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Abstract

The proposed Career Ladder Project is being submitted by Aims Community College, in collaboration with three institutions of higher education: the University of Northern Colorado, Greeley, Metropolitan State College, Denver, and the University of Colorado at Boulder. In addition, three Local Education Agencies (LEAs), including Weld County School District Re8, Fort Lupton, Adams County School District 27J, Brighton, and Adams County School District 50, Westminster, Colorado, have agreed to partner with Aims Community College in developing and implementing the proposed Career Ladder Program. Dr. Barbara Medina, Director of English Language Acquisition, at the Colorado Department of Education has agreed to assist in the infusion of ESL standards into math/science and the ESL elective courses proposed in this project.

The goal of the proposed project is to provide two cohorts of 30 paraprofessionals (Cohort 1, spring semester of year one through spring semester of year three; Cohort 2, summer semester of year three through summer semester of year five) an opportunity to earn an Associate of Arts degree with emphasis in English as a Second Language. The project will adhere to **GPRA Measure 1.4**: "The percentage of paraprofessional program completers who meet State and/or local qualifications for paraprofessionals working with EL students." As stated, 60 paraprofessionals from the three partner districts (30, Cohort 1 and 30 Cohort 2), will earn an Associate of Arts degree with emphasis in elementary education and English as a Second Language (ESL). In order to accomplish its goal and seven project objectives, the proposed project will hire a 10% time Principal Investigator, a 50% time Project Director and a full time Staff Assistant.

The proposed Career Ladder Program meets **Competitive Priority 3** – Promoting Science Technology, Engineering and Mathematics (STEM) Education in the following way. As a requirement of their program of study, paraprofessionals are required to complete two courses in math methods for elementary teachers (Integrated Math 1 and Integrated Math 2) and two courses in science methods for elementary teachers: (Integrated Science 1 and Integrated Math 2). While the courses will prepare paraprofessionals to teach math and science content to students, these courses are not focused on strategies for teaching math and science content to English Language Learners (ELLs). In an effort to make courses more applicable for **all** students, including ELLs, the proposed Director, Dr. Lorenso Aragon, will work with math and science instructors to embed ESL standards and practicum experiences into these required courses. In addition, Dr. Aragon will embed ESL standards and practicum experiences into the four elective ESL courses within the proposed Associate of Arts degree program. In addition, the required ESL elective courses within the proposed Associate of Arts degree program will be electives that focus on teaching English Language Learners (ELLs)

The need for the proposed Career Ladder Program is highlighted by the fact that the Limited English Proficient (LEP) population in the partner LEAs has increased two-fold over the past ten years, while the number of endorsed ESL teachers is declining. Furthermore, over 50 percent of LEP students in the partner school districts are unable to meet state standards in areas of reading, writing, math and science. Given the growing numbers of LEP students, the lack of ESL endorsed teachers in the partner districts, and the declining scores for English language learners, a need exists to develop a "Grow Your Own" teacher education program that prepares paraprofessionals for roles as elementary/ESL teachers. A unique feature of the proposed project is that supervised practicum will be embedded in all math/science and ESL

a. Quality of the Project Design (40 pts.)

Introduction

The proposed project will provide **30 paraprofessionals** from **three partner school districts** (Ft. Lupton School District Re8, Brighton School District 27J, and Westminster School District 50) an opportunity to earn an Associate of Arts degree with emphasis in English as a Second Language (**Invitational Priority 2**). The districts supported by this project have experienced a growth in the number of English Language Learners (ELLs) and therefore, hired Spanish-speaking paraprofessionals to work with monolingual teachers. These paraprofessionals have had little to no professional development opportunities to learn strategies for teaching English language skills or academic content to their growing numbers of English Language Learners. While the project is targeted for paraprofessionals, teachers in the partner districts will also be recruited to serve as mentors for program trainees. As an incentive for their participation in the program, Mentor Teachers will also be provided graduate coursework in strategies for teaching English and academic content to English Language Learners (ELLs).

(a)(1) Extent to Which Goals, Objectives and Outcomes are Specified and Measurable

An extensive review of the literature on effective Career Ladder programs was conducted and used in designing the proposed Career Ladder program. Based on findings, four basic principles were considered in developing this application, including: 1) planning a program that provides participants skills in teaching English language and content skills to ELLs; 2) marketing the program to partner LEAs; 3) collaborating with two and four-year colleges/universities; and, 4) developing and implementing support services for trainees, including counseling, academic and financial support (French, 2010; Sandoval-Lucero, 2010; Aragon & Bernal, 2009; Clewall & Villegas, 2001; Genzuk & Baca, 1998; Darling-Hammond, 1999; Middleton, Mason, Stilwe, &

Parker, 1997). Based on a literature review for the development of Career Ladder Programs, IHE and LEA staff met to develop the program. One major consideration when developing the program was the transfer of all courses from the community college to the four-year IHE. Plans for the recruitment and selection of the most interested and qualified participants were also discussed. Based on research and on the expressed needs of LEA partners the following goal and seven measurable objectives were developed and will guide the development of program:

GOAL : ***To develop and implement an A.A. degree program for bilingual paraprofessionals who work with students of Limited English Proficiency.***

Objective 1 Upon notification of funding, finalize plans for the A.A. degree program at Aims Community College, with emphasis in ESL education.

Objective 2 In the fall semester of year one, embed ESL standards into math/science and elective ESL courses and design practicum experiences for these courses.

Objective 3 Upon notification of funding, recruit and select 30 paraprofessionals (Cohort 1) to participate in the A.A. degree program. In the spring of year 3, select an additional 30 paraprofessionals (Cohort 2) to participate in the program.

Objective 4 In September of 2011, recruit and select 30 Mentor Teachers to serve as mentors for Cohort 1 paraprofessionals and in January of 2014, recruit and select 30 additional Mentor Teachers.

Objective 5 Retain a minimum of 90% of students from each cohort throughout the five-year project period.

Objective 6 Each year, offer courses that accommodate paraprofessionals' work schedule and provide participants needed support to successfully complete their Associate of Arts degree program with emphasis in ESL education.

Objective 7 In the spring semester of year 3 and in the summer semester of year 5, assist students with transfer from Aims Community College to the University of Northern Colorado or Metropolitan State College of Denver.

Strategies for Accomplishing Program Objectives

Figures from the Colorado Department of Education show an increase in the number of bilingual paraprofessionals hired to assist classroom teachers in teaching students who speak languages other than English. These paraprofessionals are hired because they live in the community and because of their ability to speak a second language, yet these paraprofessionals have not been exposed to professional development opportunities to prepare them for their role as a "teaching" assistant. Through the completion of the seven objectives above, Aims Community College will assist partner school districts in developing a "Grow Your Own" teacher education program.

Objective 1 speaks to the development and implementation of an Associate of Arts degree program for paraprofessionals, with emphasis in teaching English as a Second Language. In preparation for the writing of this proposal, Dr. Lorenso Aragon, the proposed Project Director, met with the Associate Dean of Aims Community College, Ms. Brenda Rask and Dr. Dan Doherty, Academic Dean of Education. At this meeting, core academic courses and elective courses were discussed and selected for the proposed A.A. degree program. In addition, Dr. Peter Vigil, Chair of Bilingual and ESL Education at Metropolitan State College of Denver and Dr. Carolyn Edwards, Director of Teacher Education at the University of Northern Colorado, met with the proposed Director, Dr. Aragon, to discuss transfer of students from the two to the four year Institution of Higher Education (IHE). Both IHEs expressed their support for the proposed program and are committed to helping students transfer from Aims to the four-year IHE.

The core courses required in this proposed Career Ladder Program are courses that are required in a four-year teacher education degree in the state and therefore, will directly transfer to either of the collaborating IHEs. The elective courses within the proposed program will prepare paraprofessionals to effectively teach English and content subject matter (math, science, Social Studies, etc.) to students who speak a language other than English. As a result of the initial planning that occurred during the development of this application, Aims Community College and

proposed program staff is poised to begin implementation of this program upon notification of funding from the Office of English Language Acquisition (OELA).

Objective 2 speaks to the infusion of ESL standards into all elective ESL courses and the integrated math and science courses within the A.A. program. Furthermore supervised practicum experiences will be embedded into ESL and integrated math and science courses. In order to accomplish this objective, the Director will work with integrated math and science teachers to embed ESL standards into these courses. In addition, during the fall semester of the first project year, Dr. Aragon will also develop ESL course syllabi that will include ESL standards as well as research-based strategies for teaching ELLs. Dr. Aragon will ensure that the ESL elective course syllabi each also have practicum requirements attached to them.

In order for federal programs to be considered successful, sponsoring IHEs must seek ways to build the program's capacity to continue the program after federal funding is no longer available. In order to build capacity for this program, the Principal Investigator, Ms. Rask, and the Project Director, Dr. Aragon, will recruit individuals who hold a Master's degree or a doctorate, with emphasis in bilingual/ESL education, to team-teach courses alongside Dr. Aragon. Dr. Aragon **will not** receive additional pay for taking the lead on designing and teaching courses, however, individuals hired to teach alongside Dr. Aragon will be paid to assist in teaching courses. Recruiting individuals to teach courses alongside Dr. Aragon will ensure that the college will have a pool of qualified ESL instructors long after funding ends, ensuring that the program may continue long after federal dollars are no longer available.

As stated, the integrated math/science and elective ESL courses will include supervised practicum, ensuring that paraprofessionals are practicing learned skills with second language learners in their assigned classrooms. Paraprofessionals will complete all practicum assignments under the supervision of their Mentor Teachers and in their classroom and during their regular workday. All math/science and ESL practicum assignments will be supervised by Dr. Aragon and by the individuals who will teach alongside him.

Objective 3 speaks to the recruitment and selection of 30 paraprofessionals to participate in the program. In order to build equity into this program, a total of ten paraprofessionals from each of the three partner districts (School District 27J, Brighton, School District 50, Westminster, and School District Re8, Fort Lupton) will be selected for each cohort. Recruitment of Cohort 1 students will occur in the fall semester of 2011 and in the spring of 2014 for Cohort 2 students.

In order to select the most interested paraprofessionals, the Director will meet with representatives from the partner LEAs to design a process for selecting the most interested paraprofessionals for this project. In early September of year 1 (Cohort 1 students) and in January of year 3 (Cohort 2 students), LEA administrators from each of the partner districts will help with recruitment by sending out a flyer to all paraprofessionals, inviting them to attend an informational meeting about the program. These informational meetings will be scheduled with school administrators and will be held in a central location in each district. At these meetings, the components of the program will be fully explained to interested paraprofessionals. In addition, the application process to be used in selecting program participants will be explained. Paraprofessionals from each of the partner districts will be provided one month to complete and submit applications to program staff. The Staff Assistant will compile all applications for review by district and program staff. The Director, Dean and two LEA representatives from each district will meet to select 10 paraprofessionals from their respective district. Letters will be sent out to successful applicants by November 15, 2011 (Cohort 1) and by April 15, 2014 (Cohort 2). In December of the first project year (Cohort 1) and in May of year three (Cohort 2), group meetings will held with paraprofessionals and other interested family members to explain all program components and requirements. Students selected for the program will complete the college "Accuplacer" (a test given to entering students that determines their abilities in reading, writing and math). The Director and the Aims' Advisor will then meet with students to enroll in appropriate courses. Cohort 1 paraprofessionals will begin their program of study in the spring semester of 2012 and will complete their program in the spring semester of 2014. Cohort 2

students will be selected in the spring of 2014 and they will begin their program in the summer of 2014. Cohort 2 paraprofessionals will graduate in the summer of 2016.

Objective 4 speaks to the recruitment and selection of teachers from each of the partner districts to serve as a **Mentor Teacher** for paraprofessionals. Each program trainee will be encouraged to select his/her mentor teacher. The rationale for this is that paraprofessionals are more familiar with teachers in their school or district and will more than likely select a teacher with whom they've established a positive working relationship.

Mentor teachers who are selected by the paraprofessional must have at least three years teaching. Once Mentor Teachers have been selected, the Principal Investigator and the Project Director will meet with selected mentors to provide them information about their responsibilities. Mentor Teachers must agree to maintain a log of mentoring activities that will be used as part of the evaluation of the effectiveness of this program. As an incentive for mentoring, teachers will be offered opportunities to enroll in graduate level coursework in ESL education through the University of Colorado. Coursework will emphasize strategies for developing mentor/mentee relationships and skills in teaching English Language Learners. Courses for mentor teachers who will work with Cohort 1 students will be offered during the spring semester of year one and in the fall semester of year two. Graduate courses for Cohort 2 Mentor Teachers will be offered in the spring of year three and in the fall of year four. As a result of their participation in this program, mentor teachers will earn 6 hours of graduate coursework. Teachers may apply hours earned in graduate courses towards re-certification and salary increments. In addition, Dr. Baca, Chair of the ESL Department at the University of Colorado will allow teachers to apply courses towards a M.A. degree or ESL endorsement at the University of Colorado at Boulder. More importantly, Mentor Teachers will also gain skills in working with linguistically diverse student populations as well as skills in mentoring/coaching others.

Cohort 1 and Cohort 2 Mentor teachers will complete the following courses: EDUC 5455 – Materials and Methods in Bilingual and ESL and, EDUC 5625- *Methods for Teaching ESL.* Dr. Leonard Baca, Chair of Education, Equity and Cultural Diversity on the University of Colorado

campus has agreed to offer graduate courses for mentor teachers on the Aims Community College campus. By offering the courses on the Aims Campus, teachers from the local partner districts will not have to travel to the University of Colorado campus to attend classes. Finally, if teachers have earned an M.A. degree in ESL or have completed a similar course, they may use dollars to attend a workshop/conference that deals with strategies for teaching ELLs.

Objective 5 speaks to retention of selected paraprofessionals. This objective will be accomplished through the development and refinement of a student services component at Aims Community College that specifically targets services for paraprofessionals. In order to accomplish this objective, the proposed Project Director, Dr. Lorenso Aragon, will work with personnel from Student Services to identify all potential services available to students.

Students will also be provided comprehensive advising and counseling services throughout their tenure in the program. In collaboration with Mary Tucker, Academic Advisor on the Aims Campus, Dr. Aragon will serve as each student's advisor and will provide students access to tutorial and personal counseling services, as needed. Throughout the five years of this project, members of each cohort will be required to meet monthly with Dr. Aragon to discuss and resolve problems that may arise and provide a forum where students may express concerns.

Objective 6 is designed to ensure that courses will not interfere with the paraprofessionals' work schedule. In accomplishing this objective, the Director will work with the P.I. to schedule courses so that they will not interfere with paraprofessionals' work schedule. In addition, they will work collaboratively to select exceptionally talented professors who have skills in working with nontraditional college level students. During the fall and spring semesters, courses will be scheduled two days per week (Monday/Wednesday or Tuesday/Thursday). During the summer semesters, courses will be scheduled during the day.

In order to accomplish **Objective 7**, transfer of students from Aims Community College to the University of Northern Colorado (UNC) or Metropolitan State College of Denver, the project Director will meet with Dr. Carolyn Edwards, Director of Teacher Education at UNC and Dr. Peter Vigil, Chair of Elementary Education at Metropolitan State College of Denver, to plan

for the transition of paraprofessionals from the two to the four-year IHE. Staff from the Office of Admissions and the Office of Teacher Education from each of the collaborating IHEs will meet with students to provide students information on the process for applying for admission to their IHE and do provide students information on scholarships and financial aid available to them.

The Management By Objective Matrix, located on pages 20 to 27 provide more details on the activities that will be used in accomplishing each objective, staff responsible for accomplishing the objective, evaluation strategies to be used, and the timeline that will be used in meeting each of the activities for each of the specified goals.

Course of Study - Associate of Arts Degree Program, Emphasis in ESL

As stated, the proposed program is designed to prepare two cohorts of 30 paraprofessionals to work with second language learners. As a result of this program, participants will earn an Associate of Arts degree with emphasis in ESL education.

The Associate of Arts Degree program is a 62-hour program; 41 hours of **general education** course work and 21 hours of **elective coursework** that is focused on providing paraprofessionals skills in working with English Language Learners. Table 1 on the following page lists core requirements for the Associate of Arts degree. These core requirements are fully transferable to either of the collaborating IHEs. Table 2 lists the elective courses required for the degree. These courses will prepare paraprofessionals to effectively teach English Language Learners. Table 3 lists the sequence of courses the Cohort 1 participants will complete during their tenure in the program. Finally, Table 4 lists the sequence of courses for Cohort 2.

TABLE 1 – Core General Education Requirements

Prefix	Course Title	Sem. Hrs.
ENG 121	English Composition 1	3
ENG 122	English Composition 2	3
ART 110	Art Appreciation	3

LIT 115	Introduction to Literature	3
PHI 112	Ethics	3
HIS 201	U.S. History 1	3
POS 111	American Government	3
GEO 105	World Geography	3
MAT 155	Integrated Math 1	3
MAT 156	Integrated Math 2	3
SCI 155	Integrated Science 1	4
SCI 156	Integrated Science 2	4
SPE 115	Public Speaking	3
	TOTAL SEMESTER HOURS	**41**

TABLE 2 – Elective Coursework - (ESL Emphasis)

Prefix	Course Title	Sem. Hrs.
EDU 221	Introduction to Teaching	3
EDU 175	Special Topics: Second Lang. Acquisition	3
EDU 233	English Language Learning K-6	3
EDU 275	Special Topics: Practicum in ESL	3
EDU 232	Literacy - Multicul/Multilingual Classroom	3
EDU 261	Teaching, Learning & Technology	3
PSY 238	Child Development	3
	TOTAL SEMESTER HOURS	**21**

TABLE 3 – A.A. Degree Program Plan - (ESL Emphasis) – COHORT 1

Year	Sem.	Prefix	Course Title	Hours
Year 1	***Fall/2011***		***Recruitment – Cohort 1 Students***	
	Spring/2012	EDU 221	Introduction to Education	3
		ENG 121	English Composition I	3
	Sum/2012	SPE 115	Public Speaking	3
		SCI 155	Integrated Science 1	4
		ART 110	Art Appreciation	3
		ENG 122	English Composition 2	3
		MAT 155	Math for Elem. Teachers I	3
Year 2	Fall/2012	EDU 175	Spec. Topics: Second Lang. Acquisition	3
		MAT 156	Math for Elem. Teachers 2	3
	Spring/2013	EDU 233	English Language Learning K-6	3
		SCI 156	Integrated Science 2	4
	Sum/2013	EDU 275	Special Topics: Practicum in ESL	3
		PSY 238	Child Development	3
		GEO 105	World Geography	3
		EDU 261	Teaching Learning & Technology	3
		POS 111	American Government	3
Year 3	Fall/2013	HIS 201	U.S. History 1	3
		LIT 115	Introduction to Literature	3
	Spring/2014	EDU 232	Literacy Multicul/Multiling. Classroom	3
		PHI 112	Ethics	3
			TOTAL SEMESTER HOURS	**62**

TABLE 4 – A.A. Degree Program Plan - (ESL Emphasis) – COHORT 2

Year	Sem.	Prefix	Course Title	Hours
	Spring 2014		***Recruitment – Cohort 2 Students***	
Year 3	Sum/2014	EDU 221	Introduction to Education	3
		ENG 121	English Composition I	3
		SPE 115	Public Speaking	3
		SCI 155	Integrated Science 1	4
Year 4	Fall/2014	EDU 175	Spec. Topics: Second Lang. Acquisition	3
		MAT 155	Math for Elem. Teachers I	3
	Spring/2015	EDU 233	English Language Learning K-6	3
		MAT 156	Math for Elem. Teachers 2	3
	Summer/2015	ENG 122	English Composition 2	3
		SCI 156	Integrated Science 2	4
		GEO 105	World Geography	3
		PSY 238	Child Development	3
Year 5	Fall/2015	EDU 275	Special Topics: Practicum in ESL	3
		LIT 115	Introduction to Literature	3
	Spring/2016	HIS 101	U.S. History 1	3
		PHI 112	Ethics	3
	Summer/2016	EDU 261	Teaching Learning & Technology	3
		POS 111	American Government	3
		ART 110	Art Appreciation	3
		EDU 232	Literacy Multicul/Multiling. Classroom	3

Role of Each Member in the Consortium

Members of the consortium include three partner LEAs and three collaborating Institutions of Higher Education. Each member in the consortium has agreed to the objectives in this application and have committed to assisting staff in accomplishing the goal and the seven program objectives. Following is information about the role of each partner/collaborator.

LEA Partners – The Local Education Agencies (LEAs) were selected as the partner LEAs for several reasons. First, these districts are experiencing an increase in the numbers of LEP students, yet they are unable to recruit qualified and endorsed bilingual/ESL teachers who are skilled in meeting the linguistic and academic needs of their growing English Language Learner (ELL) population. Because districts were unable to hire bilingual and ESL endorsed teachers, they have hired bilingual paraprofessionals to work with teachers to provide ESL lessons and language support in the students' language. Virtually all paraprofessionals hired are members of their respective communities, but not one of these paraprofessionals has been provided professional development opportunities in teaching ELLs. And, while paraprofessionals work under the supervision of regular classroom teachers, most classroom teachers are not prepared to teach second language learners nor do they have the second language capabilities to communicate effectively with students. Therefore, a need exists for the development and implementation of the proposed program for paraprofessionals that will provide them skills they need to work with this growing student population.

An added feature of the program is the Mentor Teacher component. As an incentive for providing guidance, support and encouragement to paraprofessionals, Mentor Teachers will also be provided coursework in ESL education as an incentive for mentoring paraprofessionals. In

this way, they too will gain the skills necessary so they may effectively teach their English language learner students.

Role of the Partner LEAs – LEA Partners have agreed to: 1) Assist with the recruitment of quality program participants; 2) become members of the team who will select the most interested paraprofessionals; 3) assist in the selection of mentor teachers for each of the two cohorts; and 4) provide trainees opportunities to practice learned skills in classrooms.

Other Consortium Members Involved in Developing the Project

IHE Collaborators – Three Institutions of Higher Education (IHEs), the University of Northern Colorado, Metropolitan State College of Denver and the University of Colorado at Boulder have agreed to partner with Aims Community College in the development of this project. The University of Northern Colorado and Metropolitan State College of Denver will assist paraprofessionals with transfer from the two to the four-year IHE. Faculty/staff from each of the collaborating IHEs will provide students information on the application process and information on the available scholarship on their respective campus. Advisors from each of the collaborating IHEs will also play a critical role in helping students successfully transition from Aims Community College to the four-year IHE.

Dr. Leonard Baca, Chair of the Division of Education, Equity and Cultural Diversity at the University of Colorado will work with the Director, Dr. Aragon, to design on site M.A. degree classes for teachers. Dr. Baca has agreed to embed supervised practicum into classes so that Mentor Teachers are required to apply learned skills in their individual classrooms

Role of the Partner IHEs – ***The University of Northern Colorado and Metropolitan State College of Denver will***: 1) provide students information on transferring from Aims Community College to the their IHE; 2) will provide students information on scholarships

available to them at their respective IHE; 3) will assist paraprofessionals in applying for and securing these scholarships and other financial aid; 4) will assign an Advisor who will guide paraprofessionals through their B.A. program of study; and, 5) will provide counseling support to paraprofessionals as they transition from Aims to the four-year IHE.

The University of Colorado at Boulder will: 1) meet with Dr. Aragon to develop a system for offering graduate courses to Mentor Teachers; 2) will select faculty who will provide graduate courses on site for teachers; 3) will advise teachers who wish to enroll in a graduate degree program at the University of Colorado; 4) will embed practicum experiences into all graduate courses to ensure teachers are using learned skills with their students; and, 5) will assist Aims Community College in developing undergraduate ESL courses, as needed.

(a)(2) The Proposed Project Reflects Up-to-Date Knowledge from Research & Practice

In her article, *Recruitment and Training of Paraprofessionals*, Nancy K. French (2009) reports that the No Child Left Behind Act requires school districts to hire paraprofessionals who are designated "highly qualified" as a result of having completed 48 hours of coursework from an accredited institution of higher education, or if they have passed Colorado's state-approved "Work Keys" test. While those public school paraprofessionals have met the ***basic*** requirements of the NCLB Act, French (2009) reports that these paraprofessionals lack skills needed to teach limited English proficient students.

In her study of paraprofessionals, French found that: 1) paraprofessionals supervise students during recess and lunch, as they did not have an understanding of research-based instructional strategies; 2) they felt uncomfortable planning lessons for second language learners, and 3) that they did not fully understand how state standards and benchmarks were used to drive instruction. Moreover, they were not prepared to work with English Language Learners. Based

on research, the goal of the proposed Career Ladder program is to fully prepare paraprofessionals for their role in the classroom by: 1) providing them basic skills in all core areas of reading, writing, history, world geography, science, technology and mathematics; and, 2) to provide trainees skills in teaching English and content subject matter to ELLs.

Aragon and Bernal (2010), in their article, *Factors to Consider When Developing Career Ladder Programs,* polled 275 paraprofessionals and found that 95% of those polled, reported that they did not feel they possessed the skills needed to meet the linguistic and academic needs of LEP students. Furthermore, they found that paraprofessionals had no knowledge of planning lessons based on state standards and benchmarks, yet the majority of respondents reported that they were required to plan for instruction. As a result of findings, Aragon and Bernal recommend that two and four-year IHEs work at developing a "seamless program" where paraprofessionals not only completed "core" requirements for the teacher education degree at a community college, but that elective requirements with the A.A. program be geared at providing paraprofessionals skills in teaching second language learners. Aragon and Bernal's research clearly shows that paraprofessionals, who begin their teacher education program in a cohort in a community college setting, and then transfer to a 4-year IHE, experience greater success completing their program. In addition, their research shows that the cohort nature of career ladder programs encourages collegiality among their participants.

Student achievement can best be improved by insuring that all public school students, including those who do not speak English, have access to a rigorous curriculum taught by teachers who are prepared and qualified to teach them (Hopewell, 2011; Escamilla; 2010; Cummins, 1996). This project proposes to contribute to the improvement of student achievement by insuring that paraprofessionals participate in quality teacher preparation where they will learn

about standards-based education and will learn how to use ESL standards to guide their teaching. Courses detailed in (a)(1) above meet high academic standards, as set by the Colorado Department of Education and standards set forth by NCATE are embedded into courses. In addition, the program meets **Competitive Priority 2** in that the program will prepare paraprofessionals to utilize research-based ESL teaching strategies to teach math and science.

Finally, the following ten principles represent the most current research in the field of ESL and bilingual education. These ten principles and research associated with them will be used when refining courses in the proposed program of study: 1*) Students learn language and culture through meaningful use and interaction* (García & Hamayan, 2006; García, 2005; Kramsch, 2003); 2) *Students use language in functional and communicative ways that vary according to context* (Schleppegrell, 2004; Halliday & Hassan, 1989); 3) *Students develop language proficiency in listening, speaking, reading, and writing interdependently, but at different rates and in different ways* (Gottlieb & Hamayan, 2007); 4) *Students' development of social, instructional, and academic language is the foundation for their success in school* (Anstrom, et. al., 2010; Francis, Lesaux, Kieffer & Rivera, 2006; Bailey & Butler, 2002); 5) *Students' development of academic language and academic content knowledge are inter-related processes* (Gibbons, 2009; Collier & Thomas, 2009; Echevarria, Vogt, & Short 2008); 6) *Students' academic language development in the native language facilitates their academic language development in English. Conversely, students' academic language development in English informs their academic language development in their native language* (August & Shanahan, 2006; Escamilla & Hopewell, 2010; Genesee, Lindholm-Leary, Saunders, & Christian, 2006; Gottlieb, Katz & Ernst-Slavit, 2009; Tabors, 2008);

7) *Students' access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their levels of language proficiency* (Gottlieb, Katz, & Ernst-Slavit, 2009; Gibbons, 2002); 8) *Students draw on their metacognitive, metalinguistic, and metacultural awareness to develop proficiency in multiple languages* (Bialystok, 2007; Cloud, Genesee, & Hamayan, 2009); 9: *Students' home, school, and community experiences influence their language development* (Nieto, 2008; Payne, 2003); 10) *Students' languages and cultures are valuable resources to be tapped and incorporated into schooling* (Escamilla & Hopewell, 2010; Freeman, Freeman, & Mercuri, 2002; Goldenberg & Coleman, 2010; Moll, Amanti, 1992).

b. Quality of Key Personnel (10 pts.)

"Aims Community College does not discriminate in its educational programs, activities, or employment practices, based on race, color, national origin, sex, sexual orientation, disability, age, religion, ancestry, veteran status, or any other legally protected classification" (2010-11 Aims Community College Catalog, p.24). The partner school districts are also committed to equal opportunity in employment and education for all individuals, regardless of age, race, color, religion, gender, national origin, or disability.

The project will encourage applications for employment from persons who are members of groups that have traditionally be underrepresented based on race, color, national origin, gender, age or disability. In order to encourage applications from underrepresented groups, positions will be posted on the State of Colorado employment website as well as on the Aims Community College website. In addition, positions will be posted in communities served by the project. Individuals hired for the positions in this program must possess experience working with underrepresented groups and must have worked in some type of educational setting that serves underrepresented groups.

(b)(1) Qualifications of the Principal Investigator and/or Project Director

The proposed ***Principal Investigator***, Ms. Brenda Rask, serves as the Dean of Aims Community College, Fort Lupton Campus. She earned her Master of Arts degree in in Business Education from Bemidji State University, located in Benmidji, Minnesota and a Bachelor of Arts degree in Business Administration from Grand View College, Des Moines, Iowa. Ms. Rask has completed 60 hours towards her doctorate at the University of Minnesota. Prior to becoming the Dean of the Aims Fort Lupton Campus, she was the Associate Dean of Career and Technical Education on the Aims main campus of Aims Community College. As Dean of Career and Technical Education (CTE), Ms. Rask was responsible for developing and implementing best practices for concurrent enrollment. While working in Career and Technical Education, she served on multiple committees and task force committees where she assisted in the development of certificate and degree programs in CTE. Prior to her work at Aims Community College, Ms. Rask was a Business Teacher with Weld County School District Re8, Fort Lupton, Colorado and a Business Education Teacher with the Osseo School District in Osseo, Minnesota. As the Dean of Aims Community College, Fort Lupton campus, Ms. Rask is responsible for overseeing the development of a computer-assisted tutorial program, a tutoring lab, and is responsible for designing a minority recruitment plan for the college. In addition to her extensive administrative experience, Ms. Rask works collaboratively with staff of two federally funded migrant education programs; a college assistance migrant program and a high school equivalency program which are located on the Aims Community College Campus. These programs serve seasonal and migrant farm workers.

The proposed ***Project Director***, Dr. Lorenso Aragon is an experienced teacher educator. Over the past twenty-five years, he taught graduate and undergraduate level courses in ESL and bilingual education, reading methods for second language learners, multicultural education, and Spanish. In 1995, he developed one of Colorado's first Career Ladder Programs on the Front Range Community College, located in Longmont, Colorado.

Dr. Aragon has an extensive background in education. He began his career as an elementary bilingual/ESL teacher in 1977. He served as Director of Bilingual and ESL education with the Fort Lupton schools and also served as a Teacher Training Specialist with the Multifunctional Resource Center at the University of Colorado at Boulder. In addition, Dr. Aragon has experience as an Assistant Principal and college and university professor.

Dr. Aragon earned his Bachelor of Arts degree in Elementary Education with emphasis in bilingual education from the University of Northern Colorado a Master of Arts degree in Bilingual/Multicultural Curriculum and Instruction from the University of Colorado at Boulder and a Ph.D. in Educational Leadership with emphasis in bilingual/ESL education from the University of Colorado at Denver. He also holds a valid Colorado teaching and administrator's license. Dr. Aragon is well versed in the development and implementation of programs that serve underrepresented groups. His doctoral dissertation dealt with the development of teacher education programs for public school paraprofessionals. The Title of his Ph.D. Dissertation was, ***Factors to Consider When Selecting Paraprofessionals for a Bilingual/ESL Teacher Preparation Program***. In 1995, Dr. Aragon developed and implemented Colorado's first federally funded Career Ladder teacher preparation program at Front Range Community College (FRCC), Longmont, Colorado. As result of his leadership in this Career Ladder Program, 30 paraprofessionals earned their Associate of Arts degree and went on to earn an elementary teaching license with endorsements in ESL/bilingual education from the University of Colorado.

Position Descriptions – P.I. and Project Director

The following position descriptions will be used if vacancies for the Director or P.I. should occur. Also, a position description is included for the Staff Assistant that will be hired.

Position Descriptions – The ***Principal Investigator*** must hold a M.A. degree or higher and must be experienced in working with diverse student populations. He/She must also posses experience managing federally funded programs that serve diverse student populations. The P.I. will be responsible for: 1) overall program management; 2) direct supervision of the Director and Staff Assistant; 3) meeting with the Director each week to determine progress in meeting project goals

and objectives; 4) overseeing the project budget; 5) coordination of meetings between IHE and LEA partners. The ***Director*** must hold a M.A. degree or higher and must be experienced in developing and implementing teaching education programs. He/she must possess experience teaching graduate and undergraduate teacher education courses in elementary and bilingual/ESL education, must be bilingual (English and Spanish) and possess extensive experience working with diverse student populations. He/She will be responsible for: 1) the day to day management of program activities, including the recruitment of paraprofessionals and mentor teachers; 2) meeting with IHE and LEA partners, as well as Colorado Department of Education staff, to review course content to assure state content standards are embedded into all teacher education courses; 3) teaching graduate level courses to mentor teachers; 4) mentoring and advising program participants; 5) meeting with the P.I. each week to advise her/him of progress made in meeting project goals and objectives and to appraise the P.I. of project spending; 6) meeting with Chairs of Departments at UNC and Aims to schedule courses that mesh with participants' work schedules; 7) working with the project evaluator on all aspects of the project evaluation; 8) meeting with LEA administrators and Boards of Education to keep them informed on the progress made by the project and to build capacity for the program; and, 9) meeting with the Colorado Department of Education staff to keep them apprised of the project's progress.

(b)(2) Qualifications and Experience of Other Key Project Personnel

A ***Staff Assistant*** will be hired. The individual hired for the position must possess experience working with non-traditional students. He/She must have at least two years working in an educational setting and must have a working knowledge of budgeting procedures. Preference for employment will be given to a person who is a member of a group that has traditionally been underrepresented based on race, color, national origin, gender age, or disability.

Position Description – Staff Assistant

The full time Staff Assistant must hold an Associate of Applied Sciences degree in business and must have at least two years experience working in a college/university setting.

The Staff Assistant will be responsible for: 1) all correspondence associated with the project; 2) developing and maintaining student files; 3) ordering books and materials; 4) working with the Director, P.I. and Office of Contracts and Grants to assure program expenditures are spent in accordance with federal rules and regulations; 5) attending and transcribing minutes of all meetings; 6) other duties assigned by the Director.

Project Evaluator - Dr. John Rocha will serve as the project's external evaluator. Dr. Rocha presently serves as a college professor and Director of a similar career ladder program at Morgan Community College, Fort Morgan, Colorado. He holds a B.A. degree in Spanish from the University of Northern Colorado, a Master of Arts degree in bilingual/ESL Curriculum from the University of Colorado at Boulder and a Ph.D. in Social Multicultural Foundations of Education, also from the University of Colorado at Boulder. Dr. Rocha taught elementary school, served as a bilingual/ESL curriculum development specialist in District Re 8, taught undergraduate teacher education courses at the University of Northern Colorado in bilingual/ESL education and presently teaches graduate level courses in this same arena at the University of Colorado, Boulder Campus. Over the past 25 years, Dr. Rocha has served as an evaluator for federally funded programs, including numerous Title VII and Title 3 programs. Dr. Rocha was consulted when writing this application and, based on the program goal and objectives, designed this evaluation plan. If Dr. Rocha is unable to serve as the external evaluator, the following Position Description will be used to recruit an external evaluator.

Position Description – External Evaluator – The external evaluator must hold a Master of Arts or Ph.D. and must have experience working at an Institution of Higher Education. She/He must also possess experience evaluating federally funded programs and must be familiar with instruments used to evaluate such programs. The evaluator will be responsible for: 1) developing all evaluation protocol; 2) completing all formative and summative evaluation requirements, as specified in the evaluation design of the proposed project; 3) writing all technical reports following U.S. Department of Education guidelines; and 4) meeting with program staff and LEA partners to provide evaluation results and advice on how to strengthen the program.

c. Quality of the Management Plan (20 pts.)

(c)(1) Adequacy of the Management Plan to Achieve Objectives

The proposed Principal Investigator, Ms. Brenda Rask, will report to the President of the College, Dr. Marsi Liddell. The proposed Project Director, Dr. Lorenso Aragon, will work collaboratively with Ms. Rask to accomplish the project's goal and seven project objectives. Together, the P.I. and Director will serve as the link between other project personnel, IHE collaborators and the partner school districts.

The project is based on one goal and seven program objectives. The anticipated milestones and timelines are as follows: (a) Select and admit paraprofessionals to the program 8/11/2011 and 5/1/2014; (b) Finalize training plan 8/11; (c) Paraprofessionals begin courses 1/12 (Cohort 1) and 5/28/14 (Cohort 2); (e) Graduation dates; Cohort 1- Spring 2014 and Cohort 2- Summer 2016; (f) Admit graduates to the four year IHE, Fall 2014, Cohort 1 and Fall of 2016, Cohort 2; (g) Publish project outcomes year 2 – 5.

Fiscal Management - The Office of Contracts and Grants of the Aims Community College campus will be responsible for all budgetary transactions and will advise project staff of federal and state guidelines governing the dispersing of federal funds. Financial transactions approved by the Principal Investigator or Project Director will be countersigned by the grants office. The Staff Assistant, with guidance of the Project Director and Principal Investigator will work with the grants office to ensure that all expenditures are allowable costs.

The **Management by Objective Matrix** on the following pages provides information on the activities that will be implemented to accomplish each project objective, the persons responsible for accomplishing the objectives, the strategies to be used in evaluating each objective and the timeline to be used in accomplishing each activity.

Management By Objective Matrix

Objective 1: Upon notification of funding, finalize plans for the A.A. degree program at Aims C.C., with emphasis in ESL education.

Activities to Accomplish Objective	Evaluation Strategies	Person Responsible	Timeline
1.1 Hold a meeting with IHE and LEA partners to discuss / finalize the program .	1.1 Minutes of meeting with partner IHEs and partner LEAs.	1.1 P.I., Dir., Partner IHE s and LEAs	-July, 2011
1.2 Meet with Aims faculty to discuss strategies for embedding ESL standards into classes.	1.2 List of suggested strategies for embedding ESL standards.	1.2 P.I., Director, Aims Staff, Staff Assist.	-July – Aug., 2011
1.3 Meet with faculty to discuss strategies for embedding practicum into courses.	1.3 List of specific practicum strategies that may be used.	1.3 P.I., Director, Aims Staff, Staff Assist.	--July – Aug., 2011
1.4 Meet with LEA staff. Agree on sequence for offering courses. Discuss strategies for implementing practicum experiences.	1.4 Minutes of meeting with LEA partners, plans for scheduling courses and practicum.	1.4 Director, P.I., Partner LEA staff, Staff Assistant	-Aug – Sept., 2011
1.5 Share model with Dr. Medina. Seek advice for embedding ESL standards into classes.	1.5 Attendance sign in rosters and minutes of meeting.	1.5 Director, P.I. Dr. Medina	-Nov. 2011
1.6 Finalize program model and seek final approval for the program from Dr. Doherty.	1.6 Course syllabi approved and on file for use in this program.	1.6 P.I., Director, Dr. Doherty	-Dec. 2011

Objective 2: Embed ESL standards into math/science and elective ESL courses and design practicum experiences for these courses.

2.1 Work with math/science instructors to embed ESL standards and practicum into math/science classes.	2.1 Develop math/science syllabi on file and ready for use by instructors.	2.1 P.I, Director Math/Science faculty	-Sep. – Oct., 2011
2.2 Develop elective ESL course syllabi. Embed ESL standards and practicum experiences into each of the four ESL elective courses.	2.2 All course syllabi developed and on file and ready for use by course instructors.	2.2 P.I.., Director, Staff Assistant	-Sept. – Oct., 2011
2.3 Meet with Colorado Department of Education to share course syllabi. Seek input.	2.3 Agenda of meetings held with CDE administrators.	2.3 P.I., Director, CDE Staff	-Nov., 2011
2.4 Meet with LEA partners; share course syllabi and to discuss strategies for completing practicum	2.4 Agenda of meeting held with LEA partners.	2.4 P.I., Director, Staff Asst., LEA staff.	-December 2011
2.5 After each class is taught, meet with instructors to review and revise syllabi.	2.5 Revised syllabi on file. Changes to syllabi are noted.	2.5 Director, Staff Assistant, Evaluator	On-going, years 1 – 5.

Objective 3: Recruit and select 30 paraprofessionals (Cohort 1 and Cohort 2) to participate in the A.A. degree program.

3.1 Develop the application to be used in selecting trainees. Share process w/ LEA staff	3.1 Application developed.	3.1 Dir., LEA Admin., Staff Assistant	-Sept. – Oct. 2011
3.2 Meet with interested paras from each partner district. Discuss the application process.	3.2 Sign in sheets of attendees on file.	3.2 Director, P.I, Paraprofessionals,	-Oct. 2011 and May 2014
3.3 Applications due to the Career Ladder Office. Files made for each applicant.	3.3 Files of all applications in folders.	3.3 Director, Staff Assistant, Paras	- Oct. 2011 and May 2014
3.4 Develop a scoring rubric to be used in selecting the most qualified applicants.	3.4 Rubric developed and placed in each applicant's file.	3.4 Dir., Staff Assistant,	- Sept. - Oct. 2011
3.5 Holds meetings to select the most qualified and interested program trainees.	3.5 List of selected students on file.	3.5 P.I., Dir., Staff Asst., LEA staff	-Oct. 2011 and May 2014
3.6 Send letters of acceptance/non-acceptance	3.6 Letters on file.	3.6 Director, Staff Asst.	-Oct. and May
3.7 Meet with selected participants and provide them information on program requirements.	3.7 Minutes of meeting held with successful candidates.	3.7 P.I., Dir., Staff Assist, Paras	-November year 1 and May, Year 3

Objective 4: Recruit and select 30 Mentor Teachers for Cohort 1 paraprofessionals for Cohort 2 paraprofessionals.

4.1 Meet with selected paraprofessionals and provide them handouts on the teacher mentor program. Explain this program component.	4.1 Agenda of meeting held with paraprofessionals. Handouts provided to paraprofessionals.	4.1 P.I, Director, Staff Assistant	-August 2011 and May 2014
4.2 Paraprofessionals recruit a Mentor Teacher. Once selected, paraprofessionals provide names of mentors to the Director.	4.2 Names of Mentor Teachers on file. Program information about the Mentor program on file.	4.2 Dir., Staff Assist. Paras, Teachers	-Nov. 2011 and April, 2014
4.3 Meet with selected Mentor Teachers to provide them information on their role as mentors. Discuss incentives for participating.	4.3 Sign in sheets. Agenda of meetings held with selected Mentor Teachers.	4.3 P.I., Director, Staff Assistant, Selected Mentors	-November, 2011
4.4 Develop courses for Mentor teachers. Work with the University of Colorado faculty to offer courses on the Aims campus.	4.4 Agenda of meeting held with LEA partners. Copies of syllabi on file.	4.4 P.I., Director, Staff Assistant, Univ. of CO faculty	-On-going - Years 1 – 4
4.5 Visit Mentor Teacher's classrooms to assess impact of graduate courses.	4.5 Observation rubric developed and on files	4.5 Director, Eval., Mentor Teachers	Each semester of years 1 - 4

Objective 5: Retain a minimum of 90% of students from each cohort throughout the proposed five-year project period.

5.1 Hold quarterly meetings with Aims faculty to provide them information on the program and to ask their support in assisting trainees.	5.1 Handouts provided at each of the quarterly meetings. Sign in sheets of those in attendance.	5.1 P.I, Director, Staff Assistant, Faculty	-On-going each quarter of each yr.
5.2 Meet with the Dean of Student Services to develop strategies for supporting non-traditional paraprofessionals. List all possible services available to them.	5.2 A list of all services available to paraprofessionals on file.	5.2 Director, Student Services, Staff Assistant	-August of each project year
5.3 Yearly, schedule meetings between students and the Dean of Student Services so that she may provide trainees information on services available to them on the Aims campus.	5.3 Sign in sheets. Handouts provided at the informational meetings.	5.3 P.I., Director, Staff Assistant, Dean of Student Services	-August of each project year.
5.4 Develop a tutoring program for students who are needing additional support in all subjects.	5.4 Schedules of tutoring on file.	5.4 Dir., Staff Asst., Tutors, Paras, Eval.	-On-going - Years 1 - 5

Objective 6: Offer courses that accommodate trainees work schedule.

6.1 Each semester, meet with the P.I. to schedule classes for students.	6.1 Schedules of classes in college schedules	6.1 P.I, Director, Staff Assistant	-On-going each semester
6.2 Hold individual meetings with each program participant to design a course schedule that does not interfere with their work schedule and that accommodates family obligations.	6.2 Individual schedules on file and placed in each students' file.	6.1 Director, Staff Assistant, Paraprofessionals	-On-going each semester of each project year
6.3 Hold monthly group meetings with all paraprofessionals to identify issues that need to be resolved.	6.3 Agendas of group meetings held with all members of the cohort.	6.3 Director, Staff Asst., Students	-On-going each project year
6.4 Monitor students' academic progress by having students share mid-term progress reports each semester. Meetings held with students who are failing classes.	6.4 Student's mid term reports are provided to the Director. Notes of meetings held with students in student files.	6.5 Evaluator, Students, professors, Dir., Tutors, Staff Asst.	-On-going each project year.

Objective 7: In the spring semester of year 3 and in the summer semester of year 5, transfer students from Aims to the 4-year IHE.

7.1 The semester before graduation, provide paraprofessionals an application for graduation from Aims Community College.	7.1 Applications completed and copies on file and applications submitted.	7.1 Paraprofessionals, Director, Staff Assistant, Students	-Cohort 1, fall of year three and Cohort 2, spring of year five.
7. 2 Invite staff from the Office of Admissions from each of the collaborating IHEs so they may provide students information about transferring from the two to the four year IHE.	7.2 Agenda of meetings held between students and UNC, Office of Admissions staff.	7.2 Director, Staff Assistant, Paraprofessionals	-Cohort 1, fall of year three and Cohort 2, spring of year five.
7.3 Schedule a meeting with staff from the Office of Financial aid so they may provide transferring paraprofessionals information on available scholarships.	7.3 Agenda of meetings held with students. Sign in sheets showing those in attendance.	7.3 Director, Staff Assistant, Paraprofessionals	-Cohort 1, fall 2001 Cohort 2, spring of year five.
7.4 Schedule individual meetings between Advisors from the collaborating four-year IHEs and transferring students.	7.3 Documentation showing meetings held between Advisors and paraprofessionals.	7.4 Director, Staff Assistant, Advisors	Fall of year three and spring of year five.

(c)(2) Time Commitments of Project Staff are Appropriate and Adequate

The following table provides time commitments of each of the proposed project staff.

Staff	% of Time Commitment
Principal Investigator – Ms. Brenda Rask	10% Time
Project Director – Dr. Lorenso Aragon	50% Time
Staff Assistant – TBN	50% Time
External Evaluator	20 days

Time commitments for each of the proposed project staff are based on the job descriptions described above. The P.I. will provide overall leadership for this project and will work collaboratively with other program staff to ensure that all program objectives are met on time and within budget. Time commitments for project staff are based on program duties and responsibilities, as described on pages 18 – 21.

d. Quality of the Project Evaluation

(d)(1) Methods of Evaluation are Thorough, Feasible, and Appropriate

The **C**ontext, **I**nput, **P**rocess and **P**roduct (CIPP) evaluation model will be used in evaluating the proposed Career Ladder Program. Developed by Stufflebeam, Gullickson & Wingate (2009), the CIPP evaluation model is a comprehensive framework for guiding formative and summative evaluations of federally funded programs, based on guiding principles of evaluation set forth by the U.S. General Accounting Office's *Government Auditing Standards* (2003) and on the U.S. Department of Education's document titled *Practitioner's Evaluation Guide*, developed at the University of Virginia. The model's core concepts of evaluation are denoted by its acronym, CIPP; evaluation of a program based on Context, Input, Processes, and Products. In this model, **Context** evaluation assesses the needs, problems and positive aspects of a program to help program staff determine whether program goals and objectives are being met

and to provide information to partner school districts and collaborating IHEs on the training provided to trainees (paraprofessionals and Mentor Teachers) so they may also judge the effectiveness of coursework in providing teachers and paraprofessionals skills in teaching English and academic content in all areas of the curriculum to English Language Leaners. In order to determine the effectiveness of the program, the evaluator will track yearly test scores of students from each of the partner districts.

Input evaluation is used to assess whether alternative approaches should be used in the evaluation process and to determine the cost-effectiveness of the project. During each evaluation cycle, the evaluator will interview all those affected by program services (program staff, LEA administrators, teachers and paraprofessionals) to determine their satisfaction with the program. In addition, the evaluator will review program budgets each year to determine whether program funds are being used appropriately and per federal guidelines.

Process evaluation, or the formative stages of evaluation, is used to assess the implementation of project activities and to judge whether the activities are leading to successful completion of the intended outcomes. The Management by Objective matrices, located on pages 23 – 29 list all activities that will be completed in order to accomplish each project objective. Each year, the evaluator will assess the degree to which each of the activities is leading to successful completion of the objective.

Finally, **Product** evaluation, or the summative stages of evaluation, is used to identify and assess overall outcomes, both intended and unintended, to help project staff and partner LEAs assess the project's ability in meeting the training needs of paraprofessionals and mentor teachers, thus positively affecting LEP students' ability to speak, read and write in English and to do well on standardized tests in all areas of the curriculum. In order to judge the yearly and

overall effectiveness of the project, the evaluator will gather data formative data each year. Based on formative data, he will write a summative report of findings that will be submitted to the U.S. Department of Education each year. At this phase of evaluation, the external evaluator will address the Government Performance and Results Act of 1993 (GPRA) and will report on GPRA Measure 1.4: The percentage of paraprofessional program completers who meet State and/or local qualifications for paraprofessionals working with EL students.

In addition to meeting GPRA requirements, the effectiveness of elective ESL courses in providing paraprofessionals skills in teaching English Language Learners will be evaluated via course evaluations. As stated, practicum will be embedded in each of the elective ESL courses. In order to determine the effectiveness of the practicum component of the courses, the evaluator and the Director will visit students' classrooms to observe the degree to which paraprofessionals are implementing strategies taught in classes. The Director will also meet with Dr. Barbara Medina of the Colorado Department of Education, who will review elective ESL courses to determine the extent to which K-12 State ESL standards are embedded into courses.

(d)(2) <u>Methods of Evaluation Include Objective Performance Measures</u>

The CIPP evaluation model requires the use of quantitative, qualitative and triangulation procedures in evaluating the worth of a program. During the formative stages of evaluation, the evaluator will interview project staff, partner LEA staff and collaborating IHEs to: 1) identify the role of each partner/collaborator; 2) to determine the extent to which partners and collaborators are working collaboratively; 3) to gather information on the extent to which program services are meeting the needs of paraprofessionals and mentor teachers; 4) to assess whether LEA partners are satisfied with the professionals development being provided to their staff; 5) and to gather information from all partners and collaborators on ways the program may be improved. The

external evaluator will provide a written report of information gathered and will present information to all interested parties. In this report, the evaluator will: 1) identify potential problems that may exist and provide suggestions for meeting identified needs; 2) provide strategies for strengthening the program's design; 3) describe, in detail, staff's progress in meeting the goal and seven program objectives; and, 4) make suggestions for modifying, adopting or discontinuing certain aspects of the program.

(d)(3) Extent to Which Evaluation will Provide Performance Feedback

Formative and Summative evaluation will occur each year. Questions to be addressed during the formative phase of evaluation include: 1) What needs to be done? How should it be done? Is it being done? Is it succeeding? The evaluator submits interim reports addressing these questions to keep stakeholders informed about findings, help guide decision-making, and strengthen staff work. In finalizing a summative report, the evaluator will address the following questions: 1) Were important needs addressed? Was the effort guided by an evidence-based plan? Was the service design executed competently and modified as needed? Did the effort succeed? The Formative **stage** of evaluation will be to study how the program operates on a day-to-day basis, how it is influenced by various situations in which it is applied, and what those people directly affected by this program regard as its advantages and disadvantages. Throughout this process, the evaluator will "illuminate" the most significant features of the program and determine how these features relate a complex array of questions, including "hidden" as well as visible variables. The methodological strategies to be used during the Formative stage of evaluation are: observations; interviews with staff; questionnaires; and analysis of project documents including information on student progress. These methodological strategies, in combination, will help to uncover any problems that may exist in the project. Furthermore, it

will assist in determining: 1) paraprofessional and mentor teachers' understanding of research-based ESL teaching strategies; 2) participants' success in coursework; 3) their satisfaction with program management; 4) paraprofessional and mentor teachers' ability to utilize learned skills from college/university courses with LEP students in real classroom settings; and, 5) each partner's perception of the project in meeting the goals and objectives of the project. The external evaluator will meet with project staff and partners each semester to apprise them of the project's success at addressing the above questions. Program participants, LEA staff, university faculty, and project staff will be involved during this stage of evaluation. Individuals will freely express their perceptions of the project. This information, along with observational data, is used to determine the extent to which the program is meeting its objectives.

The Summative stage of evaluation will include an analysis of overall program results, which are based on information gathered during formative evaluation stage. The external evaluator will submit the summative evaluation report 30 days after the end of each project year. The report will include comprehensive data (qualitative and quantitative), including: 1) an analysis of the programs' ability to meet the professional development needs of paraprofessionals and mentor teachers, based on surveys and interviews gathered during the formative evaluation stage, and provide recommendations for program improvement; 2) a comprehensive analysis of paraprofessional and mentor teachers' progress in completing coursework, including grades earned in completed courses; 3) an analysis of project staff's management of the program, based on surveys and questionnaires; 4) a detailed analysis of how the program goals and objectives are being met; and, 5) a detailed analysis of the cost benefits of the program and an analysis of how project dollars were spent each year. As previously stated, the formative and summative evaluation report will be prepared by the program evaluator in collaboration with project staff

and will then be submitted to the Department of Education, Office of English Language Acquisition (OELA). The evaluator will be contracted for 20 days each year at $150 per day (flat fee). Twelve days (4 days each semester) will be devoted to formative evaluation processes, including observing in classrooms, conducting interviews with project trainees, partner agencies and program staff and for summarizing data collected during this stage. In addition, the evaluator will devote three days to develop an interim report (end of fall, spring and summer semester of each year) and will meet with project staff and partners to report formative evaluation findings and to make recommendations for program improvement. The evaluator will use the final five days of evaluation each year to develop a summative evaluation report and to meet with project staff and partner LEAs to summarize findings and to make recommendations for program improvement.

GEPA 427 Assurances

As stated in Section C of this application, Aims Community College, the University of Northern Colorado and the University of Colorado and its partner LEAs are committed to ensuring equal access to, and participation in, it's federally assisted program for students, teachers, and other program beneficiaries with special needs., In doing so, the project assures that: 1) all facilities are handicap accessible, assuring that students or staff in wheel chairs have equal access to classrooms; 2) special computers will be made available for students who possess vision problems-books for the blind will be purchased by the project, if needed; 3) interpreters will be made available for those individuals who need access to such interpreters; and 4) writing lab assistants will be available for persons who encounter difficulty writing. Aims Community College, the partner IHEs and the partner LEAs assure that all students and staff, regardless of handicapping condition will, without exception, be provided full access to all project services.