

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

APPLICATION FOR GRANTS
UNDER THE

Competitive Grants for State Assessment Program

CFDA # 84.368A

PR/Award # S368A190013

Grants.gov Tracking#: GRANT12824820

OMB No. 1894-0006, Expiration Date: 01/31/2021

Closing Date: Mar 29, 2019

PR/Award # S368A190013

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="03/28/2019"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text" value="U.S. Department of Education"/>	5b. Federal Award Identifier: <input type="text"/>
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State Use Only:

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

* a. Legal Name: <input type="text" value="Mississippi State Department of Education"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="64-6000758"/>	* c. Organizational DUNS: <input type="text" value="8093996940000"/>

d. Address:

* Street1: <input type="text" value="359 N West Street"/>
Street2: <input type="text"/>
* City: <input type="text" value="Jackson"/>
County/Parish: <input type="text" value="Hinds"/>
* State: <input type="text" value="MS: Mississippi"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="39201-1502"/>

e. Organizational Unit:

Department Name: <input type="text" value="Office of Student Assessment"/>	Division Name: <input type="text"/>
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f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Ms ."/>	* First Name: <input type="text" value="Sharon"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Prestridge"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="EL Program Coordinator"/>
--

Organizational Affiliation: <input type="text"/>
--

* Telephone Number: <input type="text" value="601-359-3052"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="sprestridge@mdek12.org"/>
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Application for Federal Assistance SF-424

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

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.368

CFDA Title:

Competitive Grants for State Assessments (formerly Grants for Enhanced Assessment Instruments)

*** 12. Funding Opportunity Number:**

ED-GRANTS-012819-001

* Title:

Office of Elementary and Secondary Education (OESE): Competitive Grants for State Assessments Program CFDA Number 84.368A

13. Competition Identification Number:

84-368A2019-1

Title:

Competitive Grants for State Assessment Program

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

Add Attachment

Delete Attachment

View Attachment

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

Evaluating English Language Progress Models: The Sensitivity of Claims about Progress across State Models

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,377,010.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,377,010.00"/>

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

Evaluating English Language Progress Models: The Sensitivity of Claims about Progress across State Models

Congressional Districts

The following congressional districts will be included in this project:

Arizona – AZ-007

Arkansas – AR-002

Michigan – MI-013

Mississippi – MS-003

Ohio – OH-003

Washington State – WA-007

Wisconsin – WI-004

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

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Mississippi State Department of Education

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	20,273.00	20,273.00	20,273.00	20,273.00		81,092.00
2. Fringe Benefits	7,163.00	7,163.00	7,163.00	7,163.00		28,652.00
3. Travel						
4. Equipment	3,000.00					3,000.00
5. Supplies	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	5,000.00
6. Contractual	550,812.00	525,070.00	548,424.00	615,584.00		2,239,890.00
7. Construction						
8. Other	2,100.00	2,100.00	2,100.00	2,100.00		8,400.00
9. Total Direct Costs (lines 1-8)	584,348.00	555,606.00	578,960.00	646,120.00	1,000.00	2,366,034.00
10. Indirect Costs*	2,744.00	2,744.00	2,744.00	2,744.00		10,976.00
11. Training Stipends						
12. Total Costs (lines 9-11)	587,092.00	558,350.00	581,704.00	648,864.00	1,000.00	2,377,010.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

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

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

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

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

PR/Award # S368A190013

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Elisha Campbell</p>	<p>TITLE</p> <p>EL Program Coordinator</p>
<p>APPLICANT ORGANIZATION</p> <p>Mississippi State Department of Education</p>	<p>DATE SUBMITTED</p> <p>03/28/2019</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
4040-0013

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

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

6. * Federal Department/Agency: <input type="text" value="U.S. Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Competitive Grants for State Assessments (formerly Grants for Enhanced Assessment Instruments)"/> CFDA Number, if applicable: <input type="text" value="84.368"/>
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8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

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

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

1234-MDE GEPA Requirement.pdf

Add Attachment

Delete Attachment

View Attachment

GEPA Requirement

The Mississippi Department of Education (MDE) ensures equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. There are implicit and explicit processes and procedures to ensure equal access and treatment of project participants who are groups that have been underrepresented based on race, color, national origin, gender, age, or disability.

Some of the specific processes and procedures include:

- All prospective attendees are from schools and participation organizations that will have access to outreach materials, training supplements, etc. the MDE will make specific outreach efforts that target underrepresented populations in the training.
- All of the MDE materials are available in alternative formats for special needs populations.
- The MDE will provide technical expertise to ensure special needs and diverse populations are addressed through implementation.
- The curriculum and instructional materials will be evaluated based on diversity and underrepresented populations.
- The schools targeted by the grant are low performing and located in poverty areas.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION	
<input style="width: 100%;" type="text" value="Mississippi State Department of Education"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text" value="Ms."/>	* First Name: <input style="width: 200px;" type="text" value="Sharon"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Prestridge"/>	Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="EL Program Coordinator"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Elisha Campbell"/>	* DATE: <input style="width: 150px;" type="text" value="03/28/2019"/>

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

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Prefix: Ms.	First Name: Sharon	Middle Name:	Last Name: Prestridge	Suffix:
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2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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Abstract

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

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

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

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

* Attachment:

Evaluating English Language Progress Models:

The Sensitivity of Claims about Progress across State Models

This proposed project addresses Absolute Priority 2: Developing or improving models to measure and assess student progress or student growth on state assessments under section 1111(b)(2) of the ESEA and other assessments not required under section 1111(b)(2) of the ESEA. It is designed to be a research, development, and application project.

Goal 1: Help states effectively measure English learner growth towards English language proficiency. The project will examine critical features of English language proficiency (ELP) assessments as they are related to growth models, the variability of results of seven participating states' growth models, the impact of both of ELP cut scores and state expectation of time to achieve ELP among growth models, and the sensitivity of growth models, including the ability to differentiate school performance.

Goal 2: Help states understand the relationship between English learner progress and EL program implementation. This project will develop an EL Program Implementation Survey to provide additional validity evidence with respect to growth model and ELP indicator results and to examine how various growth and progress model results inform inferences about school implementation of EL programs.

Goal 3: Support participating states in improving their own growth models and in using ELP assessment data to inform school improvement efforts. This project will produce a comprehensive comparative data analysis report of growth model results for participating states to refine analysis methodology, provide recommendations on how states can use the EL Program Implementation Survey to help districts and schools to improve EL programs, and provide

consultation on how to interpret and apply research results in the state context. Each participating state will receive on-site state-specific technical assistance.

Goal 4: Inform the field’s understanding of effective measures of growth towards English language proficiency and provide resources that states can customize and use. This project will provide new growth model options and an EL Program Implementation Survey that all states can use as well as resources that show states how to evaluate their own growth models using research results.

This project will result in five meaningful outcomes: (1) Disseminate research findings on existing models of measuring and assessing ELP; (2) Develop new criterion growth models that can improve and broaden the array of accountability modeling options; (3) Produce recommendations on using growth and ELP indicator results effectively to monitor programs for English learners; (4) Disseminate the EL Program Implementation Survey and findings to help states understand how ELP indicator and growth results relate to the EL program implementation that student receive; and (5) Produce a technical report that documents the research design, processes, analysis procedures, findings, and lessons learned.

The project is a collaboration among seven states (Arizona, Arkansas, Michigan, Mississippi, Ohio, Washington, and Wisconsin), the Council of Chief State School Officers (CCSSO), the California State University Northridge, the Center for Research on Evaluation, Standards, and Student Testing (CRESST) at the University of California Los Angeles, Com-Link, LLC, and national experts to design and implement the project, produce outcomes, and disseminate resources to all states, researchers, and educators. The seven states serve approximately 462,000 English learners.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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**Evaluating English Language Progress Models:
The Sensitivity of Claims about Progress across State Models**

**A proposal submitted in response to Application for New Grants Under
the Competitive Grants for State Assessment Programs (CGSA)**

CFDA 84.368A

Project Narrative

Submitted by the Mississippi Department of Education

March 27, 2019

Project Narrative Contents

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Evaluating English Language Progress Models:

The Sensitivity of Claims about Progress across State Models

The Mississippi Department of Education (MDE) is pleased to propose a development, research, and application project that evaluates English language progress models among seven participating states to examine the sensitivity of claims about progress toward English language proficiency. The proposed project will address absolute priority 2: Developing or improving models to measure and assess student progress or student growth on state assessments under section 1111(b)(2) of the ESEA and other assessments not required under section 1111(b)(2) of the ESEA. The project is a collaboration among seven states (Arizona, Arkansas, Michigan, Mississippi, Ohio, Washington, and Wisconsin), the Council of Chief State School Officers (CCSSO), the California State University Northridge (CSUN), the Center for Research on Evaluation, Standards, and Student Testing (CRESST) at the University of California Los Angeles, Com-Link, LLC, and national experts to design and implement the project, produce outcomes, and disseminate resources to all states, researchers, and educators. The states and the research team will address four goals: (1) Help states effectively measure English learner (EL) growth towards English language proficiency (ELP); (2) Help states understand the relationship between English learner progress and EL program implementation; (3) Support participating states in improving their own growth models and using ELP assessment data to inform school improvement efforts; and (4) Inform the field's understanding of effective measures of growth towards English language proficiency and provide resources that states can customize and use.

(A) NEED FOR THE PROJECT

English learners are a critically important, and growing, subgroup in our nation. These students enter their educational experience trying to access the content of academic standards with an added challenge of learning a new language. In working to better understand how we can support this population of students as they develop English language proficiency, it is critical that we use the best available research and data to inform decision-making on the design or modification of academic and nonacademic programs that serve English learners.

With the transition to the Every Student Succeeds Act (ESSA), there has been a significant shift in how states think about English learners. The addition of the English language proficiency indicator (ELP indicator) to state accountability systems has heightened attention on this group of students and has created many new opportunities and challenges in how we think about assessments and data related to the progress English learners are making. This shift is well timed as many states are seeing increased numbers of English learners in their classrooms and are committed to their success. As we approach the end of the first full year of implementation of ESSA, it is critical that states are thoughtful and deliberate in how states are measuring English learner progress to inform this new ELP indicator and consider carefully the growth models used to monitor their progress. The decisions states are making now will set the path for this important work for years to come.

This proposed project is designed to be a development, research, and application project. The development component involves developing criterion growth model options and an English Learner Program Implementation Survey (EL Program Implementation Survey); the research component involves examining the functioning of criterion growth models and existing participating state growth models in supporting progress of English learners towards English

language proficiency in operational settings; and the application component involves using what is learned through the research and development process to increase state capacity in understanding and effectively using growth model results to monitor and support English learner progress and EL programs effectively.

The new ELP indicator requirement provides an opportunity to study growth, or progress that is distinct from growth models applied to state academic content assessments. Three important considerations apply: (1) all English learners are required to make progress in specified timelines; (2) the timelines vary by initial English Language Development level; and (3) progress of English learners slows over time (Cook, Linqunti, Chinen, & Jung, 2012; Sahakyan, Cook & Linqunti, 2017; Goldschmidt, 2018). These features, along with the operational aspects that vary across states, provide a setting to examine how various growth models function, the variability in outcomes from different growth models used by participating states, and the validity evidence within the context of state Theories of Action (ToA).

This project also addresses the critical need to support states' capacity building by providing state-specific results with respect to growth models, the ELP indicator, and initial impact of the quality of EL program implementation and interventions for English learners. In addition, through this project we will examine alternative modeling approaches and develop criterion growth models that capture the progress of English language development as effectively as possible and allow for meaningful inferences about progress. States can employ these models for accountability or other forms of state monitoring of English language programs. It is important to note that developing criterion growth models and comparing state models is not meant to promote any model or approach, rather to better understand existing models and how

they differ from each other. The purpose of developing an EL Program Implementation Survey is to increase quality of EL program implementation at schools.

This project will impact states in multiple ways. Each participating state will receive an analysis of their existing state growth model, an analysis of the Survey data, technical assistance in reviewing the results, and opportunities to engage with colleagues in other participating states on shared successes and challenges. In addition, multiple resources will be available for all states, including additional growth model options and the EL Program Implementation Survey. We anticipate that the results will inform the field during this critical time of transition.

The motivation for this study follows in the **Significance** section; the research and development components are within the **Research Design** section; and the application component is in the **Project Services** section.

(B) SIGNIFICANCE

One main purpose of an accountability system is to understand where schools and districts may be struggling, so support can be targeted to improve outcomes for students. For these systems to be effective, valid and reliable indicators are needed to inform action. The ELP indicator is a new addition to accountability requirements and is an appropriate vehicle to communicate a state's vision for English learners' English language development trajectory. Since the indicator is supposed to measure *progress* toward English language proficiency, this vision is not complete without a clear understanding of the continual progress an English learner must make to be reclassified within an allotted timeline. It is critical to ensure that progress is measured accurately so that it can appropriately inform how to support students. States

participating in this project will receive in-depth support that will better prepare them for improving outcomes for their English learners.

Since the passage of No Child Left Behind (NCLB) in 2001, considerable research on growth models has been conducted (e.g., Goldschmidt, et. al., 2005; Goldschmidt et. al., 2010; Betebenner, 2008; Braun, 2005; Briggs, 2013; Castellano and Ho, 2013). Using growth models to determine student progress is attractive to states and local districts because it offers a way to distinguish between progress and point-in-time achievement. A school can be making significant progress moving their EL students toward English language proficiency even if they haven't yet reached a proficiency standard. The growth model results, therefore, help to inform appropriate school improvement actions because they better identify where support is needed. Continued use of growth models in state accountability systems has fostered additional research to address new relevant topics (Goldschmidt & Hakuta, 2017; McCaffrey et al, 2004; Betebenner, 2008; Li, 2016). Research findings from this project will inform ongoing improvement to state growth models.

Growth models are typically used to measure how much academic proficiency students have gained from one year to the next using longitudinal records of individual student achievement in academic subjects such as reading and mathematics. The models determine whether each student is “on-track” to reach or exceed the state’s grade-level proficiency cut points (or thresholds) on annual tests of academic content areas. Previous growth model research, however, has not specifically examined EL progress models because it has not directly considered state context, nor the associated consequences of using the models.

ESSA requires that all English learners must be assessed annually with an ELP assessment; states must define what it means to reach proficiency in English as measured by the

statewide annual ELP assessment within a state-determined timeline. States are empowered to define what English language proficiency means and the timeline in which students are expected to meet this threshold. The annual ELP assessments used by states form the basis for monitoring English learner growth or progress towards English language proficiency. Consistent with other state content assessments, state ELP assessments vary not only in design, but also in how they are incorporated into an ELP indicator and included in the overall school accountability model.

A key difference between growth models used with state content assessments versus those used with ELP assessments is that English learners have different starting points in their English language development. English language proficiency must occur at some fixed time point after a student is designated as an English learner, and this point in time necessarily varies by initial English language development level. In addition, previous research has concluded that English development trajectories are not linear, which means faster growth occurs early on and slows down over time, and can be influenced by student characteristics such as initial English language development level, length of time identified as an English learner, initial grade upon entry in the English language program, and whether the student is a new arrival (Goldschmidt and Hakuta, 2017). Essentially, differentiated patterns of growth correspond to students based on student-specific characteristics, which means ELP progress expectations may be different depending on the student demographics of a specific school.

State accountability systems include both growth and proficiency indicators for academic content areas, but these are loosely coupled, whereas the time to reach English language proficiency directly impacts growth model results. A critical principle for choosing a growth model is determining the kind of inference that can be made about school performance and its ability to help English learners reach English language proficiency in the state-specific contexts.

Hence, the proposed analyses provide insight into three different aspects of growth model results: (1) the extent to which different models allow states to monitor progress along the path towards proficiency; (2) the extent to which claims remain coherent along the aggregation continuum (from student to state); and (3) the extent to which research results may be generalized and/or applied to other state assessments used in state accountability systems.

Furthermore, the key features of the ELP assessments present a unique opportunity to understand student growth and the relationship between growth model results and English learner programs. To better understand the relationship between the quality of EL program implementation and progress among students with different characteristics, we will collaborate with states, districts, and schools to develop an EL Program Implementation Survey that gathers information on school-level policies and practices for educating English learners. The Survey will help state education departments and district leaders collect consistent data on the education and support for English learners. This project includes an examination of the coherence of accountability results as they potentially relate to specific program implementation and effectiveness.

Through this project we will collect validity evidence on state ELP models by comparing state model functioning across state and criterion models. This project will result in a greater understanding of appropriate ways to model students' English language progress towards proficiency, the role ELP assessments play in growth models, the impact of model choice on state accountability, the impact of model choice on claims about student progress, and the relationship between growth model and ELP indicator results and EL program implementation at schools. Hence, the three key research strands within this study are: (1) to develop criterion models of English language progress; (2) to compare state progress model results against the

developed criterion models and against other state models; and (3) to provide states with feedback about the state ELP assessment as it relates to the growth model function so that states can continue to improve both the assessments and the growth model and support its incorporation into the state accountability systems. Importantly, the validity evidence that is the focus of this study is grounded in state context, specifically consequences and generalizability.

(C) QUALITY OF THE PROJECT DESIGN

1. Goals, objectives, and outcomes to be achieved by the proposed project

The proposed project will evaluate English language progress models among seven participating states to examine the sensitivity of claims about progress toward English language proficiency and examine the relationship between model results and the quality of EL program implementation. The project design detailed below presents the methodological considerations and research questions that will result in meeting our four project goals, objectives, and outcomes. Goals 1 and 2 will require a series of rigorous research studies that will answer the research questions listed under each of these two goals. Goals 3 and 4 focus more on building capacity among states to improve academic outcomes for English learners by utilizing objective, scientific evidence and data. We believe this project will not only expand opportunities to conduct effective research on growth models used in state accountability systems but also increase state agency knowledge on this issue, improve the selection process, and support states in using evidence-based practices.

Goal 1: Help states effectively measure English learner growth towards English language proficiency

1.1 Examine critical features of ELP assessments as they are related to growth models

- 1.1.1 What are the properties of the ELP assessment scale scores and how do scale scores differ by state?
- 1.2 Develop criterion growth models
 - 1.2.1 How well do the criterion growth models perform and reproduce simulated results?
- 1.3 Examine the impact of both rigor of English language proficiency cut scores and state expectations of time to achieve English language proficiency among growth models
 - 1.3.1 Does the growth model accurately inform inferences about student growth?
 - 1.3.2 Are the growth model and ELP indicator results related to any factors not relevant to student progress?
- 1.4 Examine variability of results of seven participating states' growth models
 - 1.4.1 How do results from various growth models differ and what impacts those differences?
- 1.5 Examine the sensitivity of growth models, including the ability to differentiate school performance
 - 1.5.1 At the student and school levels, how precise are the estimates for growth, how reliable and stable are the results, and how do the various growth models and assessments meaningfully differentiate progress among schools?
 - 1.5.2 Are growth model results influenced by concomitant factors?
 - 1.5.3 Do these impacts vary across model and ELP assessment?

Goal 2: Help states understand the relationship between English learner progress and EL program implementation

2.1 Develop an EL Program Implementation Survey to provide additional validity evidence with respect to growth model and ELP indicator results

2.1.1 How reliable is the EL Program Implementation Survey?

2.1.2 Are there meaningful claims about the EL program based on the survey results?

2.1.3 How stable are the survey results over time?

2.1.4 Does the survey meaningfully differentiate practices and progress among schools?

2.2 Examine how various growth and progress models' results inform inferences about school implementation of EL programs

2.2.1 What is the relationship between the EL Program Implementation Survey results and the growth model and ELP indicator results?

2.2.2 Are growth model results sensitive to variation in results identified by the EL Program Implementation Survey?

Goal 3: Support participating states in refining their own growth models and using ELP assessment data to inform school improvement efforts

3.1 Produce a comprehensive comparative data analysis report of growth model results across participating states to refine analysis methodology

3.2 Provide meaningful recommendations on how states can use the EL Program Implementation Survey to help districts and schools to improve EL programs

3.3 Provide consultation on how to interpret and apply research results in the state context

3.4 Provide on-site technical assistance to each participating state with cross department state education agency (SEA) teams

3.5 Host cross-state, in-person convenings to discuss shared challenges and opportunities

Goal 4: Inform the field’s understanding of effective measures of growth towards English language proficiency and provide resources that states can customize and use

4.1 Provide new criterion growth models and the EL Program Implementation Survey that all states can use

4.2 Provide resources that show states how to evaluate their own growth models using research results

This project will result in five meaningful outcomes that will benefit future research and improve state programs in this area:

1. Disseminate research findings on existing models of measuring and assessing English language proficiency that highlight each model’s strengths and challenges (Goal 1)
2. Develop new criterion growth models that can improve and broaden the array of accountability modeling options (Goals 1 and 4)
3. Produce recommendations on using growth and ELP indicator results effectively to monitor and support programs for English learners (Goals 1, 2 and 3)

4. Disseminate the ELP Program Implementation Survey and research findings to help states interpret ELP indicator and growth results and understand how these results relate to the EL program implementation that student receive (Goals 2, 3 and 4)
5. Produce a technical report that documents the research design, processes, analysis procedures, findings, and lessons learned for all states to use to test growth models and monitor English learner progress (Goals 1, 2 and 4)

2. Linkages with appropriate agencies and organizations providing services to English learners

The proposed project is built on collaboration among SEAs, CCSSO, CSUN, CRESST, Com-Link, LLC and national experts with extensive background and experience in English learner research, ELP assessment, and EL programs. Information about these partner states, organizations, and national experts is provided in Section E, Adequacy of Resources on page 39–48. The seven participating states serve approximately 462,000 English learners. These states administer the annual ELP assessments to all English learners, monitor students’ academic achievement and English language proficiency level, and track student progress toward English language proficiency. The project will examine and evaluate SEAs’ English learner population, ELP indicators, growth models, EL program implementation, and ToA. The project activities foster linkages between departments within each SEA (e.g., assessment, accountability, and Title III) and among SEAs. The linkages are further solidified through the development of research studies, the implementation of research activities, production of resources such as the EL Program Implementation Survey, and SEA data use capacity-building through guided practice by researchers.

3. A comprehensive effort to improve teaching and learning and support rigorous academic standards for students

We recognize that robust research is needed in order to build a strong educational system to better support students achieve English language proficiency for their long-term success. The focus of this development, research, and application project is (1) to further understand growth models that are used to monitor English learner progress towards English language proficiency within the state context and realities of state implementation, (2) to develop criterion growth models and an EL Program Implementation Survey to gather validity evidence about student learning; and (3) to meaningfully utilize the results to support districts and schools to serve English learners. While states have used growth models to monitor the growth of academic content as part of Title I accountability for about ten years, the ELP indicator required for state accountability systems introduces both new modeling issues and a new opportunity to collect validity evidence on growth model effectiveness, which can (and should) lead to meaningful action and improvement. Therefore, the application component of this project focuses on linking the growth model results to interventions that states provide to English learners. Recent research stresses the importance of using a theory of action when developing and implementing an accountability system, making our goal of helping states do so more germane than ever (Lyons and Dadey, 2017; Goldschmidt, 2018). Participating states will receive targeted technical assistance that focuses on understanding their ToA and then analyzing their data to see how their current models advance that ToA as well as where refinements may be needed.

Requiring the ELP indicator as part of state accountability systems is a clear signal of the value of supporting English learners and recognizes the significant role these students play as part of a comprehensive education system. This project not only looks at technical elements of

measuring ELP growth but also links that analysis with the programs in place at schools to support English learners. With this information, states, districts, and schools will be better prepared to effectively analyze what's working well for this unique group of students and what needs to improve. Schools will also get robust information on how to advance English learners to be able to access rigorous academic standards more quickly.

4. Project rationale

Project Theory of Action. Including an ELP indicator as part of a state accountability system raises the stakes for ensuring growth models and EL programs are effective for helping students achieve English language proficiency. The fact that growth and progress models are explicitly used to monitor English learner progress towards English language proficiency warrants careful examination of how these models are used and whether they are effective. Examining the extent to which model results relate to the quality of program implementation will further refine how states make appropriate inferences and take actions from model results. The remainder of Section C details how the research design will help us achieve our stated goals. The proposed project ToA is presented in Figure 1.

The project ToA indicates that the ELP indicator will afford valid and reliable claims about schools' ability to facilitate student progress if the following conditions are met: the ELP assessment measures what it purports to measure; individual English learner progress is accurately measured; and student progress is aggregated and incorporated into the state accountability system in an effective manner. Furthermore, the ELP indicator, in conjunction

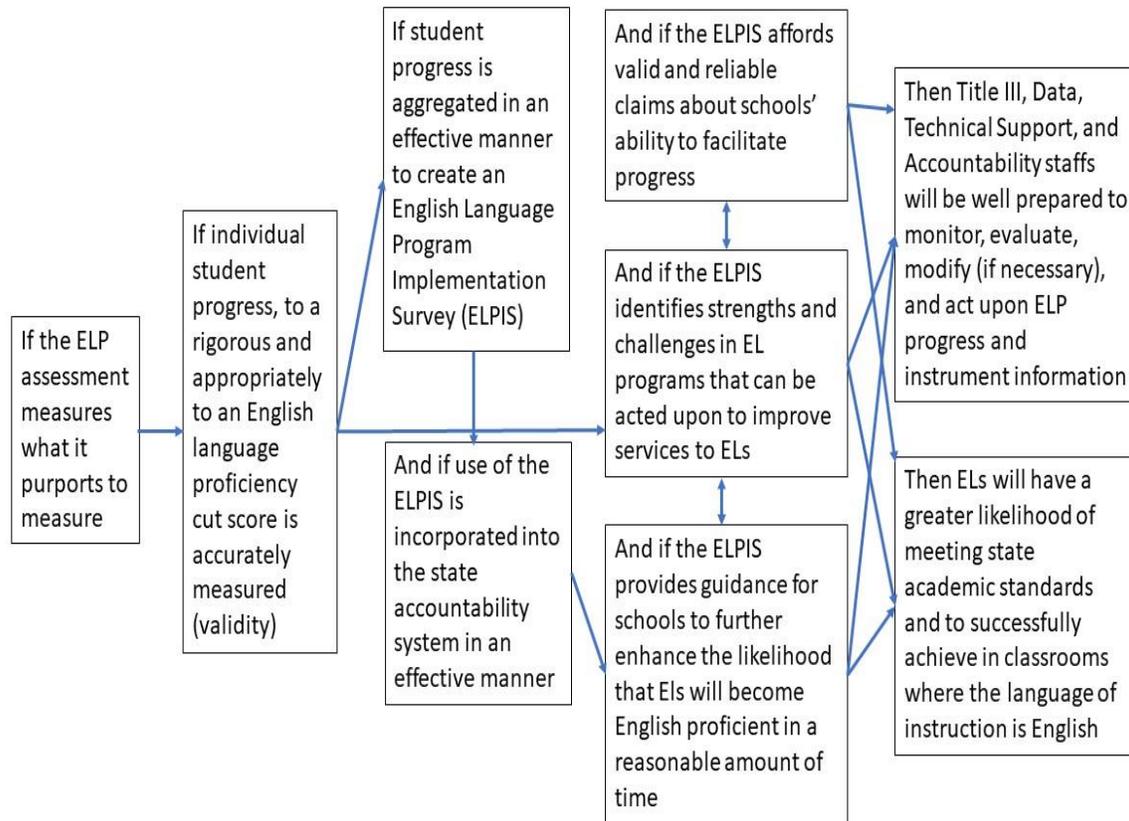


Figure 1: Proposed Project Theory of Action

with a program survey designed to evaluate EL program implementation, allows SEAs to take action at the school level to enhance the likelihood that English learners will become English language proficient in a reasonable amount of time and have appropriate instruction to meet state academic standards and achieve in classrooms where English is the language of instruction. The research design section focuses on the research questions stated on pages 10–11. Research results will address technical properties of growth models that impact valid claims about student progress.

Basis for Monitoring English Language Proficiency Growth. In the past three decades a number of growth models have been developed and used by states in their accountability

systems. Some older models such as the Tennessee Value-Added Assessment System (Sanders and Horn, 1998) have been well researched and their properties are well known. Newer models, such as Student Growth Percentiles models for monitoring student performance (Betebenner, 2008), have also been used for a decade. States have started to apply longitudinal models to focus more on growth than on conditional status or relative improvement. Recent research studies have also examined the role of the assessment scale on growth model results (Li, 2016; Kolen & Lee, 2011). As noted, the distinct nature of English learner progress affords an opportunity to examine growth models in practice while also considering additional approaches that have not received as much attention in the “growth-model-for-accountability” discussions.

English language proficiency progress has received considerable attention in the literature. There is a convergence of findings indicating that it takes about four to eight years for students who enter the program to reach English language proficiency (Cook, et. al., 2012; Hakuta, Butler, & Witt, 2000). We also know that students typically make rapid progress at the beginning and then progress slows over time (Cook et. al., 2011; Goldschmidt & Hakuta, 2017). Figure 2 illustrates this trend, agnostic of which ELP assessment is used, through an example of average English learner growth over time.

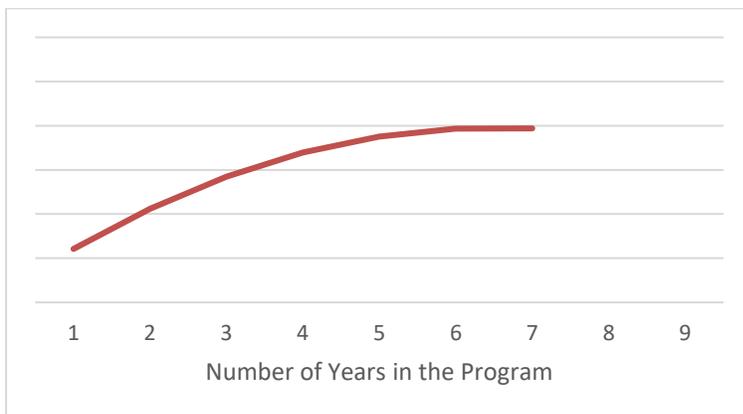


Figure 2: ELP Performance by Length of Time in Program

ESSA requires that states use an initial English language development level to set growth expectations; once initial English language development level is taken into account, trajectories can vary. The information presented in Figure 2 has pushed educators to better understand how English learners make progress and how this impacts the programs in place at schools.

The research component of the project design places the research questions within a validity framework (Messick, 1995) that allows us to not only consider properties of growth models but importantly consider consequences. A key concept of validity is collecting evidence to support claims (Messick, 1995) and this evidence covers a broad array of sources. Collecting a complete and unequivocal set of evidence is generally considered infeasible (Cizek, Rosenberg, & Koons, 2008), but considering how the results are intended to be used (Kane, 2006) allows for more explicit understanding of caveats when results are integrated into complex systems. The following sections provide the rationale that guide the research questions and analyses.

Change of Scores as a Measure¹ of Progress. Gain scores are the most transparent and effective means of measuring progress. They show a direct measure of student growth, they are easily interpreted, and it is easy to calculate both individual student gains and average those gains to apply those metrics at a school level². This method infers that a school's performance is based on average gains of its students' performance. In order for gains to be meaningfully

¹ Consistent with Goldschmidt, 2018, we use the term *Measure* to describe a quantity that is directly observable. An *Indicator* is a variable that represents an associated phenomenon. *Indicators* can be made up of one or more *Measures*. Growth models provide *Measures* of growth, while aggregates and transformations of growth model results create growth/progress *Indicators*.

² Gains or any other model that ignores the clustering of students in schools explicitly ignores school context (Burstein, 1980). A model that ignores the clustering of students within schools and simply aggregates individual student results up to the school level potentially produces biased estimates of school effects (Raudenbush & Willms, 1995). This occurs because estimates that ignore the fact the students attend specific schools mixes within and between school estimates when the intraclass correlation is greater than zero (Aitkin & Longford, 1986). This applies to any model that is based on individual student scores that are aggregated up to a school. The impact of ignoring clustering depends on the ratio of variation in outcomes that are within and between schools.

interpreted, assessment scores need to be on a vertical scale. However, in some cases researchers have made *post-hoc* transformations, such as normalizing scores within grade levels to a base year, or averaging across the sample years, relying on the assumption that performance standards are vertically moderated, thus allowing for consistent meaning across grades at various anchor points. A significant issue with gain scores used in growth models for monitoring English language learning is that gains are negatively associated with initial English language development level; individual gains in aggregate may not present an accurate summary of growth in a school. Also, referring back to Figure 2, average gains of students in early program years will be greater than average gains of students in later program years. If schools do not have an equal distribution of time assigned to EL programs, interpreting simple aggregates of gains may lead to erroneous conclusions about English learner progress in schools.

It is important to establish appropriate criteria to evaluate gains. States must consider how big of a gain students should make year to year, and whether individual student gains should be evaluated at all when the focus is on school-level outcomes. Two current approaches are set a priori expectations or modify expectations annually based on the prior year's progress, as in a growth to target model. Although previous research provides some guidance with respect to gains (Goldschmidt et. al., 2010, Linn & Haug, 2002), these studies are not based on English language assessments. Important issues about the use of these models in the current ESSA context have not been systematically examined, including the reliability, stability, and predictability of the assessment and the ability of the assessment to meaningfully differentiate schools. This project intends to use gains as a measure of progress and as a way to understand results from existing state models.

There are two additional types of models to consider: normative and conditional status models that examine growth with respect to norms and initial conditions (e.g., Student Growth Percentile and Value-Added Model); or growth curve approaches that focus on progress explicitly. The latter may be more fruitful because they are intended to inform direct claims about student progress, as opposed to residual gain models which are constructed so that averages results to add up to zero despite students demonstrating gains (Thum, 2003).

Growth curve models theoretically require a vertical scale in order to meaningfully interpret the results. Hence, the scale is important in drawing conclusions from individual growth curves. Additionally, the optimal metric to use when examining progress over time is a vertically equated Item Response Theory (IRT)-based scale score that is on an interval scale and is comparable across grades (Hambleton & Swaminathan, 1988). Such scores represent content mastery on a continuum and may be used to measure absolute academic progress (in this case English language learning specifically) over time and would be considered the metric of choice for an accountability model based on growth. Different scaling methods affect results (Briggs & Weeks, 2009); however, a vertical scale is not required to make relative claims consistent with accountability systems (Goldschmidt, et. al., 2010). Along with the scale, the rigor of the cut score can impact results (Ho, Lewis, & Farris, 2009).

Modeling Progress as a Function of Time. As a starting point, a longitudinal panel model (Goldschmidt and Hakuta, 2017; Goldschmidt, Choi, and Beaudoin; 2012; Collins, 2006; Singer & Willett, 2003) is useful for modeling English Learner language growth and progress. A panel model, also known as a mixed effects growth curve model, is based on assessment results from the same linked students followed over more than two years. A critical feature of growth curve models is that growth is explicitly modelled as a function of time, which is particularly

relevant in this context because time is a substantive feature of the application of growth to English learner progress towards proficiency.

This project will examine the potential of scale manipulations of ELP assessments that afford claims about student progress. This can include modelling solutions to the extent that ELP assessments have vertical scales that cover specific grades spans, but not the entire K-12 grade range. Some models can be expanded to include additional required and relevant information (e.g., initial English language development level). It is important to consider that student achievement may not be linear over time. Robustness is also a key consideration in our research in terms of the model's ability to use student information that may contain gaps³. A mixed effects growth model allows the project researchers to estimate true progress that is not unduly influenced by a student's initial English language development status (Raudenbush and Bryk, 2002). Given the panel model's robustness and its ability to place student progress on a longer time horizon, it is worth exploring this model in greater detail in state operational settings.

Exploring Advanced Growth Modeling Options. Gaining English language proficiency is a cumulative process of developing language until reaching a proficiency threshold. This conception of progress gives rise to various ways to model growth, including longitudinal panel models (Finch & Cassidy, 2014), joint longitudinal and time-to-event models (Ibrahim, Chu, & Chen, 2010; Zhang, Chen, Boye, Wang, & Shen, 2014; Tsiatis & Davidian, 2004), or latent growth curve analysis to predict proficiency (Choi & Goldschmidt, 2012; Thum, 2003). Given this project's emphasis on using growth model results in operational settings,

³ Annual gain scores require consecutive scores to calculate: if a student has a base year score and then is missing year 2 but has year 3, that student will be missing gains from base to year 2 *and* year 2 to year 3. A panel model however, will be able to measure an average trajectory across all occasions, even if the intermediate assessment result is missing.

additional model approaches are relevant to consider; specifically, models that address stability of results across cohorts (Hara & Goldschmidt, 2005; Hahnel & Jackson, 2012).

Each of these advanced options demonstrate various levels of transparency and focus. Some of these models focus more on explanation rather than continued monitoring. For example, researchers might ask: at what level of a measure will an event occur? Or, what is the relationship between change in a measure and an event occurring? Given that both proficiency cut scores and time to proficiency are predetermined,⁴ more relevant information is how the model provides coherent inferences about students and schools. Therefore, we will look at two potentially useful approaches and determine if they improve upon existing models measuring English learner growth (besides state models, gains, and the mixed effects model described previously). One class of model is a straight-forward extension of the longitudinal panel models described above that explicitly consider cohort in their design. The benefit of reconceiving the cohort (either by doubly nesting students as described in Hara & Goldschmidt [2005] or by using multiple cohorts and treating time differently, as described in Hahnel & Jackson [2012]) is that they can address stability of results in new ways. Another class of model is an application of the joint model for longitudinal and time-to-event data described in Ibrahim, Chu, & Chen (2010). A joint model can both measure progress and provide probabilities of English learner proficiency—a conceptually relevant approach for both individual students and schools. The joint modeling approach more explicitly links individual progress with annual measurable objectives. These models are outlined below.

Some have argued that growth suffers from sampling issues related to the performance of particular cohorts, and that school performance stability is related to the performance of

⁴ Although, some evaluation question would be amenable to some of these models.

particularly high or low performing cohorts passing through and not to a school's underlying ability to facilitate progress. Stability⁵ is a desired characteristic but we are also interested in the trend in performance over cohorts of students. As noted, the models utilized by Hara & Goldschmidt (2005) and Hahnel & Jackson (2102) hold promise for monitoring options for student progress and school performance. These models build on the previously described growth model and add an additional effect associated with cohort. This model can be conceived as a doubly-nested model because students are nested within both time and cohort. This allows the model to provide the same measures of growth as the mixed effects model previously described, and it also provides estimates of changes in cohort performance, i.e., how schools are improving over time. This is particularly useful because stability is directly estimated through the proportion of student progress accounted for by cohort. This allows policy makers to examine estimates with additional information and clarity.

By way of an example, Table 1 summarizes the results of an exploratory application⁶ of the doubly nested, or four-level (test occasions, students, cohorts, schools), unconditional growth model. Excluding cohort as a random effect (not presented in Table 1) indicates that about 87% of the variability in student growth is within schools. This means that only about 13% lies between schools and would be amenable to policies directed at differences between schools. The results of the four-level model presented in Table 1 generate a substantively different picture of student growth. The results indicate that the variability in individual growth is evenly split between growth within cohorts and schools and between cohorts within schools. Therefore, much of the variability between students (42%) within schools is due to the fact that students are

⁵ Stability is also confounded with reliability, which we discuss below in the presentation of the research questions.

⁶ This example is a simple linear application to a state's content assessment but can easily be specified to capture non-linear growth and include initial ELD level (which is particularly relevant in that initial ELD level would be a key moderating variable on the effect of cohort).

associated with different cohorts. The results also indicate that about half of the variability in cohort growth (46%) is within schools, while the remaining lies between schools. Moreover, policies directed at differences between schools likely affect subsequent cohorts but have much smaller impact on achievement growth of existing students. It is also interesting to note that the variability in initial English learner status is predominantly within schools and cohorts. There is little variability (7%) in status among cohorts within schools. That is, student inputs do not change much from year to year within a particular school. These sorts of results are consistent with expectations, which is beneficial when considering specific aspects of the results, such as student and school progress.

Table 1: Example Random Effects from Doubly-Nested Model

	Variability Breakdown
<u>Between students within cohorts, schools</u>	
Initial Status	84.9%
Individual growth	42.7%
<u>Between cohorts, within schools</u>	
Initial Status	6.7%
Individual growth	42.2%
Cohort growth	45.2%
<u>Between schools</u>	
Initial Status	8.4%
Individual growth	15.1%
Cohort growth	54.8%

The four-level, or doubly-nested model, has not been examined within an EL progress framework, nor within an accountability system.

A key facet of this project is identifying and developing promising growth models within an operational setting. As noted, an important aspect of this is how results are used to calculate

the ELP indicator, and the coherence between the ELP indicator and student growth. Among the models presented previously, survival models, or Multilevel Discrete Time Hazard (MDTH) models, are the appropriate means of estimating time to proficiency given censoring and attrition (Kleinbaum, 1996; Cook, et. al., 2012). Hence, a survival model that estimates time to English language proficiency for each school provides a direct estimate of school success. Generally, when applying survival models, the interest lies in whether and when the event—in this case, reaching English language proficiency—occurs. (Singer & Willett, 2003). A survival model is appropriate for estimating survival functions, comparing those functions among groups⁷ and examining the relationship of explanatory variables to survival time (Kleinbaum, 1996). When it comes to accountability, it is important to consider that complete data are not available for all English learners and, at the end of each year, English learners have either reached proficiency or not (Willett, Singer, & Martin, 1998; Singer & Willett, 2003). Longitudinal and Discrete-Time Hazard models can account for time-varying covariates (Singer & Willett, 2003) as can MDTH at both the individual student and school levels (Barber et al., 2000). The link between individual English learner progress towards English language proficiency and the success at a school (i.e., probability of reaching English language proficiency) lies in the fact that MDTH models can include time varying covariates, which in this case means incorporating the growth trajectory based on a mixed effects growth model (presented above) into the MDTH model. In fact, inclusion of the progress element reduce bias in time to event analyses attempting to differentiate effects (Sweeting, 2017; Sweeting & Thompson, 2011; Tsiatis & Davidian, 2004; Ibrahim, Chu, & Chen, 2010; Zhang, Chen, Boye, Wang, & Shen, 2014). These models tend to be utilized in the health sciences as a means of determining whether markers (or growth in markers) relate to a

⁷ Groups are usually considered treatment and control; however, they can also be conceived as schools. Schools can be included as a fixed effect (akin to examining the treatment vs. control contrast) or as a random effect.

specific health outcome. The application of this approach to coherently link individual student progress and school success has not been attempted. Therefore, we would likely focus on the Trajectory Model (TM) approach because it provides specific progress and success estimates and is more practical to operationalize (Zhang, Chen, Boye, Wang, & Shen, 2014). The TM approach incorporates the results of a mixed effects growth curve model as time varying covariates into a survival model. In this way, the individual student progress is directly used to estimate school success in facilitating English language proficiency by including estimated true progress (Raudenbush and Bryk, 2002).

Operational Context and Validity Evidence. We consider the task of developing criterion models and examining existing models for monitoring English learner growth and progress towards English language proficiency within a validity framework (Messick, 1995). This framework leads us to consider both the technical aspects of the models and criterion-related evidence and consequences. Criterion-related evidence often purports to measure the same construct. For example, we could compare the results of one model to the results of another and if both models resulted in similar claims about students and schools, we would infer that the model in question shows evidence of validity related to a criterion model. While we do make these types of comparisons, we have no numeraire model. So, another relevant avenue is to examine more carefully the underlying construct that the ELP indicator is attempting to capture: the quality of opportunity that schools provide English learners for gaining English language proficiency.

To more fully understand growth model results in this context, we propose to develop a survey that provides insight into aspects of the EL programs implemented in schools. We anticipate that the survey will consist of two sections; (1) a section common to all states, that

examines elements of successful EL program implementation; and (2) a shorter section unique to each state that is based on the state's ToA as well as elements from the state's Targeted School Improvement plans. We will use a sample of schools in each state (see *sampling* below) to collect survey information and use the results to examine the extent to which growth model and ELP indicator results align.

The Grady & O'Dwyer (2014) EL program survey was developed in collaboration with Rhode Island, but formal empirical analysis has not yet to be carried out (Grady & O'Dwyer, 2014). We do not intend to recreate this survey verbatim, but to the extent that sections we use are unaltered it will provide some information about the measurement properties of those sections.

While successful performance on English language content is ultimately the goal, understanding performance on English language assessments is a necessary precursor to that goal. Although there exists an extensive literature examining the effectiveness of various English learner program models, and program outcomes tend to be based on content performance in English, although some evaluations also use Spanish language content when including bilingual models (Rolstad, Mahoney, & Glass, 2005). Moreover, much of the current literature focusing on the potential benefits of bilingual programs (Francis, Lesaux, & August, 2006; Valentino & Reardon, 2015) and dual language immersion programs (Steele, Slater, Zamarro, Miller, Li, Burkhauser, & Bacon, 2017) also uses content performance outcomes. Understanding the substantive relationship between growth results and EL programs is accomplished through the EL Program Implementation Survey, which is described in more detail in Section D.

Research Methods and Data. A key concept of validity is collecting evidence that covers a broad array of sources to support claims (Messick, 1995). Collecting a complete and unequivocal set of evidence is generally infeasible (Cizek, Rosenberg, & Koons, 2008), but

explicitly considering the intended uses of the assessment (Kane, 2006) allows for more explicit understanding of caveats when results are integrated into complex systems. Detail about data, sampling plan, and additional methodology is provided below. We have addressed research questions on pages 10–11.

Data. The data for the proposed project will come from two sources: a simulated dataset and state ELP assessment and academic content assessment results. We will build a dataset that we can use to examine both the criterion models we described above and each of the state models. We will build a simulated dataset first to understand how well we can reproduce the true values (for students and for schools).

Given that growth models are not estimated in a vacuum, we will also examine each of the criterion models and all the state models under operational conditions. We will accomplish this examination by using both participating states’ data and business rules. We understand the significant effort for states to provide datasets, so we will confine our analyses to data that states can readily produce. Participating states will prepare data based on the recommended format provided by PI and Co-PI. The dataset format will be consistent with the data states are building to utilize the English Learner State Accountability Resource (ELSTAR) data tool (Slama, Lee, Goldschmidt, & August, 2018).

Multiple years of data from each state will be collected. Initial data from the last three years or the most recent data that includes results from the same ELP assessment for up to three years will be collected. Subsequently (in years two and three) additional cohorts of state ELP assessment data will be collected to build a five-year longitudinal dataset, including five cohorts of English learners (given that new English learners will be entering schools each year).

The data will include English learners and non-English learners (including re-designated and never-English learners) to examine the distribution of performance of these two populations of students. Data include ELP assessment results, time in program, initial level and grade at entry, as well as academic content assessment results (e.g., English language arts assessment) for each of the years.

An important aspect of the data is that the ELP assessment results will be based on administrations of the same assessment and of different assessments. For example, there are ELP assessment results from states that each use their own ELP assessment like Arizona and Mississippi, and from consortia states such as ELPA21 (Arkansas, Ohio, Washington) and WIDA (Michigan and Wisconsin). This provides the opportunity for several important analyses which we describe below.

Each state will contribute its state theory of action (if it exists) with respect to English learners, their progress, the ELP indicator, and overall accountability. For each state, business rules will be collected and coded (or the existing state code will be used, if amenable) that translate student growth into an ELP indicator and how the ELP indicator is included in the state accountability system.

Sampling Plan. In order to assure the anonymity of specific states when reporting and presenting results that compare growth models across contexts, state data will be sampled in such a way as to mitigate the likelihood that a specific state would be identified simply due to the number of English learners served in the state. Each state's data will be sampled to create approximately equal samples across states, for example by using 100% of data from one state and 20% of data from another. State data will be a stratified random sample with school sampling weights proportional to size (the number of English learners in a school) so that within

state, results can be generalized to the state English learner population⁸. State data will be reweighted for any analyses using all the states' data together.

This strategy will apply to sample schools for the Survey. The sample within each state may be further stratified to explicitly include targeted improvement schools. Given this project's focus on growth and progress, the plan is to sample the same schools a second time to examine the extent to which programs have changed and how this change relates to changes in growth model and ELP indicator results. For the development of the EL Program Implementation Survey, the above sampling scheme will be used to sample a very small number of schools with the request that the Survey be completed by two staff members at each site in order to conduct a G-study to determine the survey properties, including the extent to which error is associated with the person completing the survey. Further, about 20 principals (likely ten from each of two states) will be identified for a small cognitive lab-type (cog-lab) analysis on the survey questions. More detail on the cog-lab can be found below in the additional methods section.

Research Methodology. The growth models described above will be applied, the guidelines for growth model development described in Singer & Willett (2003), Raudenbush and Bryk (2003) will be followed, as well as for survival models described in Kleinbaum (1996), Singer & Willett (2003), and Zhang et., al. (2014). Model analytics and comparisons are also guided by the aforementioned literature. Consistent with school effects research, the reliability of growth estimates is defined as the ability to distinguish the variation in true growth based on model estimates (Raudenush and Bryk, 2002). In addition, stability will be examined as both the

⁸ We note that in general we are not conducting a study that focuses on generalizations (as opposed to evaluating the impact of an intervention in a state). We are aware that generalizations within the state beyond aspects related to ELs (e.g., to never-ELs) may require additional weighting to make the sample representative of never-ELs, for example.

correlation between annual estimates and the deattenuated estimates, adjusted for the unreliability of estimates (Goldschmidt, 2018b). As noted above, stability will be examined by explicitly estimating cohort effects using the doubly-nested model described above.

Given that an important aspect of this study is working with several different ELP assessments, which will produce absolute growth results that are less meaningful to compare, two effect sizes will be generated to standardize annual growth. The first is the estimated growth parameter divided by the sample standard deviation of the outcome, based on the general effect size presented in Cooper and Hedges (1994). The second is based on Raudenbush and Liu (2001) and is defined as the estimated growth parameter divided by the standard error of true change. In order to compare sensitivity of model results (e.g., how much growth is required to move across a given threshold) we estimate the proportional relative difference. This is similar to the relative bias indicator in Krull and MacKinnon (2001).

A potential bias will be estimated based on factors beyond the school's control that might impact growth model and ELP indicator results. This moves beyond simple correlations as these only provide information on linear relationships. Cubic regression models will be used to examine the contribution of unwanted factors on growth model and ELP indicator results (Organisation for Economic Co-operation and Development, 2008).

In developing the EL Program Implementation Survey, a pilot study will be conducted that allows us to establish the reliability of the survey and address validity issues. We intend to run a small cognitive-lab⁹ with school principals to help us understand what principals are thinking when they answer the Survey questions. This will help us refine the questions and

⁹ Generally, cognitive labs are used to assess the cognitive demands of tasks on assessments. We borrow from this strict use to capture how principals understand and interpret facets of EL programs and their implementation.

address any substantive areas of weakness. The cognitive lab will allow school principals to “think aloud about each of the survey questions. This process provides supporting evidence that the survey questions individually and as a whole address what we intend them to address.

In order to examine usability of the EL Program Implementation Survey, we will conduct a G-study that will allow us to partition the sources of error in the Survey (Shavelson and Webb, 1991). This information will be useful as we use the Survey across multiple years to examine stability of program and how this relates to stability in growth and ELP indicator results.

(D) QUALITY OF PROJECT SERVICES

Under ESSA, English learners are identified as a subgroup that has traditionally been underrepresented. The ultimate goal of this project is to ensure that the way in which we are measuring progress for these students and evaluating the quality of the services we provide to them is deliberate and research based that leads to improved outcomes for English learners. The project services focus on the development of resources that not only provide a criterion to support the use of growth model and ELP indicator results, but also offers additional substantive information to assist SEA staff in providing meaningful guidance and assistance to LEAs and schools. A primary goal of the project services is to extend the usefulness of data-driven decision making by moving beyond using data to identify strengths and challenges to understanding how to use the results in EL program implementation. This is particularly useful and germane since English learners have not historically been part of rigorous accountability; with the transition to inclusion of English language progress into Title I accountability, there is an important opportunity to increase attention on our work to support English learners. All states included in this project are committed to ensuring that all ELs have equitable access and equitable participation in all activities supported by federal funding, specifically the special needs of

program beneficiaries (e.g., students and teachers) in order to overcome barriers to equitable participation, including "barriers based on gender, race, color, national origin, disability, and age."

1. Quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants

The basis for this project is to improve English learners' opportunities to effectively and efficiently progress towards English language proficiency. There are approximately 5 million students in U.S. schools who are considered English learners, whose educational prospects are negatively affected by their English proficiency and immigrant background. As a class of students whose rights to equal education are legally defined by their limitations in English language proficiency resulting from their linguistic origin (through Title VI of the Civil Rights Act), the education system has faced the dilemma of how to target services to address the need for English language development while at the same time attending to their needs in accessing core academic content. This has often resulted in separate tracks for English learners extended over much of their time in school.

A key change in ESSA is a new way of including English learners in state accountability systems. English language proficiency, which had previously been part of Title III, is now one of the five elements in Title I accountability. The topic of how to meaningfully incorporate English learner progress into the state accountability system has gotten considerable attention among states. Our partner organization, CCSSO, and the project principal investigator, Dr. Goldschmidt, have provided tremendous support in this area to states, including tools and resources, a series of webinars and in-person meetings, and deep technical support and assistance to individual states. The researchers (e.g., Dr. Goldschmidt) whom CCSSO commissioned visited the MDE two

times to provide consultation on technical issues on how to meaningfully incorporate the ELP indicator into the state accountability system and how to monitor EL progress over time. More than 30 states requested for this valuable technical assistance from CCSSO; including all the participating states in this project. The CCSSO Member Survey results showed that state education chiefs and deputies have found great value in CCSSO's support. This all signals the deep need for state support in this area, and this project will continue the previous efforts on assisting states with technical issues and strategies that can be applied to improve state support for English learners.

Approximately 462,000 English learners are currently enrolled across the seven participating states. Supporting these students is a priority for these states which value the opportunity to join this project to learn and engage in technical assistance provided by the researchers to continue to improve outcomes for English learners. For the first time, a thorough and robust examination of multiple state growth models designed to measure English learner progress in state contexts can be built, and research findings will benefit all states that strive to solve technical issues in this area and refine their accountability systems to better monitor English learner achievement and growth over time. In addition, research findings on the linkage between the growth model results and EL program implementation will help LEAs and schools improve the effectiveness and integrity of EL program implementation.

2. Services to be provided by the proposed project

It is important to make the distinction between evaluating program models and monitoring programs for the purpose of accountability. Often quantitative evaluations pay careful attention to program assignment so that causal inferences can be made (Steele, Slater, Zamarro, Miller, Li, Burkhauser, & Bacon, 2017), while accountability attempts to monitor

school progress as is, while accounting for factors beyond school control, or concomitant factors, that policy cannot affect (Goldschmidt et. al, 2010). Importantly, SEAs want to use accountability results to assign statewide interventions as well as to provide guidance and support to LEAs and schools based on accountability system results. Since English learner progress has not historically been an element in accountability systems, the potential for a more robust research to understand and interpret results has recently presented itself. At this time, we do not know the meaning of progress model and ELP indicator results operationally in schools; this project provides an opportunity to examine just that. Whether progress model or ELP indicator results can effectively guide intervention and support will be better understood when results are aligned with the EL program implementation in schools because we will be able to examine how program facets relate to accountability results. Developing this coherence would be a significant step in supporting states to move beyond monitoring through accountability to more directly informing the supports that are provided to students.

Our project partners have extensive experiences and strong expertise in designing research studies, conducting analyses, developing instruments, and providing technical assistance. Over the past three years, our principal investigator, Dr. Goldschmidt, collaborated with Dr. Kenji Hakuta, Delia Pompa, and CCSSO, providing technical assistance to member states as well as authoring several guidance documents related to accountability and evaluation. He has provided technical assistance to 40 states on monitoring progress of English learners. The project senior advisor, Maria Santos, also collaborated with CCSSO, providing SEA leaders with strategies, tools, and support to enable them to work with their state, district, and school leaders in improving the linguistic and academic success of English learners. They will continue their support for English learners through this project.

This key shift in ESSA poses a challenge to systems that were created under the previous paradigm. Traditionally, there has been a separate EL support team that has not necessarily been connected with other offices within a state education agency. With this shift, we are moving away from segregating how we support EL students and services toward a more integrated vision. As schools and districts encounter increasing challenges related to properly serving English learners, the need for collaboration across multiple experts at the school, district, and state levels has become especially urgent. The concern about SEA capacity to serve English learners has been raised by many states through cross-state discussions. This project will enhance SEA capacity in the implementation of state ESSA plans. We will deliberately engage experts from across teams in SEAs, such as the EL lead, assessment and accountability leads, data lead, and others, who had not always worked together. The project will provide significant support to multiple departments within each participating state as well as provide opportunities for cross-state discussion and learning. There is a large state demand for this support.

The services to be provided by the project will address three elements with which states continually struggle: effectively using data to monitor English learner progress; ensuring staff capacity to translate empirical monitoring into meaningful programmatic assistance to LEAs and schools; and ongoing collaboration among departments within a SEA to effectively coordinate the various pieces. The project will explicitly address these issues by developing robust and scientific research studies to examine research questions on pages 10–11; facilitating understanding of progress models and the claims that can be made based on analysis results; developing resources, such as the EL Program Implementation Survey and criterion growth models, to enhance state capacity to validate the state ToA and support their LEAs and schools; and providing technical assistance to help participating states understand and interpret their

growth model results for English learners and the operational linkage to the quality of EL program implementation.

3. Training or professional development services to be provided

It is a long-standing concern that assessment results are not fully utilized to inform instruction (Gullickson and Ellwein, 1985). Data use with respect to EL progress necessarily encompasses how students are progressing towards proficiency, but simply providing results does not ensure improved performance (Schildkamp and Kuiper, 2009) and users must possess certain characteristics (Kluger and DeNisi, 1996) such as analysis skills (Sharky and Murnane, 2006; Wohlstetter, Datnow, and Park, 2008) that include deciding which data are appropriate (Schildkamp and Kuiper, 2009) and understanding the limitations of potential claims (Goldschmidt, 2018). The proposed project will address this issue by expanding state capacity to effectively use data.

Evidence suggests that data-driven decision-making can have a meaningful impact on student outcomes (Kingston and Nash, 2011; Schildkamp and Kuiper, 2009). Given that one role of an accountability system is to impact behavior, it is important to consider EL progress indicators as part of a comprehensive assessment system. Assessment systems influence behavior (Stecher, Barron, Kaganoff, and Goodwin, 1998) and in order for SEAs to support and guide behavior at the district and school levels, SEA staff must deeply understand EL progress and ELP indicator results and how they relate to the quality of EL program implementation.

Through this project states will work with national experts on the development and understanding of growth models, ELP indicator, and EL program implementation as well as their relationships. The project ToA (see Figure 1) and the research rationale (see Section C) highlight how this project uses the growth model research to meaningfully connect training and technical

support to states. States will build the dataset and supply that to the research team, and also train the research team on the business rules in order to achieve this goal. Further, building growth model comparisons affords the state and the research team opportunities to dive more deeply into the various dependencies that exist among the growth model, the rigor of proficiency cut scores, time to proficiency, aggregation to the ELP indicator, and inferences about students and schools based on both individual growth model and ELP indicator results. Finally, the development, implementation, and analyses of the EL Program Implementation Survey will provide states further opportunities to work together and with the research team to understand the impact of results. The Survey thus becomes another key element of this project that drives the effective use of data by SEAs forward.

In summary, each participating state will receive targeted support including:

- Engagement in building the data set, the growth model comparison, and the EL Program Implementation Survey. Through this effort, SEA participants will gain knowledge and expertise about data analysis, growth models and how to effectively measure program implementation, all of which will inform how they refine and use the ELP indicator.
- Data analysis. A series of rigorous research studies that analyze state context, assessment data, growth models, and EL program implementation will result in multiple benefits to participating states, including a comparison of how the state's growth model functions as compared to the criterion model and an analysis of how the ELP assessment results compare with the EL Program Implementation Survey results.
- In-person state support from national experts. In these working sessions, SEAs bring together a team to meet with national experts and CCSSO staff to review the data and develop a strategy for moving forward.

- Cross-state collaboration. Recognizing the value of engaging with colleagues in other states who are grappling with similar issues, participating states will have an opportunity to periodically meet in-person and virtually.

An important outcome of the proposed project is not only the summative overall findings that address each of the research questions noted on pages 10–11, but also state-specific reports that allow each individual state’s results to be examined in detail. That is, while the overall findings and comparisons against the whole will be anonymized, individual state reports will be identified for the specific state. The individual state reports, along with the EL Program Implementation Survey, will be the basis for continued capacity building with each participating state individually. Having a focused set of empirical results and a means of collecting, analyzing, and interpreting those data, and providing substantive support to LEAs and schools are the intended outcomes in the final year of the project.

(E) ADEQUACY OF RESOURCES

1. Resources to Conduct the Project

The MDE is well-positioned to be the lead state for this grant. Sharon Prestridge will be leading this work for the MDE and has extensive experience working to support English learners in the state, as do her colleagues in the assessment, accountability, data, and research departments. In addition, the MDE has participated in thirty-one (31) federal grants, including competitive opportunities, and has served as the lead on one (1). The MDE has identified CCSSO as its intended project management partner, CSUN and CRESST as the research partners, and Com-Lin, LLC as the project evaluation partner.

Council of Chief State School Officers (CCSSO). Founded in 1927, CCSSO is a nonpartisan, nationwide, nonprofit organization of the public officials who head departments of elementary and secondary education throughout the U.S. and beyond. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. CCSSO seeks its members' consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.

CCSSO is qualified to assume the role of project management partner for this project. CCSSO has a proven track record of managing Enhanced Assessment Grant (EAG) projects, serving as the primary management partner for seven EAGs. CCSSO along with member states has successfully developed and managed an operational English Language Acquisition assessment through its English Language Development Assessment (ELDA) EAG. ELDA is a battery of tests designed to allow schools to measure annual progress of non-native English-speaking students in grades 3-12 toward acquiring ELP skills. Starting in 2013, CCSSO also served as the primary project management partner for the development of the English Language Proficiency Assessment for the 21st Century (ELPA21), one of the major assessments for English language proficiency in the nation.

In 2012 CCSSO developed the *Framework for English Language Proficiency (ELP) Development Standards* and established the EL Assessment Advisory Task Force¹⁰. Since then,

¹⁰ The EL Assessment Advisory Task Force members include: Jamal Abedi, University of California–Davis; Tim Boals, WIDA, Wisconsin Center for Education Research; Trinell Bowman, Prince George's County, Maryland; Magda Chia, Stanford University; Fen Chou, CCSSO; H. Gary Cook, Wisconsin Center for Education Research; Pete Goldschmidt, California State University Northridge; Kenji Hakuta, Stanford University; Mark Hansen, CRESST; Rachel Kachchaf, Smarter Balanced; Scott Norton, CCSSO; Delia Pompa, Migration Policy Institute; Cat Still, ELPA21; Martha Thurlow, NCEO; Guadalupe Valdés, Stanford University

CCSSO has supported states in serving English learners in many ways. The major projects include the development of ELP Standards, ELP Assessment for the 21st Century (ELPA21), and a more common definition of ELs. These projects have impacted states' EL work tremendously in the areas of curriculum, assessment, and teacher preparation. They also influenced the ESSA requirements for standardized statewide EL entry and exit procedures.

With the passage of ESSA, CCSSO provided extensive technical assistance to states on the development and implementation of the ELP indicator, including in-state visits, hosted convenings, and the development of several resources focused on these issues. These established connections create a ready mechanism for conducting and disseminating the work; providing administrative, meeting, and logistical support; and ultimately helping to inform a larger transformational agenda in education policy and practice. In addition, The scope of work described herein is a logical next step in supporting states on these key issues related to supporting English learners.

CCSSO also manages an English Learner Collaborative, led by Dr. Kenji Hakuta and Dr. Magda Chia, with over 37 participating states. In addition, CCSSO has extensive experience working with states on technical assessment issues, including running the Collaborative on Technical Issues in Large-Scale Assessments (the TILSA collaborative), led by assessment experts Dr. Scott Marion and Dr. Juan D'Brot from the Center for Assessment.

CCSSO has well-established structures through which we can get feedback on this work as it advances and share this work once complete. We will assemble an EL Technical Advisory Group, including national experts who have been CCSSO's long-term partners and have provided various types of technical support to states, such as research studies, technical assistance, consultation, and resources. The EL Technical Advisory Group will meet twice a year

to provide inputs and advice on the project design, development, implementation, and resource dissemination. This group will be composed of prominent researchers on EL technical issues, along with assessment experts who are involved in administering ELP assessments.

To ensure the goals of the project are met, CCSSO has designated a strong project management team to be responsible for overall project management activities: Dr. Fen Chou (Program Director for Assessment and EL Services), Kirsten Carr (Senior Program Director), Katie Carroll (Program Director for Accountability), and Jocelyn Salguero (Program Associate).

Fen Chou, Ph.D. will lead the project management team and also serve as the co-principal investigator. She is the Program Director for Assessment and EL Services for CCSSO. During her time at CCSSO, Dr. Chou has not only led the organization's assessment work, she has also developed the organization's resources to support states on English learners. She served as CCSSO project director for the development of ELPA21, led the development of the ELP standards and the alternate ELP standards, currently convenes and engages the EL Assessment Advisory Task Force, and has facilitated targeted EL technical assistance to 40 states, among other work. Prior to joining CCSSO in 2013, Dr. Chou led the assessment work at the Louisiana Department of Education for over 11 years. She brings extensive experience in both assessment design and implementation, as well as technical aspects in developing and incorporating ELP indicator into state accountability system to this project.

Kirsten Carr will support the management team through her role in the CCSSO leadership team. Kirsten is directing the Council's efforts in working with states to set high expectations for student success by creating opportunities and removing barriers. Strategies for her team include: Implement College- and Career-ready (CCR) Standards, Ensure Each Student Benefits from CCR Expectations, Implement Assessment Systems and Leverage Accountability

Systems. Prior to serving as Senior Program Director for Student Expectations. Prior to her current role, Kirsten served as Program Director leading CCSSO's accountability work with states, supporting states in developing and implementing next-generation accountability systems. She also supported states as they transitioned to new assessments aligned to college- and career-ready standards. Before joining CCSSO, Kirsten spent several years working on key education reform initiatives in the Boston Public Schools at the Boston Plan for Excellence.

Katie Carroll will collaborate with our research partners to develop an EL Program Implementation Survey and engage in research activities. Katie joined CCSSO in 2013 and worked for the State Collaboratives on Assessment and Student Standards (SCASS), the National Assessment Governing Board State Policy Task Force, and several Early Childhood grants for her first 2 years at CCSSO. She joined the accountability and assessment team in January of 2015 where she supported states as they transitioned to new assessments and prepared for assessment peer review and developed their ESSA accountability systems and report cards. Since August 2018 Katie has served as the Program Director for Accountability where she develops and executes CCSSO's overall strategy for accountability initiatives by supporting states as they implement and refine their accountability and reporting systems. Prior to joining CCSSO Katie taught preschool and pre-Kindergarten at an all-boys public charter school in DC.

Jocelyn Salguero will serve as the CCSSO project manager. Jocelyn is Program Associate at CCSSO. In her role she provides support to the National Conference on Student Assessment, CCSSO's English Learner work, and CCSSO's partnership with the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center and the OAK Foundation, as well as the partnership with the National Center for Systemic Improvement (NCSI). Prior to joining CCSSO, Jocelyn worked at The Washington Campus as a Program

Assistant. The Washington Campus is a non-profit, non-partisan, higher education consortium based in Washington, D.C. In her role she provided support to the business, public policy, and government programs at the organization.

California State University Northridge (CSUN) was founded in 1958, CSUN is a diverse and vibrant four-year institution of higher education. With fall 2018 enrollment of 38,716 students, CSUN is among the largest single campus universities in the United States. More than half of fall 2018 enrollment comprises students from historically underserved racial or ethnic backgrounds. Fifty-one percentage (51%) of CSUN students identify as Latina/o. Approximately 70% of currently enrolled students receive some form of financial assistance to attend, and more than one third of CSUN students identify as the first in their family to attend college.

The CSUN administration has increased resources for the office of Research and Sponsored Programs (RSP), which promotes research and assists CSUN faculty and staff in obtaining extramural support and managing funded awards. RSP provides comprehensive pre-award, post-award, and research compliance services to the university, supporting approximately \$33 million in sponsored projects funding annually. RSP houses the Institutional Review Board (IRB) and provides administrative oversight to ensure careful consideration of the ethical implications of our research and compliance with all applicable research regulations. CSUN was the first California State University to sign The Berlin Declaration on Open Access, an important international document that seeks to encourage the free and open dissemination of research and scholarship.

Pete Goldschmidt, Ph.D. will serve as will serve as the principal investigator (PI) for this project. He is a professor in USUN, where he teaches graduate courses in statistics, research methods, and program evaluation. His expertise includes advanced methods in quasi-

experimental analyses and longitudinal modeling which he applies to program, teacher, and school evaluations. Dr. Goldschmidt serves on several state technical committees to provide guidance for the development and implementation of state-wide assessment, school accountability, and educator effectiveness systems. Over the past three years, Dr. Goldschmidt has worked closely with CCSSO to support the development of states' ELP indicators, as well as the incorporation and use of this new indicator into state accountability systems. He has made in-person visits to 34 states where he has provided targeted professional development on issues related to EL assessment and accountability to state teams. He has also written multiple resources on this issue, including the [*Handbook for Developing and Monitoring the English Language Proficiency Indicator and English Learner Progress*](#).

The national **Center for Research on Evaluation, Standards, and Student Testing** (CRESST) will serve as a research partner. CRESST is a world-renowned research and development center focused on advancing the field of education through rigorous assessment and evaluation. It has been an international leader in the fields of educational research, assessment, evaluation, and psychometrics/statistical methodology for over 40 years, and would bring to this project the extensive experience, expertise, and intellectual and practical resources needed for success. CRESST has led numerous large-scale R&D projects in the areas of K-12 and post-secondary assessment over its history, including direct work with States and districts in the design and deployment of their assessment systems. For example, CRESST has been a key partner to ELPA21 from the beginning and ELPA21 is now part of CRESST, which allows them to continue to provide critical input and guidance, contributing to the development of the assessment system and ELPA21's ongoing success.

Mark Hansen, Ph.D. will serve as the CRESST project lead. Dr. Hansen is an Assistant Professor in Residence in the UCLA Graduate School of Education and Research Scientist at CRESST. His work focuses on the use of latent variable models, particularly item response theory and diagnostic classification models, to support the design of educational, psychological, and health-related assessments. Dr. Hansen has been a key researcher for ELPA 21 who assisted the consortium in developing a valid and reliable ELP assessment and a validity plan, conducting psychometric analyses, and providing oversight on critical technical issues around development and implementation of the ELPA 21 assessment. Dr. Hansen will bring to this project his extensive experience and expertise needed for success.

As an **EL expert**, Maria Santos will serve as a senior advisor on the project. She is currently the Engagement Director for School and District Services in the Comprehensive School Assistance Program (CSAP) at WestEd and will be retiring from her current position in June 2019. Santos provides management, oversight, and leadership to CSAP senior engagement managers and school and district facilitators. Santos also provides leadership for engagements regarding the systemic improvement of English learner education, including an initiative with the New York State Education Department and 25 New York school districts, as well as school district engagements in Clark County (greater Las Vegas), NV; Greeley, CO; Tulsa, OK; and Fresno, CA. In addition, she is the Co-Chair and Senior Advisor for Leadership at Understanding Language, Stanford University, which focuses on helping English learners meet the rigor of the Common Core State Standards and the Next Generation Science Standards.

Com-Link, LLC is a woman-owned business funded by Dr. Jane Nell Luster. Initially started in 1996 to provide telecommunication services, it has evolved to provide a broad array of educational consulting and communication services. It supports state and local education

agencies with systems' improvement, specifically through data analysis and use services, program evaluation, meeting facilitation, and improvement planning and implementation. Com-Link, LLC also partners with other organizations to leverage complementary expertise.

Jane Nell Luster, Ph.D. will serve as an external evaluator for the project. Dr. Luster is the president of Com-Link, LLC, an educator with experience in diverse areas of education, including local, state, university and national arenas. Relevant to this project is her program and project evaluation experience that spans more than 20 years. Most recently she has served as the Lead Evaluator for the Technical Assistance for Excellence in Special Education (TAESE) team at Utah State University for the Montana Department of Education, Office of Public Instruction's examination of the Comprehensive System of Personnel Development (CSPD). She also worked with TAESE on the program evaluation of Aurora Public Schools special education program. Dr. Luster worked with the Maryland and Louisiana departments of education to develop the State Systemic Improvement Plans—six-year plans for improvement in mathematics and literacy, respectively. Dr. Luster has extensive national experience working with state agencies to evaluate their systems of general supervision, including all aspects of monitoring and using data to guide education and policy decisions.

2. Adequacy of Budget and Reasonableness of Costs

Through this proposal, we have deliberately built on current expertise, experience, and existing structures to significantly advance work on EL growth models while keeping costs as low as possible. Because the way in which we measure progress for EL students and the way we use that information for accountability are new, we are at a critical moment to impact state actions. Over the coming years, states will be evaluating what is working well in their systems

and where improvements are needed and will be anxious for support and research as they make decisions that will impact their systems for years to come. Without support, states will likely struggle with many of these issues in isolation. This project presents an opportunity to facilitate coherent, cost-efficient collaboration across states.

As a result of this project, we will have a better understanding about how to effectively measure growth towards English language proficiency at a national level, and we will have an alternative growth model and a survey that looks at EL program implementation that all states will be able to customize. Cost efficiencies are prioritized wherever possible. Working with CCSSO allows us to leverage their built-in state networks and collaboratives to disseminate learnings and resources from this work and have a broad impact.

Each of the seven participating states will have a thorough analysis of their growth data and technical support for how to make improvements to their EL growth models. Given the significance of the project, importance of the goals, and the usability of the final products, the project costs are very reasonable.

(F) QUALITY OF THE MANAGEMENT PLAN

We have created a management plan that not only meets the RFP criteria, but also results in an efficient and productive operation. The plan creates and supports a unified collaborative team to address research study design and execution, technical assistance to participating states, and dissemination needs. Our organizational partners have long supported states in establishing evidence of technical quality to address the absolute goals and objectives for this proposed project and produce outcomes described in the proposal. We will use well-developed infrastructures for communication and a unified approach for networking to accomplish

milestone activities on time. Each partner has assigned skilled professional staff with high levels of expertise and experience to this project.

Relationship among States and Organizational Partners. This project includes seven participating states, five partner organizations/consultant, and the EL Technical Advisory Group. The MDE is the lead state; the other six participating states are Arizona, Arkansas, Ohio, Michigan, Washington, and Wisconsin. The five partner/consulting organizations are CCSSO, CSUN, CRESST, Com-Link, LLC, and the consultant Maria Santos. The EL Technical Advisory Group will be composed of 10 national EL experts. CCSSO will serve as the primary contractor to the MDE. The other partner organizations/consultant will serve as subcontractors to CCSSO. In Figure 3, we illustrate the relationship among the participating states and organizational partners.

Project Teams. The project will be led and executed by the following four teams:

State Leadership Team. The project will benefit from the guidance of the State Leadership Team that includes two representatives from each participating state (14 total). Upon funding, the participating states will develop a cooperative agreement that describes their relationship and the functioning of the State Leadership Team. This team will guide the project

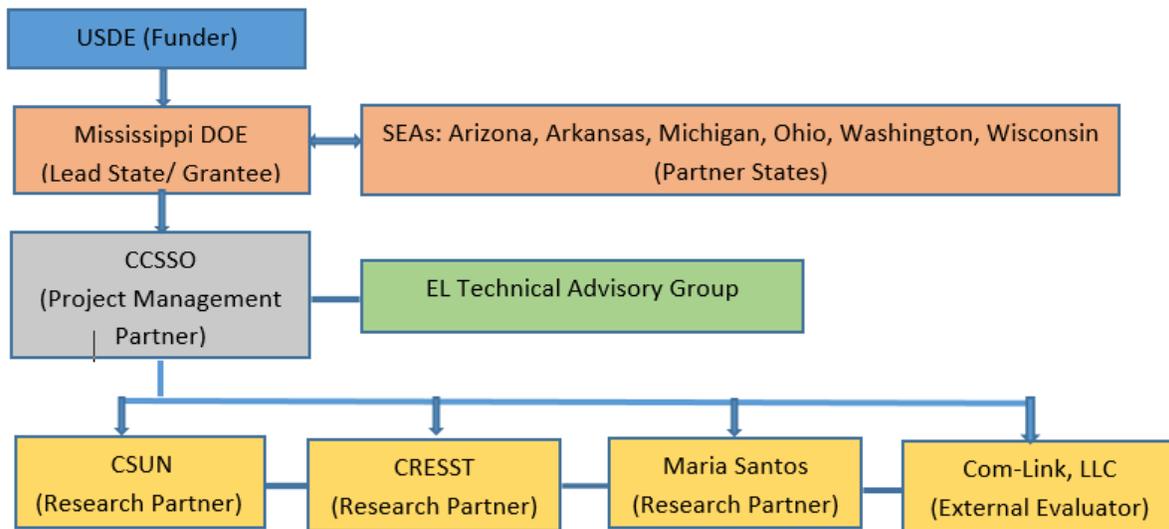


Figure 3: Relationship among States and Organizational Partners

leadership on decision-making on processes and products of the project, share state emerging technical issues related to ESSA implementation, and ensure continuous improvements in design and delivery of high-quality products. The State Leadership Team will meet face to face annually and has regularly scheduled conference calls throughout each year. This team will be chaired by Ms. Prestridge (MDE). Each participating state has assigned a point of contact for this project. The team member information is shown in Table 2 below.

Project Leadership Team. The Project Leadership Team includes Sharon Prestridge (MDE Lead), Pete Goldschmidt (PI), Fen Chou (Co-PI and CCSSO Project Lead), Mark Hansen (CRESST Project Lead), and Jane Nell Luster (External Evaluator). This team leads and directs project activities with advice from the State Leadership Team and provides technical assistance to participating states. The Project Leadership Team meets monthly to review the project timeline, steps toward implementation, quality of work, and any emerging

issues. This team will also facilitate a one-day onsite technical assistance meeting in each of the participating states in Year 4.

Research Study Team. The Research Study Team includes Pete Goldschmidt, Mark Hansen, CRESST Research Associate, and Fen Chou. This team is responsible for designing research studies and analysis procedures, guiding decision-making for the research, conducting data analyses, developing technical documentation, and disseminating research outcomes.

EL Program Implementation Survey Team. The EL Program Implementation Survey Team includes Mark Hansen, CRESST Research Associate, Maria Santos, and Katie Carroll. This team is responsible for the iterative development of the Survey, pilot test of the survey, and implementation at the school level, including collection of the survey data.

Project Management Team. The project management team includes Fen Chou, Kirsten Carr, Katie Carroll, and Jocelyn Salguero. This team is responsible for overall project management activities, including but may not be limited to:

- Working with the lead state, participating states, and partner organizations/consultant to plan and schedule all activities and deliverables;
- Receiving approval from the lead state for any change to the scope of work;
- Monitoring and reporting the progress of each project;
- Managing conference calls for reporting the progress and issues for each activity;
- Recording the results of discussions and clarifying the issues in meeting minutes;
- Ensuring all deliverables are on schedule;
- Informing the lead state of any personnel changes; and
- Ensuring that every processing step is completed on time and with high quality.

External Evaluation Partner. Jane Nell Luster will lead the evaluation work. The evaluation partner will act as a critical member of the Leadership Team, collecting data related to the implementation of the project activities and the achievement of goals and objectives. The evaluation partner will provide annual and final performance reports and quarterly updates to the Leadership team that summarize evaluation findings to date, direct attention to planned activities to ensure they are completed on time, and to identify areas for mid-course adjustment.

The Research Study Team, the EL Program Implementation Survey Team, and Project Management Team, will have regular virtual meetings with the Project Leadership Team to provide status updates and discuss issues, resolutions, and next tasks.

Table 2 below presents the project key members, their organizations, and roles in the organizations. Each team will identify a team lead who will have added responsibilities to engage with the Project Management Team.

Table 2: Project Teams and Team Members

Project Team	Team Member	Organization	Role in Organization
State Leadership Team	Sharon Prestridge	Mississippi DOE	EL Program Coordinator
	Kate Wright	Arizona DOE	Deputy Associate Superintendent
	Ivy Pfeffer	Arkansas DOE	Deputy Commissioner
	Andy Middlestead	Michigan DOE	Assessment and Accountability Director
	Lisa Chandler	Ohio DOE	Assessment Director
	Deb Came	Washington DOE	Assessment Director
	Laura Pinsonneault	Wisconsin DOE	Accountability Director
Project Leadership Team	Sharon Prestridge	MDE	EL Program Coordinator
	Pete Goldschmidt	CSUN	Professor
	Mark Hansen	CRESST	Assistant Professor
	Fen Chou	CCSSO	Program Director
	Jane Nell Luster	Com-Link, LLC	President
Research Study Team	Pete Goldschmidt	CSUN	Professor
	Mark Hansen	CRESST	Assistant Professor
	TBD	CRESST	Research Associate
	Fen Chou	CCSSO	Program Director
EL Program Implementation Survey Team	Mark Hansen	CRESST	Assistant Professor
	TBD	CRESST	Research Associate
	Katie Carroll	CCSSO	Program Director
	Maria Santos	Consultant	Consultant
Project Management Team	Fen Chou	CCSSO	Program Director
	Jocelyn Salguero	CCSSO	Program Associate
	Katie Carroll	CCSSO	Program Director
	Kirsten Carr	CCSSO	Senior Program Director
External Evaluator	Jane Nell Luster	Com-Link, LLC	President

Team Member Responsibilities. Each team member of the partner organizations/consultants brings unique expertise necessary to ensure project success. Each member’s responsibilities and time commitment are presented below.

Kirsten Carr (5% FTE), CCSSO, will serve as the liaison between the project and the CCSSO leadership, providing guidance on project management, promoting research studies and findings at the CCSSO member meetings, and assisting with the dissemination plan and communication messages.

Katie Carroll (20% FTE), CCSSO, will manage the development activities for the EL Program Implementation Survey, including initial development, pilot test, cognitive lab, operational implementation, and collection of data. She will assist the research study team with data analysis and interpretation of results. She will also work with each participating state on a memorandum of understanding (MOU) to collect state data for research studies.

Fen Chou (35% FTE), CCSSO, will serve as the primary contact to the MDE for project implementation and oversight; develop the work plan and update it on a regular basis to ensure that the status of the project is effectively evaluated and managed; oversee the governance, research, resource development, implementation, and dissemination activities; ensure that all project activities are proceeding as planned; and manage contracts with partners and oversee expenditures for the CCSSO portion of the budget.

Pete Goldschmidt (25% FTE), CSUN, will lead all the quantitative work associated with the project. This includes leading the development of the simulated data and the layout for the datasets that the states will provide for the project, the development of the criterion growth models, and the analyses of state models and ELP Indicators. He will assist in the development of the ELP Program Implementation Survey as well as the analyses of the properties of the instrument. Dr. Goldschmidt will be a key member of the research team providing ongoing technical assistance to participating states.

Mark Hansen (5% FTE), CRESST, will oversee the completion of project tasks for CRESST, including providing advice on research design and execution related to ELP assessments, ELP indicator, and growth models; overseeing the development of an EL Program Implementation Survey and the Survey pilot test and implementation at the school level; conducting research analyses of the Survey data and their relation to other ELP factors; and providing technical assistance to the participating states.

Jane Nell Luster (15% FTE), Com-Link, LLC, will lead the evaluation work for the project, including providing annual and final performance reports on a schedule to be determined by the Leadership Team to satisfy grant reporting requirements and for the benefit of the project and participating states. Additionally, she will provide quarterly updates to the Leadership team that summarize evaluation findings to date, direct attention to planned activities to ensure they are completed on time, and to identify areas for mid-course adjustment.

Jocelyn Salguero (40% FTE), CCSSO, will coordinate activities between teams and external partners; provide routine monitoring of project management and deliverables; support study recruitment and collaboration among teams; manage timelines and deliverables and contribute to the research effort; and assist the project team with communications, meeting and event planning, travel arrangements, and conference calls.

Maria Santos (10% FTE), an independent consultant, will serve as an advisor for the development, pilot test, and implementation of the EL Program Implementation Survey. She will assist with the interpretation of survey results, provide inputs on EL programs in schools, and advise participating states on how to help LEAs and schools to provide high-quality services to English learners.

TBD (25% FTE), CRESST. A to-be-named graduate student researcher will assist Dr. Hansen in completion of the tasks, including document analysis, literature review and synthesis, survey development, preparation of materials for the UCLA institutional review board, and data analysis.

Project Management. Effective development, management, and execution of the project work is crucial for the success of this high-visibility project. To ensure optimal performance on all the deliverables and activities shown in Table 3, the project management partner, CCSSO, will use appropriate project management and communication tools to successfully develop, implement, maintain, and manage activities and deliverables required for this project. Details regarding how we will manage the project are provided below.

Work Plan and Schedule. Upon funding, CCSSO will develop a work plan that aligns and supports the project timeline (table 3), including milestone activities and deliverables. This work plan will be reviewed with the states at the kickoff meeting, the date of which will be scheduled soon after contract award. At that meeting, the status of critical project dependencies will be confirmed, and the final timelines and schedule for project tasks, services and deliverables will be agreed upon. CCSSO will review and update the work plan on a regular basis to ensure that the status of the project is effectively evaluated and managed, that all schedules are maintained, and that all deliverables met.

Scope and Change Management. It is reasonable to expect that there is a likelihood that the current scope of work for this project, as outlined in this proposal, will need to be modified to account for developments to the data analysis plan, the Survey, ToA, and evolving requirements. To effectively manage project changes, CCSSO will employ a change management process and document and track contractual agreements. Initial project scope will be defined immediately

following contract execution through a formal requirements-gathering and development process that will result in detailed business and/or technical requirements. Once CCSSO and the MDE have agreed to the scope, the change management process is used to identify and manage additional changes to the project. The change management approach will be a collaborative process between CCSSO and the MDE to determine if the change should be implemented.

Face-to-Face and Virtual Meetings. We will conduct a kickoff meeting with all states at the end of 2019. The purpose of this meeting will be to review the draft work plan, set dates for the various program meetings, discuss any possible challenges, hear updates from team members, and share other information that will assist both CCSSO and the MDE in preparing for a productive start to the project. We anticipate the kickoff meeting will occur in Jackson, Mississippi.

We will conduct one face-to-face project meeting in the beginning of each project year in Years 2, 3, and 4. The purpose of the meeting will be to review activities to date (of the meeting), upcoming tasks, and to discuss solutions and key assumptions as it relates to completing those tasks. We anticipate that the annual project meeting will last one and a half days to allow the teams to fully focus on the necessary activities. Each meeting will occur in the capitol city of a participating state.

Each team on Table 2 will have regular telephone conference meetings to discuss and review task status and implementation. Each team lead will report progress, tasks, schedule, current issues, and potential risks and mitigation strategies to the lead state representative and the Project Leadership Team monthly.

Meeting Documentation and Progress Reporting. For these in-person and virtual meetings, the team lead will prepare meeting agendas and CCSSO will provide meeting minutes.

CCSSO will also provide a monthly progress report to the MDE. CCSSO will work with the MDE to determine the appropriate level of detail for progress monitoring reports that may include deliverables released, tasks planned for completion the following month, current issues being addressed, and potential risks. The intent of these progress reports is to provide a quick “at-a-glance” view of current project performance and allow the MDE decision-makers to have insight into overall project progress. Agendas, meeting minutes, monthly progress reports, and any other relevant project documentation will be archived on a secure site for future reference.

Quality Management. We will require high-quality performance in all aspects of project execution from our partner organizations. Continuous quality monitoring activities form the basis for proactively driving corrective actions and program improvements. The Project Management Team will enable effective quality management using defined program metrics, scheduled monitoring of these metrics, and enabling program changes when performance issues are identified. These quality management practices will enable every processing step to be completed on time.

Proposed Timeline. Table 3 presents the proposed timeline and activities by grant year. We recognize that state capacity to engage in a project consisting of research, development, and application activities is constrained by limited SEA capacity. Hence, the project focuses application (state capacity building) activities on practical use of results. With states engaged from the outset, they will have an opportunity to not only benefit from the results of the various activities, but also from learning by doing (i.e., collaborating with the research team in the initial phases of model development and analyses so that they understand the rationale for the way the work is being done). This provides an opportunity for transfer lessons-learned to other areas of the state accountability system.

Table 3. Project Timeline and Activities by Grant Year

Activity	Year 1				Year 2				Year 3				Year 4			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Face-to-Face Meetings																
• Project Team Meetings	x				x				x				x			
• EL Technical Advisory Group Meetings	x		x		x		x		x		x		x		x	
• Onsite State-Specific Technical Assistance Meetings															x	x
Development Activities																
• Create a simulated EL dataset	x	x														
• Develop criterion growth models		x	x	x			x				x			x		
• Develop EL Program Implementation Survey		x	x	x												
• Assist states in developing state Theory of Action (ToA), if needed		x	x													
Research Activities																
• Gather data from participating states	x	x														
• Analyze criterion and state growth models with a simulated dataset			x	x	x	x										
• Analyze criterion and state growth models with states' datasets			x	x			x	x			x	x	x			
• Analyze ELP indicator results				x			x	x			x	x	x			
• Pilot EL Program Implementation Survey					x	x	x									
• Implement the Survey operationally									x	x	x					

Activity	Year 1				Year 2				Year 3				Year 4			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
• Analyze Survey data												x	x			
• Analyze relationship among Survey, ELP indicator, and growth models results												x	x	x		
<i>Deliverables</i>																
• EL Program Implementation Survey														x	x	
• Criterion growth models														x	x	
• Results of growth models with simulated data and state data								x				x			x	x
• Technical Report															x	x
• Dissemination: conferences, meetings, articles											x	x	x	x	x	x
• Strategies to support districts and schools													x	x	x	x

(G) QUALITY OF THE PROJECT EVALUATION

A rigorous evaluation of the proposed project will be conducted by Com-Link, LLC. Dr. Jane Nell Luster will lead the evaluation work. Dr. Luster recently led the evaluation of the Comprehensive System of Personnel Development for the Montana Department of Education, Office of Public Instruction. She also served as the Lead Researcher and Evaluator for the Louisiana State University Health Sciences Center – Human Development Center for 12 years. During that time, she was the internal evaluator for the U.S. Department of Education, Office of Special Education funded Data Accountability Center. The project management partner, CCSSO, will have administrative oversight for implementation of the evaluation plan for this proposed

project. The evaluation partner will act as a critical member of the Project Leadership Team (the principal investigator, the research partner, the lead state, and the project management partner), collecting data related to the implementation of the project activities and the achievement of goals and objectives. The evaluation partner will provide annual and final performance reports on a schedule to be determined by the Project Leadership Team to satisfy grant reporting requirements and for the benefit of the project and participating states. Additionally, the evaluation partner will provide quarterly updates to the Project Leadership Team that summarize evaluation findings to date, direct attention to planned activities to ensure they are completed on time, and to identify areas for mid-course adjustment.

The project has five overarching results that include the development, production, and dissemination of research findings; growth model recommendations and options; the development of an EL Program Implementation Survey; and a technical report for use by states to test growth models and monitor EL progress. The first three project goals relate to the project results, objectives, and related research questions leading to the outcomes depicted in the Theory of Action.

The research questions in this proposal follow directly from the focus of the project and support the development and understanding of growth models that monitor the progress of ELs towards English language proficiency and the consequences of applying these models in operational settings. These research questions form the basis for new inquiry into growth models that direct research, application, and technical assistance efforts to SEAs to facilitate a critical look at accountability, particularly for the ELP indicator with the intension of reaching the capacity building and student outcomes in the Theory of Action (see Figure 1 in the Quality of the Project Design). Title III, Assessment, Data, Technical Support, and Accountability staffs

will be well prepared to monitor, evaluate, modify (if necessary), and act upon English learner progress and instrument information, and English learners will have a greater likelihood of meeting state academic standards and to successfully achieve in classrooms where English is the language of instruction.

The evaluation will follow principles of utilization-focused evaluation (Patton, 1997) and is designed and will be conducted to promote decision-making by the end users, including the state partners and the Project Leadership Team. The evaluation will be conducted in a manner consistent with the *Program Evaluation Standards* set by the Joint Committee on Standards for Educational Evaluation (Yarborough, Shulha, Hopson, & Caruthers, 2011) of the American Evaluation Association.

In the first month after funding, the Project Leadership Team and the external evaluator will review the evaluation design to fully develop the evaluation and implementation plan with timelines. This plan will include a detailed list of steps necessary to implement each goal, objective, address the research questions, and evaluate both the process of implementation and progress toward achievement of the goals and outcomes. For each listed item, individuals responsible for implementation will be identified, as will the time frame for completion and related products/deliverables. Additionally, any changes or challenges that may potentially hinder goal completion will be identified as well as how these may be addressed. The Project Leadership Team and the evaluator will review the implementation timeline each quarter and update or adjust the plan based on the status of program implementation.

This next section is organized by goal and the evaluative activities related to the objectives and research questions. Types of data to be collected, methods of collection and

analyses, instrument development, and reports of implementation and outcomes are described following the goals and evaluative activities.

Goal 1: Help states effectively measure English learner growth towards English language proficiency

Activity #1.1: Examine critical features of ELP assessments as they are related to growth models. The purpose of this activity is to investigate critical features of ELP assessments. Features, such as precision of estimates of growth, of each growth model and properties of ELP assessment scale scores will be examined to determine the extent to which these inform inferences about student growth.

Activity #1.2: Examine the development of criterion growth models. The purpose of this activity is to determine how well criterion growth models perform using simulated results, capture the progress of English language development as effectively as possible, and allow for meaningful inferences about progress.

Activity #1.3: Examine the impact of both the rigor of the EL proficiency cut scores and state expectations of time to achieve English language proficiency among growth models. The purpose of this activity is to investigate variability among growth models based on the rigor of both the state's cut scores and the expectation of time to progress to determine whether there are factors not relevant to student progress or the school's ability to facilitate growth.

Activity #1.4: Examine variability of results of seven participating states' growth models. The purposes of this activity are to investigate how results from various growth models differ and what impacts those differences. Additionally, this activity will inform the

extent to which the growth model can be used to accurately make inferences about student growth.

Activity #1.5: Examine the sensitivity of growth models, including the ability to differentiate school performance. The purpose of this activity is to investigate the precision of estimates of growth, as well as the reliability and stability of the results. This activity is also intended to determine the extent to which various models and assessments can meaningfully differentiate between schools.

Goal 2: Help states understand the relationship between English learner progress and EL program implementation

Activity #2.1: Examine the development and use of the EL Program Implementation Survey to provide additional validity evidence with respect to growth model and ELP indicator results. The purposes of this activity are to determine the reliability of the instrument, the meaningfulness of claims about the EL program, the stability of results over time, and whether the Survey meaningfully differentiates practices and progress among schools.

Activity 2.2: Examine how various growth or progress models' results inform inferences about school implementation of EL programs. The purpose of this activity is to determine the relationship between the EL Program Implementation Survey results, the growth model, and ELP indicator results to identify implications for school implementation of EL programs and student progress.

Goal 3: Support participating states in refining their own growth models and using ELP assessment data to inform school improvement efforts

Activity #3.1: Examine the production, provision, and dissemination of data analyses reports and recommendations for participating states, along with individual and group technical assistance and consultation in the interpretation and application of information.

Activity #3.2: Examine the engagement and perspectives of participating states in the activities of consultation, individual technical assistance, and group cross-state convenings to share opportunities, challenges, and lessons learned.

Goal 4: Inform the field’s understanding of effective measures of growth toward English language proficiency and provide resources that states can customize and use

Activity #4.1: Examine the development, production, and dissemination of new growth model options and resources, including the EL Program Implementation Survey, provided to states that show how to evaluate state growth models using research results.

Types and methods of data collection. Evaluative data for each goal will be collected throughout each of the years of the project. Data on implementation or the project process—access activities completed, timeliness, and adjustments will be collected from researcher logs, guided interviews with state partners, reviews of project notes—both technical and procedural, as well as timelines. Project notes will be examined to determine whether the activities of the project are being implemented as planned. For example, questions such as: how were simulated data used and were state datasets obtained along with the business rules used by states will guide the examination. Additionally, data will be collected from state partners on the extent to which they are kept informed of the project’s progression and answers to the research questions, as well as observational and narrative data related to the state convenings/meetings. The evaluator will

also review the results of analyses conducted in formulating answers to the research questions, developing technical and other reports, along with deliverables including the EL Program Implementation Survey, growth models, and individual state technical assistance.

Timelines for data collection and analyses. As noted above, the evaluator is a critical partner on the Project Leadership Team and will be engaged in the routine meetings of this group to learn of progress toward meeting the objectives and goals of the project. As noted in the Management Plan of the project and the Project Timeline (Table 3), evaluation data collection and analyses will follow a similar timeline. The evaluator will conduct a thorough review of the project activities and timelines quarterly.

Instrument/Product Development: A major deliverable of this project is the development of the EL Program Implementation Survey. Work on this instrument is projected to begin during Year 1, with refinement and first administration with an identified sample occurring in Years 2 and 3. From this instrument development, refinement, and administration over two years, results and recommendations will be developed for both the research community and the partner states. Another product of this work to be developed beginning in Year 1 is criterion growth models, with a similar outcome in Year 4 of technical information on various growth models for both the research communities and state partners. A third product of this work culminates in Year 4 with the production of a comprehensive comparative data analysis report of growth model results for participating partner states.

Evaluating English Language Progress Models: The Sensitivity of Claims about Progress across State Models

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Individual Resumes for Project Directors and Key Personnel

- Sharon Prestridge, Grant Manager, Mississippi Department of Education
- Fen Chou, Program Director, Council of Chief State School Officers
- Jane Nell, Evaluator, Com-Link, LLC
- Katie Carroll, Key Personnel, Council of Chief State School Officers
- Kirsten Carr Taylor, Key Personnel, Council of Chief State School Officers
- Mark Hanson, Evaluator, CRESST
- Pete Goldsmith, Principal Investigator, California State University, Northridge
- Jocelyn Sanguero, Key Personnel, Council of Chief State School Officers
- Maria Santos, Independent Consultant/Advisor

*Completed Federal Peer Review for the English Language Proficiency Test for the Mississippi Department of Education.

* Address the data collection, analysis, and reporting of student results for the English Language Proficiency Assessment.

* Communicate policies and procedures with department staff, district and school personnel, parents, and other concerned parties on a daily basis in writing and by telephone.

* Biannually prepare and deliver state-level training regarding federal and state program guidance to school districts.

* Serve as a liaison between the MS Department of Education/Office of Student Assessment and outside entities as well as various internal departments.

* Represent the Office of Student Assessment at professional organization meetings (i.e. Council of Chief State School Officers [CCSSO]/State Collaboratives on Assessment and Student Standards [SCASS]).

2016-2017

Licensure Analyst

Mississippi Department of Education/Office of Educator Licensure, Jackson, MS

* Received and reviewed various educator license applications; process in accordance with applicable Mississippi Licensure Guidelines and department policies.

* Used professional judgment to discern and handle special processing problems and issues.

* Provided guidance to applicants regarding procedures and issues.

* Responded to in-person, telephone, and written inquiries about licensing.

* Communicated to applicants using appropriate media regarding status of applications, application deficiencies, decisions, and areas of special concern.

* Assisted colleagues and offered suggestions for improving office efficiencies and service to the public.

2009-2016

Special Populations Coordinator

Mississippi Department of Education/Office of Student Assessment, Jackson, MS

▪ Areas of responsibility included (but were not limited to) statewide testing accommodations, Subject Area Alternative Assessment Program (SAAA) for students with disabilities pursuing a High School diploma, Mississippi Assessment Program-Alternate for students with a significant cognitive disability, and the English Language Proficiency Test for English learners.

* Knowledgeable in federal ESEA, IDEA, and ESSA as well as state policy and regulation.

- * Participated in program/planning meetings and recommended program and design changes to best serve target populations.
- * Revised state regulations manuals (Testing Students with Disabilities Regulations and the Mississippi Testing Accommodations Manual).
- * Implemented new resource documents (Suggested List of Bilingual Dictionaries).
- * Created new testing accommodation guidance for the general state assessment.
- * Revised the coordinator and administration manuals for the special populations assessments.
- * Coordinated the administration of two assessment programs through collaboration with contractor staff (attend office/contractor conference calls and meetings; write RFPs; serve on committees).
- * Restructured, refined, and coordinated the Subject Area Alternative Assessment Program.
- * Developed score reports that adhere to state and federal laws and provide clear and transparent results to districts, schools, and parents.
- * Determined testing windows, test material schedules, and other schedules that are necessary to ensure test materials are ready for program test dates.
- * Addressed the data collection, analysis, and reporting of student results for special population assessments.
- * Communicated policies and procedures with department staff, district and school personnel, parents, and other concerned parties on a daily basis in writing and by telephone.
- * Biannually prepared and delivered state-level training regarding federal and state program guidance to school districts.
- * Adjudicated all annual Non-participation Due to Significant Medical Emergency requests and ongoing temporary disability accommodation requests.
- * Served as a liaison between the MS Department of Education/Office of Student Assessment and outside entities as well as various internal departments.
- * Served on agency-wide ESSA leadership team.
- * Represented the Office of Student Assessment at professional organization meetings (i.e. Council of Chief State School Officers [CCSSO]/State Collaboratives on Assessment and Student Standards [SCASS]).

Categorical Program Advisor, Bilingual Coordinator, School Improvement Coord.
 Los Angeles Unified School District/Fifty-Ninth Street School, Los Angeles, California

1995-2003

- * Coordinated school-wide implementation of categorical programs (Titles I-III, VI, and IX), Bilingual Program, and School Improvement Program and monitored expenditures and budget adjustments for these programs.
- * Developed and provided staff development programs of general and specific interest to the school staff and the community as needed and as determined necessary for the target groups.
- * Facilitated staff development by organizing and conducting new teacher in-services and presenting demonstration lessons on a group or individual basis.
- * Interviewed, hired, assigned, and monitored paraprofessional staff.
- * Spearheaded and participated in the development of the curricular area self-study for the purpose of Program Quality Review every three (3) years.
- * Organized and wrote the School Plan every three (3) years.
- * Organized and wrote the Common Pages and the School Plan Addendum annually.
- * Wrote and implemented the School Improvement Plan for IIUSP.
- * Wrote grants for various programs, such as new Parent Center.
- * Coordinated the School Volunteer Program.
- * Organized, coordinated, and presented parent training programs.
- * Maintained records and compliance documents for each program.
- * Served as school administrator.
- * Coordinated the administration(s) of state and district assessments.
- * Served as a resource for services to English learners.
- * Provided leadership and direction for the Language Appraisal Team (LAT) to ensure continuity of instruction and appropriate program modifications for English learners.
- * Served as the IEP Committee administrator for all IEP meetings.
- * Served as Section 504 Coordinator and team administrator.
- * Evaluated the Master Plan Program with respect to (EL) student achievement and the attainment of program goals.
- * Organized and participated in Advisory Council meetings.
- * Maintained student data on the Student Information System (SIS).

Owner

Carnevaletti Management Service, Los Angeles, California

1990-2011

- * Administered all phases of property management for clients including (but not limited to) rental accounting, leasing, repairs and maintenance, and business correspondence.
- * Performed a variety of building and grounds inspections, maintenance and repair functions.

* Participated in planning and coordination of the maintenance plan including supervision, oversight, and evaluation of contractors.

* Designed business brochure.

Teacher

1985-1995

Los Angeles Unified School District/Fifty-Ninth Street School, Los Angeles, California

* Taught General Ed., Bilingual Ed., and Special Ed. students.

* Served as Grade Level Chairperson and School Technology Coordinator.

* Coordinated various special programs and activities.

Education

- **Master of Science in Educational Administration, and Administrative Services Credential**, National University, Inglewood, CA 1996
- **Cross Cultural Language and Academic Development Certificate**, National University, Inglewood, CA 1994
- **Bachelor of Arts**, Hendrix College, Conway, AR 1978-1982

Professional Leadership

* Member of Grants Management Task Force

* Executive Committee Member of WIDA Consortium Board of Directors (2013-2015)

* Safe School Committee

* Section 504 Coordinator

* Standards-Based Instruction/Assessment Coordinator

* National Standards Conference Institute Facilitator

* Reading Intervention Program Coordinator

* Site Leadership Council

* IEP Committee Administrator

* Instructional Cabinet Member (District 3)

* Threat Assessment and Management Team Member

* Crisis Team Leader

* Student Study Team Chairperson

* Language Appraisal Team Chairperson

* Computer/Technical Coordinator

* CA Frameworks Revision

Affiliations

Mississippi Association of School Administrators

American Association of School Administrators
American Association of University Women

Community Service

Lector, St. Richard Church, Jackson, MS	2009-Present
Chairperson, St. Augustine Parish Pastoral Council, Culver City, CA	1999-2009
Lector, St. Augustine Church, Culver City, CA	1998-2009

Letters of Support

- Arizona Department of Education
- Arkansas Department of Education
- Michigan Department of Education
- Ohio Department of Education
- Washington State Department of Education
- Wisconsin Department of Education
- Council of Chief State School Officers
- CRESST
- Com-Link, LLC
- California State University, Northridge
- Maria Santos

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

**Evaluating English Language Progress Models:
The Sensitivity of Claims about Progress across State Models**

CFDA 84.368A

Part 5 Contents (Budget Narrative)

1. Narrative from Mississippi State Department of Education
2. Narrative from Sub-Awardees
 - a. Council of Chief State School Officers (CCSSO)

Budget Narrative – Mississippi Department of Education

The state of Mississippi Department of Education (MDE) is pleased to partner with the Council of Chief State School Officers (CCSSO), California State University Northridge, the Center for Research on Evaluation, Standards, and Student Testing (CRESST) at the University of California Los Angeles, and Com-Lin, LLC to submit a cost proposal as a part of the response to the application for new grants under the Competitive Grants for State Assessments (CGSA) program, CFDA 84.368A. This cost proposal reflects our team’s best effort to achieve the services and deliverables for this application. The proposal includes reasonable assumptions about certain requirements. If any of the assumptions included in its proposal are contradict to the requirements or instructions, the MDE confirms that the terms, conditions, and requirements of the application shall supersede such assumptions.

Below, we describe the nature and amount of costs necessary to accomplish the tasks for the collaborative project, Evaluating English Language Progress Models: The Sensitivity of Claims about Progress across State Models, designed to engage seven participating states in the project development and extend resources for use by all states. For each cost type in the budget, we have outlined the assumptions used in arriving at our estimates. The narrative associated with the full development is based on an anticipated start date of October 2019, and continuing through September 2023, for a total of 48 months.

Below the cost justification for each category, we provide total costs by type listed for each year of the proposed project. We will be glad to provide greater detail or clarification on the figures presented in this cost proposal if requested by the proposal evaluation team. The MDE is pleased to offer a budget of \$2,377,010 for the contract.

All salaries are set consistent with MDE policies. A 0% increase is calculated in Years 2-4.			
1. PERSONNEL	FTE	BASE SALARY	TOTAL
Key Personnel:			
Sharon Prestridge, EL Program Coordinator, Office of Student Assessment. Sharon Prestridge will be leading this work for the MDE and has extensive experience working to support English learners in the state. Sharon will serve as the grant manager, providing oversight and grant compliance.	50%	Year 1 – \$45,545 Year 2 - \$40,545 Year 3 - \$40,545 Year 4 - \$40,545	Year 1 – \$20,273 Year 2 - \$20, 273 Year 3 - \$20,273 Year 4 - \$20,273

2. FRINGE BENEFITS	FTE	BASE FRINGE	TOTAL
	50%	Year 1- \$14,353 Year 2 - \$14, 353 Year 3 - \$14,353 Year 4 - \$14, 353	Year 1 - \$7,163 Year 2 - \$7,163 Year 3 - \$7,163 Year 4 - \$7,163

3. TRAVEL
As part of the proposed support to the seven states involved in the proposed project, there are key components of the work that will require the project management partner, research investigators and evaluator from CCSSO, California State University Northridge, CRESST, and Com-Lin, LLC to meet in-person with state partners (Mississippi State as the lead state, along with Arizona, Arkansas, Ohio, Michigan, Washington, and Wisconsin). By attending these meetings and conferences, the MDE will be better able to get the project off to a strong start, stay up to date on the project’s progress, and interact with partners on important content and activities relevant to the project goals and objectives. Costs associated with these meetings are inclusive of airfare, ground transportation, lodging, meals, and incidentals for the entire project team. All travel costs will be included within the contractual line item to CCSSO.

<ul style="list-style-type: none"> Project Kick-off Meeting (one meeting in Year 1)–The project team has planned for 1½ -day kick-off meeting at the start of the project in 2019. This meeting will engage two representatives from each of the seven participating states, four from the project management partner, PI, researchers, and external evaluator. A total of 23 participants will attend the kick-off meeting in Jackson, Mississippi. CCSSO will cover costs for project team partners.
<ul style="list-style-type: none"> Project State Team Meetings (one meeting in each of Years 2-4) – The project leaders will also convene for an annual project meeting in the fall of each year in Years 2-4. We will meet for 1½ days in one of our partner states, to be determined upon project award. The same group (23 participants) for the kick-off meeting described above will attend the annual state team meetings. The participants’ travel costs will be included in the project management partner’s contract.
<ul style="list-style-type: none"> EL Technical Advisory Group Meetings (two meetings in each of Years 1-4) – The Mississippi grant manager, PI, researchers, external evaluator, and three representatives from the project management partner will meet with the EL Technical Advisory Group two times, once in the spring and once in the fall of each year in Years 1-4. The purpose of this 1½ -day meeting is to receive input and advice from national EL experts on the project design, implementation, research analysis and findings, and state-specific technical assistance. The participants’ travel costs will be included in the project management partner’s contract.
<ul style="list-style-type: none"> Attendance at National Conferences (two conferences in Years 3-4) – Two representatives from the project states will travel to two professional conferences or meetings in each of Year 3 and Year 4. It is anticipated that these conferences will last three days. Staff will submit proposals to present about project progress and findings at two national conferences (e.g., AERA, NCME, CEC, NCSA) each year to disseminate findings. The representatives’ travel costs will be included in the project management partner’s contract.
<ul style="list-style-type: none"> Onsite Technical Assistance Meetings (one meeting in each project state in Year 4) – The project PI, researchers, and two representatives from the project management partner will visit each project state to conduct an in-person technical assistance meeting in Year. The purpose of this meeting is to share research findings and discuss the state’s EL plan moving forward. The attendees’ travel costs will be included in the project management partner’s contract.

4. EQUIPMENT	TOTAL
Laptop computer for grant manager to use throughout grant term, especially during travel and conferences.	\$3,000

5. SUPPLIES		TOTAL:
Stationary such as paper, office supplies, envelopes, etc. which will be needed to support the generation of meeting information and the design of data gathering instruments, survey instruments, and subsequent report reviews and dissemination.	Year 1 - \$1,000 Year 2 - \$1,000 Year 3 - \$1,000 Year 4 - \$1,000	\$4,000

6. CONTRACTUAL -	TOTAL:
<i>Council of Chief State School Officers</i> This proposed project includes a team of five organizations/consultant. CCSSO will serve as the lead contractor, while California State University Northridge, CRESST at University of California, Los Angeles, Com-Link, LLC, and an independent consultant, Maria Santos, are all subcontractors to CCSSO. CCSSO is highly capable of being the lead contractor as it is uniquely positioned to have access to all states, including its chief state superintendents. As we work with seven states for this project, their expertise with states will be quite beneficial towards best outcomes.	Year 1: \$550,811.89 Year 2: \$525,070.11 Year 3: \$548,423.97 Year 4: \$615,584.33

Under the contractor budget category, we include the entire portion of the budget that will be committed to our project management partner, CCSSO, as well as to their four subcontractors. We anticipate awarding CCSSO a contract to include their contract amount for labor as well as the budget amount for both travel and supplies for all project partners. CCSSO will award a subcontract to each of the four subcontractors. All direct costs other than the MDE personnel, fringe, equipment, supplies, and other costs are included in CCSSO's contractual budget.	
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7. CONSTRUCTION (non applicable)	\$0
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8. OTHER	
Telecom Services – 50% of phone services and web conferencing at \$100/per month	Year 1: \$600 Year 2: \$600 Year 3: \$600 Year 4: \$600
Prorated Single Audit – to cover expenses for a single audit mandated from the federal government. Costs are estimates based on past federal funding audits.	Year 1: \$1,500 Year 2: \$1,500 Year 3: \$1,500 Year 4: \$1,500

9. DIRECT COSTS	Year 1	Year 2	Year 3	Year 4	TOTAL
	\$584,348	\$555,606	\$578,960	\$646,120	\$2,365,034

10. INDIRECT COSTS					
Mississippi Department of Education is requesting a temporary indirect cost rate at 10% of salaries and wages, which will be adjusted upon approval of indirect cost rate agreement.					
	Year 1	Year 2	Year 3	Year 4	TOTAL
	\$2,744	\$2,744	\$2,744	\$2,744	\$10,976

11. TRAINING STIPENDS	\$0
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12. TOTAL COSTS	Year 1	Year 2	Year 3	Year 4	TOTAL
	\$587,092	\$558,350	\$581,704	\$648,864	\$2,377,010

Key Personnel – Council of Chief State School Officers (Contractual)

This proposed project includes a team of five organizations/consultant. CCSSO will serve as the lead contractor, while California State University Northridge, CRESST at University of California, Los Angeles, Com-Link, LLC (\$60,000 per year), and an independent consultant, Maria Santos (\$20,000 per year), are all subcontractors to CCSSO.

Under the contractor budget category, we include the entire portion of the budget that will be committed to our project management partner, CCSSO, as well as to their four subcontractors. The subcontractor budgets include only personnel costs as all travel and other direct costs are included in CCSSO’s budget. We anticipate awarding CCSSO a contract to include their contract amount for labor as well as the budget amount for both travel and supplies for subcontractors. CCSSO will award a subcontract to each of the four subcontractors. All direct costs outside of MDE’s budget are included in CCSSO’s budget.

Each team member of the partner organizations/ consultants brings unique expertise necessary to ensure project success. Each member’s responsibilities and time commitment are presented below.

1. PERSONNEL Key Personnel:	Organization	Role	Annual FTE
Kirsten Carr , will serve as the liaison between the project and the CCSSO leadership, providing guidance on project management, promoting research studies and findings at the CCSSO member meetings, and assisting with the dissemination plan and communication messages.	Council of Chief State School Officers	Key Personnel	5%
Katie Carroll , will manage the development activities for the EL Program Implementation Survey, including initial development, pilot test, cognitive lab, operational implementation, and collection of data. She will assist the research study team with data analysis and interpretation of results. She will also work with each participating state on a memorandum of understanding (MOU) to collect state data for research studies.	Council of Chief State School Officers	Ker Personnel	20%
Fen Chou , will serve as the primary contact to the MDE for project implementation and oversight; develop the work plan and update it on a regular basis to ensure that the status of the project is effectively evaluated and managed; oversee the governance, research, resource development, implementation, and dissemination activities; ensure that all project activities are proceeding as planned; and manage contracts with partners and oversee expenditures for the CCSSO portion of the budget.	Council of Chief State School Officers	Project Director	35%
Pete Goldschmidt , will lead all the quantitative work associated with the project. This includes leading the development of the simulated data and the layout for the datasets that the states will provide for the project, the development of the criterion growth models, and the analysis of	California State University of Northridge	Principal Investigator	25%

state models and ELP Indicators. He will assist in the development of the ELP Program Implementation Survey as well as the analyses of the properties of the instrument. Dr. Goldschmidt will be a key member of the research team providing ongoing technical assistance to participating states.			
Mark Hansen , CRESST, will oversee the completion of project tasks for CRESST, including providing advice on research design and execution related to ELP assessments, ELP indicator, and growth models; overseeing the development of an EL Program Implementation Survey and the Survey pilot test and implementation at the school level; conducting research analyses of the Survey data and their relation to other ELP factors; and providing technical assistance to the participating states.	CRESST	Key Researcher	5%
Jane Nell Luster , will lead the evaluation work for the project, including providing annual and final performance reports on a schedule to be determined by the Leadership Team to satisfy grant reporting requirements and for the benefit of the project and participating states. Additionally, she will provide quarterly updates to the Leadership team that summarize evaluation findings to date, direct attention to planned activities to ensure they are completed on time, and to identify areas for mid-course adjustment.	Com-Link, LLC	External Evaluator	15%
Jocelyn Salguero , will coordinate activities between teams and external partners; provide routine monitoring of project management and deliverables; support study recruitment and collaboration among teams; manage timelines and deliverables and contribute to the research effort; and assist the project team with communications, meeting and event planning, travel arrangements, and conference calls.	Council of Chief State School Officers	Key Personnel	40%
Maria Santos , an independent consultant, will serve as an advisor for the development, pilot test, and implementation of the EL Program Implementation Survey. She will assist with the interpretation of survey results, provide inputs on EL programs in schools, and advise participating states on how to help LEAs and schools to provide high-quality services to English learners.		Consultant	10%
TBH , CRESST. A to-be-named graduate student researcher will assist Dr. Hansen in completion of the tasks, including document analysis, literature review and synthesis, survey development, preparation of materials for the UCLA institutional review board, and data analysis.	CRESST	Researcher	25%

Total Costs

The total costs for the project are broken out by year and category in the table below.

	Year 1	Year 2	Year 3	Year 4	Total
Personnel	\$20,273	\$20,273	\$20,273	\$20,273	\$81,092
Fringe	\$7,163	\$7,163	\$7,163	\$7,163	\$28,652
Travel (added to Contractual)	\$72,954	\$70,170	\$76,806	\$123,006	\$342,936
Equipment	\$3,000	\$ -	\$ -	\$ -	\$3,000
Supplies	\$1,000	\$1,000	\$1,000	\$1,000	\$4,000
Contractual	\$477,858	\$454,900	\$471,618	\$492,578	\$1,896,954
Other	\$2,100	\$2,100	\$2,100	\$2,100	\$8,400
Indirect Costs (MDE)	\$2,744	\$2,744	\$2,744	\$2,744	\$10,976
Total	\$587,062	\$558,350	\$581,704	\$648,864	\$2,377,010