and support PSTs advised to take Spanish academic language courses.

<i>Objective 3. Supporting ISTs use of Culturally and Linguistically Relevant Teaching and capacity for working with families &amp; communities</i>		
<i>Milestones: New courses approved by GSU CEHD for ECEE-MA Family and Community Concentration; admit candidates to ECEE-MA in Family &amp; Community engagement; create materials for Cooperating Teacher/University Supervisor PL sessions</i>		
<i>ECEE-MA Program's Family &amp; Community Engagement Concentration (Activity 3.1)</i>		
PY 1	Amanti & May	Design course sequence for family and community engagement concentration.
PY 1 & 3	Amanti	Recruit for ECEE-MA Family & Community Concn
PY2-3	Amanti	ECEE-MA Cohort 1
PY 3-4	Amanti	ECEE-MA Cohort 2
PY 2-5	Kasun	Supervise family/community capstones & apprenticeships
<i>Provide CLRP Mentoring and Feedback (Activity 3.2--see Activity 2.3 above)</i>		
<i>Mentoring PL for Cooperating Teachers (Activity 3.3)</i>		
PY 1	Amanti	Prepare mentoring PL sessions and order materials
PY2-4	Amanti	Provide mentoring PL for cooperating teachers
PY 2-4	Amanti	Take mentoring feedback and revise PL accordingly

#### **D. QUALITY OF EVALUATION PLAN**

*ESCUELA*'s evaluation plan is integral to the project due to various and related program activities articulated in the logic model and throughout this narrative. The evaluation plan is designed to be thorough, feasible, and appropriate to project goals, objectives, and outcomes. Quantitative and qualitative methods are employed for various purposes and, as articulated below, will produce evidence about project effectiveness in ways that are replicable. Methods of evaluation will generate valid and reliable performance data that will be used in (a) formative ways for program improvement and progress toward intended outcomes and (b) summative ways that document program effectiveness. Methods used in the evaluation plan are detailed below.

*ESCUELA*'s evaluation plan employs objective performance measures directly related to the intended outcomes through use of a single-case design (SCD) multiple baseline (MB) approach (Kazdin, 2011). This approach is approved by the What Works Clearinghouse. Pre-Service Teachers (PST) in the DLI classroom are provided with targeted PL to improve and increase the pedagogical ability of the PST within the DLI classroom setting. The evaluation is designed to improve the PSTs understanding of the implementation within a DLI classroom. In this SCD a cohort of PSTs will be examined through the concurrent multiple baseline across groups model (Carr, 2005; Kazdin, 2011). The multiple baseline model is employed because the intervention with teachers indicates a permanent change in behavior during and after the intervention and it is not feasible to use a reversal SCD model. The SCD will consist of 6 phases across 2 academic years of implementation. Participants will be observed 3 times within each phase using an observation instrument that has a DLI pedagogical focus. The observation instrument (i.e., Pedagogical Effectiveness Rubric) will be developed and piloted prior to the baseline phase, improved from iterative feedback, and used for the duration of the phases. The PST's pedagogical delivery of instruction will be videorecorded and rated by 3 trained reviewers

on a 10 point scale. The effective pedagogical behavior in the DLI classroom will be specifically defined and based on content valid observation instruments. There will be at minimum three raters for each of the observations. Inter-rater agreement for the observations will be established using a Cohen's kappa coefficient of at least 0.60, with a goal of .80 (Horner, et al., 2005). Three observations are expected to yield a stable baseline; the intervention will follow. If the baseline pattern has not reached stability after three observations, additional observations may be scheduled. Since the intervention is considered a permanent change there will be multiple baselines in the following pattern:

The observation points will occur on subsequent instructional quarters (3 month periods) for all participants from August through April for 2 years. The model allows for the manipulation of the independent variable to be introduced to the subsequent group after the completion of the multiple baseline observations—indicating stability in the rating pattern for each PST in each group; however, all PSTs will be observed during each of the observation points. Therefore, while participant-1 is scheduled to have 3 consecutive observation points during the baseline phase and 15 consecutive observation points after the intervention, participant-4 is scheduled to have 12 consecutive observation points during the baseline phase and 6 consecutive observation points after as indicated in appendix.

The SCD with multiple baselines across groups is robust for internal validity threats such as history and maturation by manipulating the introduction of the independent variable and making concurrent observations across all groups in the study (Horner, et al., 2005). Instrumentation validity threats are addressed by using an instrument with content and construct validity in addition to face validity and maintaining that instrument in a consistent form throughout the SCD phases. The inter-rater agreement is also assessed during the study using

Cohen's kappa and all raters will systematically participate in all phases of the study. The researchers anticipate little mortality during the six phases of the two-year design. There is a possibility that the PSTs comprise a non-random subgroup of the population; however, the PSTs enlisted for the study are not selected based upon merit or deficiency. Internal threats of compensatory rivalry and resentful demoralization are minimized by using a SCD. The SCD design uses a delayed implementation schedule and the baseline group observations as their own control to establish evidence to infer a causal interpretation (Kratochwill & Levin, 2010). Importantly, although the results may not be generalized to a general teacher population, they can be interpreted to infer causal evidence for this intervention and may indicate valuable evidence for other DLI PL.

Traditionally visual analysis of the data may indicate evidence of a relation between the independent and outcome variables. A causal relation may be indicated if changes in the outcome variable result from manipulation of the independent variable. An effect may be detected if the data pattern of the observations during the baseline phase differs more than expected from the data pattern of the observations after the intervention (introduction of the independent variable). The effects of SCDs may be identified by examining 6 features of within- and between-phase data patterns: (a) level, (b) trend, (c) variability, (d) immediacy of the effect, (e) overlap, and (f) consistency of data in similar phases. These 6 features are assessed individually and collectively to determine whether the results from a SCD infer a causal relation and are represented in the evidence. In a SCD, an effect occurs when after the intervention, 3 consecutive observation points are documented in a pattern differing from at least 3 consecutive baseline observation points prior to the intervention (Horner, et al., 2005; Kratochwill & Levin, 2010). The process of making this determination, however, requires that the reader is presented

with the PST's raw data (in graphic format) and is able to examine the 6 features in the interpretation process. In the proposed SCD, 6 phases with 3 observation points per phase and 4 PSTs over a 2 year period should provide moderate evidence to infer a causal relation.

An additional study design will be to measure the extent to which DLI PL influences the development of current teachers who have an emergency or provisional certificate, but are language speakers of a language other than English. The increasing number of DLI programs statewide has contributed to the shortage of DLI certified teachers; thus, DLI positions are being filled with teachers with Foreign Language Education (FLED) Certificates rather than Early Learning Education Certifications. *ESCUELA* will provide DLI PL to 70 Dual Language Immersion Early Childhood Education Endorsement (DLI-ECE) Candidates. These DLI-ECE Endorsement candidates will have 5 observations in baseline and 5 or more after the DLI-ECE PL is introduced, with additional DLI-ECE PL sessions during the treatment condition. While this research design does not provide causal inference, it may indicate some favorable influence of the DLI-ECE PL compared with the baseline. The following research questions will be addressed:

1. Does the DLI PL result in improved delivery of DLI integrated pedagogy by PSTs to ELs as shown by the Pedagogical Effectiveness Rubric? (Analyzed using SCD MB model)
  2. How does DLI-ECE Endorsement PL influence DLI teachers with FLED Certifications in integrating content for ELs in a DLI classroom? (Analyzed using abbreviated ITS design with 5 observations per condition (e.g. baseline and treatment) and 2 phases)
  3. How does DLI PL influence teacher integration of family & community knowledge as a foundation for the academic achievement of ELs? (Analyzed through a qualitative report)
- Evaluation of indicators of project success will use graphic analysis & qualitative reports.

**Qualitative Evaluation Plan.** In order to describe and identify relationships amongst contextual factors, *ESCUELA* will use grounded theory (Charmaz, 2006) and discourse analytic methods (Fairclough, 2003) to inform this component of the evaluation plan. Central to these approaches is the realization that myriad human, political, social, cultural, and contextual elements are intertwined and, as such, require an effective epistemic orientation to negotiate and describe the multiple evaluands involved in *ESCUELA* schools. The following will constitute the major qualitative data sources: *Interviews, Focus Groups with Stakeholders, and Artifacts*. A semi-structured interview will be used to inform understanding of stakeholder perceptions. These interviews will last 45-60 minutes and will be held in a location convenient for the stakeholder. Interviews will center on but not be limited to such aspects as perceived impact and fidelity of the intervention. Focus group size will include 6 or more participants per group (Morgan, 1997). Additional modifications to the interview protocol may be informed by additional relevant data gathered from observations and other focus group/interviews conducted with *ESCUELA* stakeholders. Artifacts include documents from classroom planning, videos, & other documents.

**Table 2 *ESCUELA* Baseline and Participant Targets (duplicate numbers in parentheses)**

	Baseline	PY 1	PY 2	PY 3	PY 4	PY 5	Total
DL--PST	3	(3)	8	(8)	8	(8)	16
Baseline of 3 was set given current enrollment of PSTs with Spanish proficiency in ECEE-BSE. Numbers are ambitious given the considerable language proficiency requirement, yet achievable due to stipend in amount of full tuition.							
PST/DLI Endorsement	0	20	20	10	10	10	70
Baseline of 0 was set as DLI-ECE endorsement for teachers with FLED is new to GA.							

Numbers are ambitious because such high levels of language proficiency are needed and achievable due to 1) partial tuition support, and 2) new state endorsement requirement for FLED teachers to teach in DLI programs. PYs 1 & 2 numbers are higher due to the large number of already certified FLED teachers interested in DLI teaching. Need is expected to drop once pool consists primarily of newly certified FLED teachers.

IST/PL-Family & Com.	0	0	8	(8)	8	(8)	16
----------------------	---	---	---	-----	---	-----	----

Baseline of 0 was set as the Family and Community Engagement concentration is new to MA Program. Two cohorts of 8 are ambitious because of the lack of a specific GaPSC endorsement connected to the concentration. It is achievable due to the GRAs with full tuition remission and the pay raise that comes through GAs Tiered Certification Upgrade.

IST/PL-Mentoring Dev	6	6	16	4	4	4	34
----------------------	---	---	----	---	---	---	----

Baseline of 6 due to the current number of DI-PSTs (1 Eng, 1 Spa mentor teacher/ PST). 16 mentor teachers will be required to accommodate 8 PSTs in PY2. 4 are added in subsequent years to allow for attrition and mentoring time off. Numbers are achievable due to LEA partnerships and ambitious due to low overall number of DLI classrooms.

DLI Parents & Families	625	1,100	1,850	1,850	1,850	1,850	8,500
------------------------	-----	-------	-------	-------	-------	-------	-------

Baseline of 625 was set based on family member attendance at the career decision-making educational sessions at the one LEA partner that is currently conducting the sessions in Spa (125 family members average across 5 CCSD high schools). In year one, CCSD sessions will be further developed and Spa sessions will be added to one pilot HS from each of the additional 3 LEA partners (determined based on largest numbers of Spa speaking families--N.



Atlanta in APS, Lithia Springs in DCSD, & Meadowcreek in GCSD). In years 2-5, the remaining HS with large numbers of ELs will be added from the other 3 LEAs with 1 HS added from APS (Atlanta College & Career Academy) and DCSD (New Manchester High), and 4 from GCSD (Berkmar, Central Gwinnett, Duluth, and Norcross). Numbers are ambitious due to large size, yet achievable due to dedicated project coordinator time to prepare, market, and conduct sessions and follow-up.

Community Organizations	1	4	(4)	(4)	(4)	(4)	4
-------------------------	---	---	-----	-----	-----	-----	---

Baseline of 1 represents GSU's LASSO due to its community focus. ESCUELA will add 3 community partners (Atlanta Mayor's Office of Community Affairs, Georgia Department of Ed, & Latin American Association). LEAs & Private School are represented above.

GSU & LEA IRBs will be secured by Dr. Bingham w/CERS during PY1, renewed annually, and will ensure regulation of guidelines. Questionnaires for GPRAs 1.4, 1.5, 1.6 developed in PY1.

**Section 1: GPRA Objectives.** GPRA indicator targets set at 80% for all performance measures (See Table 2 for targets). Dr. Bingham (Research & Evaluation Coordinator) and CERS are responsible for data collection schedule, maintenance, analysis. Reported annually by PI.

**Table 3 Data Sources and Indicator Target by GPRA**

*GPRA Indicator 1.1: The number and percentage of program participants who complete the PST program. Completion is defined by the applicant in the submitted application. Certification, Endorsements, ACTFL records, Benchmark conf records, scored portfolios.*

*GPRA Indicator 1.2.: The number and percentage of program participants who complete the in-service program. PL records, MA capstones & apprenticeship records, online*

CLRP mentoring evidence
<i>GPRA Indicator 1.3: The number and percentage of program completers, as defined by the applicant under measures 1.1 and 1.2, who are State certified, licensed, or endorsed in EL instruction. Certification, Endorsements, ACTFL records</i>
<i>GPRA Indicator 1.4: The percentage of program completers who rate the program as effective in preparing them to serve students. Online questionnaires</i>
<i>GPRA Indicator 1.5: The percentage of school leaders, other educators, and employers of program completers who rated the program as effective in preparing their educators to serve ELs or improve their abilities to serve ELs effectively. Online questionnaires</i>
<i>GPRA Indicator 1.6: The percentage of program completers who rated the program as effective in increasing their knowledge and skills related to parent, family, and community engagement. Online questionnaires</i>

Each year of *ESCUELA*, an online questionnaire will be administered to gather formative and summative data for the improvement of the program PL and overall teacher preparation.

**Section 2: Program Objectives.** The following objs. are unique to *ESCUELA*. Performance objectives with performance indicators and targets provide data to indicate whether objs are being met; hence, providing program accountability. Further, these results support formative evaluation and provide observable data to indicate the degree of overall success of *ESCUELA* at a particular time during project implementation. Some performance objectives describe if the activity actually occurred. Others are concerned with the activity effectiveness/quality. Taken together they contribute to assessing project worth. PI will report annually.

**Table 4 Data Sources by Program Objective**

<p><i>Program Indicator 2.1: School based DLI teacher preparation and improvement in DLI practices in delivering effective instruction as measured by observation ratings.</i></p> <p>Pedagogical Effectiveness Rubric Ratings across 18 pts (6 phases, 3 observations/ phase)</p>
<p><i>Program Indicator 2.2: How does the DLI PL impact PSTs and ISTs in classroom pedagogy? interviews, focus groups, videorecordings</i></p>
<p><i>Program Indicator 2.3: How does the DLI PL impact teacher-family collaboration and promote community engagement? interviews, focus groups</i></p>

The qualitative report is anticipated to show pedagogical improvement and an overall positive influence on parent, family, or community engagement.

## Other Attachment File(s)

---

\* Mandatory Other Attachment Filename:

[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](#)

## Personnel Addenda

**Principal Investigator/Project Director Dr. Laura May**, an Associate Professor in GSU's Early Childhood & Elementary Education Department, spent the first 6 years of her career as a Spanish-English bilingual elementary teacher and bilingual literacy specialist in Texas school districts. Since that time and for the past 13 years, she has worked as a teacher educator within two certification programs centered around culturally and linguistically relevant pedagogy, first during doctoral studies at University of Texas (2003-2008) and then for a post-bach, urban focused initial certification program at GSU (2008-present).

Most of Dr. May's research has focused on culturally and linguistically relevant pedagogical practices, primarily within the context of teacher readalouds. This work has identified discursive moves made during teacher readalouds of informational texts (2011a; 2011b), examined the influence of close teacher educator attention to readalouds in fostering PST teacher development of responsive teaching in instructional settings beyond readalouds (Pendergast, May, Bingham, & Kuramada, 2015), and identified perceived barriers PSTs have to facilitating some kinds of text-based interactions (May, Stenhouse, & Holbrook, 2014). Dr. May has also written for teachers interested in facilitating culturally and linguistically relevant readalouds (May & Bingham, 2015; May, Bingham, & Pendergast, 2014).

Dr. May's community-based service is extensive. Her work with school districts and education non-profit agencies contributed to the 2013 designation as GSU's Exceptional Faculty Service Award winner. Most recently she, along with co-PI Dr. Amanti and three LEA partners, served on the Georgia Professional Standards Commission's Committee to develop the new DLI Endorsement rules.

Dr. May is experienced with funded teacher development project work. Currently she is PI/PD on NPD's Project *Juntos*; she has also served as co-PI and Literacy/ESOL content specialist on NPD's QuIEL Project (2011-2016, \$1.9M); research team member & Literacy/ESOL content specialist on two Transition to Teaching Grants, 3-STEMS (2011-2016, \$2.1M) and PACT+ (2009-2012, \$1.9M); and Evaluation Team Leader for INSPIRED (2005-2008, \$2M), an Early Reading First Project.

**Dr. Cathy Amanti, co-PI and Professional Learning Coordinator**, received her BA in Elementary Bilingual Education with a minor in Latin American History, her MA in Cultural Anthropology, and her PhD in Language, Reading, and Culture, from the University of Arizona. She worked for 21 years for Tucson Unified School District in Tucson, Arizona as a bilingual education teacher, bilingual education curriculum specialist, assistant principal, coordinator of the Language Acquisition Department, and project manager in the Department of Student Equity. During that time she provided professional learning sessions on bilingual education methods, supporting the academic achievement of English language learners, and culturally responsive pedagogy to district educators. She served as a student assessment consultant to the Arizona Department of Education from 2000-2013 and recently served with Dr. May on the Georgia Professional Standards Commission's Committee to develop the state's new DLI Endorsement rules.

Dr. Amanti has worked in a variety of capacities on education-related research projects both in the United States and in Mexico. From 1991-1993, she assisted with the Funds of Knowledge research project funded by the W.K. Kellogg Foundation. A joint project of the University of Arizona's Bureau of Applied Research in Anthropology and College of Education, her responsibilities included conducting qualitative research in the homes of local students,

training teachers in qualitative research methods, analyzing project data, and assisting in preparing reports for publication and grant agencies. From 1999-2003 she was the coordinator of Project META, a Title VII federal grant to support bilingualism and biliteracy in Tucson Unified School District. More recently, she conducted an ethnographic study of a public high school in Mexico where she focused on the impact of globally circulating education policies on the classroom practices of participating educators.

Currently, and for the past three years, Dr. Amanti has taught ESOL methods to students in GSU's elementary teacher preparation program as well as provided seminars on dual language education for interested students. She has also developed and taught courses for GSU's Honors College on the topics of globalization and education and the intersection of race, language, and culture. Since arriving in Georgia, she helped establish the Georgia affiliate of the National Association of Bilingual Education, the Georgia Association for Multilingual, Multicultural Education, for which she is currently a member of the executive board. Dr. Amanti has published and presented on the Funds of Knowledge research project, teaching English language learners, bilingual education, educational technology, and school discipline. She recently completed a co-edited volume entitled *Critical Perspectives on Teaching and Learning English Around the Globe* (2016), which is a compilation of original qualitative research studies that focus on the experiences of English language learners and teachers in various parts of the globe and is a volume in the Research in Second Language Learning series. Her latest publication, in *Globalisation, Societies, and Education* (2017), presents findings from her ethnographic study of a public high school in Mexico and deals with the perspectives of Mexican educators regarding the importation of education policies and practices from elsewhere. Dr. Amanti's research interests include second language acquisition, dual language education, bilingualism and

biliteracy, globalization and education, and the intersection of language, race, culture, and education.

**Co-PI and Director of the Center for Transnational Education, Dr. G. Sue Kasun** is an Assistant Professor in the Department of Middle and Secondary Education at GSU. She is a graduate of the University of Texas PhD program in Curriculum and Instruction, with an emphasis in Cultural Studies in Education and a graduate certificate in Mexican American Studies. She has 18 years of experiences as a K-12 educator in Mexican and U.S. schools as a bilingual teacher and ESOL educator. Dr. Kasun was the English Coordinator for Secondary Education at a secondary school in Guadalajara for two years, and she was also a fourth grade bilingual education teacher at the American School of Guadalajara. In the U.S. she worked as a high school ESOL teacher/department chair, and ESOL Central Office Personnel for eight years in Fairfax County Public Schools, Virginia; she worked closely with Latino families and developed the school's first Latino family engagement sessions in concert with the school's first Latino Leadership Coalition, which she co-founded with students. During that time she also led many professional development sessions for ESOL teachers, especially related to writing, academic language, and valuing students' heritage identities.

Kasun has taught PSTs in language education at George Mason University, the University of Southern California, and at Utah State University, prior to teaching ESOL/dual language methods at GSU. Dr. Kasun's research examines connections between transnationalism, Latino families, and language identity with a focus on valuing students' backgrounds and thus improving students' status and academic achievement in schools. She has conducted years of research regarding Latino families and schooling, having published results of this research in *Teachers College Record*, *TESOL Quarterly*, and *Anthropology & Education*



*Quarterly*. Currently, she is conducting reflective participatory action research in organizing Latino parents at a metro Atlanta elementary school and has recently begun education-related community outreach through *Mundo Hispánico Atlanta* (2017).

**Co-PI and Research & Evaluation Coordinator Dr. Gary E. Bingham** is an Associate Professor at GSU in the Department of Early Childhood and Elementary Education and the Associate Director of the Urban Child Study Center in the College of Education and Human Development. He is a member of the Board of Regents Initiative on Research on the Challenges of Acquiring Language and Literacy (RCALL) at GSU. As a former preschool teacher, he has extensive experience in early childhood settings serving a wide range of children and their families (e.g., Head Start, State Prekindergarten, child care, elementary schools). This experience informs his scholarship which examines home and school factors that contribute to children's learning and development. He is particularly interested in understanding how the environments and interactions that parents and teachers have with their children support children's learning and development. He also studies school and family partnerships. Dr. Bingham has published multiple book chapters focused on the ethnically diverse parents' parenting practices (e.g., *The Handbook of Family-School Partnerships*, *The Handbook of Student Engagement*, *The Handbook of Arabic Literacy*, and *Parenting: An Ecological Perspective*). He has also published articles examining how home environments and parenting practices relate to children's learning in the following: *Early Education and Development*, *Infant and Child Development*, and *Early Child Development and Care*. Bingham currently co-chairs the Educare National Network's Family Engagement Task Force and is a leadership team member of the Georgia English Language Coalition. He manages federal, state, and private foundation grants focused on a wide range of issues affecting the quality of education that young children experience, ways to best

support children's development through high quality instructional practices and parental engagement activities, and program evaluation research focused on understanding the effects of educational and intervention programs focused on parents' and children's learning and experiences. Funders include the IES-US Dept of Education, the Spencer Foundation, the Annie E. Casey Foundation, and the Georgia Dept of Early Care and Learning. Bingham's honors include the College of Education and Human Development's Outstanding Faculty Research Award (2015) and the Edi Guyton Outstanding Faculty Mentoring Award (2014).

**Project Coordinator Jyoti Kaneria** is bilingual and bicultural, having lived extensively in Mexican American and Mexican communities. She has 19 years of experience working with English language learners and transnational communities. Her work includes ESOL teaching at Georgia State University, Georgia Institute of Technology, Guilford Technical Community College and in community contexts. Ms. Kaneria has worked with English language learners as an immigration paralegal through Americorps\*VISTA, a family resource coordinator, refugee resettlement program assistant, and program coordinator for international internships. In 2005, Kaneria obtained an MA in Applied Linguistics. In 2015, Kaneria assisted district employees and the local community to start the first dual-language program in Cobb County. She is passionate about dual language as a parent of children in a diverse dual language immersion Title I school and as a researcher with a focus on the nexus of family engagement and dual-language.

Office of the Dean  
Georgia State University  
P.O. Box 3980  
Atlanta, GA 30302-3980  
Phone: 404/413-8100  
Fax: 404/413-8103



April 12, 2017

Dr. Laura May  
Georgia State University  
Department of Early Childhood and Elementary Education  
PO Box 3978  
Atlanta, GA 30303

Dear Dr. May,

Please accept this letter as indication of my support for the proposed *Equipping Schools, Communities, and Universities for Excellence in Language Acquisition (ESCUELA)* project, developed in response to the request for proposals issued by US DOE's National Professional Development Program and Office of English Language Acquisition. As Dean of a College of Education and Human Development (CEHD) committed to addressing the most important educational issues facing Atlanta, I understand the importance of assisting school districts' critical need to staff their dual language immersion (DLI) elementary school programs with teachers qualified with respect to language proficiency and understandings of child development and pedagogical methods appropriate for pre-K through 5<sup>th</sup> grade classrooms. Because the need is so great in this area, I have been working since Summer 2016 with you and Drs. Amanti and Kasun on the creation of CEHD's new Center for Transnational Education.

I am enthusiastic about the groundwork you have already laid to make project *ESCUELA* a success, particularly that of developing strong partnerships with metropolitan area school districts and community organizations. In addition, your sustained commitment to teacher preparation focused on DLI can be seen, in part, by the DLI Early Childhood Endorsement Program proposal you submitted this past summer within the first round of proposal acceptances to the Georgia Professional Standards Commission.

I am pleased to support this project proposal and commit CEHD to the following:

- Provide access to the services of the College and University post-award project infrastructures.
- Continue to support the work of *ESCUELA* key personnel within the Center for Transnational Education to bring together stakeholders focused on recruiting bilingual teachers from the Atlanta Metropolitan Area (activity 1.1).
- As appropriate, support the coordination of *ESCUELA* marketing efforts with existing, related CEHD marketing for efficient use of funds (activity 1.2).

- Aid, if needed, your work with GSU's undergraduate advisors as you work to publicize the considerable financial aid offered to bilingual undergraduates (activity 1.2).
- Provide access to CEHD resources related to website creation (activity 1.3).
- Provide a dedicated phone number within the Center for Transnational Education (activity 1.3)
- Aid, if needed, your efforts to increase GSU courses within Georgia's Move on When Ready dual-enrollment education pathway at area high schools (activity 1.4)
- Aid, if needed, your work with GSU business and financial aid offices to ensure *ESCUELA* stipends are paid for participating bilingual students enrolled in ECEE's Bachelor of Science in Education Early Learning Teacher Certification and ESOL Endorsement program (activity 2.1).
- Aid, if needed, your work with GSU business and financial aid offices to ensure *ESCUELA* stipends are paid in the amount of \$1,000 for participating students enrolled in the non-degree seeking Dual Language Immersion Early Childhood Endorsement Program (activity 2.2).
- Aid, if needed, your work with GSU's World Language and Cultures Department to support initial certification undergraduates in taking Spanish courses at no additional cost to the students as they work to increase their Spanish academic language proficiency (activity 2.4).
- Aid, if needed, your work with GSU business and financial aid offices to set up Graduate Research Assistantships for participating *ESCUELA* Master of Arts Program students (activities 2.3, 3.1, 3.2).
- Aid, if needed, your work to create a new Family and Community Engagement Concentration within the Department of Early Childhood and Elementary Education's Master of Arts Program (activity 3.1).
- Provide CEHD space for dual language immersion mentor teacher professional learning (activity 3.3).

The *ESCUELA* Project clearly fits within college goals, and I look forward to watching the progress of this new initiative. Please add this letter of commitment to your proposal.

(b)(6)

Paul A. Alberto, Ph.D.  
Dean and Regents' Professor

April 11, 2017

Dr. Laura May  
Georgia State University  
Department of Early Childhood and Elementary Education  
PO Box 3978  
Atlanta, GA 30303

Dear Dr. May

The Office of Latino Student Services and Outreach is eager to support Georgia State University's vision of increasing awareness amongst Latino communities across the Atlanta Metropolitan Area about the benefits of becoming a teacher. We have knowledge and abilities that can complement each other towards our shared goals of improving education and access to resources for Latino populations, and we look forward to working with Drs. May, Amanti, and Kasun on this work.

I believe we can accomplish a great deal by working together on behalf of efforts to fully staff dual language immersion programs across the Atlanta Metropolitan Area. Please accept our support of the proposed *Equipping Schools, Communities, and Universities for Excellence in Language Acquisition (ESCUELA)* project, developed in response to the request for proposals issued by the National Professional Development Program and the Office of English Language Acquisition. I am confident that, through the ESCUELA project, we can develop long-term and short-term pipelines for dual language immersion programs (ESCUELA Objective 1).

To achieve shared goals related to recruiting dual language immersion teachers for English learners who are fully proficient in Spanish, the Office of Latino Student Services and Outreach will:

1. Designate a representative(s) to serve on the ESCUELA recruitment advisory board.
2. Provide advice related to advertising efforts on behalf of dual language immersion teacher recruitment targeted to *Latino undergraduate students at Georgia State University*, particularly freshmen and sophomores.
3. Review and provide feedback on advertising products resulting from marketing advice.
4. Provide advice related to website to be available in both Spanish and English devoted to helping students and community members navigate the cumbersome pathways needed to attain teacher certification.
5. Review and provide feedback on website resulting from marketing advice.

We will only be able to fully address the critical teacher shortage in Georgia's dual language immersion schools through working together. Please add this letter of support to the grant application. We look forward to hearing from you.

(b)(6)

July P. Coleman, M. Ed.  
Coordinator, Office of Latino Student Services and Outreach (LASSO)  
Georgia State University



---

**Richard Woods, Georgia's School Superintendent**  
*"Educating Georgia's Future"*

April 20, 2016

Dr. Laura May  
Georgia State University  
Department of Early Childhood and Elementary Education  
PO Box 3978  
Atlanta, GA 30303

Dear Dr. May,

The Georgia Department of Education accepts the invitation to partner with Georgia State University's Early Childhood and Elementary Education Department for shared work towards increasing the number of credentialed dual language immersion teachers in the Equipping Schools, Communities, and Universities for Excellence in Language Acquisition (ESCUELA) project proposal. We are eager to increase the involvement of family and community engagement in recruitment and teacher development efforts. As a partner GaDOE agrees to support the objectives of the grant by :

1. Designating a representative to serve on the ESCUELA recruitment advisory board.
2. Ensuring ESOL and World Languages personnel have information to refer uncertified DLI applicants to the ESCUELA developed Certification Navigational Support website and phone number.
3. Supporting ESCUELA project staff in publicizing Latino High Schooler and Family CTAE education and recruitment opportunities.
4. Facilitating, as appropriate, collaborative work between ESCUELA personnel and appropriate high school personnel for CTAE recruitment, application deadline navigation, and education.
5. Allowing CTAE education-related courses be taught to GA Latino high schoolers.
6. Working with GSU for targeted recruitment of participants in the initial certification/ESOL endorsement and DI-Early Childhood Education endorsement programs.

We appreciate the prospect of continuing our work together towards filling our state's dual language immersion staffing needs and are especially pleased at the strong family and community engagement components across the project activities. Please add this letter of commitment to the grant application. We look forward to hearing from you.

Sincerely,

(b)(6)

Caitlin McMunn Dooley, Ph.D.  
Deputy Superintendent of Teaching and Learning  
Georgia Department of Education



April 20, 2017

Dr. Laura May  
Georgia State University  
Department of Early Childhood and Elementary Education  
PO Box 3978  
Atlanta, GA 30303

Dear Dr. May

Atlanta Public Schools accepts the invitation to partner with Georgia State University's Early Childhood and Elementary Education Department for shared work towards increasing the number of credentialed dual language immersion teachers in the Equipping Schools, Communities, and Universities for Excellence in Language Acquisition (ESCUELA) project proposal. We have seen the benefits to APS English learners that come from our GSU partnership and find *ESCUELA* activities distinct and complementary to existing work. We are eager to build on our success by continuing our partnership and increasing the involvement of family and community engagement in recruitment and teacher development efforts.

As a partner APS agrees to support the objectives of the grant by :

1. Designating a district representative to serve on the ESCUELA recruitment advisory board.
2. Ensuring district Human Resource Department has ESCUELA-developed Certification Navigational Support website and phone number to give to uncertified DLI applicants.
3. Identifying appropriate high school(s) for Latino High School students and Family CTAE education and recruitment.
4. Providing space for CTAE informational sessions to be held in Spanish.
5. Supporting the dissemination of announcements for the Spanish CTAE informational sessions.
6. Facilitating collaborative work between ESCUELA personnel and appropriate high school personnel for CTAE recruitment, application deadline navigation, and education.
7. Allowing CTAE education-related courses be taught to district Latino high school students.
8. Working with GSU for targeted recruitment of participants in the program;
9. Providing placements in dual language immersion classrooms for pre-service teachers enrolled in GSU's undergraduate teacher education program;
10. Providing placements in dual language immersion classrooms for in-service teachers enrolled in GSU's dual language early childhood endorsement program;
11. Facilitating the participation of mentor teachers for ESCUELA certification and endorsement candidates in professional learning activities related to effective mentoring

practices, coaching versus supervision, co-teaching models, helping candidates become more reflective, and issues of professionalism.

12. Supporting the dissemination of announcements for the Early Childhood and Elementary Education MA with Family and Community Engagement Concentration
13. Allow district teachers enrolled in Family and Community Engagement Concentration to do job-embedded capstone projects and apprenticeships; and
14. Facilitating data collection for research and project evaluation.

We appreciate the prospect of continuing our work together towards filling our district's dual language immersion staffing needs and are especially pleased at the strong family and community engagement components across the project activities. Please add this letter of commitment to the grant application. We look forward to hearing from you.

Sincerely,

  
\_\_\_\_\_  
**Dr. Meria J. Carstarphen**  
Superintendent, Atlanta Public Schools

Date 4/21/17

(b)(6)  
\_\_\_\_\_  
**Dr. Margaret McKenzie**  
Coordinator, Atlanta Public Schools  
ESOL & World Languages

Date 4/20/17

(b)(6)  
\_\_\_\_\_  
**Dr. Michael Maze**  
Director, Atlanta Public Schools  
CTAE

Date 4/20/17



April 12, 2017

Dr. Laura May  
Georgia State University  
Department of Early Childhood and Elementary Education  
P.O. Box 3978  
Atlanta, GA 30303

Dear Dr. May:

Cobb County School District accepts the invitation to partner with Georgia State University's Early Childhood and Elementary Education Department for shared work towards increasing the number of credentialed dual language immersion teachers in the Equipping Schools, Communities, and Universities for Excellence in Language Acquisition (ESCUELA) project proposal. We have seen the benefits to Cobb County English learners that come from our GSU partnership and find *ESCUELA* activities distinct and complementary to existing work. We are eager to build on our success by continuing our partnership and increasing the involvement of family and community engagement in recruitment and teacher development efforts.

As a partner, Cobb County School District agrees to support the objectives of the grant by:

1. Designating a district representative to serve on the ESCUELA recruitment advisory board.
2. Ensuring district Human Resources Department has a Certification Navigational Support website and phone number to give to uncertified DLI applicants.
3. Identifying appropriate high school(s) for Latino High Schooler and Family CTAE education and recruitment.
4. Providing space for CTAE informational sessions to be held in Spanish.
5. Supporting the dissemination of announcements for the Spanish CTAE informational sessions.
6. Facilitating collaborative work between ESCUELA personnel and appropriate high school personnel for CTAE recruitment, application deadline navigation, and education.
7. Allowing CTAE education-related courses be taught to district Latino high schoolers.
8. Working with GSU for targeted recruitment of participants in the program.
9. Providing placements in dual language immersion classrooms for pre-service teachers enrolled in GSU's undergraduate teacher education program.
10. Providing placements in dual language immersion classrooms for in-service teachers enrolled in GSU's dual language early childhood endorsement program.
11. Facilitating the participation of mentor teachers for ESCUELA certification and endorsement candidates in professional learning activities related to effective mentoring practices, coaching versus supervision, co-teaching models, helping candidates become more reflective, and issues of professionalism.

---

BOARD OF EDUCATION

David Chastain, *Chair* • Scott Sweeney, *Vice Chair*  
David Banks • David Morgan • Randy Scarnihorn • Susan Thayer • Brad Wheeler

SUPERINTENDENT

Chris Ragsdale

12. Supporting the dissemination of announcements for the Early Childhood and Elementary Education MAT with Family and Community Engagement Concentration.
13. Allow district teachers enrolled in Family and Community Engagement Concentration to do job-embedded capstone projects and apprenticeships.
14. Facilitating data collection for research and project evaluation.

We appreciate the prospect of continuing our work together towards filling our district's dual language immersion staffing needs and are especially pleased at the strong family and community engagement components across the project activities. Please add this letter of commitment to the grant application. We look forward to hearing from you.

Sincerely,

Dr. Ehsan Kattoula

Date 4-12-2017

Dr. Ehsan Kattoula  
Assistant Superintendent, Accountability & Research

(b)(6)

Date 4/19/2017

Aldo Alcaraz-Lopez  
Support Manager, Family and Community Engagement

(b)(6)

Date 4-19-17

Ms. Jacqueline Brown  
Supervisor, Career, Technical & Agricultural Education



# Douglas County School System

P.O. Box 1077 ~ Douglasville, GA 30133 ~ 770-651-2000 ~ [www.douglas.k12.ga.us](http://www.douglas.k12.ga.us)

Dr. Gordon Pritz, Superintendent

April 18, 2017

Dr. Laura May  
Georgia State University  
Department of Early Childhood and Elementary Education  
PO Box 3978  
Atlanta, GA 30303

Dear Dr. May,

Douglas County School System accepts the invitation to partner with Georgia State University's Early Childhood and Elementary Education Department for shared work towards increasing the number of credentialed dual language immersion teachers in the Equipping Schools, Communities, and Universities for Excellence in Language Acquisition (ESCUELA) project proposal. We have seen the benefits to Douglas County English learners that come from our GSU partnership and find *ESCUELA* activities distinct and complementary to existing work. We are eager to build on our success by continuing our partnership and increasing the involvement of family and community engagement in recruitment and teacher development efforts.

As a partner Douglas County School System agrees to support the objectives of the grant by:

1. Designating a district representative to serve on the ESCUELA recruitment advisory board.
2. Ensuring district Human Resource Department has Certification Navigational Support website and phone number to give to uncertified DLI applicants.
3. Identifying appropriate high school(s) for Latino High Schooler and Family CTAE education and recruitment.
4. Providing space for CTAE informational sessions to be held in Spanish.
5. Supporting the dissemination of announcements for the Spanish CTAE informational sessions.
6. Facilitating collaborative work between ESCUELA personnel and appropriate high school personnel for CTAE recruitment, application deadline navigation, and education.
7. Allowing CTAE education-related courses be taught to district Latino high schoolers.
8. Working with GSU for targeted recruitment of participants in the program;
9. Providing placements in dual language immersion classrooms for pre-service teachers enrolled in GSU's undergraduate teacher education program;
10. Providing placements in dual language immersion classrooms for in-service teachers enrolled in GSU's dual language early childhood endorsement program;
11. Facilitating the participation of mentor teachers for ESCUELA certification and endorsement candidates in professional learning activities related to effective mentoring practices, coaching versus supervision, co-teaching models, helping candidates become more reflective, and issues of professionalism.
12. Supporting the dissemination of announcements for the Early Childhood and Elementary Education MAT with Family and Community Engagement Concentration
13. Allow district teachers enrolled in Family and Community Engagement Concentration to do job-embedded capstone projects and apprenticeships; and
14. Facilitating data collection for research and project evaluation.



# Douglas County School System

P.O. Box 1077 ~ Douglasville, GA 30133 ~ 770-651-2000 ~ [www.douglas.k12.ga.us](http://www.douglas.k12.ga.us)

Dr. Gordon Pritz, Superintendent

We appreciate the prospect of continuing our work together towards filling our district's dual language immersion staffing needs and are especially pleased at the strong family and community engagement components across the project activities. Please add this letter of commitment to the grant application. We look forward to hearing from you.

Sincerely,

(b)(6)

Date 4-18-17

Pam Nail  
Chief Academic Officer



April 13, 2017

Dr. Laura May  
Georgia State University  
Department of Early Childhood and Elementary Education  
PO Box 3978  
Atlanta, GA 30303

Dear Dr. May

Gwinnett County Public Schools accepts the invitation to partner with Georgia State University's Early Childhood and Elementary Education Department for shared work towards increasing the number of credentialed dual language immersion teachers in the Equipping Schools, Communities, and Universities for Excellence in Language Acquisition (ESCUELA) project proposal. We have seen the benefits to Gwinnett County English learners that come from our GSU partnership and find *ESCUELA* activities distinct and complementary to existing work. We are eager to build on our success by continuing our partnership and increasing the involvement of family and community engagement in recruitment and teacher development efforts.

**GWINNETT COUNTY  
BOARD OF EDUCATION**

**Louise Radloff**  
2017 Chairman  
District V

**Carole Boyce**  
2017 Vice Chairman  
District I

**Daniel D. Seckinger**  
District II

**Dr. Mary Kay Murphy**  
District III

**Dr. Robert McClure**  
District IV

**J. Alvin Wilbanks**  
CEO/Superintendent

**THE MISSION OF  
GWINNETT COUNTY  
PUBLIC SCHOOLS**

*is to pursue excellence  
in academic knowledge,  
skills, and behavior  
for each student,  
resulting in measured  
improvement against  
local, national, and  
world-class standards.*

437 Old Peachtree Road, NW  
Suwanee, GA 30024-2978  
678-301-6000  
[www.gwinnett.k12.ga.us](http://www.gwinnett.k12.ga.us)

It is the policy of Gwinnett County Public Schools  
not to discriminate on the basis of race, sex,  
religion, national origin, age, or disability in any  
employment practice, educational program,  
or any other program, activity, or service.

2010 and 2014 Winner of

the broad prize  
for urban education



As a partner Gwinnett County Public Schools agrees to support the objectives of the grant by :

1. Designating a district representative to serve on the ESCUELA recruitment advisory board.
2. Ensuring district Human Resource Department has Certification Navigational Support website and phone number to give to uncertified DLI applicants.
3. Identifying appropriate high school(s) for Latino High Schooler and Family CTAE education and recruitment.
4. Providing space for CTAE informational sessions to be held in Spanish.
5. Supporting the dissemination of announcements for the Spanish CTAE informational sessions.
6. Facilitating collaborative work between ESCUELA personnel and appropriate high school personnel for CTAE recruitment, application deadline navigation, and education.
7. Allowing CTAE education-related courses be taught to district Latino high schoolers.
8. Working with GSU for targeted recruitment of participants in the program;
9. Providing placements in dual language immersion classrooms for pre-service teachers enrolled in GSU's undergraduate teacher education program;
10. Providing placements in dual language immersion classrooms for in-service teachers enrolled in GSU's dual language early childhood endorsement program;
11. Facilitating the participation of mentor teachers for ESCUELA certification and endorsement candidates in professional learning activities related to effective mentoring practices, coaching versus supervision, co-teaching models, helping candidates become more reflective, and issues of professionalism.
12. Supporting the dissemination of announcements for the Early Childhood and Elementary Education MAT with Family and Community Engagement Concentration
13. Allow district teachers enrolled in Family and Community Engagement Concentration to do job-embedded capstone projects and apprenticeships; and
14. Facilitating data collection for research and project evaluation.

We appreciate the prospect of continuing our work together towards filling our district's dual language immersion staffing needs and are especially pleased at the strong family and community engagement components across the project activities. Please add this letter of commitment to the grant application. We look forward to hearing from you.

Sincerely,

(b)(6)



04/13/2017

Dr. Jon M. Valentine  
Director of Foreign Languages

(b)(6)



04/13/2017

Elizabeth Webb  
Director: ELL Programs

(b)(6)



04/13/2017

Jody Reeves  
Executive Director of Career and Technical  
Education



April 18, 2017

Dr. Laura May  
Georgia State University  
Department of Early Childhood and Elementary Education  
PO Box 3978  
Atlanta, GA 30303

Dear Dr. May

Smarties Academy accepts the invitation to partner with Georgia State University's Early Childhood and Elementary Education Department for shared work towards increasing the number of credentialed dual language immersion teachers in the Equipping Schools, Communities, and Universities for Excellence in Language Acquisition (ESCUELA) project proposal. We are eager to build on our success by establishing this partnership and increasing the involvement of family and community engagement in recruitment and teacher development efforts. As a partner Smarties Academy agrees to support the objectives of the grant by:

1. Designating a representative to serve on the ESCUELA recruitment advisory board.
2. Ensuring potential participants have Certification Navigational Support website and phone number to give to uncertified DLI applicants.
3. Working with GSU for targeted recruitment of participants in the program.
4. Supporting the dissemination of announcements for the Early Childhood and Elementary Education MAT with Family and Community Engagement Concentration.
5. Allow Smarties Academy teachers enrolled in Family and Community Engagement Concentration MAT to do job-embedded capstone projects and apprenticeships; and
6. Facilitating data collection for research and project evaluation.

We appreciate the prospect of our work together towards filling our school's dual language immersion staffing needs and are especially pleased at the strong family and community engagement components across the project activities. Please add this letter of commitment to the grant application. We look forward to hearing from you

Sincerely,

*Bogner Kish* \_\_\_\_\_ Date *April 18<sup>th</sup> 2017*

Name of person \_\_\_\_\_

Title (e.g., Executive Director) \_\_\_\_\_

(b)(6)



## CITY OF ATLANTA

55 TRINITY AVENUE, S.W., SUITE 2400  
ATLANTA, GEORGIA 30303-0300  
TEL (404) 330-6100

KASIM REED  
MAYOR

April 21, 2017

Supreet Anand  
Deputy Director, Office of English Language Acquisition  
U.S. Department of Education  
400 Maryland Avenue SW  
Washington, D.C. 20202-6510

Dear Ms. Anand:

Please accept this letter of support for the proposed Equipping Schools, Communities, and Universities for Excellence in Language Acquisition (ESCUELA) project, developed in response to the request for proposals issued by the U.S. Department of Education's National Professional Development Program and Office of English Language Acquisition. As Mayor of the City of Atlanta, I am committed to addressing the most important educational issues facing our communities. I understand the challenges school districts face in staffing their dual language immersion (DLI) elementary school programs. There are far too few teachers qualified with respect to both language proficiency and the child development and pedagogical methods appropriate for our youngest students. The ESCUELA project seeks to address this shortage.

I am enthusiastic about the groundwork that has already been laid to make ESCUELA a success, particularly the development of strong partnerships with metropolitan area school districts and community organizations. In support of this project proposal, I am pleased to commit to the following actions:

1. Supporting personnel from the Mayor's Office of Immigrant Affairs/Welcoming Atlanta in designating a representative(s) to serve on the project recruitment advisory board;
2. supporting personnel from the Mayor's Office of Immigrant Affairs/Welcoming Atlanta in providing advice related to advertising and outreach efforts to potential DLI candidates, including Latino undergraduate students at Georgia State University; Latino high school students enrolled at ESCUELA partner districts across the metropolitan area and their families; and Latino community-members generally;
3. supporting personnel from the Mayor's Office of Immigrant Affairs/Welcoming Atlanta in providing advice related to the development of a Spanish-English website



to help community members navigate the pathways toward teacher certification;  
and

4. supporting personnel from the Mayor's Office of Immigrant Affairs/Welcoming Atlanta in the review and implementation of marketing advice with respect to various outreach products and practices, as appropriate.

The city of Atlanta has a longstanding interdependent relationship with Georgia State University; in fact, Atlanta City Hall is only a few blocks of the main campus of GSU. Atlanta's efforts to build a thriving metropolitan community therefore positively impact GSU. In turn, GSU students engage in a variety service and research projects throughout the city, which provides context to their coursework in such fields as history, architecture, urban planning, and sociology. Atlanta and GSU are natural partners, and we are happy to formalize this relationship through the ESCUELA project. ESCUELA clearly promotes the City of Atlanta's goals of diversity, inclusion, and educational opportunity, and I look forward to the progress of this new initiative. Please add this letter of support to your proposal.

(b)(6)

Kasim Reed



## Latin American Association

### Board of Directors

#### Chair

Bob Jimenez

#### Vice Chair

Susana Chavez

#### Chair Elect

Chris Marquardt

#### Treasurer

Barbara Quiroga

#### Secretary

Tina Fernandez

#### Member-at-Large

Ramon Torné

#### Past Chair

Carlos Pagoaga

Jason Esteves

Stratton Frank

Humberto Garcia-Sjógrim

Juan Bueno

H. Eric Hlilton

Hollie Lofton

Amelia Medina

Justin Williams

Eloisa Klementich

Michelle Miguezuez

Gallin Vinasco

#### Executive Director

Anibal Torres

Dear Dr. Kasun,

As we discussed during our meeting in February regarding Latinos in Georgia, I am eager to support Georgia State University's vision of increasing awareness amongst Latino communities across the Atlanta Metropolitan Area about the benefits of becoming a teacher. In addition, I enjoyed hearing from you about your work with transnational youth in our schools. I agree we have knowledge and abilities that can complement each other towards our shared goals of improving education and access to resources for Latino populations, and I look forward to working with Dr. May and Dr. Amanti on this work.

I believe we can accomplish a great deal by working together on behalf of efforts to fully staff dual language immersion programs across the Atlanta Metropolitan Area. Please accept my support of the proposed *Equipping Schools, Communities, and Universities for Excellence in Language Acquisition (ESCUELA)* project, developed in response to the request for proposals issued by the National Professional Development Program and the Office of English Language Acquisition. I am confident that, through the *ESCUELA* project, we can develop long-term and short-term pipelines for dual language immersion programs (*ESCUELA* Objective 1). To achieve shared goals related to recruiting dual language immersion teachers for English learners who are fully proficient in Spanish, the Latin American Association will:

1. Designate a representative(s) to serve on the Center for Transnational Education Recruitment Advisory Board.
2. Provide advice related to advertising efforts on behalf of dual language immersion teacher recruitment targeted to *Latino community-members*.
3. Provide advice related to advertising efforts on behalf of dual language immersion teacher recruitment targeted to *Latino undergraduate students at Georgia State University*, particularly freshmen and sophomores.
4. Provide advice related to advertising efforts on behalf of dual language immersion teacher recruitment targeted to *Latino high school students* enrolled at *ESCUELA* partner districts across the metropolitan area *and their families*.
5. Review and provide feedback on advertising products resulting from marketing advice.
6. Provide advice related to website to be available in both Spanish and English devoted to helping community members navigate the cumbersome pathways needed to attain teacher certification.
7. Review and provide feedback on website resulting from marketing advice.
8. Help identify the best ways to recruit at the annual Latin American Association's Latino Youth Leadership Conference.

We will only be able to fully address the critical teacher shortage in Georgia's dual language immersion schools by working together. Please add this letter of support to the grant application. We look forward to hearing from you.

(b)(6)

**Eliezer Vélez**  
Managing Director of Education  
The Latin American Association

**Mailing Address:**  
P.O. Box 3977  
Atlanta, GA 30302-3977

Phone 404-413-8091  
Fax 404-413-8033



April 13, 2017

Dr. Laura May  
Associate Professor  
Early Childhood and Elementary Education  
College of Education and Human Development  
Georgia State University

Dear Dr. May

The Center for Evaluation and Research Services (CERS) is pleased to support your National Professional Development grant application entitled "Enhancing School, Community, and University Excellence in Language Acquisition (ESCUELA)." Increasing the number of high quality EL teachers is important to the education of students, especially those in dual language immersion classes, in the state of Georgia. Providing professional development to both in-service and pre-service teachers will help to ensure that there are enough EL teachers available to meet the needs of the public schools.

CERS is committed to quality education in the state of Georgia. If funded, CERS is in the position to provide external, critical reviews of the design and on-going activities for the grant. Having provided evaluation services for a number of large and small federally funded grants and school districts puts CERS in the position of having the expertise and ability to independently and rigorously evaluate the grant providing a review that has the potential to influence the project's activities and improve the quality of its findings. In fact, this is what CERS was tasked to do when created.

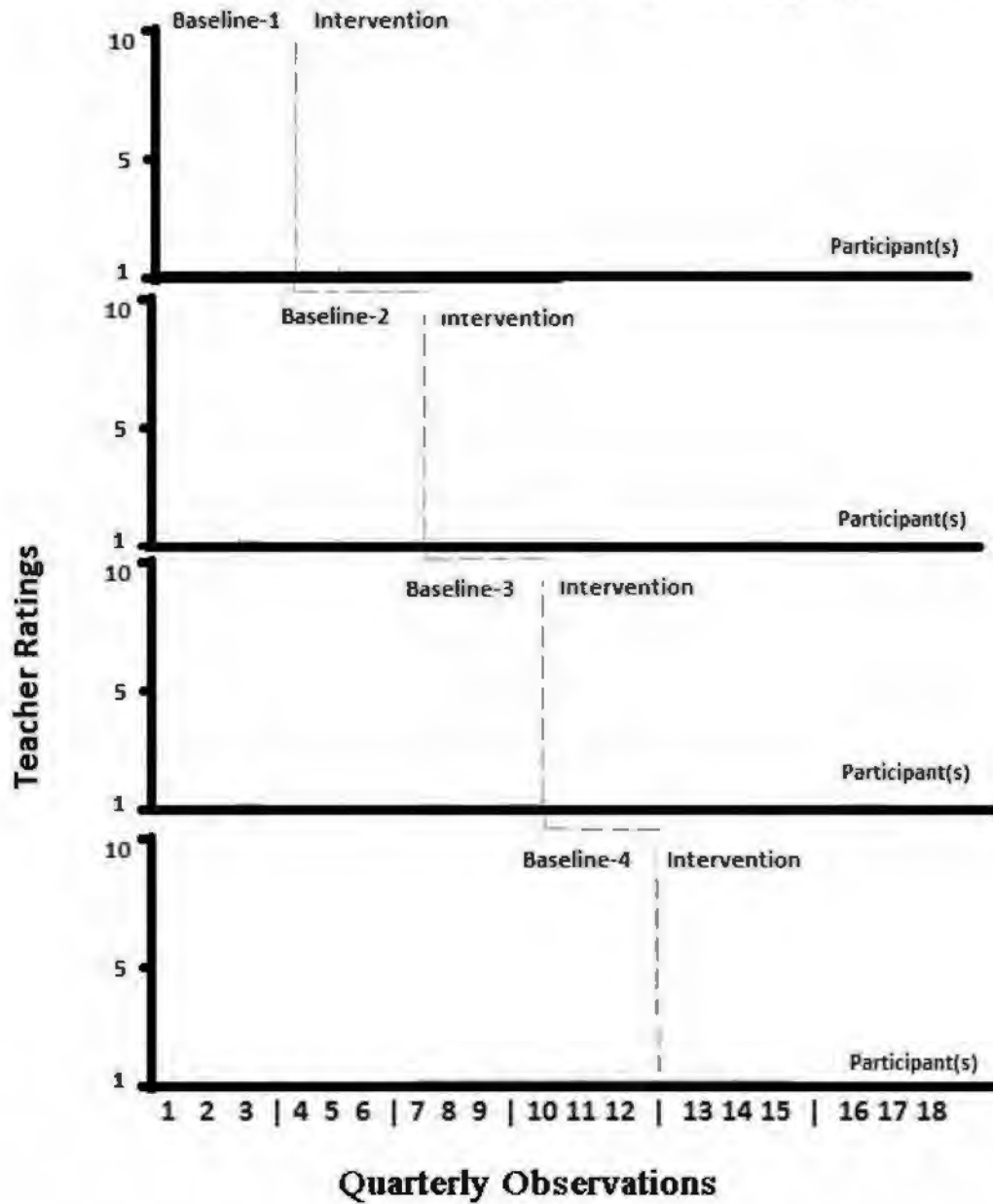
For any questions or concerns, please feel free to contact me at (404) 412-8091 or at [sogletree1@gsu.edu](mailto:sogletree1@gsu.edu)

Sincerely,

(b)(6)

Susan L. Ogletree, Ph.D.  
Director  
Center for Evaluation and Research Services

### Six Phases with Three Observations per Phase



## REFERENCES

- Aldemar Alvarez V., J., Amanti, C., Keyl, S., & Mackinney, E. (2016). *Critical views on teaching and learning English around the globe: Qualitative research approaches*. Charlotte, NC: Information Age Publishing.
- Amanti, C. (2017). "This education is not for our students": responses of Mexican educators to globalising education policies and practices. *Globalisation, Societies, and Education*, 11(3), 1-14 [online]. DOI: 10.1080/14767724.2017.1303363.
- August, D., Branum-Martin, L., Cardenas-Hagan, E., & Francis, D. J. (2009). The impact of an instructional intervention on the science and language learning of middle grade English language learners. *Journal of Research on Educational Effectiveness*, 2(4), 345-376.
- Baquedano-López, P., Alexander, R. A., & Hernández, S. J. (2013). Equity issues in parental and community involvement in schools: What teacher educators need to know. *Review of Research in Education*, 37, 149-182.
- Bomer, R., Dworin, J., May, L., & Semingson, P. (2008). Miseducating teachers about the poor: A critical analysis of Ruby Payne's claims about poverty. *Teachers College Record*, 110(12), 2497-2531.
- Carr, J. E. (2005). Recommendations for reporting multiple-baseline designs across participants. *Behavioral Interventions* 20, 219-224.
- Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. London: Sage Publications.
- Cloud, N., Genesee, F., & Hamayan, E. (2000). *Dual language instruction: A handbook for enriched education*. Boston, MA: Heinle & Heinle Publishing.

- Dudley-Marling, C. (2009). Home-school literacy connections: The perceptions of African American and immigrant, ESL parents in two urban communities. *Teachers College Record, 111*, 1713-1752.
- Fairclough, N. (2003). *Analysing discourse: Textual analysis for social research*. London: Routledge.
- Floyd-Tenery, M. (2005). La Visita. In N. González, L. Moll, & C. Amanti (Eds.), *Funds of knowledge: Theorizing practices in households, communities, and classrooms* (pp. 119-130). New York, NY: Routledge.
- Georgia Department of Education (2017). Data retrieved through <http://www.gadoe.org/Technology-Services/Data-Collections/Pages/Requesting-Data.aspx>.
- Gonzalez, N., Andrade, M., Civil, R., & Moll, L. (2001). Bridging funds of distributed knowledge: Creating zones of practices in mathematics. *Journal of Education for Students Placed at Risk, 6*(1), 115-132.
- González, N., Moll, L.C., & Amanti, C. (Eds.), *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. New York, NY: Routledge.
- Gullies, A. (2016). Questions to ask to help create a diverse applicant pool. *The Chronicle of Higher Ed*. Retrieved from <http://www.chronicle.com/article/Questions-to-Ask-to-Help/237747>
- Horner, R., Carr, E., Halle, J., McGee, G., Odom, S., & Wolery, M. (2005). The use of single-subject research to identify evidence-based practice in special education. *Council for Exceptional Children, 21*(2), 165-179.

- Kasun, G. S. (2017). Los osos y la nueva secretaría de educación. *Mundo Hispánico*, 38(1,337), 22.
- Kasun, G. S. (2016a). Interplay of a way of a knowing among Mexican-origin transnationals: Chaining to the border and to transnational communities. *Teachers College Record* 119(9), 1-32.
- Kasun, G. S. (2016b). Ways of knowing: A framework for educators to understand Mexican-origin transnational families for educational equity. *Equity & Excellence in Education* 49(2), 129-142.
- Kasun, G. S. (2015). "The only Mexican in the room": Sobrevivencia as a way of knowing for Mexican transnational students and families. *Anthropology & Education Quarterly* 46(3), 277-294.
- Kasun, G. S., & López, D. (2017). Teaching language across the content areas. In Bryan, K. C. & M. Vásquez Neshyba (Eds.) *ESL Methods for Equity & Achievement* (pp. 1-19). Dubuque, IA: Kendall Hunt.
- Kazdin, A. E. (2011). *Single-case research designs: Methods for clinical and applied settings* (2<sup>nd</sup> ed.). New York, NY: Oxford University Press.
- Kratochwill, T. R., & Levin, J. R. (2010). Enhancing the scientific credibility of single-case intervention research: Randomization to the rescue. *Psychological Methods*, 15(2), 124-144.
- Larson, J., & Irvine, J. (1999). "We call him Dr. King": Reciprocal distancing in urban classrooms. *Language Arts*, 76(5), 393-400.
- Marian, V., Shook, A., & Schroeder, S. R. (2013). Bilingual two-way immersion programs benefit academic achievement. *Bilingual Research Journal*, 36, 167-186.

- May, L. (2011a). Animating talk and texts: Culturally relevant teacher read-alouds of informational texts. *Journal of Literacy Research, 43*(1), 3-38.
- May, L. (2011b). Situating strategies: An examination of comprehension strategy instruction in one upper elementary classroom oriented to culturally relevant teaching. *Literacy Research and Instruction, 50*(1), 31-42.
- May, L., & Bingham, G. (2015). Making sense with informational texts: The interactive read-aloud as responsive teaching. *Talking Points, 27*(1), 21-26.
- May, L., Bingham, G., & Pendergast, M. (2015). Culturally and linguistically relevant read-alouds. *Multicultural Perspectives, 16*(4), 210-218.
- May, L., Bingham, G., Turnbull, S., & Tesler, J. (2015). Across-group unity, within-group diversity: Refugee parents on education and schooling. *Perspectives and Provocations, 2*(2), 9-28.
- May, L., Stenhouse, V., & Holbrook, T. (2014). Critical moment but not critical literacy: Preservice teachers' perspectives on teaching Obama. *Social Studies Research and Practice, 9*(1), 165-188.
- McMurtrie, B. (2016). How to do a better job searching for diversity. *The Chronicle of Higher Ed*. Retrieved from <http://www.chronicle.com/article/How-to-Do-a-Better-Job-of/237750>
- Moll, L.C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice, 31*(2), 132-141.
- Morgan, D.L. (1997). *Focus groups as qualitative research*. (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage Publications.



- Olivos, E. M. (2009). Collaboration with Latino families: A critical perspective of home-school interactions. *Interventions in School and Clinic, 45*(2), 109-115.
- Orellana, M., & D'Warte, J. (2010). Recognizing different kinds of "head starts." *Educational Researcher, 39*(4), 295-300.
- Pendergast, M., May, L., Bingham, G., & Kuramada, K. (2015). Acquiring responsive practices: Preservice teachers learn to conduct interactive readalouds. *Action in Teacher Education, 37*(1), 65-81.
- Saunders, W., & O'Brien, G. (2006). Oral language development. In Genesee, F., Lindholm-Leary, K. Saunders, W., & Christian, D. (Eds.), *Educating English language learners: A synthesis of research*. Cambridge, UK: Cambridge University Press.
- Slavin, R. E., & Cheung, A. (2005). A synthesis of research on language of reading instruction for English language learners. *Review of Educational Research, 75*(2), 247-284.
- Thomas, P., & Collier, C. (2004). The astounding effectiveness of dual language education for all. *NABE Journal of Research and Practice, 2*(1), 1-21.
- Valencia, R. R. (2010). *Dismantling contemporary deficit thinking: Educational thought and practice*. New York: Routledge.
- Valentino, R., & Reardon, S. F. (2015). Effectiveness of four instructional programs designed to serve English language learners: Variation by ethnicity and initial English proficiency. *Educational Evaluation and Policy Analysis, 37*, 612-37.
- Valentino, R. A., & Reardon, S. F. (2015). Effectiveness of four instructional programs designed to serve English language learners: Variation by ethnicity and initial English proficiency. *Educational, Evaluation, and Policy Analysis, 37*(4), 612-637.

Valenzuela, A. (1999). *Subtractive schooling: U.S. Mexican youth and the politics of caring*. Albany, NY: State University of New York Press.

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

**COLLEGES AND UNIVERSITIES RATE AGREEMENT**

EIN: 1586002050A1

DATE:09/20/2016

**ORGANIZATION:**

FILING REF.: The preceding agreement was dated 02/04/2016

Georgia State University and  
Georgia State University Research  
Foundation

University Research Services &  
Administration

P.O. Box 3999

Atlanta, GA 30302-3999

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: INDIRECT COST RATES**

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2014	06/30/2015	48.00	On-Campus	Organized Research
PRED.	07/01/2015	06/30/2016	50.50	On-Campus	Organized Research
PRED.	07/01/2016	06/30/2017	51.50	On-Campus	Organized Research
PRED.	07/01/2014	06/30/2015	48.60	On-Campus	Instruction
PRED.	07/01/2015	06/30/2017	53.00	On-Campus	Instruction
PRED.	07/01/2014	06/30/2015	41.60	On-Campus	Other Sponsored Activities
PRED.	07/01/2015	06/30/2017	35.00	On-Campus	Other Sponsored Activities
PRED.	07/01/2014	06/30/2017	26.00	Off-Campus	All Programs

ORGANIZATION: Georgia State University and Georgia State  
University Research Foundation

AGREEMENT DATE: 9/20/2016

---

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PROV.	07/01/2017	Until Amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2017.

\*BASE

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

ORGANIZATION: Georgia State University and Georgia State  
University Research Foundation

AGREEMENT DATE: 9/20/2016

---

**SECTION I: FRINGE BENEFIT RATES\*\***

---

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FIXED	7/1/2016	6/30/2017	31.50	All	Full-Time Faculty & Staff
FIXED	7/1/2016	6/30/2017	2.00	All	Part-Time Faculty & Staff
FIXED	7/1/2016	6/30/2017	1.90	All	GRA & GTA
PROV.	7/1/2017	Until amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2017.

\*\* DESCRIPTION OF FRINGE BENEFITS RATE BASE:

Salaries and wages.

ORGANIZATION: Georgia State University and Georgia State  
University Research Foundation

AGREEMENT DATE: 9/20/2016

---

**SECTION II: SPECIAL REMARKS**

---

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are charged using the rate(s) listed in the Fringe Benefits Section of this Agreement. The fringe benefits included in the rate (s) are listed below. The fringe benefit rate(s) are used for budgeting and charging purposes for federal projects.

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:

- 1) Full-time Employees fringe benefits include: FICA, Group Health Insurance, Group Life Insurance, Retirement, Workers' Compensation, Unemployment, Tuition Assistance Program, ADP Flex Spending, MARTA & GRTA Subsidy, Vacation Payout, and Leave Programs.
- 2) Part-time Employees fringe benefits include: FICA, Workers' Compensation, Unemployment, and MARTA & GRTA Subsidy.
- 3) GRA/GTA fringe benefits include: GRA Health Insurance.

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

The rates contained in this Agreement reflect the combined costs of the Georgia State University Research Foundation and Georgia State University, and will apply to grants and contracts awarded to the University.

\*This Rate Agreement updates the Fringe Benefits Rates only.

\*\*Next fringe benefit rate proposal for the fiscal year ending June 30, 2016 will be due in our office by December 31, 2016.

ORGANIZATION: Georgia State University and Georgia State University Research Foundation

AGREEMENT DATE: 9/20/2016

**SECTION III: GENERAL**

**A. LIMITATIONS:**

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

**B. ACCOUNTING CHANGES:**

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

**C. FIXED RATES:**

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

**D. USE BY OTHER FEDERAL AGENCIES:**

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

**E. OTHER:**

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

BY THE INSTITUTION:

Georgia State University and Georgia State University Research Foundation

(b)(6)

James W. Weyh, Ph.D.  
Vice President for Research and Economic Development  
Georgia State University Chair,  
Georgia State University Research Foundation

(TITLE)

10/10/2016

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

Darryl W. Mayes -  
A

Digitally signed by Darryl W. Mayes, A  
DN: cn=Darryl W. Mayes, o=HHS, ou=HHS, email=Darryl.W.Mayes@hhs.gov

(SIGNATURE)

Darryl W. Mayes

(NAME)

Deputy Director, Cost Allocation Services

(TITLE)

9/20/2016

(DATE)

HHS REPRESENTATIVE: Lucy Siow

Telephone: (301) 492-4855

## Budget Narrative File(s)

---

\* **Mandatory Budget Narrative Filename:** ESCUELA\_BudgetNarrative\_Final1008617219.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](#)



Project ESCUELA  
Budget Narrative

**PERSONNEL**

1. Dr. Laura May, Principal Investigator and Project Director, will commit 12.5% of her effort during the academic year (1 course release) and 10% of her effort during summer for years 1-5. Her total salary for year one is \$11,579 and the total cost to the project for years 1-5 is \$61,472. Overall responsibility is for grant implementation and management. Communicates and coordinates with federal program officer, chief financial officer for CEHD, research post award office regarding budget management and external evaluators. Chairs grant team (including all roles listed here). Prepares and reports interim, annual, and final reports. Attends mandatory federal meetings. In addition, Dr. May assists the Professional Learning Coordinator in developing the CLRP mentoring protocols and designing the family and community engagement concentration within the MA program of study. Dr. May will assist the Center Director in training the GRAs, and will work with Research and Evaluation Coordinator on project evaluation.

Year 1: \$11,579

Year 2: \$11,926

Year 3: \$12,283

Year 4: \$12,652

Year 5: \$13,032

**Total cost: \$61,472**

2. Dr. Catherine Amanti, co-principal investigator and Professional Learning Coordinator, will devote 50% of her time (four course releases) during each academic year of the project and 33% effort for the first summer of the project. Her total year one salary is \$39,583. Her total salary is \$179,394 across the total project. Dr. Amanti is responsible for all activities related to certification and endorsement for both undergraduate and graduate level preservice and in-service teachers. This work includes serving as Director of the DLI Early Childhood Endorsement, assisting students with advising and navigating university system (e.g., tuition reimbursements, visa issues, etc.), and teaching courses within the ECEE-BSE program. In addition, she leads mentoring PL

for cooperating teachers and works directly with district-level dual immersion coordinators and administrators at dual immersion schools. Reports directly to PI.

Year 1: \$39,583

Year 2: \$33,418

Year 3: \$34,421

Year 4: \$35,454

Year 5: \$36,518

**Total cost: \$179,394**

3. Dr. Sue Kasun, co-Principal investigator and CTE Director, will devote 25% effort (2 course releases) each academic year of the project and 33% effort for the first summer of the project. Costs to the project for year one will be \$27,811. For years 1-5 of the project her total salary is \$119,111. Co-PI Dr. Sue Kasun (25%) works as the Center Director and oversees the CTE Recruitment Advisory Board. She facilitates the creation of promotional materials and facilitates targeted marketing of bilingual high school students. In addition, she supervises MA capstone projects, and apprenticeships. Note: An expected 13% raise has been incorporated into budget numbers to reflect upcoming promotion. Reports directly to PI.

Year 1: \$27,811

Year 2: \$21,823

Year 3: \$22,478

Year 4: \$23,152

Year 5: \$23,847

**Total cost: \$119,111**

4. Dr. Gary Bingham, co-Principal Investigator, will devote 12.5% of his time (1 course release) during each academic year of the project and 33% effort for first summer of the first project year. In his role as co-PI, Dr. Bingham will coordinate research and evaluation activities, provide content expertise on early learning and social emotional development, and serve as liaison between *ESCUELA* key personnel and the Center for Evaluation and Research Services including providing contextual information as needed. Costs to the project will be \$19,129 for year one and \$62,973 across the total

project. Dr. Bingham will work with PI and CERS on all research related activities  
Reports directly to PI.

Year 1: \$19,129

Year 2: \$10,480

Year 3: \$10,794

Year 4: \$11,118

Year 5: \$11,452

**Total cost: \$62,973**

5. Project Coordinator will work with co-PIs to implement project activities and serves as dedicated school and parent, family, and community support person in areas of. This work will include development and distribution of recruitment materials, secure venues for family informational sessions, and coordinate application processes for high school participants. The project coordinator receives \$59,740 for year one of the project and will receive \$314,166 across the total project. Reports directly to PI.

Year 1: \$59,740

Year 2: \$61,532

Year 3: \$63,378

Year 4: \$65,279

Year 5: \$67,237

**Total cost: \$317,166**

6. Two Graduate Research Assistants (GRA; doctoral level) will work annually on the project, at a cost of \$50,000 for year one and at a total project cost of \$250,000. One GRA (Professional Learning GRA) will support the professional learning for initial certification and endorsement candidates, mentor teacher professional development, and online CLRP mentoring. The other GRA (Research & Evaluation GRA) is responsible for supporting data collection, entry, and management for project evaluation plan and research components under direction of the Research and Evaluation Coordinator. Costs to the project will be \$25,000 per GRA at \$50,000 for year one and \$250,000 across the total project. The Professional Learning GRA reports to Professional Learning Coordinator. The Research and Evaluation GRA reports to Research and Evaluation Coordinator.

Year 1: \$50,000

Year 2: \$50,000

Year 3: \$50,000

Year 4: \$50,000

Year 5: \$50,000

**Total cost: \$250,000**

7. One Graduate Research Assistant with expertise in website development will work at \$25,000 per year for years one and two only to support the development of multimedia recruitment materials for website and other advertising. Total cost to the project: \$50,000. Reports to CTE Director. *Supports Objective 1, Activities 1.2 and 1.3.*

Year 1: \$25,000

Year 2: \$25,000

Year 3: \$0

Year 4: \$0

Year 5: \$0

**Total cost: \$50,000**

8. MA GRAs.  $8 \times 2 = 16$  LEA teachers will be offered a GRA position at a cost of \$5,000 each that will allow for two years of full tuition remission for the MACIE Family and Community Engagement Program. In years 2-5, \$40,000 is devoted annually. This amount is expected to cover tuition costs for 2 cohorts of 8 in-service teachers to complete endorsement requirements. Reports to Professional Learning Coordinator *Supports Objectives 2 and 3, Activities 2.3, 3.1 and 3.2 and Research and Evaluation.*

Year 1: \$0

Year 2: \$40,000

Year 3: \$40,000

Year 4: \$40,000

Year 5: \$40,000

**Total cost: \$160,000**

9. Two 20 hour/week bilingual work study students will be hired to answer the phones, provide information related to recruitment of potential students, provide Teacher Certification Navigational Support, and monitor website (Obj 1, activity 1.3). Spanish proficiency required. Report to CTE Director. Also supports Professional Learning Coordinator. Total cost to the project: \$0 (GSU funded). *Supports Objective 1, Activity 1.3.*

Year 1: \$0

Year 2: \$0

Year 3: \$0

Year 4: \$0

Year 5: \$0

**Total Cost: \$0**

**Yearly Total Personnel:**

Year 1: \$232,842

Year 2: \$254,179

Year 3: \$233,354

Year 4: \$237,655

Year 5: \$242,086

**Total Personnel Costs: \$1,200,116**

**FRINGE BENEFITS**

1. Fringe benefits were calculated at the GSU rate of 31.5% for full-time faculty and 1.9% for graduate assistants at a cost of \$48,626 for year one and a total cost to the project of \$251,762.

**Year 1:** \$51,145

**Year 2:** \$46,027

**Year 3:** \$46,868

**Year 4:** \$48,221

**Year 5:** \$49,617

**Total Fringe Costs: \$241,878**

## **EQUIPMENT**

Not applicable.

## **TRAVEL**

*1. NPD Project Director's Annual Meeting.* Travel includes expenses for PI and project evaluator attendance at annual NPD project director's meeting in Washington, DC organized and facilitated by US DOE OELA. Costs were estimated as follows: round-trip plane tickets (\$475) + conference hotel (\$260/night x two nights=\$520) + Georgia per diem rate (\$66/day x three days=\$207) + \$100 travel between airport and hotel= \$1,302 per year (total \$2,604, 2 project members). Allowing for a 2% inflation adjustment, the following amount is allotted per year. Year 1: \$2,656.08; Year 2: \$2,709.20; Year 3: \$2,763.39; Year 4: \$2,818.65; Year 5: \$2,875.02. Total cost to the project: \$13,822.34.

*2. Professional Conference Travel.* In the first two years of the project, ESCUELA personnel (PI, co-PIs, Project Coordinator, Professional Learning GRA, and Research and Evaluation GRA) will attend one annual conference meeting of a national professional organization (e.g., American Educational Research Association, National Association of Bilingual Education, etc.) for professional learning related to dual language immersion. In the final year of the project, personnel will attend one conference meeting each to disseminate information and evaluation results related to the project. Round-trip plane tickets (\$393.48) + conference hotel rate (\$250 x 4 nights=\$1,000.00) + Georgia per diem rate for most cities that host major conferences e.g., New Orleans, Washington, DC, San Antonio, Toronto (estimated at \$69.00 x 5 days=\$345.00) totals approximate travel estimates of \$1,738.48 per person. Travel estimates, and adjusted for 2% inflation, represents 7 project faculty attending one conference: Year 1: \$8,977.78; Year 2: \$9,157.33; Year 5: \$13,452.11. Total project cost of \$31,587.22. ***Supports Project***

***Administration, Research and Evaluation Model, and Project Dissemination.***

Yearly Total Travel:

- Year 1: \$11,634
- Year 2: \$11,867
- Year 3: \$2,763
- Year 4: \$2,819
- Year 5: \$16,327

**Total Travel (5-year total): \$45,410**

### **MATERIALS AND SUPPLIES**

1. *Technology*. In the first year the project will spend \$86,500 for setup technology for the project coordinator and graduate student assistants (e.g., laptops), technology needed for research and evaluation (e.g., Mac Desktops compatible with Vosaic Connect), and to support pre-service teacher certification and endorsement needs (e.g., Swivls and iPads for edTPA). A very small amount is included for maintenance and replacement years 2-5. Total cost to the project is \$89,500. ***Supports Objectives 1, 2 and 3, Activities 1.2, 1.3, 1.4, 2.1, 2.3, 3.2, 3.3, and Research and Evaluation.***
2. *Video Upload and Analysis Software*. A \$5,000 subscription fee is reserved in years 1-5 for Vosaic Connect plus \$3,000 for year one training/set-up for a year one cost of \$8,000 and a total cost to the project of \$28,000 total. ***Supports Objectives 2 and 3, Activities 2.3, 3.2 and Research and Evaluation.***
3. *PL Materials and Supplies*. Money is devoted to materials and supplies to support mentor teacher professional and PST learning activities. Project will support at \$75 for materials X 16 teachers X 2 sessions per year in each of years two through five for a \$9,600 total and \$200 for materials x 8 PSTs per 2 cohorts for a total of \$3,200 and a project total of \$12,800. All materials will be ordered in the first planning year of the project. ***Supports Objectives 2 and 3, Activities 2.1 and 3.3.***
4. *ACTFL Assessments* are used to determine eligibility for employee eligibility as DLI teachers. *ESCUELA* will support ACTFL registration costs for students entering undergraduate certification program and as needed for endorsement candidates, at \$150 for each of up to 30 pre-service and endorsement program applicants per year in years 1-2 and up to 20 applicants per year in years 3-4. No testing will take place in the final year of the project. Project costs will include \$4,500 in year one and \$15,000 over the life of the project. ***Supports Objective 2, Activities 2.1, 2.2., and 2.4.***

5. *GaOME Registration fees.* \$70 per teacher X 8=\$560 in each of years 3 and 5 (when MACIE candidates are doing their capstone presentations. ***Supports Objective 3, Activity 3.3.***
6. *Substitute Teacher Invoice.* Substitute teachers will support teacher release time to allow for participation at mentor teacher PL. Costs are estimated at \$100/day x 16 teachers x 2 days) for an annual cost of \$3,200 a total project cost of \$12,800. ***Supports Objective 3, Activity 3.3.***
7. *Field trips:* \$1,000 X 4 school districts X 5 years=\$20,000. ***Supports Objective 1, Activity 1.4.***
8. *Advertising.* Advertising will support marketing and recruitment efforts. Funds will be used to purchased space, radio air time, and TV time. Costs will be \$5,000/year and include \$500 per year for booth rental at the Latin American Association Fair. Project cost will be \$25,000 over the life of the grant. ***Supports Objective 1, Activities 1.1, 1.2, and 1.3.***

	PY1	PY2	PY3	PY4	PY5
Technology	\$86,500	\$750	\$750	\$750	\$750
Vosaic	\$8,000	\$5,000	\$5,000	\$5,000	\$5,000
PL supplies	\$12,800	0	0	0	0
ACTFL Assessments	\$4,500	\$4,500	\$3,000	\$3,000	\$0
GaOME	0	0	\$560	0	\$560
Substitutes	0	\$3,200	\$3,200	\$3,200	\$3,200
Field trips	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
Advertising	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	\$120,800	\$22,500	\$21,510	\$20,950	\$13,510

**Total Materials and Supplies Costs:**

Year 1: \$120,800

Year 2: \$22,500



Year 3: \$21,510

Year 4: \$20,950

Year 5: \$13,510

**Total Materials and Supplies Costs: \$199,270**

### **Contractual**

1. *CERS*. Drs. Susan L. Ogletree and Robert C. Hendrick will provide the external evaluation for the grant through the Center for Evaluation and Research Services (CERS) which is located in the College of Education and Human Development at Georgia State University. The personnel in CERS have more than 20 years of grant experience including evaluation of large federal, state and local grants. Project cost will be \$20,000 per year. Total cost to the project is \$100,000 overall. ***Supports Research and Evaluation.***
2. *Mentor Teacher Stipends*. A stipend will be provided in the amount of \$100/semester for two semesters/year to each of the 16 PST mentor teachers (Spanish and English sides of dual language immersion program) to acknowledge the significant role dual-language classroom teachers play in the development of PST candidates through high-quality clinical field experiences. Costs to the project are \$200 per pre-service teacher per semester for two semesters per year at a year two cost of \$3,200 and a total cost of \$12,800. ***Supports Objectives 2 & 3, Activities 2.1 and 3.3.***
3. *Translation*. Given the bilingual proficiency of most project personnel and participants, *ESCUELA* does not expect to need interpreters. University IRB guidelines require that translations for research permissions (including assent and consent forms) be conducted by one of a small set of consulting agencies. Funds are also allocated for translating reports into Spanish during the final year of the project to increase access to additional communities. Total project costs will be \$2,000 in year one, \$5,000 in year five for a total cost of \$7,000. ***Supports Research and Evaluation and Project Dissemination.***
5. *School data managers*. One employee per school district (APS, CCSD, DCSD, GCSD) will be paid \$2,000 each per year to de-identify student data and ensure secure and timely transfer to *ESCUELA* project personnel. Year 1: \$8,000; Year 2: \$8,000; Year 3: \$8,000; Year 4: \$8,000; Year 5: \$8,000; Total: \$32,000. ***Supports Research and Evaluation.***

6. *Center for Instructional Innovation* will be paid \$10,000 in year one to produce recruitment video spots to be included on CTE website. The Content Development department within the Center for Instructional Innovation at Georgia State University is an end-to-end media production house. It has 4k equipment kits, production talent, and post-production capabilities including motion graphics and interactive media designers. They produce a variety of products from basic video to interactive media. Total project cost is \$10,000. ***Supports Objective 1, Activities 1.1, 1.2, and 1.3.***

	PY1	PY2	PY3	PY4	PY5
CERS	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Mentor Teachers		\$3,200	\$3,200	\$3,200	\$3,200
Translation	\$2,000				\$5,000
School data managers	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000
CII	\$10,000				
<b>Total</b>	\$40,000	\$31,200	\$31,200	\$31,200	\$36,200

**Total Contractual Costs:**

Year 1: \$40,000

Year 2: \$31,200

Year 3: \$31,200

Year 4: \$31,200

Year 5: \$36,200

**Total Contractual Costs: \$169,800**

**CONSTRUCTION**

Not applicable.

**OTHER**

Not applicable.

**TOTAL DIRECT COSTS**

Year 1: \$496,421

Year 2: \$490,580

Year 3: \$515,309

Year 4: \$520,459

Year 5: \$452,547

**TOTAL DIRECT COSTS: \$2,475,316**

**MODIFIED COSTS**

Year 1: \$456,421

Year 2: \$365,773

Year 3: \$335,695

Year 4: \$340,845

Year 5: \$357,740

**TOTAL MODIFIED DIRECT COSTS: \$1,856,474**

**INDIRECT COSTS**

Year 1: \$36,514

Year 2: \$29,262

Year 3: \$26,856

Year 4: \$27,268

Year 5: \$28,619

**TOTAL INDIRECT COSTS: \$148,518**

**PARTICIPANT SUPPORT STIPENDS/TRAINING STIPENDS (tuition/fees/books)**

1. *Pre-service Teacher Participant Support.* In years 2-5, the project will spend \$10,600.88 x 8 participants in the second year and \$508,842.00 total for stipends calculated in the amount of full in-state tuition reimbursement. ***Supports Objective 2, Activities 2.1 and Research and Evaluation.***
2. *DI Endorsement Candidate Support.* In years 1-5, the project will provide a \$1,000 stipend to each DI Endorsement candidate. It is expected that the numbers will be higher in years 1 and 2 due to current teachers needing to get the endorsement in order to keep

their jobs. The project will spend \$20,000 in the first and second year and \$70,000 total.

***Supports Objective 2, Activity 2.2 and Research and Evaluation.***

3. ***Books and materials.*** In years 1 and 2, \$20,000 to be spent on books for PST candidates to be used on course required books for use during the duration of the project. The project will spend \$20,000 in the first year and \$40,000 total. ***Supports Objective 2, Activity 2.1 and Research and Evaluation.***

	PY1	PY2	PY3	PY4	PY5
PST	0	\$84,807	\$169,614	\$169,614	\$84,807
DI Endorsement	\$20,000	\$20,000	\$10,000	\$10,000	\$10,000
Books	\$20,000	\$20,000			
<b>Total</b>	<b>\$40,000</b>	<b>\$124,807</b>	<b>\$179,614</b>	<b>\$179,614</b>	<b>\$94,807</b>

**Total Participant Support Stipend/Training Stipend Costs**

Year 1: \$40,000

Year 2: \$124,807

Year 3: \$179,614

Year 4: \$179,614

Year 5: \$94,807

**Total Participant Support/Training Support Stipends (5-year total): \$618,842**

**DIRECT and INDIRECT COSTS**

Year 1: \$532,935

Year 2: \$519,841

Year 3: \$542,165

Year 4: \$547,726

Year 5: \$481,166

**Total DIRECT and INDIRECT COSTS: \$2,623,833**