

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



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

**NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM**

**CFDA # 84.365Z**

**PR/Award # T365Z170267**

**Grants.gov Tracking#: GRANT12392447**

OMB No. , Expiration Date:

Closing Date: Apr 24, 2017

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

**Application for Federal Assistance SF-424**

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

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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**B. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="85-6000401"/>	* c. Organizational DUNS: <input type="text" value="1738519650000"/>
--	---

**d. Address:**

\* Street1:   
Street2:   
\* City:   
County/Parish:   
\* State:   
Province:   
\* Country:   
\* Zip / Postal Code:

**e. Organizational Unit:**

Department Name: <input type="text" value="Vice President for Research"/>	Division Name: <input type="text" value="Office of Grants and Contracts"/>
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**f. Name and contact information of person to be contacted on matters involving this application:**

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

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="575.646.4084"/>	Fax Number: <input type="text" value="575.646.5436"/>
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\* Email:

**Application for Federal Assistance SF-424**

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

Department of Education

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

84.365

CFDA Title:

English Language Acquisition State Grants

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

ED-GRANTS-022117-001

\* Title:

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

**13. Competition Identification Number:**

84-365Z2017-2

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Project ELevate: Quality Professional Development for Teachers, Preservice Teachers, English Learners, and their Parents in New Mexico

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="2,748,029.00"/>
* 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="2,748,029.00"/>

**\* 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

Regents of New Mexico State University

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	120,622.00	120,506.00	122,917.00	122,745.00	124,062.00	610,852.00
2. Fringe Benefits	37,314.00	37,527.00	38,278.00	38,488.00	38,843.00	190,450.00
3. Travel	8,450.00	9,450.00	9,450.00	9,450.00	9,450.00	46,250.00
4. Equipment						
5. Supplies	9,500.00	3,000.00	3,000.00	3,000.00	2,500.00	21,000.00
6. Contractual	87,200.00	87,200.00	88,200.00	88,200.00	88,200.00	439,000.00
7. Construction						
8. Other	3,500.00	3,500.00	3,500.00	3,500.00	3,500.00	17,500.00
9. Total Direct Costs (lines 1-8)	266,586.00	261,183.00	265,345.00	265,383.00	266,555.00	1,325,052.00
10. Indirect Costs*	21,327.00	20,895.00	21,228.00	21,230.00	21,324.00	106,004.00
11. Training Stipends	261,637.00	267,451.00	263,216.00	263,236.00	261,433.00	1,316,973.00
12. Total Costs (lines 9-11)	549,550.00	549,529.00	549,789.00	549,849.00	549,312.00	2,748,029.00

**\*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): Office of Naval Research (ONR)

The Indirect Cost Rate is 26.00%.

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

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

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

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

PR/Award # T365Z170267

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

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

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

ED 524

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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



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

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>	<b>TITLE</b>
Alisha A Giron	Director, Office of Grants and Contracts
<b>APPLICANT ORGANIZATION</b>	<b>DATE SUBMITTED</b>
Regents of New Mexico State University	04/24/2017

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
4040-0013

<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 type="checkbox"/> a. bid/offer/application <input checked="" 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.

04\_GEPA\_NMSU\_Proj\_Elevate\_APPLICATION-1.pdf

Add Attachment

Delete Attachment

View Attachment

### **Equal Access and Treatment of Program Applicants (GEPA 427)**

No student, nor teacher, nor participating parent or community member will be denied access to the program on the basis of gender, race, national origin, age, or disability. The NMSU National Professional Development (NPD) Program (Project *ELevate*) will ensure equitable access and participation in the following ways:

1. Implement the comprehensive “Plan to Identify, Recruit and Select Eligible Participants and Ensure Their Participation without Regard to Gender, Race, Color, National Origin, Age, or Disability” articulated in the project narrative;
2. Develop informational materials for potential participants regarding program services that are appropriate for multilingual constituents: ethnic/cultural background/race, gender, national origin, color, age, disability, or sex. For example, program materials will be printed in both Spanish and English and any language other than English to accommodate second-language speakers and their parents;
3. Project ELevate has already taken steps to ensure equal access to the many monolingual Spanish-speaking parents that live in New Mexico. Advertisements for the Administrative Assistant will include the terms, “Bilingual Spanish-English or other languages relevant to the participant population highly desired,” in order to remove communication barriers with the many Spanish-speaking parents of EL students.

If there are EL families who speak another language other than Spanish, we have budgeted and will hire a translator in that language in order to remove communication barriers. The Principal Investigator is herself bilingual who can and will communicate to the monolingual Spanish-speaking parents in order to explain our family literacy programs. The ENLACE and Project Generation staffs are also bilingual and can communicate with monolingual EL Spanish-speaking parents.

4. Through proper implementation of our plan to inform the community, we will communicate the benefits of program activities to all low-income and/or potential first-generation college students in the target school districts in English, Spanish, and any other language through a translator.
5. The Project ELevate staff will make accommodations necessary to assure that members of underrepresented groups or individuals with disabilities or low income or LGBT persons will be admitted to the program and will receive all necessary support through program activities to achieve success;
6. Materials will be made available on audio or videotape for those individuals who may need materials in this medium. In the video tapes we will ensure confidentiality of participants and vulnerable populations such as children preK-12 through consent and assent forms.
7. The management plan, the objectives, the resources and personnel available are designed to ensure equal access and treatment of all potential and current participants. Finally, our program is committed to a monthly review of program policies and procedures to identify and remove barriers that impede equitable access or full participation in program activities.

## 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.

<b>* APPLICANT'S ORGANIZATION</b> Regents of New Mexico State University	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Alisha"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Giron"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Director, Office of Grants and Contracts"/>	
* SIGNATURE: <input type="text" value="Alisha A Giron"/>	* DATE: <input type="text" value="04/24/2017"/>

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

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

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Anita		Hernandez	Ph.D

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achernan@nmsu.edu

**2. Novice Applicant:**

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

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

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

Yes  No

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

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

No Provide Assurance #, if available:

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

Human_Subjects.pdf	Add Attachment	Delete Attachment	View Attachment
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The research on **Project ELevate** will be conducted within the structure of participants' regular school day. The research involves collecting data from participants that falls within the purview of using survey procedures, and an observation scale for fidelity of implementation for determining outcomes of the project. The survey data and observation scale data will be recorded in such a manner that human subjects will not be identified either directly or through identifiers linked to the subjects. No undue burden is placed on participants as it relates to data collected or the time required to provide the data. All student data collected by evaluators and provided by the schools will be coded to maintain their confidentiality.

## Abstract

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

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

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

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\* Attachment:



## ABSTRACT

**IHE:** New Mexico State University, a Hispanic Serving Institution along with 6 partners

**Partner Districts:** Las Cruces Public Schools, Gadsden Public Schools, Hatch Valley Public Schools, Ruidoso Public Schools, and two community partners—ENLACE, Project Generations.

**Title:** Project ELevate: A Quality Professional Development Program for Teachers, Future Teachers, English learners, and Families of English Learners in New Mexico

**Priorities:** Competitive Preference Priority 1. Moderate Evidence of Effectiveness (a) 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 (available at: <http://www.angelfire.com/ill/monte/august.html>); and Brown, B., Ryoo, K., & Rodriguez, J. (2010). Pathway towards Fluency: Using 'disaggregate instruction' to promote science literacy. *International Journal of Science Education*, 32(11), 1465-1493 (available at: <http://www.angelfire.com/ill/monte/brown.html>). Competitive Preference Priority 2: Parent, Family, and Community Engagement and Invitational Priority 1: Dual Language.

**Description** NMSU's Project ELevate will support inservice teachers, preservice teachers, principals, English learners students, and parents/families in three partner districts in developing knowledge and skills for improving the educational success of EL students, specifically in language and literacy acquisition in content areas. The evaluation features a quasi-experimental design (QED) for teachers receiving the professional development intervention in Year 4. Other components, the parent and families PD will have a regular program evaluation.

### **Number and Type of Participants.**

In Year One: 10 preservice, 35 inservice teachers, and 140 parents (and principals from the participating schools).

By Year Five, 50 preservice, 145 inservice teachers, 1,025 parents and 1,025 children from each of the participating schools will participate in the certification and family engagement programs.

**Project Goals, Objectives and Performance Outcomes:** The project has four goals designed to improve instruction for English learners and enhance parent, family, and community engagement: *Goal 1.* Inservice evidence-based instructional practices in Project Elevate coursework with Inservice Teachers and professional development for preservice teachers; *Goal 2.* Inservice teachers will upgrade their knowledge of language acquisition and literacy instruction to improve the learning outcomes of their ELs. *Goal 3:* Increase the number of preservice teachers who will improve their knowledge of language acquisition and literacy to deliver effective instruction to ELs. *Goal 4:* Increase the EL parents and their children who have acquired 21<sup>st</sup> Century skills (15-hour Tech Goes Home program) and (in Project Generation's 40-hour academic success program) and in the family literacy sessions organized by the 45 teachers to improve their children's education.

**Contact:** Dr. Anita Hernández, <achernan@nmsu.edu> (575) 646-4084.

## Project Narrative File(s)

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

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## **Project ELevate:**

### ***A Quality Professional Development Program for Teachers, Future Teachers, English Learners, and Families of English Learners in New Mexico***

#### **Project Design**

Improving outcomes and opportunities for English learners and their families is a priority in New Mexico. To achieve this goal, Project ELevate will provide professional development to improve the quality of classroom instruction and assist inservice teachers to meet certification standards to serve English learners (ELs) in three partner districts in New Mexico. This will be accomplished by having inservice teachers pursue one of the following: (a) the Teaching English to Speakers of Other Languages (TESOL) certification; (b) the Dual Language (DL) certification plus an M.A. degree, or the Reading Certification plus an M.A. degree; or (c) the National Certification in English as a New Language.

Project ELevate coursework will integrate language acquisition approaches that have evidence of effectiveness that meets the *What Works Clearinghouse* (WWC) standards (Competitive Preference Priority 1). Preservice teachers will also complete their Dual Language certification (Invitational Priority 1) and our evidence-based professional development program. In combination, Project ELevate will also systematically improve parent, family, and community engagement along with two community organizations: ENLACE and Project Generation (Competitive Preference Priority 2). Our purpose is to elevate the achievement of EL students.

#### **Competitive Preference Priority 1: Moderate Evidence of Effectiveness**

Project ELevate is committed to implementing the interventions that meet the standards for moderate evidence of effectiveness in our certification courses for inservice teachers and in our seminars for preservice teachers (Competitive Preference Priority 1: Moderate Evidence of Effectiveness). Specifically, we will incorporate two recommendations made by Baker, Geva,

Kieffer, Leseaux, Linan-Thompson, Morris, Proctor & Russell (2014): (1) “Teach a set of academic vocabulary words intensively across several days, using a variety of instructional activities” (p. 13); and (2) “Integrate oral and written English language instruction into content area teaching” (p. 31). The first of these recommendations is supported by August, Branum-Martin, Cardenas-Hagan, and Francis (2009); and the second one is supported by Brown, Ryoo, and Rodriguez (2010). Both studies can be located within Baker et al. (2014): [https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/english\\_learners\\_pg\\_040114.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/english_learners_pg_040114.pdf).

According to Baker et al. (2014), ELs need opportunities to develop a rich and sophisticated vocabulary in order to read content area texts that are laden with abstract concepts. Furthermore, the New Mexico Common Core State Standards require students to know both general academic vocabulary and discipline-specific vocabulary to read complex content area texts and to write informative reports and persuasive essays. Both August et al. (2009) and Brown et al. (2010) used randomized control trials that resulted in statistically significant gains using an intervention. The earlier study implemented 45-minute vocabulary lessons (QuEST intervention) with 6th-grade ELs, whereas the later study implemented a science module of three to four hours with 5th-grade ELs, using everyday language followed by scientific language.

Informed by the moderate evidence standard in August et al. (2009) and Brown et al. (2010), our teachers will institute the interventions recommended by those two studies. The populations of both studies were ELs from impoverished communities, just like the populations in our project’s schools. Based on the results of the two studies, we expect improvements in our students’ academic vocabulary and language. Table 1 illustrates the instructional practices that have shown significant gains for ELs.

***Goal 1. Increase evidence-based instructional practices in Project ELevate’s***

coursework with inservice and professional development for preservice teacher.

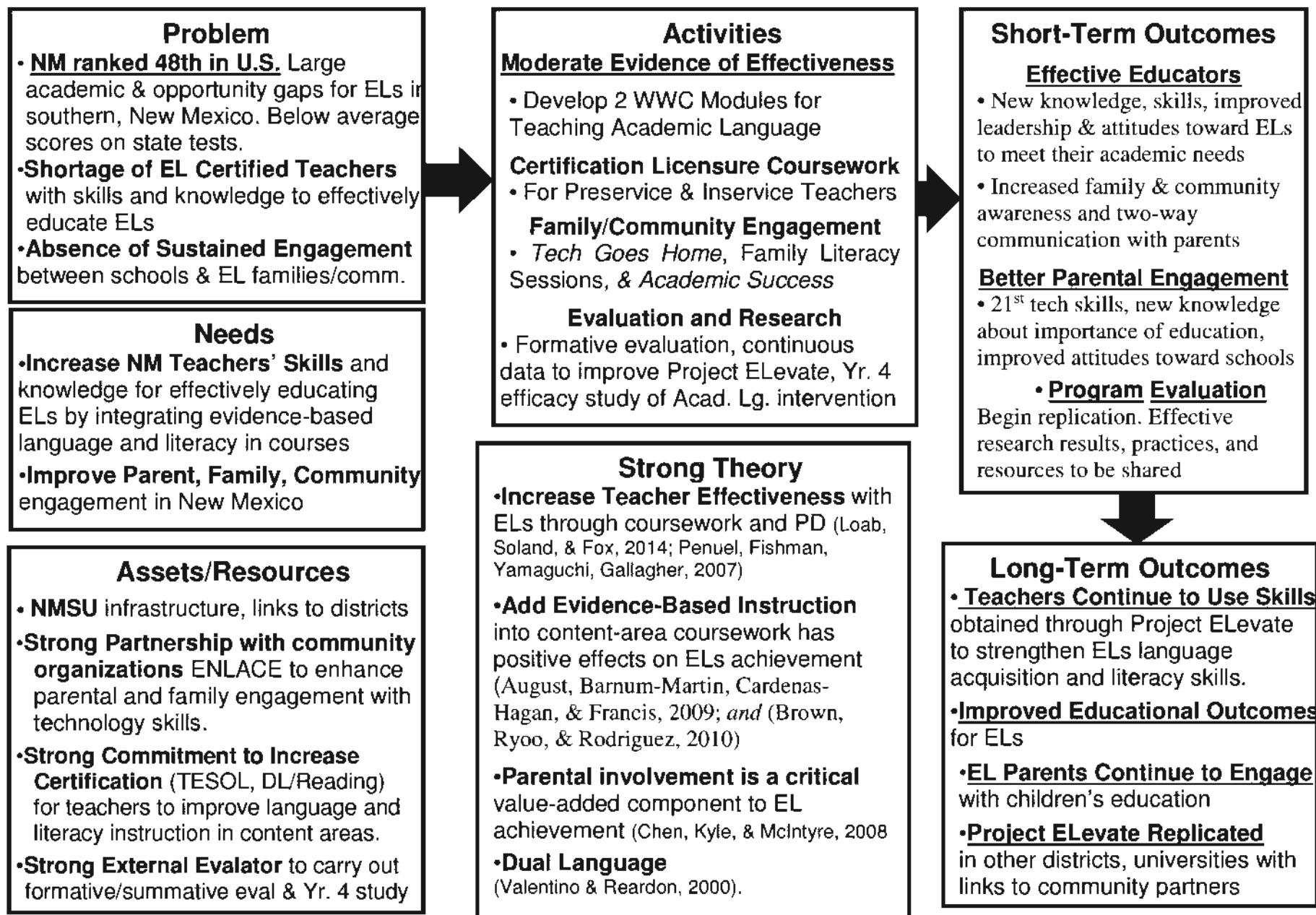
**Objective 1a.** Create two evidence-based instructional practice *Academic Language Development* modules that can be integrated into the certification coursework for inservice teachers (See Table 1, below) and into the EL seminar for preservice teachers (Table 4, below).

**Completion.** Two WWC *Academic Language Development* modules, with the evidence-based instructional practices from August et al. (2009) and Brown et al. (2014), will be created within the first semester of the project and integrated into five courses. See Table 1, below.

**Table 1. *Academic Language Development* Modules Integrated into NMSU Coursework**

<b>Certification Coursework</b>	<b>WWC <i>Academic Language Development</i> Evidence-Based Instructional Practices Implemented</b>	<b>Citation for Evidence of Effectiveness</b>
ED 583 & 587 BIL 522 RDG 514, 585	<b>Language Learning Strategies</b> —Explicit instruction of academic and general vocabulary, use of Latin roots ( <i>Module 1</i> )	August et al. (2009)
ED 583 & 585 RDG 514, 522, 585	<b>Scaffolding</b> use of visuals, graphic organizers of vocab. concepts in content area lessons; <b>Language Pairs</b> —match ELs with proficient speakers ( <i>Module 1</i> )	August et al. (2009)
ED 587 & 583 RDG 522, 585 RDG 514	<b>Ongoing Discussion</b> —teachers clarify and elaborate on student responses, provide vocabulary instruction; <b>Vocabulary Glossaries</b> —use visual images, student-friendly definitions, and word translations to reinforce meaning ( <i>Module 1</i> )	August et al. (2009)
ED 583 & 587 RDG 514	<b>Language Type.</b> Simple language explanation followed by scientific explanation ( <i>Module 2</i> )	Brown et al. (2014)
ED 587 & 583 RDG 514, 522, 585	<b>Guided Reading Of Textbook</b> —clarification of the discipline-specific vocabulary, general vocabulary, and science content ( <i>Module 2</i> )	August et al. (2009)

*Figure 1. Theory of Action for Project ELevate*



### ***Modules and Observation Scale***

To ensure that the interventions with moderate evidence of effectiveness are efficiently introduced, the P.I. and the project director will create two *Academic Language Development* modules that will be spiraled throughout the certification coursework (Table 1, above) and in the EL seminar for preservice teachers (Table 4, below). The first module will incorporate the theory behind the *Academic Language Development* intervention and the second part of the module will include the instructional practices from the August et al., (2009) study: language learning strategies, scaffolding, language pairs, content and discussions, and vocabulary glossaries.

The second module will be focused on the Brown et al., (2010) instructional intervention of using general language explanations followed by scientific explanations in science and guided reading of content textbooks (August et al., 2009). See Table 1, above. Our expert advisory panel will vet the two modules. One of the advisors, Dr. August, is the researcher in the August et al. (2009) study. The modules will be upgraded given the feedback from the advisors. The modules will then be incorporated into our certification coursework. The certification instructors will have the participating inservice teachers implement the instructional practices with EL students in their classrooms and provide feedback. The participating inservice teachers will also rate the effectiveness of the modules in terms of effectiveness in their own classroom practice. Feedback from teachers will also assist the instructors and Project ELevate staff to improve the modules.

***Module Integration.*** Course ED 583 is a theory course and part 1 of the Academic Language Development module will focus on the theory of *Academic Language Development*. ED 587 is a TESOL certification course, BIL 522 is a DL course, and RDG 514 and 585 are Reading Certification courses. These pedagogy courses will model the *Academic Language Development* instructional practices and require that teachers implement these practices. See Table 1, above.

***Observation Scale.*** A researcher-developed *Academic Language Development Observation*



*Scale* for the two moderate evidence of effectiveness modules will be developed. Our expert panel of advisors will review and provide feedback on the scale. The ELevate team (P.I., Project Director, and Wexford Evaluator) will pilot the scale and submit to an inter-rater reliability process before using the observation instrument with the inservice teachers implementing the *Academic Language Development* and vocabulary practices.

***Our Local Educational Agency Partners***

A major strength of Project ELevate is that it will involve districts that have already been working with the College of Education at New Mexico State University, or NMSU (see Appendix A for a map of the three districts). These three school districts are in need of high-quality instruction for ELs, since they have a significant shortage of teachers with a TESOL Certification and a Dual Language Certification for their dual language programs.

The Las Cruces Public School District, which serves the whole city of Las Cruces, is the second largest school district in the state. Las Cruces is 56% Hispanic, 38% White, and 6% Other. NMSU is located in Las Cruces. The Gadsden Independent School District (which includes the towns of Anthony, Chaparral, Mesquite, Santa Teresa, and Vado) is a rural, geographically large Hispanic district that spans 1,400 square miles of the Rio Grande Valley, bordering Texas and Mexico. The district’s population is predominantly agricultural Hispanic (87%). The Hatch Valley Public School District (which includes the towns of Garfield, Hatch, and Salem) is also a rural agricultural Hispanic district (82%) that is known for its green peppers.

**Table 2. Partner District Demographics and State Test Baseline Data**

<b>Partner District Number of Schools</b>	<b>Total Enrollment</b>	<b>No. of ELs</b>	<b>% ELs</b>	<b>Baseline ELs Proficient and Above</b>
Las Cruces (41 schools)	24,615	3,690	15%	21
Gadsden (22 schools)	13,545	5,555	41%	23
Hatch (4 schools)	1,340	630	47%	18

### ***Our Community Organization Partners***

In addition to the school districts, Project ELevate will also be partnering with two community organizations that serve EL families: ENLACE and Project Generations.

***ENLACE.*** This organization creates programs centered on family/community engagement including the *Tech Goes Home* program. Their expertise will assist our preservice teachers to gain experience working with EL families in meaningful sessions.

***Project Generation.*** This project organizes the *Academic Success* for parents and their children. This project will also support our preservice teachers to learn about family engagement through two workshops, before the preservice teachers are placed in Project Generation.

### **Absolute Priority: Professional Development for Inservice and Preservice Teachers**

Research has shown that teacher effectiveness is one of the most important school factors affecting student achievement and success (Calderón, Slavin, & Sánchez, 2011). Project ELevate's two main goals for the Absolute Priority are: (1) to increase the number of *inservice* teachers who can work effectively with ELs; and (2) to increase the number of highly qualified *preservice* teachers who can work effectively with ELs.

### ***Inservice Teachers***

Three groups of teachers will be recruited each year: (A) fifteen K-12 teachers who will earn a TESOL Certification; (B) fifteen K-6 teachers who will earn a Dual Language Certification *or* a Reading Certification, in both cases with an M.A. degree in Education; and (C) five K-12 teachers who will earn a National Certification in English as a New Language, which meets the rigorous standards for what accomplished teachers of ELs should know and be able to do.

***Group A (TESOL Certification).*** The principal purpose for the 15 Group A teachers (elementary and secondary teachers who teach English Language Arts, Science, Math, and

Social Studies) will be to strengthen their knowledge of language acquisition in order to enhance their content instruction for ELs who are learning to read and write in their second language.

Each of the three participating school districts will select one inservice teacher with leadership skills to participate in a five-day summer seminar entitled “Quality Teaching for English Learners,” or “QTEL,” which will specialize in second-language acquisition pedagogy within the subject areas. After the seminar, each of the three teachers will work with his or her district to create professional development workshops for the other teachers at their schools. During the five-year period of the grant, the K-12 teachers will strengthen their content area instruction while improving the language and literacy skills of their ELs. Many of the teachers will be instructing both ELs and non-ELs, but, as Loeb, Soland, and Fox (2010) have noted, teachers who are effective with ELs are also effective with non-ELs.

*Group B (Dual Language or Reading Certification, Plus an M.A. Degree).* The principal purpose for the 15 Group B teachers will be to strengthen their knowledge of dual language acquisition in order to enhance their instruction of ELs who are learning to read and write in both their first and second languages. Research has shown that ELs in dual language programs eventually perform equal to or better than ELs in English-only programs (Valentino & Reardon, 2015). There is a shortage of DL teachers in the partner districts. The Dual Language (DL) coursework will be available for those teachers who need to be certified to teach ELs in dual language classrooms. Project ELevate will incorporate the available resources and expertise of Dual Language of New Mexico (<http://www.dlenm.org/>) to improve our DL courses. Inservice teachers who already have a TESOL or DL certification will strengthen their knowledge of literacy instruction for ELs, especially by assisting ELs who struggle with reading, by seeking the Reading Certification and M.A. degree. The data from our partner districts shows that ELs

not only need assistance with oral language but also with reading. Baker et al. (2014) recommended that teachers provide small-group instructional intervention to students struggling in areas of literacy and English language development. Research suggests that ELs who struggle with reading need interventions that need to be augmented beyond what non-EL students receive (Vaughn et al., 2006). According to Baker et al. (2014), often a large and disparate number of ELs possess “adequate foundational reading skills but struggle with comprehension of grade-level texts” (p. 68). Hence, the coursework of the Group B teachers will include language acquisition, reading and writing for second-language learners, and content area reading focused on improving outcomes for ELs.

***Group C (National Certification).*** The principal purpose for the five Group C teachers will be to strengthen their teaching practices with ELs by earning their National Board Certification in English as a New Language (<http://www.nbpts.org/sites/default/files/documents/certificates/nbpts-certificate-emc-enl-standards.pdf>). The benchmarks for the English as a New Language certification set a high standard, requiring accomplished teachers of ELs to: (1) demonstrate their commitment to their students and their learning; (2) manage and monitor that student learning; (3) think systematically about their teaching practices; (4) establish home school and community connections; (5) possess in-depth knowledge of the English language; (6) possess in-depth knowledge of student literacy; (7) possess in-depth knowledge of language acquisition; (8) possess in-depth knowledge of students’ cultural diversity; and (9) demonstrate professional leadership and advocacy (National Board for Professional Teaching Standards, 2011).

***District Leadership.*** Once the teachers complete their coursework, they will become members of one of the leadership teams in their districts, each one of which will provide professional development to other district teachers. Initially, with the cooperation of their districts, they will

deepen their connections between their university coursework and their districts' curricula. The purpose is to expand the network of teachers who can work effectively with ELs in their schools.

**Goal 2. Inservice Teachers will upgrade their knowledge of language acquisition and literacy instruction to improve the learning outcomes of their ELs.**

**Objective 2A.** By the end of Year 5 (2022), 145 inservice teachers in the three partner districts will have enroll in their EL certification, making them eligible to be highly qualified for teaching EL students. (GPRA 2, GPRA 3)

**Outcomes:** Of the Group (A) teachers, 94% will complete four courses, or 12 credits, in one year, for their TESOL certification. Of the Group (B) teachers, 94% will complete eleven courses, or 33 credits, in two years, for their Dual Language *or* Reading certification and their M.A. degree. Of the Group (C) teachers, 94% will complete four components and one assessment, in two years, for their National Certification (GPRA 2). Of the participants' employers, 90% will rate the program as effective in preparing their teachers to serve ELs (GPRA 5).

**Objective 2B.** By the end of Year 5 (2022), 12 inservice teachers (3 every year) from the TESOL certification Group A will be selected to complete a QTEL seminar. These teachers will become facilitators for improving their curricula at their schools. See Table 3, below.

**Outcomes.** Of the 12 teachers (3 a year) that participate, 92% of will complete the 50-hour QTEL training, and 92% will rate the program as effective in increasing their knowledge about improving their instruction and curriculum for ELs (GPRA 5).

**Table 3: Goal 1 (Obj. 2A & 2B), No. of Inservice Teachers Served Over 5 Years**

Certification	Year 1	Year 2	Year 3	Year 4	Year 5	Total
(A) TESOL	15	15	15	15	15	75
QTEL Seminar	3*	3*	3*	3*	0	12*

(B) DL <i>or</i> Reading	15	15†	15	15†	15	45
(C) National Board	5	5	5	5	5	25
<b>Total</b>						<b>145</b>

\*These teachers will be selected from the TESOL Group A and therefore are *not* counted in the total.

†It will take 2 years to complete the program and these teachers are *not* counted in total for years 2 & 4.

In sum, Project ELevate’s goal 1 and 2 is ambitious as it sets out to foster EL expertise across New Mexico through basic TESOL certification, DL or Reading certification plus M.A. degree, and national board certification. Together the teachers who earn these three certifications will contribute to an improved knowledge base in the partner districts. Hence, goals 1 and 2 will *elevate* the outcomes and opportunities for EL students through the teachers in Project ELevate.

***Preservice Teachers***

Project ELevate will increase the number of preservice teachers who have improved their knowledge of language-acquisition and literacy strategies to deliver effective instruction to ELs and also to have experience working with parents of ELs. The preservice teachers (10 per year) will be recruited while they are taking their teaching methods courses to earn a dual licensure credential (e.g., elementary and DL certification). There is a need to expand the pipeline of EL teachers in New Mexico, especially in rural areas. As more and more teachers are reaching retirement age, the number of teachers certified to teach EL students is dwindling. This is coupled with the low number of teacher candidates in the nation. In 2015, only 4.2% of freshmen at U.S. universities intended to major in education, compared to 11% in 2000 and 10% in 1990 (UCLA’s Cooperative Institutional Research Program, 2016). For these reasons, it is imperative to support the preservice teachers who are willing to take the extra coursework to earn their DL certification to be highly qualified to teach EL students. Currently in New Mexico, there is a shortage of qualified teachers at all levels who are highly prepared to work with EL students.

Each year, the 10 preservice teachers will be matched with two community organizations (ENLACE and Project Generation) in order to improve the teachers' knowledge of how to help EL parents assist their children with homework.

To improve the preservice teachers' instructional practices, Project ELevate will provide a 5-day English Learner Seminar that will be divided between two Saturday sessions and a 3-day session at the end of the semester. The Saturday sessions will introduce research-based language and literacy acquisition strategies that the preservice teachers can implement immediately in their practicum or student teaching classrooms. For example, when the workshop is focused on language and literacy learning, the preservice teachers will acquire effective strategies for teaching vocabulary to multilingual ELs. For younger ELs, the preservice teachers will learn how to integrate academic vocabulary into read-aloud lessons. For ELs in intermediate grades, the preservice teachers will learn how to select both general academic and content-specific words and phrases for vocabulary lessons. The Saturday sessions will also include writing instruction.

In the 3-day English Learner seminar, a workshop instructor will model effective language-acquisition instructional strategies, pairing a content area (e.g., science) with the Guided Language Acquisition Design or "Project GLAD" (OCDE, 2011). This professional development program models sheltered instruction to support ELs at various levels of English proficiency. Project GLAD consists of 35 oral language and literacy strategies organized into 4 components (Focus and Motivation, Input, Output, and Reading and Writing) for second language learners. Teachers use these language acquisition strategies to differentiate instruction for ELs in their content area curriculum. In a randomized control study, Deussen, Autio, Roccograndi, and Hanita, (2014) found "marginally significant results for ELs in reading comprehension, vocabulary, and the writing traits of "ideas" and "organization. The size of the effect for reading

comprehension is equivalent to about 58 percent of the growth in reading that fifth-grade students can be expected to make, on average, over the year” (p. 5).

Also, preservice teachers will be taught about research that supports evidence-based instruction, specifically on developing ELs’ oral English proficiency and literacy through the August et al. (2009) academic vocabulary instruction. This professional development program will enable preservice teachers to have high expectations for weaving language acquisition with content instruction. On Day 1, the preservice teachers will assist the workshop instructor to prepare the lessons in a content area (e.g., science). During Days 2 and 3, the preservice teachers will conduct the lessons after having met the children and observed the lessons on Day 1. After each day’s lessons, the workshop instructor will conduct pedagogical discussions with the preservice teachers about how the strategies they have observed or used work with various ELs. In each of the afternoon discussions, the preservice teachers will review their own materials creation, the quality of their instruction, and the performance of the students. Table 4 provides a seminar schedule with the matched Academic Language evidence-based Modules 1 and 2.

**Table 4: Example of the 3-Day EL Seminar Schedule with Evidence-Based Approaches**

<b>Time</b>	<b>Activity</b>	<b>Outcome</b>	<b>Moderate Evidence of Effectiveness</b>
7:30 A.M. –12:00 P.M.	<b>Introduction to Guided Language-Acquisition Design.</b> How to integrate a content area with language acquisition, and use NMs English Lang. Dev. standards	The preservice teachers will create 3 integrated language-acquisition and science lessons for ELs, under the guidance of the instructor.	<b>August et al. (2009)</b> <b>Brown et al. (2010)</b> Effective Science & Language Instruction, Scaffolding: visuals, modeling, discussion.
12:30 P.M. –2:30 P.M.	<b>In the Classroom with ELs.</b> The workshop instructor will teach the lessons to all the students in the classroom.	The preservice teachers will observe how ELs participate in integrated language-science lessons.	<b>August et al. (2009)</b> Develop ELs’ oral proficiency, vocab. instr., language pairs



2:40 P.M. –3:30 P.M.	<b>What Was Learned?</b> How well did the ELs do in the lessons? What changes were noted in ELs’ language, literacy, and content learning as a result of the lessons?	The preservice teachers will discuss how the ELs responded to the language -science lessons. The teacher will provide feedback about ELs’ learning.	<b>August et al. (2009)</b> <b>Brown et al. (2010)</b> PD provided to teachers about the intervention and curriculum
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### Goals, Objectives, and Outcomes for Preservice Teachers

**Goal 3. Increase the number of preservice teachers who will improve their knowledge of language acquisition and literacy to deliver effective instruction to ELs.**

**Objective 3A.** By the end of Year 5 (2022), 50 preservice teachers (10 every year) will have completed their Dual Language certification and licensure to increase the learning outcomes for their EL students in future classrooms. (GPRA 1)

**Objective 3B.** By the end of Year 5 (2022), the same 50 preservice teachers (10 every year) will complete the 5-day EL seminar to assist them in creating effective instruction for ELs.

**Outcomes:** Of the 50 preservice teachers that will attend the 5-day EL seminar, 90% will complete the 35-hours of professional development and will rate the program as effective in preparing them to serve ELs (GPRA 4).

**Objective 3C.** By the end of Year 5 (2022), the same 50 preservice teachers (10 every year) will complete *two* parent workshops and *one* family engagement program (ENLACE or Project Generation) to improve their knowledge of how to work with EL families.

**Outcomes:** Of the 50 preservice teachers (10 every year) that team up with ENLACE staff or the Project Generation staff, 90% will complete the two parent workshops (2 hours each), and complete 90% of the 15-hour family engagement *Tech Goes Home* sessions or the 40-hour *Academic Success* Project Generation. Participants will rate the program as effective in

increasing their knowledge/skills about parent, family, and community engagement (GPRA 6). Additionally, 90% of the employers of program completers will rate the program as effective in preparing their teachers to serve ELs effectively (GPRA 5)

## **Competitive Preference Priority 2: Improving Parent, Family, and Community Engagement**

To further enhance the outcomes and opportunities of ELs, Project ELevate will be committed to improving parent, family, and community engagement. We will partner with two community organizations in order to lead professional development that enhances the competencies of principals, teachers, school counselors, (and preservice teachers) to build meaningful relationships with students' parents or families through three systemic initiatives that will also support students' learning at home.

Today, there is a tension between schools and the communities they serve. Teachers in the partner districts have pointed out that EL parents do not attend any or very few school events and are not involved in their child's education. On the other hand, some parents are not comfortable with the negative views that the schools hold about their children's learning (Olivos, 2006). In contrast, the theory underling Project ELevate is an "assets" approach to working with EL parents and their children and how schools can improve family and community engagement (Chen, Kyle, & McIntyre, 2008; Moll, Amanti, Neff, Gonzalez, 2001).

This Project ELevate will systematically enhance three areas of family and community engagement: (1) 21<sup>st</sup>-century technology skills; (2) parents' understanding and appreciation of higher education; and (3) parents' engagement with their children's teachers and school activities. The NMSU project will partner with two community organizations that have a successful track record of working with families: ENLACE and Project Generations. ENLACE will lead 21<sup>st</sup>-century technology sessions, using the *Tech Goes Home* program. While Project

Generation staff will improve academic success through their fifth-grader's university program. The third systematic initiative will be focused on inservice teachers creating monthly family literacy sessions through an adult and family literacy course, which will be an important part of their certification and completion of our program. These three family engagement programs can be replicated in other areas of New Mexico and in other rural districts to obtain excellent results.

### ***21<sup>st</sup> Century Technology Skills***

To improve access to technology and its benefits to families and their children's education, NMSU will partner with ENLACE, a community organization which means "to connect" in Spanish. ENLACE has over ten years' experience working low-income English learner families. They have used *Tech Goes Home* with much success and have improved family's technology access for parents in job hunting and for children in improving homework skills. *Tech Goes Home* (2015) is a national award-winning initiative (<http://www.techgoeshome.org/schoolandcommunity>) founded in 2000, "to provide underserved [populations] the opportunity, tools, education, and access required for twenty-first-century skills development" (§ 1). Most households have incomes under \$20,000 per year, and 79% of the participants live in single female-headed households. In total, 90% of the participants are people of color, 40% are English learners, and 10% have significant disabilities.

According to Rideout and Katz (2016) "Children and parents frequently learn with, and about, technology together, especially in families with the lowest incomes and where parents have less education" (p. 6). "Children from low- and moderate-income families use computers and the Internet for a variety of educational activities, but those without home access are less likely to go online to pursue their interest. [...] 35% of those with mobile only access say they 'often' do this, compared to 52% of those with home access" (Rideout & Katz, 2016, p. 7).

In this partnership, ENLACE will recruit EL families in each of the partner school districts. Their staff will provide two preliminary workshops for the NMSU preservice teachers, the school principal, and the inservice teachers to ensure how best to work with EL families and their children before they are placed in the *Tech Goes Home* program. These workshops will help to ensure that all school personnel are informed and are part of the *Tech Goes Home* initiative.

Together with the preservice teachers, ENLACE staff will offer family literacy through technology sessions. Every year, ENLACE will provide two introductory workshops for 10 preservice teachers to learn how to collaborate with the parents of English learners to meet those parents' cultural, linguistic, and informational needs when teaching their own EL students. Then, with the assistance of those preservice teachers, ENLACE will conduct 5 three-hour sessions per semester to guide parents and their children on how to use netbooks to find vetted online tools and resources, such as translation apps, communicating with their child's teacher, Khan Academy videos on topics such as math and science, and more. After the parents and children have attended all five sessions, they will keep their netbook (valued at \$250 each), as part of the *Tech Goes Home* program. Every year, 80 parents will be recruited for the workshops, 40 in the fall semester, and another 40 in the spring. Thus, in the five-year duration of the project, 400 parents will be trained. At the same time, 50 preservice teachers will be trained (10 per year).

### ***Elementary-University Academic Success Program***

Research suggests that teaming parents and their children to promote academic success will yield positive outcomes for those participating in such programs. To improve academic success among ELs, the NMSU program will partner with Project Generations, which educates families about access to and opportunities from higher education. Project Generations facilitates generational communication while helping parents and children to learn about choosing

academic courses to prepare for higher education. These programs not only provide school engagement, but they also provide ideas, energy, and hope for their future. The Student Gallup Poll (2016) shows that there is a relationship between hope and engagement for young people.

The Project Generations coordinator will organize an *Academic Success* program along with the school counselors. The main goals are for parents and children will be to: (a) discuss the importance of education; (b) learn the habits and skills that promote success in middle, high school, and college; and (c) develop educational and professional goals. These combined goals serve to improve ELs educational outcomes. Project Generations will have a five-session program, which is divided into four Saturday sessions, and one overnight fieldtrip to the NMSU campus. The goals of the campus overnight field trip are to: (1) provide positive experiences on the college campus that increase the students’ and parents’ sense of comfort and familiarity on campus, and (2) give the parents the experience of living in the residence halls and using the library as a study resource. For most working-class parents, their only view of campus life is through movies, which sensationalize college life. Hence, many low-income EL parents deny their children the opportunity to live on campus and reduce their availability to student resources.

**Recruitment.** The Project Generations coordinator will recruit fifth-grade students and their parents for the program every fall by contacting principals and school counselors. A parental recruitment letter and a brochure with the goals, dates and times will be circulated to all fifth-grade EL students. An informational meeting will be held for parents to learn about the program.

Table 4, below, illustrates the four Saturday *Academic Success* program.

**Table 4: Project Generations’ *Academic Success* Saturday Schedule**

Time	Activity	Outcome
8:00 A.M.–8:50 A.M.	Breakfast on campus and announcements, introductions	Introduction to college experience and sororities.

9:00 A.M.–9:50 A.M.	<b>Introduce Community Role Models.</b> A professional talks about her/his college experience and leads an interactive activity based on her/his profession.	The professionals become role models as successful low-income people. To raise educ. aspirations, families learn about career opportunities.
10:00 A.M.–10:50 A.M.	<b>Campus Open House &amp; Tour</b> Walk across campus to library, admissions office, various areas of study: business, engineering	Families (parents and their children) learn about college study, careers, and importance of setting study hours.
11:00 A.M.– 12:00 P.M.	<b>Educational and Career Goals</b> School counselor will lead a Parent Circle for parents to ask questions and share aspirations. In the Student Circle setting goals, academic prep. will be discussed.	Parents will discuss their active role in their child’s education, choices, keeping communication open. The children will write goals, learn to choose college prep courses, and set study time.

**Preservice Teachers.** In addition to providing parent, family, and community engagement program, Project ELevate will place preservice teachers with the Project Generation program to have direct experiences interacting with parents and children. Preservice teachers will have experiences with parents and their children through a family engagement program. In turn, preservice teachers will act as role models and contribute to the parents and their children’s knowledge of a college education. The Generations Coordinator will provide two workshops in order to ensure how best to work with EL families and their children before the program begins.

***Inservice Teachers Creating Effective Family Engagement***

During the five years of the ELevate project, 150 parents (and their children) will be served by the children’s classroom teachers in monthly family literacy engagement sessions. Research has shown that the most successful family literacy sessions are those that are led by classroom teachers, rather than by paraprofessionals or other school personnel (Delgado Gaitan, 2001).

Furthermore, teachers can strengthen their instructional effectiveness with their ELs when they involve the parents in their children’s education (Chen, Kyle, & McIntyre, 2008). In Project ELevate, all teachers will design family literacy sessions tailored to the specific language and literacy needs of their students while taking an adult and family literacy course. Through the sessions, the teachers will communicate with the parents about the learning expectations for their children’s grade level, and in turn the parents will communicate with the teachers about their children’s interests and reading, writing, and study habits—creating a dialogue with each other.

Inservice teachers will be at the center of the project, elevating the learning of both parents and children. Parental involvement has been shown to be a critical and value-added component to ensure the sustainability of community-school partnerships (Chen, Kyle, & McIntyre, 2008).

The Principal Investigator of this project has helped K-6 teachers to develop family literacy engagement programs with their students. In these projects, the teachers asked parents what topics interested them. Those topics were then incorporated into the family literacy programs that used children’s literature as a springboard for the larger discussions. Table 5, above, illustrates examples of family engagement sessions organized by the teachers themselves incorporating the parents’ input, under the guidance of the Principal Investigator, to improve parent-teacher-student relationships. In all cases, the teachers reported that the children who attended the sessions with their parents improved both their classroom engagement and their grades.

### **Goals and Objectives Competitive Priority 2: Parent, Family, and Community**

**Goal 4. Increase the number of ELs parents and their children who have acquired twenty-first-century skills to improve their children’s education.** See Table 6, below.

**Objective 4A.** By the end of Year 5 (2022), a total of 200 EL parents and 200 EL children (400 total) will have completed ENLACE *Tech Goes Home* training.

**Outcomes:** Of the 400 EL families (minimally one parent and one child) that complete the ENLACE 15-hour *Tech Goes Home* training over 5 sessions, 95% will complete the program, and 95% will rate the program as effective in increasing access to 21<sup>st</sup> century technology use to improve their children’s access to the world wide web in order to complete homework assignments (GPRA 6). The baseline data will be established in the first year.

**Objective 4B.** By the end of Year 5 (2022), a total of 150 EL parents and at least one EL child will have completed the Project Generation *Academic Success* training and a total of 50 preservice teachers will have worked alongside the Project Generation staff and EL parents and their child to complete the Project Generation *Academic Success* training.

**Outcomes.** Of the 150 families (minimally 1 parent and 1 child) that participate, 90% of will complete the 40-hour Project Generation *Academic Success* training, and 90% will rate the program as effective in increasing their knowledge about access to higher education (GPRA 6).

**Table 6. Families Served Every Year and Total of 5 Years in Family Engagement Program**

Program	Year 1	Year 2	Year 3	Year 4	Year 5	Total
ENLACE <i>Tech Goes Home</i>	80	80	80	80	80	400
Project Generation <i>Academic Success</i>	30	30	30	30	30	150
Certification Course <i>Family Literacy Program</i>	300	300	300	300	300	1,500
Total	140	140	140	140	140	2,050

**Objective 4C.** By the end of Year 5 (2022), a total of 150 EL parents and at least one EL child will participate in the Family Literacy Program created by the 45 inservice teachers in the Dual Language or Reading Certification in their schools. 90% of the EL families (minimally 1 parent and 1 child) will have completed five monthly Family Literacy Program created by the



inservice teachers. **Outcomes.** Of the 1,500 families, minimally 1 parent and 1 child, (300 every year) 90% of will complete the 15-hour Family Literacy Program, and 90% will rate the program as effective in increasing their knowledge about literacy at home and at school, and learning about the school's literacy expectations for their children (GPRA 6).

### **Quality of the Project Personnel**

The following key personnel will be needed to manage the proposed project: the Project Investigator (Dr. Hernández), the project director (Dr. Montelongo), ENLACE and Project Generation personnel, and the external evaluator.

**Hiring Criteria.** NMSU is an equal opportunity affirmative action employer and does not discriminate on the basis of age, sex, race, religion, or disability. Please see our GEPA 24.7 Statement for additional steps the director will take to ensure equity in hiring.

**The Principal Investigator.** As the project's Principal Investigator, Dr. Anita Hernández will oversee the management of the project and its evaluation. She has a doctorate in Language, Literacy, and Culture from Stanford University; and an M.A. degree in Reading Education. Dr. Hernández has also published numerous articles and is co-author of two professional books: *Interactive Notebooks and English Learners: How to Scaffold Content for Academic Success* and *Theme-Sets for Secondary Students: How to Scaffold Core Literature*, both published by Heinemann. Dr. Hernandez also has established a working relationship with Dual Language of New Mexico, an organization dedicated to improving dual language programs in New Mexico.

Dr. Hernández has 14 years of experience as a bilingual teacher with ELs in grades K-6 and 19 years of experience teaching undergraduate and graduate courses for preservice teachers earning their licensure, inservice teachers earning their M.A. degrees and their national certification. She has led EL seminars for secondary teachers of ELs in California and New

Mexico. She will be available to Project Elevate at 25% time.

***The Project Director.*** As the Project Director, Dr. Montelongo will be responsible for managing the daily operations of Project ELevate. He is highly qualified to implement the project's goals, objectives, and activities. He has a Ph.D. in Curriculum and Instruction, a master's degree in Library Information Sciences, and has served as a classroom and reading teacher, teacher-educator, and ESL instructor. Dr. Montelongo has experience creating curricula for EL students from K-16, helping them to improve their comprehension, writing, and high-order thinking. He has also developed English-Spanish vocabulary materials to scaffold academic English vocabulary for ELs. He will be responsible for recruiting. Dr. Montelongo will be available for Project Elevate 100% FTE.

#### ***The External Evaluator—Wexford Institute***

Wexford Institute ([www.wexford.org](http://www.wexford.org)) will develop the instruments, collect and analyze the data, and submit a written report to the director. A team of Wexford evaluators will conduct the evaluation and the Project ELevate study. **Sheila Cassidy** is founder and executive director of Wexford and she will oversee the evaluation of Project ELevate. She is an expert in evaluating professional development, and programs for English learners. **Dr. Martha Alvarez-Martini** will be the lead evaluator and has over 30 years of experience as an educator and evaluator. **Dr. Ryoko Yamaguchi**, a research scientist, who will be the lead on the QED design. She has extensive experience in QED methodology and is well suited as she has experience with professional development projects. **Dr. Deborah Jolly** is senior researcher and will work with Dr. Yamaguchi to lead the quantitative data collection and analysis.

#### **Expert Advisory Panel**

Project ELevate will constitute an advisory panel made up of leading experts in the field of

EL education: Dr. Diane August is an expert on developing instructional interventions that integrate language acquisition with content, specifically science, for example QuEST. Project ELevate is using her 2009 study (August et al., 2009) as a guide implementing evidence-based instruction for ELs. Dr. Guadalupe Valdes is a leading expert on bilingualism and family and adult learning and Dr. Richard Duran is a leading expert on the use of technology with at risk populations. All three will review our modules for the certification coursework and our classroom observational scale, for meeting the WWC moderate evidence of effectiveness.

*Dr. Diane August* is a researcher with American Institutes Research and is responsible for directing the Center for English Language Learners. Her area of expertise is research and technical assistance related to the education of ELs pre-K–12. Dr. August brings 40 years of experience in the many aspects of educating language-minority children. *Dr. Richard Duran* is a Professor of Education, University of California, Santa Barbara. His experience is in both quantitative and qualitative research on ELs. He has conducted studies and published on the validity of the SAT, GRE, and TOEFL tests with the Educational Testing Service. His research is directly related to our project’s competitive priority 1 and 2: Moderate Evidence of Effectiveness and Parents, Families, and Communities. *Dr. Guadalupe Valdés* is a Professor of Education, Stanford University. She is a founding partner of *Understanding Language*, an initiative focused on the role of language in content-area learning, with a focus on helping ELs meet the new CCS Standards and Next Generation Science Standards. Her study of EL families in *Con □Respeto: Bridging the distances between diverse families and schools* is related to (Competitive Priority 2)

### **Quality of the Management Plan**

The following management plan has been carefully designed to ensure the project meets and somewhat exceeds its goals, objectives, and outcomes, on time and within budget. The

Director, Dr. Montelongo, will work closely with the P.I., Dr. Hernandez, to initiate the project, develop the two Academic Language Development modules (Goal 1), and to contact the instructors of the certification coursework about infusing the two modules. Dr. Montelongo will contact the partner districts to recruit inservice teachers (Goal 2), and he will contact the director of the NMSU teacher preparation program to recruit Dual Language certification preservice teachers (Goal 3). He will also contact the two community organizations (ENLACE & Project Generations) to initiate the two family engagement programs (Goal 4). The timeline below is divided into quarters: Q1=September to November; Q2=December to February; Q3=March to May; Q4=June to August.

**Matrix of the Management Plan by Objective**

**Objective 1.** Create 2 evidence-based *Academic Language Development (ADL)* modules to integrate into coursework and EL seminar.

Activities to Achieve Objective	Evaluation Strategies	Personnel Responsibility	Timeline
1.1 Create the 2 ALD modules. Review 2 studies	1.1 incorporate strategies	P.I., Director	Q1, Year 1
1.2 Advisors vet the 2 ALD modules	1.2 evaluate modules	Advisors, P.I., Director	Q1, Year 1
1.3 Modify the 2 ALD modules based on feedback	1.3 refine modules	P.I. Director	Q1, Year 1
1.4 Meet with coursework & seminar instructors	1.4 evidence in syllabi	P.I., Director, Instructors	Q1, Year 1
1.5 Create the ALD Observation Scale	1.5 Observation Scale Protocol	P.I., Director, Evaluators	Q2, Year 1
1.6 Inter-rater reliability of Observation Scale	1.6 Observe certification teachers	P.I., Director, Evaluators	Q2, Year 1
1.7 Pilot and Adjust the ALD Observation Scale	1.7 Observe teachers Revise Scale	P.I., Director, Evaluators	Q3, Year 1
1.8 Year 4 Study of teachers implementing ALD	1.8 Evaluators	P.I., Director, Evaluators	Q3, Year 1

**Objective 2A.** Recruit 15 inservice teachers to enroll in TESOL coursework to be highly qualified for teaching ELs. (GPRA 2 & 3)

**Objective 2B.** Recruit 15 inservice teachers to enroll in DL or Reading coursework to be HQ for teaching ELs. (GPRA 2 & 3)

Activities to Achieve Objective	Evaluation Strategies	Personnel Responsibility	Timeline
2.1 Contact Partner Districts & Recruit Teachers	2.1 Recruitment flyers	Director	Q1, Years 1-5
2.2 Inservice Teachers take the pre-test survey	2.2 Completed pre-test survey	Evaluator	Q1, Years 1-5
2.3 Inservice Teachers enroll in coursework	2.3 course list of students	Director	Q2, Years 1-5
2.4 Evaluators collect student baseline data	2.4 ACCESS & PARCC Scores	P.I. Evaluators	Q1, Years 1-5
2.5 Inservice Teachers implement ALD practices	2.5 course assignment	Instructors	Q3/4 Years 1-5
2.6 Observe ALD implementation in classrooms	2.6 ALD Observation Protocol	P.I., Director, Evaluators	Q3/4, Years 1-5
2.7 Teachers create a family literacy program	2.7 Family Literacy Plan	Director, Instructor	Q2-4, Years 1-5
2.8 Inservice Teachers complete coursework	2.8 student transcripts	Director, Instructors	Q4, Years 1-5
2.9 Families evaluate the family literacy program	2.9 satisfaction surveys	Director	Q4, Years 1-5
2.10 Inservice Teachers complete the post survey	2.10 Completed Survey/Interview	P.I., Director, Evaluators	Q4, Years 1-5
2.11 Three Teachers attend QTEL seminar	2.11 Seminar records	Director	Q4, Years 1-5
2.12 Inservice Teachers create PD for colleagues	2.12 PD Plan	Director, District Personnel	Q4, Years 1-5

**Objective 3A/3B.** 10 preservice teachers complete DL licensure, enroll in EL Seminar to be HQ ELs teachers. (GPRA 2 & 3)

**Objective 3C.** 10 preservice teachers complete one of two family engagement programs. (GPRA 2 & 3)

Activities to Achieve Objective	Evaluation Strategies	Personnel Responsibility	Timeline
3.1 Contact Teacher Prep & Recruit Students	3.1 Recruitment flyers	Director	Q1, Years 1-5
3.2 Preservice Teachers take the pre-test survey	3.2 Completed pre-test survey	Evaluator	Q1, Years 1-5
3.3 Establish baseline data Preservice Teachers	3.3 Test Scores for Teacher Prep	P.I., Evaluator	Q1, Years 1-5
3.4 Preservice Teachers attend EL seminar	3.4 pre-and post-survey	Evaluator	Q4, Years 1-5
3.5 Preservice Teachers attend ENLACE/Proj. Gen	3.5 pre-survey & attendance rec.	ENLACE or Proj Gen	Q3/4 Years 1-5
3.6 Preservice Teachers evaluate Fam. Engagement	3.6 post-survey	Evaluators	Q4, Years 1-5
3.7 Preservice Teachers complete the post survey	3.7 Completed Survey/Interview	P.I., Director, Evaluators	Q4, Years 1-5

**Objective 4A/3B.** 80 families complete ENLACE *Tech Goes Home*, every year. (GPRA 6)

**Objective 4C.** 30 families complete Project Generations *Academic Success* engagement program. (GPRA 6)

Activities to Achieve Objective	Evaluation Strategies	Personnel Responsibility	Timeline
3.1 Contact Schools & Recruit Families	3.1 Recruitment flyers	ENLACE, Proj. Gen	Q1, Q3 Yrs 1-5
3.2 Families take a pre-test survey	3.2 Completed pre-test survey	Evaluator	Q2, Q4 Yrs 1-5

3.3 Evaluators collect student baseline data	3.3 ACCESS & PARCC Scores	P.I. Evaluators	Q1, Years 1-5
3.4 Families & Preservice Teachers attend TGH	3.4 Attendance records	Director, ENLACE	Q2, Q4 Yrs 1-5
3.5 Families/Preservice Teachers attend Proj.Gen	3.5 pre-survey & Attendance Rec	Project Generation Staff	Q2 & R Yrs 1-5
3.6 Preservice Teachers evaluate Proj.Gen/TGH	3.6 post-survey	Evaluators	Q2& 4, Yrs 1-5
3.7 Families complete the post survey	3.7 Completed Survey/Interview	P.I., Director, Evaluators	Q2 & 4, Yrs 1-5

**Time Commitments of Project Staff are Appropriate and Adequate**

The following table provides the time commitments of each of the proposed Project Staff.

<b>Principal Investigator</b> —Dr. Anita Hernandez	25% time plus 25% in-kind NMSU
<b>Project Director</b> —Dr. Jose Montelongo	100% time
<b>Administrative Assistant</b> To Be Named	25% time
<b>External Evaluator</b> —Wexford Institute	50% time

**Quality of the Project Evaluation**

**Feasible and Appropriate Evaluation Methods.** Project ELevate’s Evaluation Questions below focus the evaluation design, and

- (a) assess the implementation and outcomes of the project components for inservice teachers, preservice teachers, and parents families,
- and (b) in year 4, evaluate the impact of ELevate and its evidence-based program for inservice teachers on student outcomes.

**The Research questions** will provide for continuous improvement and findings will support planning for sustainability and replication.

1. Is Project ELevate being implemented as intended?
2. Are Groups A, B and C inservice teachers implementing the evidence-based strategies included in their coursework/PD, as measured by a researched-developed observation scale?
3. Annually, and as they complete their programs, what are the perceptions of participating preservice and inservice educators, stakeholders and parents/families about the implementation of the project, what they are gaining from participation, and the efficacy of the project in preparing them serve/support ELs and parent family engagement?
4. Have preservice teachers gained knowledge and skills from their preservice that have integrated evidence-based practices, and their involvement in the parent/family programs?
5. What progress is being made on the project goals, objectives and performance measures?
6. Have ELs in the schools of inservice teachers increased their English language skills as measured by the ACCESS, and increased their English Language Arts (ELA) performance, as measured by the PARCC?
7. (Research) Is the project effective in improving ELA of ELs based on a Quasi-Experimental Design (QED) using PARCC data?

To answer the Evaluation Questions, the design employs a mixed-methods approach to provide formative and summative data and findings, to be used in a continuous data-feedback loop to improve benefits to participants. As our external evaluator, Wexford Institute will collect quantitative and qualitative data from a variety of sources to answer the evaluation and research



questions. It uses a variety of methods that will provide quantitative and qualitative data to: document and report relevant activities, participation rates of preservice and inservice teachers and families, and data related to the implementation of the ELevate; monitor progress toward goals, objectives and performance measures; gather and report outcome data; and, it uses a QED to analyze data to determine the project's effects.

**Observations.** The Wexford team will conduct observations of: (1) PD and coursework for inservice and preservice teachers; (2) evidence-based research practices to measure teacher development in the use of those practices; and (3) parent/family/community programs.

**Surveys and Interviews.** Quantitative and qualitative data will be gathered through: surveys at the end of PD sessions for participating ELevate inservice and preservice teachers, and families; annual surveys and/or interviews/focus groups with participating educators, and parents/families. Interviews with a sample of participating ELevate inservice/preservice teachers and principals, and families, using structured interview protocols, will be conducted to gather information related to the evaluation questions and to respond to Performance Measures. Evaluators will administer online surveys to participating teachers and principals in order to gather the following data: PD feedback; perceptions of quality, relevance, and usefulness of project resources and experiences; professional growth with EL strategies and Dual Language practices; and indicators of improved academic outcomes for students. Hard-copy surveys in English, Spanish, and other languages as needed, will be administered to parents/family members after family engagement activities and at the end of each year.

**Annual Student Data.** Wexford will collect annual demographic, enrollment, state assessment, and Spanish language development assessment data for individual students, including: (1) ACCESS and PARCC. ACCESS is the New Mexico State Assessment of ELD for

ELs in the four domains of listening, speaking, reading and writing. Evaluators will collect ACCESS data in Years 2-5. PARCC is the New Mexico State Assessment for ELA/literacy. Wexford will gather annual student level data and school-grade level data on the PARCC for students of teachers for Goal 2 (inservice teachers).

***An Academic Language Development Observation Scale.*** A scale will be developed and used to observe academic language and academic vocabulary evidence-based practices.

***Measurable Threshold for Acceptable Implementation.*** Through a collaborative process with ELevate staff, Wexford Institute will develop a fidelity model that allows for the best means by which to document fidelity of implementation of the evidence-based practices. Our fidelity model will include an operational definition of each practice, an identified data source by which we can measure fidelity to practice, and a multi-level fidelity score criterion.

***Data Management.*** Wexford evaluators are trained to follow procedures for handling and storing data for human subjects research. To ensure the appropriate level of security, anonymity, confidentiality or de-identification of human subjects data, Wexford maintains paper records in securely locked cabinets that can be accessed only by key personnel on a project. Electronic data and research files are encrypted and are stored on password protected storage environments.

***Evidence of Project's Effectiveness Meeting WWC Standards with Reservation.*** The evaluation features a quasi-experimental design (QED) for students in grades 3-5 receiving the Project ELevate's *Academic Language Development* evidence-based practices in Year 4 from teachers in ELevate as inservice or preservice teachers, wherein we will statistically match schools within the same county to be comparison group schools (Shadish, Cook, & Campbell, 2002). Therefore, we will have treatment schools (those schools with Elevate inservice and preservice teachers), with a carefully matched comparison group of schools (those schools

without the trained teachers) (Dehejia & Wahba, 2002; Rosebaum, 1984). The QED design will meet What Works Clearinghouse Standards With Reservations, where our study features the following ways to mitigate threats to internal validity.

***Baseline Equivalence.*** To ensure that our sample of schools is equivalent prior to the treatment, we will conduct propensity score matching techniques to empirically match comparison schools to the treatment schools on similar characteristics, including school performance in math and ELA, student-teacher ratio, student characteristics, and teacher characteristics. Upon our selection of comparison schools, we will conduct baseline equivalence testing using school data one-year prior to the treatment to ensure equivalence in school outcomes in our analytic sample. For the Project ELevate program, this means that baseline equivalence will be conducted at the end of Year 3, prior to students receiving treatment (e.g., treatment teachers instructing students) in Year 4.

***Valid and Reliable Outcomes.*** The study will utilize administrative data from school districts in New Mexico, collecting both student and school data. Therefore, all outcomes, including student performance data are valid and reliable per WWC standards. Data collection will be systematically collected in both treatment and comparison conditions, and the outcomes are not over-aligned to the intervention.

***Confounds.*** The study design does not include confounds (e.g. N=1 or bundled intervention). The study includes multiple schools (across treatment and comparison) statewide, with over 25 teachers in the treatment group and 25 in the comparison group.

***Analytic Sample.*** There are over 25 treatment in-service teachers, who will receive ELevate training to implement the identified evidence-based practices with students in grade 3-5. Our analytic sample includes the treatment teachers and their respective schools, compared to a

matched group of schools. We anticipate that there will be up to 25 treatment schools; therefore, we will match 25 comparison schools using school report card data for a total of 50 schools in the analytic sample.

**Analysis: HLM Main Effect Analysis.** To address the main impact questions, we will conduct a multivariate statistical comparison of students' reading scores collected at the end of school year in Year 4 to derive the impact coefficient. The proposed 2-level hierarchical linear model will explicitly take into consideration the hierarchical data structure (level 1: students, level 2: schools) and adjust for clustering effects (Raudenbush & Bryk, 2002). Following is a summary of the analytic model proposed to estimate the program impact effects for 2 conditions.

*Level-1 Model: Student Level*

$$Y_{ij} = \beta_{0j} + \beta_{1j}(Female)_{ij} + \beta_{2j}(Prior\ Achievement)_{ij} + \beta_{3j}(SWD)_{ij} + \beta_{4j}(FRPL)_{ij} \\ + \beta_{5j}(Asian)_{ij} + \beta_{6j}(Hispanic)_{ij} + \beta_{7j}(Black)_{ij} + \beta_{8j}(Other\ Race)_{ij} \\ + \varepsilon_{ij}$$

*Level-2 Model: School Level*

$$\beta_{0j} = \gamma_{00} + \gamma_{01}(NMSU\ Program)_j + \mu_{0j} \quad Y_{ij}$$

Where  $Y_{ij}$  is the outcome of interest, such

as student performance. At the student-level (level-1), we control for gender, prior achievement, special education status (SWD), free and reduced price lunch eligible, and student race/ethnicity.

At the school-level (level-2), we control for the treatment effect (NMSU teacher training program).  $\varepsilon_{ij}$  is independently and identically distributed student residuals with a mean of 0, and

$\mu_{0j}$

is the school random effect, independently and identically distributed with a mean of 0. To

improve precision of the impact coefficient, the model adjusts for important exogenous covariates, pretest scores, gender, race and ethnicity, free/reduced lunch eligibility as a proxy measure of poverty, and special education status. In discussion with NMSU, we could add to our covariate list such as student migrant status.

***Analysis: HLM Moderation Analysis.*** To determine whether the program impact depends on students' demographic and education status variables, the HLM model will be modified to include a statistical interaction term, a product of the treatment variable (0 or 1) and a student characteristic variable. This tests whether the program impact varies by a student characteristic. The demographic and student status variables considered will be: gender, race and ethnicity, special education student, and economically disadvantaged student).

To determine whether the program impact depends on school demographic variables, including aggregated teacher measures, the HLM model will be modified to include a statistical cross-level interaction term, or covariates at the school-level (level-2). This tests whether the program impact varies by a school characteristic.

***Performance Feedback and Periodic Assessment of Progress.*** The evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. The evaluation process will provide both formative and summative data and findings, and will be used in a continuous data-feedback loop. The evaluation supports planning and delivery of activities and services throughout the grant period, to improve benefits to participants. Evaluators will conduct a process evaluation to determine the extent to which the project is being implemented according to plan; provide ongoing formative feedback to project staff related to quality of implementation; and offering recommendations on how to use the feedback data to refine critical program components. Evaluators will use data to document

project roll-out across participating sites and provide insight into outcomes based on levels of implementation. Student level performance data will be gathered annually along with annual student level EL classification status to analyze early outcomes to increase student performance. Data collection will occur on a continuous and systematic basis and will be part of a regular feedback loop to project staff, through monthly meetings/calls, periodic data summaries to support the APR, and an annual evaluation report.

***Reliable Performance Data.*** Wexford evaluators are cognizant of data quality, validity, reliability and security in all aspects of the evaluation design, instrument use and development, data collection, data summaries and analyses, and reporting. Wexford uses state assessments and instruments that have been previously found to be valid and reliable, reviews literature to identify appropriate and reliable instruments, develops surveys and interviews based on research based frameworks (such as CBAM and Guskey's model for PD evaluation, and tools from other experts in the field). In data collection, Wexford works closely with project staff to ensure high-quality data collection processes so that substantial samples are collected and data is not corrupted in transmittal, entry, summaries, analyses or maintenance. Wexford uses analyses that are appropriate for the evaluation design and the quality of the sampling. In reporting, we use triangulation of quantitative and qualitative data to provide the best understanding of progress and outcomes of a project. Wexford and Dr. Yamaguchi have conducted studies of small and large-scale projects, including research on recent Investment in Innovation (i3) funded projects, the Skills for Success project, Teacher Incentive Fund, Magnet and GEAR UP project from the U.S. Department of Education, STEM projects from the National Science Foundation.

## Other Attachment File(s)

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## **Project ELevate:**

### ***A Quality Professional Development Program for Teachers, Future Teachers, English Learners, and Families of English Learners in New Mexico***

#### **Key Personnel**

Improving outcomes and opportunities for English learners and their families is a priority in New Mexico. This will be accomplished by having inservice teachers pursue one of the following: (a) the Teaching English to Speakers of Other Languages (TESOL) certification; (b) the Dual Language (DL) certification plus an M.A. degree, or the Reading Certification plus an M.A. degree; or (c) the National Certification in English as a New Language.

**Principal Investigator**, Dr. Anita Hernandez, (1) be responsible for overall project management, (2) assist with the recruit the first year with the pre-service teachers, (3) participate in design and implementation of the annual English Learner Seminar, (4) work with the external evaluator to administer the instruments for gathering data, (5) write the annual project reports that includes the GPRA report, and (6) attend the director's meetings and communicate with the project director.

**Project Director**, Dr. Jose Montelongo, will be responsible for (1) recruiting and assisting the inservice teachers and preservice teachers to complete their respective programs, (2) recruit the 50 teachers for year 3 and 4 of the Quasi Experimental study, (3) process the stipend paper work and keep track of the stipends teachers will receive at the beginning and at the end of the study in year 4; and is responsible for the day to day operations of the project.



**ENLACE Community Partner Staff**, Dr. Federico Marquez and Delma Tafoya will recruit 80 families and conduct four *Tech Goes Home* family engagement programs per year, two a semester and will provide two parent workshops to the preservice teachers to prepare them to work. The ENLACE staff supports Competitive Priority 2: Parent, Family, and Community Engagement.

**Project Generation Community Partner Staff**, Dr. Laura Spencer and her recruiter will recruit 30 families and conduct one *Academic Success* family engagement programs per year and will provide two parent workshops to the preservice teachers to prepare them to work with families. The Project Generation staff supports Competitive Priority 2: Parent, Family, and Community Engagement.

**Three Expert Advisors**, Dr. Diane August, Dr. Richard Duran, and Dr. Guadalupe Valdes. They will consult on the Academic Language Development (ADL) modules and vet the Academic Language Development Observation Scale to be used in Year 4 of the project study for moderate evidence of effectiveness with the inservice teachers. They will support Competitive Priority 1: Moderate Evidence of Effectiveness.

### **The External Evaluator**

Experience (1) working with project personnel to develop the instruments, (2) collect data (3) analyze the data, and (4) submit a written report to the director. Experience with QED design that meet What Works Clearinghouse Standards With Reservations.

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April 17, 2017

Anita Hernandez, Ph.D.  
Don and Sarrah Kidd Endowed Chair for Literacy  
College of Education  
New Mexico State University  
Las Cruces, New Mexico 88003

Dear Dr. Hernandez:

It is a pleasure for Gadsden Independent School District (GISD) to support the grant proposal on *NMSU's Project ELevate: A Quality Professional Development for Teachers of English Learners Future Teachers, English Learners, and Families of English Learners* which has been developed in partnership through the College of Education, New Mexico State University (NMSU).

Gadsden Independent School District is in need of professional development for our teachers to earn Bilingual/TESOL and reading endorsements. Currently, we have many English learners who are in need of qualified teachers to assist with their reading and written language development. This endorsement would provide our teachers with expertise to provide ELs with reading and writing pedagogy that helps them develop 21st century skills.

We understand that one of the courses that teachers would take is an Adult and family Literacy course in order to improve family literacy sessions in our schools. As a school district, we would recruit inservice teachers to enroll in either of your courses to earn either endorsement and be qualified to teach in our dual language classrooms and in our ESL/ELL classes. This would improve the number of teachers who can work with English learners while improving English learners' success in our schools.

We would also assist with any evaluations measures, such as surveys or any other test scores that may be needed to assess the inservice teacher skills with English learners and to meet the project goals, objectives and outcome measures.

We look forward to collaborating with you and colleagues at New Mexico State University in this timely proposal.

Yours for better schools.

(b)(6)

Susan Yturralde  
Associate Superintendent



# Hatch Valley Public Schools

P.O. Box 790 Hatch, NM 87937 • Ph (575) 267-8200 • Fax (575) 267-8202 [www.hatchschools.net](http://www.hatchschools.net)

April 12, 2017

Anita Hernández, Ph.D.  
Don and Sarrah Kidd Endowed Chair for Literacy  
College of Education  
New Mexico State University  
Las Cruces, New Mexico 88003

Dear Dr. Anita Hernández:

Hatch Valley Public Schools (HVPS) is pleased to collaborate with New Mexico State University's College of Education professional development *Project ELevate: A Quality Professional Development for Teachers of English Learners Future Teachers, English Learners, and Families of English Learners* for improving the instruction for English Learners in our district.

To meet the challenges of improving our English Learners' performance in reading and writing with the Common Core Standards, our language development goals, and the district benchmarks, we are committed to collaborating with you.

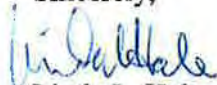
We are pleased that teachers will be able to earn their Bil/TESOL or reading endorsements. We also understand that one of the courses that teachers would take is an Adult and Family literacy course in order to improve family literacy sessions in our schools.

As a school district we would recruit inservice teachers to enroll in either of your courses to earn either endorsement and be qualified to teach in our classrooms. This would improve the number of teachers who can work with English learners while improving English learners' success in our schools.

We would also assist with any evaluations measures, such as surveys or any other test scores that may be needed to assess the inservice teacher skills with English learners and to meet the project goals, objectives and outcome measures.

We look forward to collaborating with you and colleagues at New Mexico State University in this timely proposal.

Sincerely,

  
Linda L. Hale  
Superintendent



Engaging LATino Communities in Education  
MSC 3DA  
Doña Ana Community College  
2800 Sonoma Ranch Blvd.  
Las Cruces, New Mexico 88011  
575-528-7397 • 800-903-7503 • Fax: 575-528-7300

April 20, 2017

Anita Hernández, Ph.D.  
Don and Sarah Kidd Endowed Chair for Literacy  
College of Education  
New Mexico State University  
Las Cruces, New Mexico 88003

Dear Dr. Anita Hernández:

It is with pleasure that I write this letter of support and collaborate with New Mexico State University's College of Education professional development for improving the instruction for English Learners.

The Engaging Latino Communities for Education (ENLACE) would be willing to support the program by connecting to our staff areas of expertise, eg, parent involvement, college preparation, and presentations about cultural/academic identity, critical service learning, and other supports relevant to the program.

ENLACE is funded by the State Legislature on recurring basis and has built a strong network of partners to support the activities of the program. The National Professional Development project will enable the program to reach a higher number of parents as well as creating additional partners to continue the project beyond the funded period.

**The following services will be provided during the 2017-2022 academic years:**

**Promote parent involvement in the Deming Public Schools, Gadsden Independent School District, Ruidoso Municipal School District, and Las Cruces Public Schools** to increase the number of parents and families engaged in their child's education. Parents will have increased school and home participation with their children and school personnel leading to achievement of the student.

**ENLACE will collect data and report data on pre-services teachers' involvement with parents of the school districts to include:**

- Parents will increase or maintain participation in activities at child's school.
- Parents will increase or maintain communication with their child's teacher or other school personal.

- Parents will increase or maintain online search for financial, job related, or other community resources.

**The following strategies will be used with pre-service teacher, parents and students to address student achievement.**

- ENLACE will provide training to pre-service teachers on cultural relevant strategies to effectively communicate with all parents of students participating in ENLACE.
- ENLACE will train pre-service teachers on cultural relevant use of technology so they in turn train parents to use technology to communicate with school personnel, help their child with out of school work, and to be able to navigate technology for locating and utilizing resources in and outside their community.
- ENLACE will connect pre-service teachers with parent groups so that they have an understanding of parent and community cultures.
- ENLACE will connect pre-service teachers with ENLACE teacher and school personnel for support and assistance.

**ENLACE will assist to establish parent and family work groups of the Deming Public Schools, Gadsden Independent School District, Ruidoso Municipal School District, and Las Cruces Public Schools who will:**

- Set up meetings with local communities including pre-service teachers, principals and their teams, active parents, or community members in school districts
- ENLACE will make contact with local neighborhood and community associations and organizations to identify parents and family's needs in support of students in the public schools.
  - ENLACE will facilitate and or provide ongoing training with pre-service teachers, parents of the DPS, GISD, RMSD, and LCPS. As needed, ENLACE will facilitate training of parents and staff in communication skills, leadership development, and community organization.

It is my sincere desire that this program be funded because the proposed program would increase and improve parent, family, and community engagement. The program would increase the number of parents involved in their child's education and will prove invaluable to this community. Please feel free to call upon me if you need any further assistance.

Sincerely

(b)(6)

Dr. Federico Marquez  
Director of ENLACE



April 17, 2017

**BOARD OF EDUCATION**

Maury Castro

Terrie Dallman

Marla A. Flores

Ed Frank

Ray Jaramillo

Gregory Ewing, Ed.D.  
Superintendent



**OUR MISSION**

The Las Cruces Public Schools, in partnership with students, families, and the community, provides a student-centered learning environment that cultivates character, fosters academic excellence, and embraces diversity.

Anita Hernández, Kidd Literacy Professor  
Department of Curriculum and Instruction  
College of Education  
New Mexico State University  
Las Cruces, New Mexico 88003-8001

Dr. Hernández,

Las Cruces Public Schools is pleased to partner with NMSU's *Project Elevate: A Quality Professional Development for Teachers of English Learners Future Teachers, English Learners, and Families of English Learners* grant for strengthening teachers' repertoire to work effectively with culturally and linguistically diverse students.

To meet the challenges of improving our English learners' performance in reading and writing with the Common Core State Standards and our language development goals, we are committed to collaborating with you.

LCPS continues to experience shortages of second language acquisition educators and this proposed grant would assist in addressing this staffing need. If this grant proposal is funded, it would assist LCPS to increase the capacity of our current teacher population and ensure that our teachers are prepared to address the needs of our district's EL population.

We are pleased to learn that one of the courses that teachers would take is an Adult and Family Literacy course, which would improve family engagement and student success in our schools. We welcome the *Tech Goes Home* program that would enhance our family's access to technology skills and the Project Generation's *Academic Success* that works with parents and children to learn about preparing for college. All of these programs would greatly improve our school-community engagement priority.

We understand that as partners in Project Elevate our responsibilities will be to assist with the:

- recruitment of Las Cruces teachers for Project Elevate
- prioritization of the needs of your schools for EL endorsed teachers, and for parent, family, and community engagement.

In closing, I share again the district's commitment toward this dual effort to prepare teachers to work with the growing EL student population and to assist with parent, family, and community engagement.

Sincerely,

Gregory Ewing, Ed.D.  
Superintendent

505 S. Main St., Suite 249  
Las Cruces, NM 88001  
575.627.6800  
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DEPARTMENT OF THE NAVY  
 OFFICE OF NAVAL RESEARCH  
 875 NORTH RANDOLPH STREET  
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IN REPLY REFER TO:

Agreement Date: June 24, 2016

## NEGOTIATION AGREEMENT

**INSTITUTION: NEW MEXICO STATE UNIVERSITY  
 LAS CRUCES, NM 88003-8001**

The Facilities and Administrative (F&A) cost and Fringe Benefit rates contained herein are for use on grants, contracts and/or other agreements issued or awarded to New Mexico State University by all Federal Agencies of the United States of America, in accordance with the cost principles mandated by 2 CFR 200. These rates shall be used for forward pricing and billing purposes for the New Mexico State University's Fiscal Years 2017 through 2018 for the predetermined rates and FY2017 for the fixed rates. This rate agreement supersedes all previous rate agreements/determinations for Fiscal Years 2017 through 2018.

**Section I: RATES - TYPE: PREDETERMINED (PRED)  
 FIXED (FIXED)**

**F&A Rates:**

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>	<u>Location</u>
Pred	07/01/16	06/30/18	48.00%	(a)	Instruction	On Campus
Pred	07/01/16	06/30/18	48.00%	(a)	Organized Research	On Campus
Pred	07/01/16	06/30/18	26.00%	(a)	Organized Research	Off Campus
Pred	07/01/16	06/30/18	42.90%	(a)	Agriculture Research	On Campus
Pred	07/01/16	06/30/18	26.00%	(a)	Agriculture Research	Off Campus
Pred	07/01/16	06/30/18	33.20%	(a)	Other Sponsored Activities	On Campus
Pred	07/01/16	06/30/18	26.00%	(a)	Other Sponsored Activities	Off Campus
Pred	07/01/16	06/30/18	48.00%	(a)	Branch	On Campus
Fixed	07/01/16	06/30/17		(a)	PSL Organized Research (1)	On Campus
Fixed	07/01/16	06/30/17		(a)	PSL Organized Research (1)	Off Campus
Fixed	07/01/16	06/30/17		(a)	PSL Organized Research (2)	On Campus
Fixed	07/01/16	06/30/17		(a)	PSL Organized Research (2)	Off Campus

**Fringe Benefit Rates:**

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>	<u>Location</u>
Fixed	07/01/16	06/30/17	36.50%	(b)	Regular Employees	Main Campus
Fixed	07/01/16	06/30/17		(b)	Regular Employees	PSL
Fixed	07/01/16	06/30/17	21.10%	(b)	Non-Regular Employees	All
Fixed	07/01/16	06/30/17	1.10%	(b)	Student Employees	All
Fixed	07/01/16	06/30/17	1.30%	(b)	Graduate Assistant	All
Fixed	07/01/16	06/30/17		(c)	PSL Leave	PSL

**DISTRIBUTION BASES**

(a) Modified Total Direct Costs (MTDC) means 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). MTDC excludes 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.

(b) Direct staff salaries and wages (including overtime expense, straight and premium) and employee leave benefits.

(c) Direct staff salaries and wages (excluding overtime expense, straight and premium)

**APPLICABLE TO**

(1) Applies to DOD contracts awarded before November 30, 1993, all Non-DOD Instruments, and all DOD grants (See Section II, paragraph G). (Capped)

(2) Applies to only DOD contracts awarded on or after November 30, 1993 in accordance with and under the authority of DFARS 231.303(1) (See Section II, paragraph G). (Uncapped)

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**SECTION II - GENERAL TERMS AND CONDITIONS**

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**A. LIMITATIONS:** Use of the rates set forth under Section I is subject to any statutory or administrative limitations and is applicable to a given grant, contract or other agreement only to the extent that funds are available and consistent with any and all limitations of cost clauses or provisions, if any, contained therein. Acceptance of any or all of the rates agreed to herein is predicated upon all the following conditions: (1) that no costs other than those incurred by the grantee/contractor were included in its indirect cost pool as finally accepted and that all such costs are legal obligations of the grantee/contractor and allowable under governing cost principles; (2) that the same costs that have been treated as indirect costs are not claimed as direct costs; (3) that similar types of costs, in like circumstances, have been accorded consistent accounting treatment; (4) that the information provided by the contractor/grantee, which was used as the basis for the acceptance of the rates agreed to herein and expressly relied upon by the Government in negotiating the said rates, is not subsequently found to be materially incomplete or inaccurate.

**B. ACCOUNTING CHANGES:** The rates contained in Section I of this agreement are based on the accounting system in effect at the time this agreement was negotiated. Changes to the method(s) of accounting for costs, which affects the amount of reimbursement resulting from the use of these rates, require the written approval of the authorized representative of the cognizant negotiating agency for the Government prior to implementation of any such changes. Such changes include but are not limited to changes in the charging of a particular type of cost from indirect to direct. Failure to obtain such approval may result in subsequent cost disallowances.

**C. PREDETERMINED RATES:** The predetermined rates contained in this agreement are not subject to adjustment in accordance with the provisions of 2 CFR 200, subject to the limitations contained in Part A of this section.

**D. FIXED RATES WITH CARRY-FORWARD PROVISIONS:** The fixed rates contained in this agreement are based on estimates of the costs for FY 2017. When actual costs for this fiscal year are determined, adjustments will be applied to the next subsequent rate negotiation to recognize the difference between the FY 2017 estimated costs used to establish the fixed rates and the negotiated actual FY 2017 costs.

**E. Carry Forward Amounts:** The following estimated carry-forward amounts were considered in the establishment of the above fixed rates:

Liquidated in the FY 17 Fixed Rates			
Rate	FY 14 Estimated	FY15 Estimated	Total CFW
<b>F&amp;A</b>			
PSL Research On Campus Capped			
PSL Research Off Campus Capped			
PSL Research On Campus Uncapped			
PSL Research Off Campus Uncapped			
<b>Fringe Benefit</b>			
Main Campus Regular Employees	\$852,694	\$798,827	\$1,651,521
PSL Regular Employees			
Non-regular Employees	\$0	\$101,831	\$101,831
Student Employees	\$0	\$4,189	\$4,189
Graduate Assistant Employees	\$0	\$43,585	\$43,585
PSL Leave			

**F. USE BY OTHER FEDERAL AGENCIES:** The rates set forth in Section I hereof were negotiated in accordance with and under the authority set forth in 2 CFR 200. Accordingly, such rates shall be applied to the extent provided in such regulations to grants, contracts and other transactions to which 2 CFR 200 is applicable, subject to any limitations in part A of this section. Copies of this document may be provided by either party to other Federal agencies to provide such agencies with documentary notice of this agreement and its terms and conditions.



**G. APPLICATION OF INDIRECT COST RATES TO DOD CONTRACTS/ SUBCONTRACTS:** In accordance with DFARS 231.303, for New Mexico State University's PSL Organized Research Rate, no limitation (unless waived by the institution) may be placed on the reimbursement of otherwise allowable indirect costs incurred by an institution of higher education under a DOD contract awarded on or after November 30, 1993, unless the same limitation is applied uniformly to all other organizations performing similar work. It has been determined by the Department of Defense that such limitation is not being uniformly applied. Accordingly, the rates cited (2) of Section I, as explained under the title, "APPLICABLE TO" do not reflect the application of the 26% limitation on administrative indirect costs imposed by 2 CFR 200, whereas (1) does so.

**H. DFARS WAIVER:** Signature of this agreement by the authorized representative of New Mexico State University and the Government acknowledges and affirms the University's request to waive the prohibition contained in DFARS 231.303(1) and the Government's exercise of its discretion contained in DFARS 231.303(2) to waive the prohibition in DFARS 231.303(1) with the exception of the PSL Organized Research Rate. The waiver request by New Mexico State University is made to simplify the University's overall management of DOD cost reimbursements under DOD contracts.

**I. SPECIAL REMARKS:** The Government's agreement with the rates set forth in Section I is not an acceptance of New Mexico State University's accounting practices or methodologies. Any reliance by the Government on cost data or methodologies submitted by New Mexico State University is on a non-precedence-setting basis and does not imply Government acceptance.

Accepted:

**FOR NEW MEXICO STATE UNIVERSITY**

**FOR THE U.S GOVERNMENT:**

(b)(6)

(b)(6)

Angela Ironsberry  
Senior V.P. for Administration & Finance

Linda B. Shipp  
Contracting Officer

6-28-16  
Date

6-28-16  
Date

*For information concerning this Agreement contact:*  
Betty Tingle, Contract Specialist  
Office of Naval Research

Phone: 703.696.7742  
Email: [betty.tingle@navy.mil](mailto:betty.tingle@navy.mil)

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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

## **Project ELevate:**

### ***A Quality Professional Development Program for Teachers, Future Teachers, English Learners, and Families of English Learners in New Mexico***

#### **Budget Justification**

Improving outcomes and opportunities for English learners and their families is a priority in New Mexico. This will be accomplished by having inservice teachers pursue one of the following: (a) the Teaching English to Speakers of Other Languages (TESOL) certification; (b) the Dual Language (DL) certification plus an M.A. degree, or the Reading Certification plus an M.A. degree; or (c) the National Certification in English as a New Language.

#### **Personnel Salaries and Benefits**

For New Mexico State University personnel participating in Project ELevate, salaries are based on salary schedules and negotiated employment contracts. Individual's responsibilities are detailed in the project narrative. The personnel salaries and fringe benefits totals \$120,622 in year one of the project and includes a 1.5% increase across every year to total \$124,062 in year 5. Funds for the salaries of a part-time administrative assistant and a Level II graduate assistant are also being requested. The funds include a 3% increase to cover the anticipated cost of living required by the university.

**Principal Investigator**, Dr. Anita Hernandez, 25% FTE academic year (\$10,290 in year 1) for all years. Over the five years, the total salary cost the P.I will be \$53,550.

**Project Director**, Dr. Jose Montelongo, 100% FTE academic year for all years. A base salary of \$62,000 in year 1 is requested to cover the salary of the Project Director who will be in charge of all managing the program, creating the two ALD modules and the Observation Scale

(in conjunction with the advisors and evaluators). Each year of funding, a 3% salary increase is requested to cover the anticipated cost of living mandated by the university. Over the five years, the total salary cost the Project Director will be \$322,651. The salary of the Project Director supports Competitive Priority 1: Moderate Evidence of Effectiveness and Invitational Priority 1: Dual Language.

**Administrative Assistant**, to be named, 25% FTE academic year for all years

**Level II Graduate Assistant**, to be named, 10% academic year for all years. In Years 2 to 4, the Graduate Student Assistant will support the Project Director and the Administrative Assistant with the creating and distribution of the classroom materials for the ADL modules for teacher implementation in grades 3 to 5.

**Summer Faculty Instructor**, to be named, will teach TESOL endorsement classes for the summer term in each of the first five years of the project. The summer salary cost for the Summer Faculty Instructor is \$4,958 in the first year, with a 3% increase over the five years of the project. The salary of the Summer Faculty Member supports the Absolute Priority and the Competitive Priority 1: Moderate Evidence of Effectiveness.

**ENLACE Community Partner Staff**, Dr. Federico Marquez (10% FTE or \$6,104 in Year 1) and Ms. Delma Tafoya (44% FTE or \$14,228 in Year 1) have been budgeted for their time to recruit 80 families and conduct four *Tech Goes Home* family engagement programs per year, two a semester and will provide two parent workshops to the preservice teachers to prepare them to work. Over the five years, the total salary cost for the ENLACE Parent Involvement staff is \$74,044. The salary of the ENLACE staff supports Competitive Priority 2: Parent, Family, and Community Engagement.

**Project Generation Community Partner Staff**, Dr. Laura Spencer (25% FTE or \$8,380 in

Year 1) and her recruiter (25% FTE or \$4,958 in Year 1) have been budgeted for their time to recruit 30 families and conduct one *Academic Success* family engagement programs per year and will provide two parent workshops to the preservice teachers to prepare them to work with families. Over the five years of the project the Generations staff will be \$63,786. The salary of the Project Generation staff supports Competitive Priority 2: Parent, Family, and Community Engagement.

**Three Expert Advisors**, Dr. Diane August, Dr. Richard Duran, and Dr. Guadalupe Valdes. They will consult on the Academic Language Development (ADL) modules and vet the Academic Language Development Observation Scale to be used in Year 4 of the project study for moderate evidence of effectiveness with the inservice teachers. Their honorarium supports Competitive Priority 1: Moderate Evidence of Effectiveness.

### **Fringe Benefits**

A total of \$37,314 is being requested to cover the cost of the benefits for the personnel salaries. New Mexico State University predetermined fringe benefit rates as approved by our Cognizant Agency, the Office of Naval Research (ONR) are 36.5% for regular employees, 21.1% for non-regular and summer employees, and 1.1 for graduate student employees. For this project, \$32,233 is budgeted for the fringe benefits of regular employees, \$4,985 for non-regular and summer employees, and \$96 for the graduate student employees. Over the five years, \$190,450 is budgeted for benefits after all of the mandated increases have been factored in.

### **Travel**

A total of \$8, 450 in year 1 of the project is being requested for travel This total includes \$2,500 for the Principal Investigator's trip to the OLEA Annual Meeting in Washington, D.C. for a five-year total of \$12,500. Additionally, a yearly total of \$3,000 has been earmarked for travel

by key personal to attend important one in-state conference focused on improving instruction for English learners. The total cost of these conferences over the five years will be \$15,000. A yearly sum of \$2,950 has been allocated for the ENLACE instate travel to schools to conduct family Tech Goes Home programing, resulting in a five-year total of \$7,500. Over the five-year period the cost of travel will be \$42, 250.

### **Materials and Supplies**

In year 1 of the project, \$9,500 and Years 2 to 5 \$3,000 are requested to cover the materials and supplies for the project. Over the five years of the \$21,000 in funds are requested to cover one-time expenses and ongoing office supplies. In the first year only a request to purchase a desktop computer and a printer is made. This computer system will be utilized to manage the data, which includes tracking the recruitment of the participants, the ongoing professional development outcomes, qualitative and quantitative data storage, and the writing of project reports. To pay for the cost of office supplies--printer cartridges, folders, and paper for recruitment and paperwork requirements, we have budgeted \$3,000 for the first year, \$1,500 a year for the next three years, and \$1,000 for the final year of the grant for a total of \$8,500. For the first year of the project only, the amount of \$2,000 requested cover the cost of the purchase of 2 video cameras, 2 tripods, and 2 microphones for videotaping teachers' own classrooms during the national certification application, which requires that teachers videotape their own classrooms for two of the four entries. The purchase of this equipment will provide the five National Board candidates with access to the video cameras and microphones they need to successfully complete their national certification. Finally, \$1,500 is requested annually for ENLACE general office supplies for a five-year total of \$7,500.

### **Services**

A base of \$90,700 is requested annually to cover the cost of professional services for the first year of the project, increasing to \$106,700 in the final year for a five-year total of \$506,000. Of this amount, \$80,000 for the first two years of the grant, and \$95,000 for the final three years is requested to cover the cost of the External Evaluator team, Wexford Institute, who will prepare the instruments for collecting the data, interview the participants, analyze the data, and prepare the evaluation report that includes both quantitative and qualitative results. To contract the services of Summer Institute consultants, \$3,000 a year for the first two years and \$4,000 a year for the remaining three years are needed. Of the remaining amount, \$5,000 is budgeted for ENLACE's professional service contracts to consult with the *Tech Goes Home* family literacy team. \$600 a year are required for the counselors who will guide the parent circle in the Academic Success parent groups for a five-year-total of \$3,000. We have also budgeted \$1,000 a year (\$5,000 for the 5 year total) for a School District Liaison from each of the three partner districts, whose job it will be to facilitate the acquisition of state test scores and demographic data for the their respective districts.

The sum of \$1,500 annually (\$7,500 for the 5 years of the grant) is budgeted for ENLACE's communication supplies: postage costs, purchases of promotional items, USBs, and other non-office supplies needed to promote and engage parents in the program. Additionally, the annual sum of \$1,500 (\$7,500 for the 5 years of the grant) is required for ENLACE's printing and reproduction needs to include copying and toner supplies. Similarly, a \$500 a year (\$2,500 total for five years) will be budgeted for the program's copying and toner supplies. Finally, \$1,600 a year (\$8,000 for five years) have been earmarked for catering services to provide food for business meetings.

## **Indirect Costs**

\$21,327 is requested as indirect costs at 8% for the first year. The total indirect costs for the five years of the project is \$106,004.

## **Training Stipends and Financial Aid**

Funds are requested annually for an average of \$188,000 to cover stipends for participants to join one of four different cohorts: 10 preservice teachers seeking a dual licensure credential, 15 inservice teachers pursuing TESOL certification, 15 inservice teachers pursuing dual-language or reading certification, and 5 inservice teacher who will earn National Board certification. The projected increase for tuition over the 5 year period was calculated at 3%. For the five-year period, the stipend for the participants in the four programs is \$934,200.

Stipends of \$200.00 for two years will also be provided to the 25 inservice teachers participating in the Academic Language Program treatment group for a sum of \$5,000 per year for a total of \$10,000 for the two years they are part of the study. Stipends will also be given to the 25 inservice teachers participating in the control group. The 25 teachers for the control group students will receive \$250 for one year for a total of \$6,250.

Once accepted into the program, each of the 10 preservice participants will have up to 15 credit hours per semester paid for by the program in the form of a tuition scholarship. \$85,500 is being requested annually to cover the cost of 30 credits of tuition for a full year (two semesters). Since NMSU has experienced a steady increase of approximately 3% in tuition, we are requesting a 3% increment every other year to cover this increase. For the preservice teachers, the five year total is \$444,945. A second cohort will be recruited for years three and four. A third cohort will be recruited and the program will only cover one year of their two-year program. Funds are requested to purchase 80 netbooks at a cost of \$300.00 per netbook as part of the



parent technology component of the Family Literacy project for five years. Since the cost for each year for the netbooks is \$24,000, the cost for all five years is \$120,000.

In this request, \$14,266.00 is requested to cover the cost of books, supplies, transportation costs, and local conference expenses. Each year 25 participants (10 preservice and 15 inservice teachers) accepted into the program will receive the stipends for books, supplies, transportation costs, and local conference expense.

The application cost for national certification is \$2,500 and is allocated for each of the two teachers. The program will also provide teacher completion stipends (\$1,000) to cover the cost of certifying nationally. Some teachers will need to pay for materials, their cost of a substitute as they near the deadline to submit their application of four entries and two videotapes, and transportation costs to complete an assessment at the Assessment Center.

\$6,400 stipend is requested annually for covering the full cost of the 5-day WestEd training for the professional development team of who will be assisting in the curriculum development for the EL Academic Language Seminar. These inservice teachers will also become trainer of trainers.

\$16,000 is being requested annually for print materials in treatment group, and the teachers in the Academic Language Development treatment group in years 3, 4, and 5. The print material for the Academic Vocabulary instruction will include the flashcards, vocabulary worksheets, and testing materials for each of the students (800 students). This amount also includes the classroom materials anchor charts, chart tablets, pocket charts for the 25 classrooms being taught weekly for 20 weeks.

In addition, resources books will be purchased for the participants during the summer institutes in years one through five. Each year one title will be purchased. For example, two

excellent resource books are: Jeff Zwier's *Building Academic Language: Essential Practice for Content Classrooms*, and Pauline Gibbon's *English Learners Academic Literacy and Thinking*.