U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM
CFDA # 84.365Z
PR/Award # T365Z110199
Grants.gov Tracking#: GRANT10865471

There were problems converting one or more of the attachments. Please see list below.

Closing Date: MAY 09, 2011

National Professional Development Program

Project Abstract

Name of IHE: Northern Illinois University

Title of the Program: Project DREAMS (Development of Reading, ESL, eArly childhood, Mathematics, Science).

Consortia of Partners: Elgin School District U-46 (LEA), DeKalb School District 428 (LEA), Boone/Winnebago County #4 (SEA), LaSalle County #35 (SEA), Whiteside County #55 (SEA), Marshall/Putnam/Woodford County #43 (SEA), Lee/Ogle County #47 (SEA), Henry and Stark County #28 (SEA), and Henderson, Mercer, & Warren Counties #27 (SEA).

Project Description: Project DREAMS will increase the number and quality of teachers who serve English language learners in northern Illinois by implementing the following goals: (1) Goal 1: At the end of the five-year project, 125 (25 per year) general education teachers will earn the Illinois ESL and/or bilingual endorsement with an emphasis on STEM subjects; (2) Goal 2: At the end of the five-year period, 120 early childhood majors will earn their ESL and/or bilingual endorsements; (3) Goal 3: 100 school administrators, school psychologists, school nurses, and other auxiliary staff will complete an intensive four-day summer academy on issues pertaining to ELs.

Priorities:
2011 Competitive Preference Priority 2—Enabling more data-based decision-making. This project addresses this competitive priority by extensively collecting both qualitative and quantitative data throughout the funding of this project. See Evaluation Plan for further details.

2011 Competitive Preference Priority 3—Promoting Science, Technology, Engineering, and Mathematics (STEM Education). This project addresses this competitive priority via our Goal #1, (At the end of the five-year project, 125 (25 per year) general education teachers will earn the Illinois ESL and/or bilingual endorsement with an emphasis on STEM subjects.). In addition to offering classes with the focus on STEM subjects, particularly math and science, we are modifying our present classes to meet this need.

Invitational Priority 2—Improving Preparation of ALL Teachers to better serve English Learners. This project addresses this invitational priority via our Goal #2 (Goal 2: At the end of the five-year period, 120 early childhood majors will earn their ESL and/or bilingual endorsements.).

Professional Development Grant

A. Project design

Introduction

Northern Illinois University is a comprehensive university whose faculty, staff, and students engage in instruction, research and artistry, and professional service in a variety of fields. The university has seven degree-granting colleges, 63 undergraduate majors, 78 graduate programs which include 11 Ph.D. programs, doctoral degrees in education and the Juris Doctorate. The university serves the northern region of Illinois (north to the Wisconsin border, west to the Mississippi River, east to Cook County, including Chicago, and south to Interstate 80, a region of nearly ten million residents (US Census Bureau, 2010). Not only is this region one of the fastest growing regions in the Midwest, but is changing in terms of its ethnic and linguistic diversity. From 2000 to 2009, the percentage of Asians in the Chicago Metropolitan area increased 39.6% (+145,118 individuals), Latinos 27.9% (+418,479 individuals) and foreign-born individuals 12.7% (+186,204 individuals) (U.S. Census Bureau, 2010).

Due to these changes, NIU is striving to reflect this diversity in its student body and faculty and staff. In 2010-2011, undergraduate students numbered approximately 18,277, while graduate students numbered approximately 6,147 full and part-time students. Enrollments of students of color grew 66% over the 13 year period from 1996-2009 at the undergraduate level and by 60% at the graduate level to a point where they now represent 28% of the undergraduate students and 15.5% of the graduate students. Northern Illinois University is fully accredited by the North Central Association of Colleges and Schools and by the National Council of Accreditation of Teacher Education to offer teacher education programs.

The College of Education educates current and future teachers and instructional leaders through course work in six departments within the college. 126 tenured and tenure track faculty members and more than 100 adjunct faculty members teach 2,171 undergraduates (2009) and 1,843 graduate students (2009). In the 2008-2009 academic year 449 B.S. and B.S.Ed. degrees were conferred; the vast majority of these were accompanied by teaching certification. Likewise, 499 master's degrees, 25 education specialist degrees, and 58 Ed.D. degrees were conferred. In addition to its main campus located in DeKalb, Illinois, the university maintains three centers located in Rockford, Hoffman Estates, and Naperville. Additional classes are conducted in more than 30 sites across northern Illinois. These centers offer primarily graduate-level courses to meet the educational and professional needs of working adults. The courses and workshops described in the following Project Development of Reading, ESL, eArly Childhood, Math and Science (DREAMS) will be held on a yearly rotation with Years 1,3 and 5 at the Kishwaukee Community College at the Hoffman Estates campus for Years 2 and 4. The main campus will serve as the location for all of the early childhood cohorts.

To better serve English Learners (ELs) in the northern Illinois region, NIU brought all the language-oriented courses and faculty together into the Literacy Education Department. Six courses (listed below) specifically designed to prepare teachers of ELs were added to the curriculum. Currently six professors—Chris Carger, Don Richgels, Mayra Daniel, Richard Orem, Sarah Cohen, and James Cohen—have specific training and experience in applied linguistics and ESL/bilingual Education.

Since 2001 the Department of Literacy Education has been approved by the Illinois State Board of Education for offering the courses leading to the English as a Second Language (ESL) and bilingual Education teacher endorsement, the basic credential required of certified teachers

to teach ELs in ESL and bilingual programs in K-12 public schools in Illinois. These core courses required for both the ESL and bilingual endorsements are:

1. Foundations of Language-Minority Education (EPFP 505)
2. Multicultural Education: Methods and Materials (LTIC 501)
3. Methods and Materials for Teaching English as a Second Language in Content Areas (LTIC 520)
4. Teaching Language-Minority Students in Bilingual Programs: Methods and Materials (LTIC 535)
5. Applied Linguistics for Teachers (LTIC 545)
6. Assessment of Language-Minority Students (LTIC 547)

The Department of Literacy Education also provides elective courses in bilingualism and reading, multicultural children's literature, and cross-cultural issues. These courses can all be applied toward the master's degree in literacy education, and to the Certificate of Graduate Study in Teaching English as a Second Language (TESL) and Bilingual Education.

The NIU College of Education has 17 partnerships with local school districts and private and charter schools. A teacher-in-residence program and school-based liaison support efforts focus on co-creation of curriculum, improving practice, and building collaboration between the university and partner organizations. Furthermore, the department and the college have a 21-year history of successful partnerships with local school districts throughout the NIU service region, the Illinois State Board of Education (ISBE), community colleges and other institutions of higher education for preparing teachers of ELs both the advanced and initial teaching certifications.

Research regarding teacher preparation programs and successful grant programs has been clear for many years, successful teacher preparation programs tend to offer financial and

personal support and have alternative ways to recruit mature candidates in the field (McLevie, 1994). University programs that enact the traditional silos approach where universities and school districts act individually without communication are a design of the past. Programs that emphasize partnerships and communication on a regular basis represent the successful programs of the future (Futrell, 2010). In addition, Carrier & Cohen (2003) indicate that having a centralized administrative and supportive structure within the grant program assists teacher candidates in navigating their way through the labyrinth of the post-secondary education world.

In regards to ELs, Illinois now has the fifth largest enrollment of ELs in the nation. The number of students served in either Transitional Bilingual Education (TBE) programs or Transitional Programs of Instruction (TPI) during the 2008-2009 school year totaled 195,516 pupils. This is 4.6% more than were served in 2007-2008. In fact, the overwhelming majority (93.26%) of ELs in the state of IL are enrolled in the NIU service region. Approximately 1.4% of these learners were in PK programs, 87.2% the elementary grades (K-8), and 11.4% were in the secondary grades (9-12), with Spanish being the language most spoken (81.3%) of the ELs identified statewide (ISBE, 2010).

The education of ELs is troublesome. Far too many teachers continue to be ill prepared to work with ELs (National Center for Education Statistics, 2002). In fact, latest data reveal that only 1,564 (20.2%) of all teachers in Illinois have their bilingual endorsement and 1,830 (23.6%) of all teachers have their ESL endorsement (ISBE 2010). When coupling teaching ELs and STEM subjects (science, technology, engineering, and math), the preparedness of the teachers and the implementation of these subjects become even more precarious. According to the National Science Foundation (2006), American schools are often inadequate and struggle to meet the needs of underserved populations especially in the subjects of math and science. It is these

teachers of underserved students who frequently place more emphasis on basic skills as opposed to placing emphasis on inquiry, problem solving, and active involvement often found in middle-income schools (Rosebery & Warren, 2008).

The design of this project is based on the collective experiences of our department faculty, the delivery and evaluation of successful past grant-funded programs, and the extant research on how to most effectively prepare pre- and in-service teachers from both majority and minority populations to work with ELs. It is with this in mind, that we have written this proposal guided by three goals.

Goal 1: At the end of the five-year project, 125 general education teachers will earn the Illinois ESL and/or bilingual endorsement with an emphasis on STEM subjects.

There is a continuing need for mainstream teachers in school districts in northern Illinois to understand the issues and problems associated with ELs who are trying to develop English language skills while also achieving academic success. From the school year 2008 to the school year 2009, 6,000 new ELs enrolled in Illinois' schools, with the vast majority of those numbers from the City of Chicago and the immediate collar counties (ISBE, 2010), which are part of NIU's service region. Due to this burgeoning EL population in our schools, there is a shortage of bilingual and ESL Endorsed teachers (ISBE, 2008).

The ISBE examines teacher need through two different lenses. The first looks at projected need from 2009 through 2012 (ISBE's Educator Supply and Demand Report was last published in 2008). The projected need for teachers of ELs is great with an expected need of 1,251 bilingual education teachers and 412 ESL teachers. The second lense is described as relative need for each teaching category. This is defined as the total number needed over the next four years divided by the number of teachers employed in 2008. English as a second language is

ranked with science and math (32% of 2008 workforce), and bilingual education is ranked fourth (42% of 2008 workforce). Another need that has only recently come to light is that school administrators leading EL offices must now hold the ESL and/or bilingual endorsements, and all new administrators must have content pertaining to EL instruction.

Another way to view the demand for bilingual education teachers is to examine the District Reported Shortages. Of the 292 districts reporting on this category, 249 districts reported there was a shortage of trained bilingual education teachers. This is converted to a severity index of -388 which rank ordered as number five behind two speech language classifications, the special education cross-categorical category, and foreign language Spanish. When compared to the previous year, the severity index score grew such that there is greater need than for even several special education fields for which the severity index has been greater in the past.

For example, Elgin School District U-46 has 524 elementary teachers alone who have ELs in their classrooms, but do not have the ESL and/or bilingual endorsement. Likewise, in DeKalb's school District 428, there are 398 teachers who do not have the ESL and/or bilingual endorsement but either have ELs in their classrooms or have contact with them in their schools. Although the districts represented by the participating counties (listed below) have only a few ELs within each of their districts, according to the superintendant of the ROE of Boone-Winnebago Counties, "the schools in our area are experiencing increased enrollment of English Language Learners, and our teachers and administrators need more training in effective research-based teaching, counseling, and other support areas to increase our students' chances of success in academic work and in life."

Hence, it is our first goal to provide ESL and bilingual endorsement coursework with an emphasis on STEM subjects to 125 certified teachers within the five years of the project.

Objective 1.1: Each calendar year approximately 25 certified teachers will complete coursework required for the ESL and/or bilingual teacher endorsement with a focus on STEM subjects.

Each calendar year approximately 25 certified teachers will complete coursework towards the ESL and/or bilingual endorsement classes and thus develop the knowledge, skills, and dispositions necessary to be teachers who can lead ELs to achieve in the STEM fields. The course work required for the ESL and/or bilingual teacher endorsement with a focus on STEM subjects, specifically math and science (chemistry and biology) includes instruction that reflects TESOL (Teachers of English to Speakers of Other Languages) English language proficiency standards and state of Illinois content standards and assessments. This coursework also reflects the most current knowledge of effective practice based on research in the field. Since by all likelihood there will be both secondary content teachers and general elementary teachers in the same classroom, there will be a focus on sheltering strategies for all K-12 learners (i.e. SIOP, CALLA).

Activity:

To efficiently meet this objective, any school district in the NIU service region will be eligible to help recruit future candidates by nominating individuals from their teaching staff; however, our partner LEAs Elgin School District U-46 and DeKalb School District 428 and the schools within the following partner counties will be given preference: Regional Offices of Education (ROE) from Boone/Winnebago County #4, LaSalle County #35, Marshall/Putnam/Woodford County #43, Lee/Ogle County #47, Henry and Stark County #28, Henderson, Mercer, & Warren Counties #27, and Whiteside County #55.

During year 1 of the project, efforts will be made to recruit 25 qualified and committed

participants. The project director will hold informational meetings in these districts and within the various districts represented by the ROE's to advertise the upcoming cohorts and explicate the application process. The candidates will be nominated by building principals and program directors and provide a written statement of how they plan to apply the knowledge and skills they learn in the coursework to improving the language skills and academic achievement of their ELs. During Years 2 through 5, new cohorts of 25 content teachers will be recruited. The NIU project director will work with the advisory board comprised of the partner district bilingual directors from Elgin U-46 and DeKalb 428 as well as representatives of the ROEs listed above in reviewing all participants' applications and will ask for the board to approve selection criteria, reference forms, rubrics, and summary sheets. Each cohort will begin in January and end in December of the same year, except for the last cohort, which will begin in fall of Year 5 (please see Table 1). Two classes towards the ESL and/or bilingual endorsement will be offered each term: spring, summer, and fall.

To help ensure effectiveness of this project and attainment of goal #1, we will implement a few strategies based in the literature and past experience. Implementation of the cohort model is a strategy we will execute. Based upon the experiences of prior grant projects (Project Quill, Project SUCCESS), we have learned that it is more effective to provide coursework in a cohort fashion. That is, the students move through the class rotation as a group, effectively obtaining the ESL and/or bilingual endorsement within one year of coursework (2 classes each semester plus two classes over summer). This provides camaraderie, a support network, reduces the need for academic counseling, and helps in retention rates (Carrier and Cohen, 2003). Moreover, it builds a community of scholars where the students can potentially find stability, interdependence, closure and a shared ideology (Mandzuk, Hasinoff, Seifert, 2003).

To assist in recruiting and retention of individuals from both nearby and the distant perimeters of the NIU service region, we will implement a web-based format of the six courses required for the Illinois ESL and/or Bilingual endorsement. These courses will utilize a hybrid format in which teachers and faculty meet face-to-face four times over the semester (on Saturdays) with the remaining weeks employing distance-learning (e.g. web-based). Using a subscription-based Internet program called "LiveText™,"(the program currently required of all candidates in teacher certification programs in the NIU College of Education), the students will spend the majority of their class time interacting on-line on the discussion boards. We will schedule four face-to-face meetings strategically placed throughout the semester at schools centrally located to both provide an opportunity for the students to match a "face" to their peers' writings, but also to provide a venue in which the instructor can have face-to-face real-time interaction with the students.

Due to numerous districts and counties requesting to participate in this project, the cohorts will be offered in two different locations to assist in meeting the needs of the majority of the districts. During years one, three and five, the cohort will be located at Kishwaukee Community College, a centrally located school that serves the needs of the rural areas of north and northwestern IL counties (including DeKalb School District). In Years 2 and 4, the cohort will be located at the Hoffman Estates campus near Elgin. By moving the locations of the cohorts, it is our intention to help meet the needs of both the rural counties (including DeKalb) and the suburban area of Elgin.

Objective 1.2: The courses for the ESL/bilingual endorsement will be reconfigured to have a focus on STEM subjects.

The research is very clear in that students of underrepresented populations are being underserved

not only in their language instruction (Jimenez & Rose, 2010), but also in the math (Moschkovich, 2010) and science (Roseberry & Warren, 2008) instruction that they receive. The purpose of this objective is to help fill this need of better math and science instruction among the ELs in the represented schools in the NIU service region.

There are six courses that need to be taken to earn the ESL/bilingual endorsements in the state of Illinois. For each of the six courses, we propose to infuse math and science pedagogies within the EL framework. For example, in the ESL Methodology course, in addition to covering the traditional fields of language arts and reading, we will also now include a focus on how to more productively teach math and science to ELs. In the Foundations, Applied Linguistics, and Assessment of ELs courses we will include content and discussion of the relation between ELs and the academic language (Zwiers, 2005) of math and science.

Activity:

To meet this objective, Dr. Paul Kelter, NIU professor of science education in the department of Elementary Education, and a professor of math education from either NIU or another IHE, will work with the EL faculty in infusing issues related to mathematics and science into the six courses.

Beginning in the fall of 2011 (planning semester), Dr. Kelter and the professor of mathematics education will meet with each member of the EL faculty to plan a strategy of infusion. Since there are six courses, they will meet with each of the faculty responsible for the individual course. It is our intention to complete each course by the end of the fall semester of 2011. With this effort, it is expected that when grant monies discontinue, NIU can continue to offer special ESL and/or bilingual cohorts focusing on the STEM subjects.

Goal 2: At the end of the five-year period, 120 early childhood majors will earn their ESL and/or bilingual endorsements.

The "Illinois Preschool for All" state-funded preschool program requires that lead teachers hold an early childhood certificate. In 2009, only .4% of teachers who held an early childhood teaching certificate also held bilingual or ESL certification. According to the Who's Caring for Our Kids 2008 report, among Illinois early childhood educators, only 12% of center-based lead teachers and 6% of public school lead teachers were fluent in a second language. Latinos represented 6% of community-based lead teachers and only 3% of public school lead teachers.

In response to statistics like the above mentioned as well as public outcry, the Illinois state legislature passed a new law in July 2010 (105 ILCS 5/14C-11, Sec. 14C-11), making Illinois the first state in the union to require bilingual education for publically funded early childhood (EC) classrooms. Where there are 20 or more children of the same language background, instruction by law now must be provided in the children's native language. This law officially goes into effect in July 2014; however, the state public early childhood centers are now scrambling to find ESL and/or bilingual endorsed teachers to prepare for the implementation of this law. Although there are numerous IHE's in Illinois who produce early childhood teachers, only three in the state at the present time include ESL and/or bilingual instruction. Unfortunately, NIU is not one of them. Hence, it is our first objective to work with the NIU undergraduate Early Childhood candidates to offer them the opportunity to earn the ESL and/or bilingual endorsements.

Objective 2.1: Each calendar year (starting in Year 2) approximately 30 undergraduate majors will have taken the courses towards their ESL and/or bilingual endorsements.

Department of Literacy Education and the Early Childhood Studies (ECS) Unit within the Special and Early Education Department (SEED) will implement summer courses designed specifically for undergraduate early childhood majors. The ECS Unit typically has two cohorts of approximately 30 candidates (60 total) graduate each year with their B.S. Ed. At present, these students take two three-credit classes focusing on ELs as part of their graduation/certification requirements (LTIC 420 - Methods and Materials for Teaching English as a Second Language in Content Areas and LTIC 301 - Teaching with a Multicultural Perspective), which leaves them four more classes to take to earn their ESL and/or bilingual endorsements. As part of this project, it is our intention to begin offering two classes (of the four) each summer to move the students toward their endorsements. By the time they have completed their two years of their professional coursework towards their ECS teaching certification, they will have also earned an ESL and/or bilingual endorsement.

During the summer of project Year 1, two classes will be offered (LTIC 400 - Introduction to Teaching English Language Learners in Schools and LTIC 435 - Teaching Language-Minority Students in Bilingual Programs: Methods and Materials). The following summer (Year 2) an additional two classes will be offered (LTIC 445 - Applied Linguistics for Teachers of English Language Learners, and LTIC 447 - Assessment of English Language Learners) to complete the four-course rotation. Due to faculty limitations, it is our intention to only offer the maximum four classes each summer (beginning summer of Year 2), which would technically provide enough spaces for 30 students to earn their ESL and/or bilingual endorsements beginning the end of the second year of the project and 30 additional students each year thereafter. Since the proposed project will last for a total of five years, summers of Years 2, 3, 4, 5 will see completion of 30 students with the coursework each with a total of 120 students.

Although the grant funding will end at the end of Year 5, the courses will continue to be offered as general revenue for future ECS candidates to enroll in during the summer term.

Activity:

Courses LTIC 435 (Teaching Language-Minority Students in Bilingual Programs: Methods and Materials) and LTIC 445 (Applied Linguistics for Teachers of English Language Learners) already have a focus on early childhood. To effectively meet this objective, only the two remaining courses towards their ESL and/or bilingual endorsement that are not already infused in the program will need to be adapted to better meet and serve the needs of ECS pre-service educators.

Presently, the ESL/bilingual endorsement classes are designed to meet the needs of the K-12 population. That is, teachers who serve these age groups and grades are able to gain a deep understanding of the issues and needs of ELs specific to their grade levels. When an ECS educator enters one of these classrooms, many of the methods and strategies we are teaching do not necessarily work or are inappropriate due to the younger age students of the ECS educators. Therefore, a member of the ECS faculty, Dr. Moses Mutuku, will collaborate with the literacy education faculty members teaching the endorsement courses and adapt the courses to better meet the needs of the ECS majors. It is our intention to use the fall semester of 2011 (first semester after funding) to adapt the courses to better meet the ECS majors' needs.

Goal 3: 100 school administrators, school psychologists, school nurses, and other auxiliary staff will complete an intensive four-day Summer Academy on issues pertaining to ELs.

There has been a call by professional organizations (i.e. American Educational Research Association, National Association of School Psychologists, American Psychological Association, and Illinois School Psychologists Association) to increase the number of school

personnel professionals, especially school psychologists, to be more familiar and sensitive to the needs of ELs. Haynes (2007) stated that "all certified staff, including administrators, classroom teachers, special area teachers, school nurses, and child study team members need training in second-language acquisition, diverse cultures, and culture shock (p. 45)." Moreover, according to Leon, Villares, Brigman, Webb, Peluso (2011) attention must be paid by school counselors to the increased numbers of immigrants and difficulties that immigrants face in schools. In response to changing demographics and the focus on the issues in the literature, interviews with target school district ESL/Bilingual directors at both DeKalb School District 428 and Elgin School District U-46 demonstrate the necessity of auxiliary staff in schools to have guidance on how to better serve and meet the needs of ELs within their schools. Therefore, our third goal is to increase the number of school auxiliary personnel to be familiar with the needs of EL population within their school settings.

Objective 3.1: By the end of spring 2012, two intensive one-week Summer Academies will be created, one for the rural districts and one for the suburban district.

The purpose of these academies is to inform the administrators and auxiliary staff how to best work with ELs. Topics such as the following will be discussed: 1) State and federal laws pertaining to ELs (i.e. need for home language survey), 2) Second language acquisition, cultural awareness, and implications on interactions with ELs, 3) Best practices from the various professional fields (nursing, counseling, etc.).

Activity:

To create the Summer Academies, the project director will invite representatives from the NIU departments of school psychology, nursing and counseling to present the latest research regarding EL issues in their fields. Moreover, practitioner representatives from the field will be

invited to present on EL issues. The director will work with each representative to create interactive sessions that provide time to discuss the various issues addressed and the implications on their own work environments. To address accountability, participants will have to complete a project or demonstrate how he/she has implemented what he/she has learned in their own work environments by the end of the following spring. They will be required to spend a few hours follow up meeting where they will present to their peers what they have implemented.

Participants will receive stipends to be paid in two parts, one at the end of the summer academy and once after completing their presentation in the follow up meeting. Moreover, they will be required to submit action plans for how they will implement new knowledge in their local districts.

Objective 3.2: Each spring 10 candidates will be recruited and registered for each Summer Academy (for a total of 20 candidates each summer).

To effectively meet this objective, the bilingual directors of the partner LEAs and the representatives from the ROEs will assist in the recruitment of individuals from their school districts. Recruitment for the first academy will begin in the spring of 2012.

Activity:

Each spring of the five-year project, 20 administrators and auxiliary staff members from the partnering districts will be recruited to attend the four-day academy. Ten candidates will be recruited from Elgin area school district to participate in the suburban academy and an additional 10 candidates will be recruited from the rural regions to participate in the rural academy. Each academy will be held in their respective regions. The academies will be held during the first two weeks of June.

Any school district in the NIU service region will be eligible to nominate candidates from among their administration and auxiliary staff to participate in this summer academy. However, we will first target recruitment in our partnership districts and those districts where we are teaching the cohorts listed in Goal One of this proposal.

B. Project Personnel

Project Positions	**Time Devoted to Project**
PI and Project Director (Dr. James Cohen)	25%
Co-PI (Dr. Norman Stahl)	1%
Administrative Assistant (To be named)	50%
Project Evaluator (Dr. Richard Orem)	10%

Faculty Associate ($3000 for adapting existing courses for the Early Childhood cohorts.

Dr. Moses Mutuku (Early Childhood representative to work with EL faculty)

EL Faculty Associates ($1000 for working with Early Childhood representative)

Dr. Mayra Daniel (LTIC 547)

Dr. Richard Orem (LTIC 400)

Courses LTIC 435 (Teaching Language-Minority Students in Bilingual Programs: Methods and Materials) and LTIC 445 (Applied Linguistics for Teachers of English Language Learners) already have a focus on early childhood. Hence, only two classes need to be adapted.

Faculty Associates ($9000 each for adapting six existing courses for the STEM cohorts).

Dr. Paul Kelter (infusion of science into existing courses)

Professor of mathematics education (infusion of mathematics into existing courses)

All six courses need to be adapted for the STEM conversion. The six EL faculty will receive an additional $1000 to work with each of the science and math faculty members.

Northern Illinois University is an equal opportunity institution and does not discriminate on the bases of race, color, religion, sex, national origin, ancestry, age, marital status, sexual orientation, physical or mental disability. These policies govern the employment of staff and recruitment and admission of students. Project DREAMS will encourage participation of language minority teachers and school district auxiliary staff through involvement of its advisory board.

The following Project DREAMS staff members will work to fulfill the objectives: the project director: Dr. James Cohen (25%); an administrative assistant (50%) to help with clerical duties and record keeping; and the project evaluator, Dr. Richard Orem (10%). In addition, the faculty associates will have primary responsibility for teaching classes for the ESL/bilingual endorsements.

Qualifications of Project Director: The duties and responsibilities of the position include directing all project functions, supervising project staff, monitoring project time lines, and supervising budgetary expenditures, implementing recruitment and selection of teachers, administrators, and school auxiliary staff into the project. The qualifications required for this position include a doctorate in education, knowledge of research-based practices in teaching English Learners, four years of experience in administration, and experience in bilingual and ESL education.

The proposed project director, Dr. James Cohen, has over 20 years of teaching experience, of which nine years has been in TESOL/Bilingual teacher education. He has administrative experience at Elgin Community College, Elgin IL as an administrator of Project ECSALERA, a $1.25 million title VII (now title III) Bilingual Teacher training grant project for four years. He has authored scholarly articles that have appeared in refereed journals and

encyclopedias and book chapters. He is presently on the board of the Bilingual Education Special Interest Group of TESOL.

Qualifications of the co-PI: The co-PI, Dr. Norm Stahl, III has leadership experience as a departmental Chair and as a PI on a previous Department of Education National Professional Development grant. He has long-standing relationships with the partnering schools. The co-PI will assist the PI with decision-making for successful outcomes and be available to offer consultation on partnership, administrative and budgetary issues.

Qualifications of Project Evaluator: The duties and responsibilities of the project evaluator include evaluation of all project goals and outcomes, and the submission of annual performance reports to the Department of Education. The qualifications required for the position include a doctorate in education, knowledge of evaluation procedures and successful experience in evaluating federal grants and contracts. The proposed project evaluator, Dr. Richard Orem, is distinguished teaching professor of Literacy Education and of Adult and Higher Education at Northern Illinois University. He directed the Office of Research, Evaluation, and Policy Studies in the NIU College of Education from 2001-2004. He was co-PI of a Title III national professional development grant awarded to NIU from 2002-2007, and a co-PI and director of a title III national professional development grant awarded to NIU from 2007-2012. He was external evaluator for three Title III national professional development grants awarded to Emporia State University from 2003-2004.

Qualifications of the Administrative Assistant: The duties and responsibilities of the administrative assistant (to be named) include maintaining project records and files, processing correspondence, maintaining a participant database, processing stipends in a timely manner after participants complete courses, coordinating schedules and meetings, assisting project staff,

answering telephone calls and electronic mail, and duplicating training materials. The qualifications required for the position include a high school diploma, clerical skills, computer literacy, and positive interpersonal skills. Knowledge of a second language is preferred, but is not required.

C. Management Plan

Costs for the program are reasonable in relation to the objectives of the project. The budget attempts to contain costs while providing high quality services. Administrative costs are kept to a minimum and only a .25FTE project director; .5FTE administrative assistant; and a .1FTE project evaluator. The project director will have a full-time graduate student (20 hours per week) to assist in project coordination; the project evaluator will have a part time (10 hours a week) graduate student to assist with evaluation activities.

Objective 1.1: Each calendar year approximately 25 certified teachers will complete coursework required for the ESL and/or Bilingual Teacher Endorsement AND Objective 1.2: The courses for the ESL/bilingual endorsement will be reconfigured to have a focus on STEM subjects.

Benchmarks and Milestones for Objective 1.1 and 1.2	**Person(s) Responsible**	**Timelines**
Advisory Council is formed	Project Director	Fall, Year 1
Application forms, references forms, and recruitment brochures are developed and distributed; recruitment begins	Project Director, Advisory Board, Administrative Assistant	Fall, Year 1
Selection criteria, rubrics, and forms are approved by Advisory Board	Project director and Advisory Board	Fall, Year 1
Candidates submit applications, transcripts, and references	Project Director and Administrative Assistant	Fall, Year 1
Participants are selected	Project Director and Advisory Board	Fall, Year 1
Participants enroll in courses	Project Director and Administrative Assistant and Faculty Associates (teaching courses)	Spring, Summer, and Fall Years 1-5

125 participants have made substantial progress toward ESL/bilingual endorsements	Project Director	Years 1-5
STEM subjects infused into courses	Dr. Paul Kelter and Prof. of Math Education	Fall, Year 1
Activities are evaluated	Project Evaluator and Graduate Assistant	Years 1-5

Objective 2.1: Each calendar year approximately 30 undergraduate majors will have taken the courses towards their ESL and/or bilingual endorsements.

Benchmarks and Milestones for Objectives 2.1	**Person(s) Responsible**	**Timelines**
Advisory Board is formed	Project Director	Fall, Year 1
Application forms, references forms, and recruitment brochures are developed and distributed; recruitment begins	Project Director and Early Childhood Department Faculty	Fall and Spring Year 1
Selection criteria, rubrics, and forms are approved by Advisory Board	Advisory Board	Spring, Year 1

Candidates submit applications, transcripts, and references	Project Director and Administrative Assistant	Spring, Year 1-5
Participants are selected	Project Director and Advisory Board	Spring Year 1-5
Participants enroll in courses	Project Director and Administrative Assistant	Spring, Year 1-5
120 pre-service teachers have made substantial progress toward completion of ESL and/or Bilingual endorsements	Project Director	Years 1-5
All activities are evaluated	Project Evaluator and Graduate Assistant	Years 1-5

Objective 3.1: By the end of spring 2012, two intensive one-week summer academies will be created, one for the rural districts and one for the suburban district, AND Objective 3.2: Each spring 10 candidates will be recruited and registered for each summer academy (for a total of 20 candidates each summer).

Benchmarks and Milestones for Objective 3.1 and 3.2	Person(s) Responsible	Timelines
Advisory Board is formed	Project Director	Fall, Year 1

Application forms, recruitment brochures are developed and distributed; recruitment begins	Project Director and advisory Board	Fall, Year 1
Selection criteria, rubrics, and forms are approved by Advisory Board	Project Director	Fall, Year 1
Participants are selected	Advisory Board	January, Year 1
Participants attend academy	Project Director	Summer, Year 1
Participants receive first half of stipend	Administrative Assistant	Summer, Year 1
Participants report on action plans	Project Director	Spring, Year 2
Participants receive second half of stipend	Administrative Assistant	Spring, Year 2
100 district and building administrators and auxiliary staff receive training	Project Director	Years 1-5
All activities are evaluated	Project Evaluator	Years 1-5

D. Grant Evaluation Plan

Overview

Continuous evaluation of all grant activities by the Project Evaluator (PE) will be conducted incrementally, to allow for both formative and summative assessment of program progress and outcomes. A multi-method approach, employing focus groups, individual interviews, archival data (school, agency, program), and questionnaires (students and teachers), will be used to triangulate activity-based outcome effectiveness. Data will be collected each semester and annually for each annual performance review. Annual reviews will be augmented by use of structured questionnaires in order to ensure program direction and assure outcomes as per grant guidelines.

Collaboration between partners.

Communication: PE will communicate with the project director and partner districts on a near-continuous basis by email and telephone, and will conduct visitations during the funding cycle. The project director and partners will be consulted regarding action plans, and collaborated with continuously as those plans are modified by the PE. The project director and partners will be monitored continuously during their preparatory activities, as well as any follow-up activities. On site visits will be determined based upon need or invitation.

Collaboration. PE will review data collection activities in order to assess the validity and reliability of current strategies towards formative and summative evaluations. The results of this review will be shared with all partnering program staff. Furthermore, utilizing a modified nominal group technique (MNGT) focus group strategy, separate focus groups at the start of each new cohort of mainstream teachers (Objective 1), pre-service early childhood educators (Objective 2), and school administrators and support staff (Objective 3) will be considered to

determine common metrics of performance indicators that may be standardized for the purposes of evaluating effective practices for teaching English learners (ELs), which in turn will demonstrate grant-wide effectiveness. The results of each focus group will be aggregated, and a questionnaire sent to all staff and related stakeholders to achieve consensus on agreed commonality through a modified Delphi strategy. After the questionnaire has been created and validated, the instrument will be used to determine the achievement of grant goals.

Consensus. PE will combine the above outcomes with additional information presented in the external reviews to aid in constructing and implementing improved strategies for future use. Potential adjustments will be presented to the project director for feedback and suggestions, or recommendations for revision.

Project Evaluation

Formative Evaluation

PE will coordinate across grant partner districts the development and reporting of formative evaluation results at regularly scheduled intervals. Formative strategies will include both *process* as well as *product* data, addressing each performance measure as required by the grant application. Process measures will include a review of progress toward completion of endorsement requirements for cohort participants in Goals 1 and 2. These process measures may include assignments submitted to LiveText for assessment, as well as course grades. Product measures will include specific metrics that detail progress towards a pre-specified end (performance specification) in terms of percent (%) of completion, and a narrative explaining what has been accomplished, how effectively, and what is left to be accomplished, given the time remaining. An example of product measures will include numbers of cohort members who complete all course requirements for the ESL and/or bilingual endorsement for goals 1 and 2.

Another product will be the action plan that is developed by each participant in the summer academies for administrators and other auxiliary support staff as detailed in Goal 3.

Summative Evaluation

PE will coordinate the development and reporting of summative evaluation results at regularly scheduled intervals. Summative evaluation reports will address the extent to which goals are met, and provide evidence to substantiate each such claim. If necessary, upcoming evaluation efforts will be modified to meet the updated needs identified by past summative reports. Summative evaluations of school year follow-up activities will include statistical analysis of objective-based data and standardized student test data, when available, to demonstrate the impact of project intervention, as well as other common and unique metrics which substantiate teachers' professional development, and the added value of participating in grant activities.

Site Visits

To evaluate Goal 3, PE will coordinate with the project director and partner districts for purposes of observing on-going action plans, and interviewing available stakeholders for formative assessment purposes. The interview protocol will likewise be used, as needed, for summative evaluation strategies. To assess progress toward goals 1 and 2, site visits may also be employed, depending upon the need for specific information, as will questionnaires specially constructed for this activity.

Baseline v. Benchmark

PE will perform analysis appropriate for Goals 1 and 2 to establish baseline measures at the beginning of grant activities. Based upon these individualized baselines, grant activities will be monitored for changes that are identified as indicators of project development and stakeholder impact. Statistical consistency in such measures will be instituted as benchmarks for future grant

cycles, annually, including new as well as continuing project stakeholders. Repeated measures, periodic contingency analysis, and trend analysis will be employed, depending upon the data collected.

GPRA Performance Measures

The PE will collect and report information on:

GPRA 1.1. The percentage of pre-service program completers who are state and/or locally certified, licensed, or endorsed in EL instruction.

Outcomes: Objective 2: Increase the number of highly qualified early childhood educators (24 teachers each year for 5 years) trained in effective practice as evidence by progress toward completion of course requirements for the state ESL and/or bilingual endorsement. Assessment of this indicator will occur beginning in Year 2.

GPRA 1.2. The percentage of pre-service program completers who are placed in instructional settings serving EL students within one year of program completion.

Outcomes: Objective 2: Increase the number of highly qualified early childhood educators (24 teachers each year for 5 years) trained in effective practice as evidence by placement in early childhood programs in NIU's service region. Assessment of this indicator will occur one year after completion of the first cohort of early childhood educators in Years 3, 4, and 5.

GPRA 1.3. The percentage of pre-service program completers who are providing instructional services to EL students three years after program completion. Assessment of this indicator will occur in Year 5 of the grant project through interviews with program completers beginning three years after program completion.

GPRA 1.5. The percentage of in-service teacher completers who complete state and/or local certifications, licensure, or endorsement requirements in EL instruction as a result of the program.

Outcome: Objective 1: Each calendar year approximately 25 certified content teachers will complete coursework required for the ESL and/or bilingual teacher endorsement with a focus on STEM subjects. Special emphasis will be placed on STEM content by developing course work that focuses on strategies for effective teaching of STEM subjects. Assessment of this indicator will begin in Year 2 of the grant through interviews and evidence of completion provided by the Illinois State Board of Education.

GPRA 1.6. The percentage of in-service teacher completers who are providing instructional services to EL students. Assessment of this indicator will begin in Year 2 of the grant through site visits, interviews, and data provided by participants and supervisors.

Supplementary Performance Indicators (SPI)

The PE will collect and report data on:

SPI 1. The number of school administrators, such as school psychologists, school nurses, and other auxiliary staff who have knowledge of specific characteristics of ELs.

Outcome: Objective 3: Increase the number of administrators and auxiliary staff, such as school psychologists and school nurses, who have knowledge of the special characteristics of ELs by 100 (20 per year for five years), as evidenced by participation in the summer academies. Auxiliary staff from the rural and suburban schools selected for each summer academy will be evaluated based on open-ended questions and interviews. Open-ended question surveys will unveil their experiences in the program and how the new knowledge will enhance their teaching and understanding of ELs within the scope of their positions within the school. Interviews will

be performed on randomly selected participants. Consolidated reports will be aggregated and published annually to permit summative evaluation and identify trends for necessary program modification.

Project Overview

Goals	Objectives	Activities	Partners	Indicators/GPRA
Need/gap exists for whom in where/when as evidenced by what, how:	*Increase, decrease, reduce, etc. (action, direction) what in who, where, when.*	*By when, (to) increase, decrease, reduce, etc. (action, direction) what need, gap, in who by how much as evidenced by how.*	*By when, (to) construct, implement, conduct, (action, process) what by how for whom, where, when.*	*What will be performed (accomplished) by whom (provider) for whom (recipient) by means of how, where, when.*
Goal 1: Increase the number of highly qualified teachers in partnership schools who are able to improve the academic achievement and language development of EL students.	By 2016, increase the number of highly qualified teachers in schools by 125 EL endorsed teachers (25 per year for 5 years)	By 2016, implement 18 hours of course work for 125 qualified and committed participants at NIU each year.	Course work will be provided by NIU regular faculty and expert practitioners for qualified and committed content teachers recruited by Elgin (U-46), DeKalb (D248), and other partner	GPRA 1.5. Increase the number of in-service teacher completers who complete state and/or local certifications, licensure, or endorsement requirements in EL instruction as a result of the program. GPRA 1.6. Increase the number of in-

Goals	Objectives	Activities	Partners	Indicators/GPRA
			districts in rural counties of Illinois.	service teacher completers who are providing instructional services to EL students.
Goal 2: Increase the number of highly qualified early childhood educators who are able to improve the preparation of EL children for success in schools.	By 2016, increase the number of highly qualified early childhood educators in Illinois schools by 120 (24 per year for 5 years).	By 2016, implement 18 hours of course work including specialized methods for early childhood educators.	Coursework will be provided by NIU for early childhood educators selected from pre-service candidates enrolled in NIU's early childhood education program.	GPRA 1.1. Increase the number of pre-service program completers who are state and/or locally certified, licensed, or endorsed in EL instruction. GPRA 1.2. Increase the number of pre-service program completers who are placed in instructional settings serving EL

Goals	Objectives	Activities	Partners	Indicators/GPRA
				students within one year of program completion. GPRA 1.3. Increase the percentage of pre-service program completers who are providing instructional services to EL students three years after program completion.
Goal 3: Increase the number of school administrators and auxiliary staff who have knowledge of special characteristics of	By 2016, increase the number of highly qualified administrators and auxiliary staff in schools by 100 (20 per year for 5 years).	By 2016, educate 100 administrators and auxiliary school staff on effective practice of working with ELs.	One-week summer academies will be provided by NIU faculty and expert practitioners.	SPI 1. Increase the number of school administrators, such as school psychologists, school nurses, and other auxiliary staff who have knowledge of

Goals	Objectives	Activities	Partners	Indicators/GPRA
EL children.				specific characteristics of ELs.

	COHORT SCHEDULE YEARS 1-5			
	FALL	SPRING	SUMMER	CLASSES PER YEAR
YEAR 1	Planning	Rural #1 Begins	Rural #1 Begins/EC #1 Begins	
		2 classes	4 Classes	6
YEAR 2	Rural #1 Ends	Suburban #1 Begins	Suburban #1 Cont/EC #1 Ends/ EC #2 Begins	
	2 classes	2 classes	6 Classes	10
YEAR 3	Suburban #1 Ends	Rural #2 Begins	Rural #2 Cont/EC #2Ends/EC #3 Begins	
	2 classes	2 Classes	6 Classes	10
YEAR 4	Rural #2 Ends	Suburban #2 Begins	Suburban #2 Cont/EC #3 Ends/EC #4 Begins	
	2 classes	2 Classes	6 Classes	10
YEAR 5	Suburban #2 Ends/Rural #3 Begins	Rural #3 Cont.	Rural #3 Ends/EC #4 Ends	
	4 Classes	2 Classes	4 Classes	10
	Total Rural Cohorts	3		
	Total Suburban Cohorts	2		
	Total Early Childhood Cohorts	4		