

National Professional Development Grant Program 84.365Z

Cohort 2022 - Project Abstracts-Summaries

T365Z220155: National Association for Bilingual Education, MD

PARA NIÑOS

Project Description: Project PARA NIÑOS (PT) is designed to better prepare and support educators (PK-9 in-service) to implement evidence-based practices for teaching English learners (ELs) and dual language learners (DLs) by 1) developing and refining a suite of microcredential training modules for PK-2 educators designed to strengthen evidence-based instruction; 2) implementing a robust system of professional development to support PK-2 educators in to improve language and literacy outcomes for EL/DLs; 3) implementing a WWC Intensive Institute to improve K-8 in-service teachers capacity to meet the needs of EL/DLs 4) documenting the efficacy of the materials and training followed by revisions that seem warranted based on data collected in multiple contexts; 5) implementing a Professional Learning Community to support implementation and provide ongoing job-embedded support; and 6) implementing a family/caregiver language and biliteracy development and family engagement program focused on building student and family literacy in English and home language. This innovative project provides a rigorous program of study over the course of 18 months that leads to 6 micro-credentials and an Early Learner EL/DL Badge, for 500 PK-2 educators and family literacy training for 300 PK parents/caregivers of EL/DLs. We will use formative and summative evaluation data to guide the iterative development of the curriculum and training materials and ensure that the project is on track to meet all objectives and goals. A quasi-experimental, cohort sequential evaluation design will be implemented to examine program effectiveness and promise.

T365Z220149: SAN DIEGO STATE UNIVERSITY FOUNDATION, CA

Project LEAL - Leadership, Equity and Access for Languages

Priorities: Project LEAL is designed to address: (a) Absolute Priority: Providing Professional Development to Improve Instruction for English and LEAL Language Learners, (b) Competitive Preference Priority 1: Moderate Evidence of Effectiveness, (c) Competitive Preference Priority 2: Promoting Equity in Student Access to Educational Resources and Opportunities, (d) Invitational Priority 1: School Readiness, and (e) Invitational Priority 2: Family Engagement.

T365Z220055: University of Cincinnati, OH

Early Learning for Multilinguals (Project ELM)

Project Description: We propose a randomized-controlled trial. We will train 80 educators in UC's TESOL Endorsement; we will train another 80 educators to use a web-based app to collect and use data to guide the decision-making process for selecting appropriate literacy practices for each learner Another 80 teachers will be in the waitlist control group. To enhance equitable and inclusive educational opportunities for young multilinguals, we will examine the sources of inequity for multilingual children in

two urban regions in Ohio and use the data to improve early learning opportunities, transition to kindergarten, and community-based supports.

T365Z220076: William Paterson University of New Jersey, NJ

Literacy for Empowerment in English and Spanish (LEES)

Project Description: The purpose of Project LEES is to improve literacy instruction and equitable access to content learning for dual language learners. Project LEES will focus on promoting literacy instruction for dual language learners through two interconnected approaches: (a) preparing preschool teachers and paraprofessionals to provide evidence-based early literacy instruction and equitable learning opportunities, and (b) increasing and strengthening bilingual teaching workforce in the partner LEAs.

T365Z220063: Grand Valley State University, MI

SEL-SIOP Model ESL Instruction Improvement Project

The SEL-SIOP Model-Based (SEL-SIOP) project will provide PD activities to impact a wide-range of schools in QOZs across Western and Eastern Michigan. ESL endorsed teachers and administrators, as well as ESOL certified paraprofessionals, will be produced to improve ESL instruction. The project will promote ELs' equal access to educational resources and opportunities through training, specifically by supporting participants in setting up rich literacy environments with culturally authentic books. This will authentically engage EL families in school and at home to promote school involvement. Consequently, the project will produce ESL experts who can be leaders in their schools and districts. This project will have a long-lasting effect on the participants, their ELs, ELs' families, and their schools/districts.

T365Z220150: BakerRipley, TX

Developing Excellence in Community-Based Early Childhood Language Development Project ExCEL

BakerRipley, a 501(c)3 non-profit, in consortia with Promise Community School, a Local Education Agency (LEA); Rice University, an Institution of Higher Education (IHE); and Educational Service Center Region 4 (ESC4), a public entity will implement and evaluate Project ExCEL – Developing Excellence in Community-Based Early Childhood Language Development. Project ExCEL addresses Competitive Preference Priorities 1 and 2 and Invitational Priorities 1 and 2. ExCEL is a Professional Development (PD) and Family/Community program for grades PK to 8. It incorporates evidence and research based strategies that utilize multi-sensory vocabulary development practices and storytelling to increase student outcomes in language development.

T365Z220096: Board of Regents of UW-System on behalf of UW-Milwaukee, WI

The Preparing Inclusive Early Childhood Educators (PIECE)

As an institute of higher education, the Board of Regents of the University of Wisconsin System on behalf of the University of Wisconsin–Milwaukee (UWM), is eligible to submit the Preparing Inclusive Early Childhood Educators (PIECE) Project for the National Professional Development Grant Program. The PIECE Project delivers a rigorous program that consists of coursework, clinical experiences, multi-tiered mentorship, and practice-based professional development to equip pre-service and in-service inclusive early childhood educators with knowledge and skills for providing high-quality instruction to improve outcomes for English Learners (ELs). The PIECE Project addresses Competitive Preference Priority 1 by demonstrating moderate evidence of effectiveness through an impact study that will evaluate the effectiveness of the PIECE program on the teaching competencies of pre-service participants through their induction year of teaching using a quasi-experimental design study that meets What Works Clearinghouse standards with reservations. The PIECE Project will address Invitational Preference Priority 1: School Readiness by emphasizing effective strategies that assist early childhood educators in promoting school readiness and supporting transitions to elementary school programs.

T365Z220089: Kansas State University, KS

RESPETAME: Reimagining Educational Systems by Practicing Equity and Translanguaging and Accessing Multiliterate Experiences

Project RESPETAME (Reimagining Educational Systems by Practicing Equity and Translanguaging and Accessing Multiliterate Experiences) will support an ongoing collaboration between Kansas State University (KSU), Dodge City Public Schools (USD 443), and Dodge City Community College. Kansas continues to reside in the top ten U.S. states with the highest percentage of ELs (NCES, 2020). Disparity in district achievement reveals a gap of 25 points in Grade 3 ELA that increases to 31 points in Grade 5 and 26 points in high school (KSDE, 2022).

T365Z220103: The Regents of the University of California, Los Angeles, CA

National Professional Development Program: ExcEL 2027

Description: ExcEL 2027 expands proven strategies and practices in sites across New England and builds the foundational capacity of ALL teachers to work effectively with ELs. ExcEL 2027 addresses systematic ways to prepare all teachers to work with English Learners and provide an alternative pathway to certification as ESL, bilingual, and dual language teachers. ExcEL 2027 explores the question, “How can a micro-credential, competency-based approach to professional learning ameliorate the urgent, persistent need for specialist teachers prepared to work effectively with English Learners?”

T365Z220037: The University of Texas at El Paso, TX

Project LEAP UP

Goal 1: Improve the effectiveness of K-12 in-service teachers working with EL/DL students through state-approved Credential courses leading to a K-12 ESL Graduate Certificate or the Graduate Certificate in Dual Language/Bilingual Education. Goal 2: Improve learning environments for early multilingual learners and increase awareness about the benefits of fluency in more than one language, through the

coordination of language development in the home and the school aimed at enhancing school readiness and increasing family engagement for early multilingual learners. Goal 3: Collect, analyze, and use high-quality and timely data to improve evidence-based EL/DL instructional practices in PK-12 educational settings.

T365Z220049: Temple University - Of The Commonwealth System of Higher Edu, PA

NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM GRANT (NPD)

Temple University's College of Education and Human Development is applying for funding to implement a comprehensive, evidence-based, sustainable as well as replicable professional development (PD) model for improving the school experiences, retention, and academic achievement of elementary age English learners (ELs) in the School District of Philadelphia. Informed by the successes of our 2016 NPD project, our comprehensive L.I.F.E. model will provide training and support to multiple stakeholders, including pre-service and in-service teachers, school administrators, bilingual paraprofessionals, and families. The program will be implemented in 8 Philadelphia elementary public schools, divided into two cohorts. Year 1 of the project will consist of school-university planning, recruitment, baseline data collection, and needs assessment. In Years 2-3, Cohort 1 schools will participate in the PD program while Cohort 2 schools serve as a control, and in Years 4-5, Cohort 2 schools will participate, and Cohort 1 schools will provide sustainability data.

T365Z220080: The College of New Jersey, NJ

MUELEC: Enhancing long-term economic and social opportunities of multilingual communities by supporting robust education in the NJ K-12 urban SDs that serve them.

Meeting Urban English Learners' Education Challenges (MUELEC) project provides in-district ESL/Bilingual certification programs for in-service teachers and pre-service candidates; ESL/Bilingual endorsement program for Urban Education majors at TCNJ; in-district workshops for administrative and support staff; a family literacy program for EL parents and EL children in urban schools; summer ESL/Bilingual workshops for EL educators statewide; and strengthens TCNJ's TESL program by recruiting more candidates and updating resources.

T365Z220020: University of Oregon, Department of Education Studies, OR

Education Leaders for Oregon's English Learners (ELOEL)

The Department of Education Studies proposes the Education Leaders for Oregon's English Learners (ELOEL) project to the Office of English Language Acquisition (OELA) National Professional Development (NPD) Program. The term "education leaders" encompasses both teachers and school leadership (district and school administrators, teachers on special assignment (TOSA), lead teachers, etc.) under the assumption that with strong evidence-based training, follow-up support, and accountability, all these educators can become instructional leaders in their schools and districts. The ELOEL project addresses the absolute priority of providing professional development to improve instruction for English learners, competitive preference priority 1 of proposing projects supported by evidence that meet the

conditions. . . of “moderate evidence,” competitive preference priority 2 of promoting equity in student access to educational resources and opportunities, and invitational priority 2 family engagement to develop and implement ongoing, robust family or community involvement.

T365Z220078: University of South Florida, FL

Project Parasol - ESOL Paraprofessional to Teacher Pipeline

Project Description: To create a comprehensive preservice professional development program that will mitigate the common barriers to entering the teaching profession as an adult and provide a career pathway for ESOL Paraprofessionals to earn an Elementary Education B.S. with ESOL and Reading Endorsements. The goal is for these newly certified and highly prepared ESOL teachers to return to Manatee’s classrooms. The evaluation incorporates a quasiexperimental repeated measures design to determine the program’s effectiveness.

T365Z220074: University of Massachusetts Boston, MA

Centering Relationships, Equity, and Access for Teachers of English Learners (CREATE)

CREATE is designed to increase individual and district capacity to serve ELs in 8 high-needs urban school districts. In cross-disciplinary district cohorts of 15, 120 teachers of ELs will complete graduate coursework and community-centered teacher leadership activities leading to the Bilingual Education Endorsement, ESL licensure or advancement to professional licensure. Bilingual and BIPOC participants will be prioritized in recruitment. Participating school districts will increase their capacity to address the academic, cultural, and linguistic needs of ELs in their district, including increasing the number of ESL and bilingual credentialed teachers, teacher diversity, and teacher knowledge and teacher leadership.

T365Z220137: Western Oregon University, OR

Project PROMISE, Partnerships, Resources, and Opportunities for Multilinguals through Inclusive and Sustainable Education

Project PROMISE responds to the urgent need to improve instructional approaches and academic outcomes for ELs in PK-12 classrooms and early learning spaces in two Oregon districts serving high numbers of ELs. Project PROMISE will be delivered over five years to address five goals:

1. Increase the state capacity of highly effective ESOL educators through “Grow-Your-Own” pathways in order to provide high quality instruction to ELs.
2. Increase the state capacity of highly effective ESOL educators through a graduate ESOL program for in-service PK-12 teachers and early learning educators to provide high quality instruction to ELs.
3. Develop educator capacity to implement evidence-based strategies for promoting equity in ELs’ access to educational resources and opportunities.
4. Develop equitable and sustainable partnerships among early learning programs, PK-2 schools, families, and communities to maximize coordination of language development at school and home for improved outcomes and school readiness for ELs.

5. Establish an effective professional learning/peer mentoring program for pre-service/in-service PK-12 teachers and early learning educators centered on building equity, expanding access to educational opportunities, and improving learning environments for ELs.

T365Z220027: Western Michigan University (WMU), MI

Project Teaching for Equity and Achievement of Multilingual Students (TEAMS)

Project Description: A comprehensive professional development program will be provided to 75 in-service teachers and 60 pre-service teachers wherein they will earn 24 credits in an English as a second language graduate program which will qualify them for the Michigan ESL endorsement provided they pass the certification ESL sub-test. Aside from coursework, participants will be provided individualized coaching on their instruction for multilingual learners. TEAMS will also create a bank of high quality videos which could be used for teacher education programs and professional development.

T365Z220058: Region 18 Education Service Center, TX

Collaborative Language Acquisition Strategies for Success (CLASS)

Given the challenges in ensuring educators have the experience, knowledge, and skills to serve EL students, the CLASS project will provide effective in-service and pre-service teacher professional development (PD) through job-embedded learning communities to support the needs of ELs. The goals of the CLASS Project are to 1) Develop high-quality content to increase teacher learning opportunities for EL strategies, 2) Increase teacher efficacy and effectiveness in implementing strategies for ELs, 3) Improve linguistic and academic outcomes for ELs, and 4) Strengthen authentic family engagement.

T365Z220118: University of Arkansas System, AR

ELEVATE - Ensuring Learner Equity Via Advocacy and Teacher Education

Program Description: Project ELEVATE has three components: (1) a CLASSIC© PD program for PK-12 teachers serving ELs to earn an ESL endorsement or TESL Certificate (Absolute Priority); (2) a “Grow Your Own” (GYO) bilingual/bicultural (BL/BC) paraprofessionals (paras) to teachers program to earn an Associate of Arts (A.A.) or Bachelor’s of Science (B.S.) in elementary education (ELED) or in integrated birth-kindergarten and special education (B-K/SPED) with an ESL Endorsement (Absolute Priority, Competitive Preference Priority 1); and (3) a year-round, community-based, early bilingual education program including two schoolyear playgroups, a summer reading program, a public service announcement(PSA)/social media campaign, and service learning/practicum opportunities for PD and GYO participants (Competitive Preference Priority 2, Invitational Priority 2).

T365Z220111: University of Kansas Center for Research, Inc., KS

Promoting English Learners’ Academic Achievement and Cultivating Educational Equity through Professional Development

Project Description: Project PEACE will provide research-based professional development preparation for PSTs and ISTs so that they can be prepared to provide effective language and literacy instruction of ELLs and to advocate to promote underrepresented English learners' access to educational resources and opportunities.

T365Z220072: Texas A&M University, TX

Project Enhancing Quality Teacher Preparation Through Research-based Instructional Best Practices for Bilingual and English Learners (Project EBEST)

Project Description: EBEST will increase the number of highly-qualified bilingual education and English as a Second Language (ESL) certified in-service teachers working with EBs across Texas schools. All participating teachers will receive online professional development that will prepare them to work with EBs and succeed on the state-required exams for certification in bilingual education and ESL. Six new modules pertaining to PreK/early learners will be developed and added into the online courses. Additionally, the project will incorporate networked video cameras in the randomly selected teachers' classrooms for scheduled observations, along with periodic coaching and feedback from experienced bilingual/ESL teacher mentors. In order to assess the impact of the online coaching and mentoring, an experimental design will be used with teachers being assigned to treatment and control conditions. Treatment teachers will receive the online preparation program plus online classroom observation-based coaching and mentoring. Control teachers will only receive the online preparation program.

T365Z220095: The Florida International University Board of Trustees, FL

Creating Translanguaging Classrooms (TLC)

In 2021-22, BCPS enrolled 51,562 (or 20.1% of the total student population) active, exited, and monitored ELs, and many attend schools that do not offer any type of bilingual support due to English-only policies. Creating TLC will support PreK-2 general education teachers and paraprofessionals of English learners (ELs) by providing a state and LEA-approved 5-course certificate program in bilingual education, ESOL endorsement, observations and coaching, school-based leadership teams that include teachers and families, communities of practices, a train-the-trainer model, creating multiple biliteracy activities for families within their school communities, and researching the impact of the project's rigorous and research-based translanguaging approach, including ELs' language and content-area achievement.

T365Z220105: University of Delaware, DE

Project DELITE: Delaware English Learners' Impact on Teacher Education

Project Description: Delaware's EL population is growing faster than any other state, while there is a critical shortage of certified EL and bilingual teachers to provide high-quality instruction and facilitate academic success. Project DELITE will provide and evaluate two tracks of ESL certification in all three Delaware counties: (1) additional certification as an EL/bilingual teacher to mainstream educators; (2) alternative route initial licensure and EL/bilingual certification to practicing paraprofessionals.

Participants will be randomly assigned to one of three cohorts, completing the five mandated courses, the Praxis II test, and a year of post-program professional learning communities facilitated by expert coaches leading to a capstone project will be developed, validated, and implemented, including recorded classroom observations, to evaluate the impact of certification on high-quality instruction for ELs. Results will inform ESL certification policies and curriculum design as well as alternative routes to EL Certification. Overall, the project will massively increase the number of qualified ESL/bilingual teachers in schools and districts where they will have the greatest impact on learners.

T365Z220141: Cabrini University, PA

ADELANTE! Advancing Development of English Learning, Literacy and Academic Achievement through Networking, Teacher coaching and Family Engagement

Project Description: The program aims to increase the educational attainment of K-12 EL students enrolled in each of the three partner districts by increasing teacher effectiveness using evidence-based practices for teaching language and literacy across the curriculum.

T365Z220119: Southeast Service Cooperative, MN

Project MOMENTUM: Micro-Credentialing Options for Minnesota Educators Navigating Transformative Understandings of Multilingualism

Project Description: The Southeast Service Cooperative is a public, non-profit agency that serves over 80 public and private school districts in the 11-county southeast region of Minnesota.

Project MOMENTUM will design and implement a series of micro-credentials that are designed to promote collaborative and reflective practice. The development of the micro-credentials will be based on principles of andragogy, multimodality and interactivity to ensure deep learning. The knowledge, skills and dispositions included in the micro-credentials will include: benefits of bilingualism and assets-based pedagogies, research-based classroom practices for integrated and multimodal language development, instructional models to support language access and equity, and linguistically affirming family engagement strategies.

T365Z220131: The Regents of the University of Colorado, CO

Equity, Engagement and Endorsement (E3)

Brief Project Description: Two cohorts of 30 each (n=60) of rural scholars virtually complete professional development supported by high academic standards leading to a MA degree and Colorado K-12 double teacher endorsements in Culturally and Linguistically Diverse (CLD) Education and Special Education Generalist (SEG). Through E3, state-wide virtual communities of K-12 scholars collaboratively engage to complete courses, exchange ideas, lesson study, and acquire best practices to address ELs' instructional/assessment strengths and needs unique to rural Colorado schools.

T365Z220015: The University of Central Florida Board of Trustees, FL

Project English-Learner Infused Training and Experience (ELITE)

The English Learner Infused Training and Experience for Early and Primary Learning Educators project team (referred to as Project ELITE) will support English Learners (ELs') instruction and school/community engagement by emphasizing academic content literacy in voluntary pre-kindergarten (VPK) through Grade 3 and strategies to increase and strengthen parent, family, and community engagement within schools and across the community. This aim will be achieved through ELITE's structure of layers of interconnected EL supports which include (a) job-embedded EL professional learning for teachers, paraprofessionals, and educational leaders, focusing on literacy and EL evidence-based key instructional strategies that meet Strong Evidence of Effectiveness based on the What Works Clearinghouse (Baker et al., 2014) and EL parent, family and community (PFC) engagement strategies, (b) EL parent, family, and community engagement activities, emphasizing culturally responsive and linguistically responsive practices, and (c) advancing EL parent agency.

T365Z220053: Wayne State University, MI

Sustaining Community Knowledge and Language Practices for Educational Equity: Developing Pathways for Teachers of Bi/Multilingual Students (SEED)

Brief Project Description: 60 pre-service and 50 in-service Scholars complete a rigorous and comprehensive professional development (PD) and mentoring program to earn a BE or ESL endorsement. SEED addresses three areas of need: acute ESL and bilingual teacher shortages; evidence-based practices for equitable access to opportunities (Comp. Pref. 1 & 2); and researchbased practices for family and community engagement (Inv. Prior. 2). SEED prepares Scholars to promote equity and access through four focal areas: (1) school belonging, (2) culturally and sustaining practices, (3) evidence-based instruction, and (4) family and community engagement. An additional unique feature is the collaboratively designed structure that centers community knowledge, voice, and home languages to promote multilingualism. Scholars will complete seven BE or ESL endorsement courses in five semesters with support from instructional and community mentors creating sustainable mentorship and family engagement processes. SEED addresses the goals, objectives, and outcomes using a quasi-experimental design to examine reading comprehension and English language development in grades 1-4 where Scholars in the program and their students will be compared to control groups.

T365Z220104: Florida Atlantic University, FL

Project PRAISE: Preparing for Readiness and Academic Improvement for Pre-K ELs

Project Description: PRAISE will develop, implement, and evaluate a PD program which has a moderate level of effectiveness for outcomes and that will train all the VPK program teachers in 24 of SDOC's elementary schools. Over five-years, four cohorts composed of six new teams of educators from six schools will participate in a year-long two-component PD program: (1) a four-day Summer Institute for Preschool Educators and School Leaders, and (2) a monthly yearlong school readiness professional learning community (SRPLC) to develop, implement and reinforce a pre-K student school readiness action plan for each school. The PD will be jointly developed and implemented by a FAU-SDOC Taskforce. A continuous improvement model will be implemented to allow for yearly program

enhancement. Program evaluation will be conducted by the FAU team of researchers and an outside evaluation consultant to guarantee fidelity and objectivity. For sustainability, the SDOC Taskforce members will then continue implementing the major elements of demonstrable impact of the project after the end of the project's five years.

T365Z220050: Stephen F. Austin State University, TX

Reaching All Communities to Establish Success in Language Learning (RAICES)

Project Description: Working in partnership with partner school districts (LEAs) in the Deep East Texas region, Project RAICES will build communities of high expectations and achievement and provide equitable educational opportunities for ELs/MLLs through facilitating collaborative, evidence-based professional development called Language and Literacy Academies (LLAs) for in-service teachers, pre-service teachers, SFASU IHE EPP faculty, and parents/caregivers of EL/MLL students. Project RAICES will take direct actions to improve the school readiness, emergent literacy, and success of students in LLAs, including Kermes activities for ELs/MLLs. In addition, Project RAICES will develop a cutting-edge, interactive website to strengthen the link among stakeholder groups.

T365Z220054: The University of Alabama in Huntsville, AL

Training Project in ESOL Instructional Best Practices for Secondary Content Areas

Project Goals, Objectives, and Outcomes: Goal 1: Prepare 155 secondary content teachers to serve ELs through online ESOL degree M.Ed. and concentration courses. Obj. 1a: 125 inservice teachers (ESOL Certification); Obj.1b: 30 pre-service teachers (ESOL Certification). Outcomes: Retain 90% of participants; sig. gain on PRAXIS II ESOL (pre/post). Goal 2: Prepare Secondary content teachers to serve ELs through ESOL PD. Obj. 2a: 1,400+ educators complete DIAL* training. Obj. 2b: 300 secondary content teachers complete intensive DIAL training. Obj. 2c: Educators trained in EL production analysis to use resulting data to support EL academic literacies development. Outcomes: 90% of training participants report improved efficacy in ESOL instruction; 90% of intensive DIAL participants demonstrate fidelity of implementation of DIAL techniques; statistically significant difference in Treatment (n: 94) vs. Comparison (n: 60); Teacher implementation of DIAL: 90% of Treatment participants report increased confidence in use of data to inform instruction; 60% of ELs in Treatment Classrooms meet progress benchmarks in ELP. Goal 3: Prepare administrators to support teacher implementation of DIAL. Obj. 3a: 40 administrators support teacher DIAL implementation. Outcomes: 75% fidelity in use of validated DIAL Observation Protocol to support teacher implementation.

T365Z220013: University of Alabama at Birmingham, AL

EMPOWER: Equity for Multilingual learners by Providing Opportunities for family engagement through Web access and Educational Resources

Description. Activities: a) ESL cert. graduate degree for inservice teachers plus also coaching intervention for treatment group; 1b) PD for inservice educators; 2a) ML home visits; 2b) library sessions & web access for ML families; 3) ESOL certification & MAEd for preservice teachers.

T365Z220018: California State University San Marcos Corporation, CA

Project CELEBRATE: Childhood Early Literacy for Emergent Bilinguals with Resources and Access to Technology Engagement Serving Educators and Families of ELs

NPD goals improve instruction for ELs: 1) high quality PD in literacy/language for PreK-5th grade inservice teachers/educators, 2) preservice teachers complete EL/bilingual state licensure, 3) inservice teachers/educators complete advanced certificates and/or MA in Multilingual & Multicultural Ed., and 4) parents/families develop knowledge and skills in early literacy & technology. Project establishes a Professional Learning Community with LEAs & PIQE to plan effective PD activities to serve EL educators and families.

T365Z220092: Lasell University, MA

The Language Acquisition for Stimulating English Repartee (LASER) Scholar project

Brief Project description: The Language Acquisition for Stimulating English Repartee Scholar project (LASER) is designed to improve the instruction of English learners (ELs) (Absolute Priority) with disabilities/academic difficulties through professional development delivered to preservice scholars. Four cohorts of scholars (60) complete a Master of Education degree leading to initial licensure in the state of Massachusetts (MA), the MA Sheltered English Immersion (SEI) endorsement, and a graduate certificate in bilingual special education. Through comprehensive intensive study of culturally/linguistically sustaining (CLS) education in the field of bilingual special education, three critical areas are addressed in the project (a) vocabulary, oral language comprehension, and small group instruction (Competitive Priority 1) and (b) equitable access to resources and opportunities for ELs and their families (Competitive Priority 2) as scholars collaboratively engage to complete courses, exchange ideas, design lessons, and acquire best practices. Family-Community Engagement (FCE) skill sets are also emphasized addressing Invitational Priority 2.

T365Z220147: University Of North Texas at Dallas, TX

Empowering Teachers, Students, and Communities: High Stake Strategies for Today's Bilingual/Multicultural Schools (Project TLC)

The TLC Project proposes to implement a three-pronged approach to improve the academic attainment of English learners in the UNTD service area by: increasing the much-needed supply of highly trained bilingual and ESL teachers through the School of Education teacher preparation program; improving the effectiveness of partner LEA bilingual/ESL teachers by organizing a data-driven, structured, teacher-led professional development collaborative that capitalizes on the collective experience, creativity, and tested best practices of EL teachers in all five districts to expand the knowledge base on effective EL instructional practice; and equipping parents to partner with educators in the literacy development and school readiness of their children.

T365Z220152: Western Washington University, WA

Providing Equitable Access to Continuing Education (PEACE) Project: Teacher preparation and professional development for P-12 teachers of Multilingual students

Project Description: The PEACE Project will provide research-backed (a) coursework for pre-service teachers leading to a initial certification (grades 6-12), ELL and/or bilingual education endorsements (K-12) and a Masters in Teaching (MIT); (b) coursework for in-service teachers K-12 leading to ELL and/or bilingual education endorsements; and (c) professional development for preschool teachers of multilingual students.

T365Z220109: Trustees of Indiana University, IN

Project CELEBRATE: Cultivating Equitable Learning Environments,

Description: PD targets ENL specialists, general education leaders, coaches and teachers, and EL family members in making radical, sustainable, measurable, and replicable change improving equity in EL learning outcomes. The project offers university coursework, teacher interventions, coach/leader seminars, and family events to improve teaching, coaching, and student outcomes.

T365Z220110: Weber State University, UT

Utah ELEVATE: English Learner Empowerment Via Advanced Teacher Education

UE will strengthen expertise and practice of educators with a preference given to early childhood teachers and administrators in Utah by providing professional development that leads to a TESOL endorsement for 100 teachers and administrators (25 per year) (Absolute Priority). It will include research-based practices with evidence of effectiveness of decoding, reading fluency, academic vocabulary and language, integration of oral and written language in content instruction and small group literacy instruction, which are supported by the What Works Clearing House (WWC) (WWC: Carlo et. al., 2004; Baker et. al., 2014; Gersten et. al., 2007). Additionally, this will increase the number of qualified content teachers which promotes equity . Additionally, to promote equity in student access to educational resources and opportunities the grant will also conduct a research study to determine the effectiveness of using a Learner Centered Professional Development (LCPD) model in select schools with high populations of ELs. This initiative will require collaborative teams in identified schools to construct their own strategies with the UE team who will also provide direct professional development workshops and materials to facilitate and inform practices discussed as we work collaboratively through the process.

T365Z220099: Clemson University, SC

Building Capacity for Early Language Learners: Bridges between Reading Recovery and ESOL

Project Description: The project will provide a master's degree in literacy, with an ESOL focus and literacy teacher, coach, and ESOL certification to 50 teachers across high-need districts in SC. The project will also formatively and summatively assess this PD as well as a caregiver course that will serve 50 caregivers of ELs.

T365Z220101: Trustees of Boston University, MA

Promoting Language and Literacy among the Youngest English Learners: The Nuestros Nios Professional Development Program

5) Brief Description: The proposed project will provide a 2-year PD to Prek lead and assistant teachers in MA and CO based on the NNP. Teachers will earn an academic certificate with 12 university credit hours that can lead to a BA or MA degree. The PD will consist of four college courses delivered online with the support of a Master Coach for practice based assignments. 6) Participants served each year: Y1-Y3: 40 Prek lead and assistant teacher; 8 coaches, Y3-Y5: 40 Prek lead and assistant teachers, 8 coaches. 7) Project goals, objectives, and performance outcomes: Goal 1: Enhance the NNP, Obj.1.1: Adapt the NNP as online college courses; Obj.1.2: Expand the NNP Content; Goal 2: Implement NNP with Cohort 1 and 2, Obj. 2.1: Recruit lead and assistant teachers to Cohort 1; Obj. 2.2: Implement the NNP with Cohort 1; Obj. 2.3 Recruit lead and assistant teachers to Cohort 2; Obj. 2.4 Implement the NNP with Cohort 2; Goal 3: Replication of project activities and strategies; Obj. 3.1: Provide PD to district coaches; Obj. 3.2: Create a project website for dissemination; Obj. 3.3: Disseminate the effectiveness of the PD approach employed.

T365Z220019: University of Washington, WA

Project TELL-EQUITY Teaching English Language Learners-Equity

Project TELL-IT serves 507 participants aiming at supporting educators and parents to improve academic performance for ELs to: 1) Increase the certification and EL endorsement rates of preservice teachers, 2) Improve effective instruction for ELs by increasing the number of in-service teachers with EL endorsements, 3) Support strategies that promote school readiness of ELs and their transition from early childhood education programs to elementary school programs. 4) Ensure ELs' equitable access to education opportunities and resources by providing PD for in-service teachers, administrator, and parents on linguistically and culturally responsive instruction.

T365Z220025: Board of Regents, NSHE obo Nevada State College, NV

Futuro Project: Teachers Transforming Nevada's Children and Families

Goal 1: Expand and improve EC teacher effectiveness through practice-based PD. Obj 1.1 Survey current practice in preschool and kindergarten classrooms. MO 1.1. Survey EC teachers to identify the most critical needs to be addressed to improve instructional practice. Obj 1.2 Receive CLASS training and request Brigance (The Early Childhood Screens III) data from the State Department of Education. MO 1.2. Complete training on CLASS and obtain Brigance data. Obj 1.3. Develop and revise PD programs. MO 1.3. With the survey and Brigance data, develop and revise PD programs. Obj 1.4. Measure the number and percentage of EC teachers who complete PD. MO 1.4. Over 90% teachers (n=112 over Years 2-5) will complete PD. Obj 1.5. Measure the changes in teachers' instructional practices in improving school readiness for ELs. MO 1.5. Measure the CLASS, TPK, foundational reading skills, and vocabulary knowledge that will indicate the change. Goal 2: Improve ELs' school readiness in content areas. Obj 2.1. Measure ELs' improvement in foundational reading skills and vocabulary. MO 2.1. ELs will improve them by 30%. Obj 2.2. Measure improvement of ELs with disabilities in foundational reading skills and

vocabulary. MO 2.2. ELs with disabilities will improve them by 30%. Obj 2.3. Survey family engagement in literacy activities at home. MO 2.3. 70% of families will respond positively. Goal 3. Ensure equity for ELs with disabilities and who are not enrolled in formal preschools. Obj 3.1. Hold community events once a year to provide books and literacy resources. MO 3.1. Provide 1,200 books per year and resources. Obj 3.2. Provide field trips to kindergarten for a smooth transition, 3 trips per year. MO 3.2. Families and children experience kindergarten classroom environments before kindergarten entry. Obj 3.3. Survey parents who attended field trips to kindergarten with their children. MO 3.3. 80% of parents will respond positively that Futuro Project supported a smooth transition to kindergarten.

T365Z220060: California State University, Dominguez Hills Foundation, CA

Project MEDALLA (Multilingual Educator Development Advancing Language Learning Achievement)

Project MEDALLA is comprised of a series of cost-effective activities aimed at increasing the number of credentialed teachers throughout Los Angeles who teach multilingual students within dual language programs. The project provides pathways to Bilingual Authorization and structured professional development for pre-service and in-service teachers focused on biliteracy pedagogies. All activities will be based on research-based practices from the WWC Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, focused on the second recommendation to “integrate oral and written English language instruction into content-area teaching” (2014, p. 31). A rigorous, quasiexperimental design evaluation plan will be employed to demonstrate that the proposed model of teacher preparation and professional development meets WWC standards of effectiveness with reservations and provides a framework to serve as nationally-replicable model.

T365Z220075: University of Northern Iowa, IA

Project UNITED (University of Northern Iowa Teacher Education for Diverse Learners)

Project UNITED offers scholarships for pre-service and in-service teachers to gain an ESL endorsement, provides educators with research-based professional development across their careers through courses, field experiences, and virtual workshops, and implements family engagement strategies through ESL endorsement and professional development programs.