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CFDA 84.365Z (National Professional Development Program) Project Abstract – PEECE

Name of the IHE: The George Washington University

Title of the Program: Promoting Equity in Early Childhood Education (PEECE)

Consortia Partners: Prince George's County Public Schools; Prince George's County, MD

Project Description: This proposal, Promoting Equity in Early Childhood Education (PEECE), is submitted in response to CFDA 84.365Z (National Professional Development Program). The George Washington University (GWU) seeks five years of funding to partner with Prince George's County Public Schools (PGCPS), a diverse, high-need LEA in the state of Maryland with whom the GWU has a longstanding established relationship, in order to deliver training to early childhood educators that is designed to improve classroom instruction for English Learners (ELs). In response to changing demographics that are bringing increasing numbers of culturally and linguistically diverse (CLD) learners into today's classrooms, the increased focus on early childhood education as an opportunity to lay the groundwork for future academic success, and the lack of training among early childhood educators and their educational partners regarding the needs of EL students, this project will: a) provide formal training through a Graduate Certificate program in Bilingual Special Education, leading to certification in English for Speakers of Other Languages (ESOL), to 5 cohorts of 17 early childhood educators selected for funding as PEECE Fellows; and b) provide professional development training to a community of partners with whom these educators collaborate in order to develop school and community capacity to support the needs of EL students. Through this two-pronged approach, PEECE seeks to address the need for culturally responsive early childhood education that prepares CLD students for future school success, the need for personnel qualified to serve CLD students in early childhood settings, and the need to promote collaboration and shared understanding among all those who work with young children in order to build school and community capacity for serving CLD learners.

In order to meet these needs, PEECE has established the following goals, objectives and outcomes: **Goal 1: To create a framework for culturally competent early childhood education.** ***Objective 1a:*** To foster collaboration among early childhood educators across age levels with the goal of improving instruction for CLD learners. *Outcome 1a:* Participants across early childhood levels will demonstrate increased collaboration in planning and implementation of instruction for CLD students. ***Objective 1b:*** To prepare teachers who can instruct and assess CLD students, including those with special needs, in the early childhood setting. *Outcome 1b:* Participants will demonstrate awareness of the relationship between assessment and instruction, particularly for CLD students, in their lesson plans and coursework. ***Objective 1c:*** To prepare teachers who can differentiate between those whose cultural, linguistic, and economic backgrounds may place them at risk for school failure, and those who have etiologically-based special needs. *Outcome 1c:* Project participants will demonstrate the ability to participate in appropriate identification of students for special education. ***Objective 1d:*** To prepare teachers who demonstrate attainment of skills in the areas of family support and communication, particularly for CLD learners and families. *Outcome 1d:* Fellows will collaboratively design, author, and disseminate a newsletter addressing the needs of CLD learners, and their families. ***Objective 1e:*** To foster data-based decisions-making in among early childhood educators. *Outcome 1e:* Participants will demonstrate the use of student data in making instructional

decisions for ELs in their lesson plans and coursework. **Goal 2: To provide early childhood educators with training focused on the needs of ELS and CLD learners (GPRA criteria).** ***Objective 2a:*** To prepare 85 early childhood educators through the Graduate Certificate in Bilingual Special Education. *Outcome 1a:* Eighty-five early childhood educators (17 per year, for 5 years) will complete the 18-credit Graduate Certificate program in bilingual special education, demonstrating attainment of competencies needed to serve the continuum of need of ELs. ***Objective 2b:*** To provide 85 early childhood educators with the knowledge, skills, and competencies needed to pass the required Praxis II in ESL in order to obtain endorsement in the state of Maryland. *Outcome 1b:* Eighty-five early childhood educators (17 per year, for 5 years) will pass the Praxis II examination in English as a Second Language (ESL), required for the Maryland endorsement in ESL, and will add the Maryland ESL endorsement to their teaching licenses. **Goal 3: To facilitate the development of a community of partners in order to build school- and system-capacity for serving CLD students.** ***Objective 3a:*** To facilitate inter-system collaboration through coursework, opportunities for collaboration, and shared staff development experiences. *Outcome 3a:* Participants across all levels of early childhood education (birth through kindergarten) will demonstrate increased collaborative skills, planning, and alignment of standards. ***Objective 3b:*** To provide professional development opportunities and support to PGCPS paraprofessionals and related service providers not participating in the certificate program through training that prepares them to work collaboratively with PEECE Fellows to support the needs of CLD learners. *Outcome 3b:* Each year, 20 paraprofessionals and related service providers will be invited to participate in 2 2-hour workshops and 1 4-week online learning module related to instruction for CLD students. ***Objective 3c:*** To facilitate the dissemination of scientifically-based models, strategies, and approaches for effectively serving ELs at the early childhood level throughout PGCPS. *Outcome 3c.1:* Program Fellows will develop a newsletter to be disseminated each semester that addresses the needs of CLD learners. *Outcome 3c.2:* Program Fellows will participate in an action research fair in which results from their research are shared with the broader school- and cluster-community. ***Objective 3d:*** To establish a community of partners that have a shared understanding of the unique needs and strengths of ELs and who support each other to facilitate effective service delivery for CLD students. *Outcome 3d:* Program Fellows will organize a family and community forum where family members, community members, paraprofessionals, related service providers, and Fellows can discuss topics impacting the achievement of CLD students.

As noted, PEECE will utilize a two-pronged approach in order to meet these goals. Support for PEECE Fellows includes a rigorous program of coursework provided through a nationally-known Graduate Certificate program, and culminating in Maryland ESOL endorsement. Classes will be supplemented with field-based supervision and support to facilitate the integration of theory and practice, and through a mentoring program in which previous participants provide ongoing support and advice to current Fellows. To support the development of leadership skills among participants, and the sharing of knowledge throughout the PGCPS community, Fellows will also conduct a year-long action research project related to the needs of CLD students at the early childhood level, with results to be disseminated at an action research fair at the end of each year of the project. In addition, Fellows will publish a newsletter each semester to be distributed throughout the school system to provide a common knowledge base and frame of reference regarding the needs of ELs for educators throughout PGCPS.

PEECE will also provide support and training for the community of partners, including paraprofessionals, related service providers, and family and community members, who

collaborate with PEECE Fellows in working with EL students. Each year of the project, 20 paraprofessionals and related service providers in selected site schools will participate in two, two-hour training sessions addressing topics related to instruction for CLD learners. These sessions will be supplemented by an online module to allow for continued learning and discussion. Together, these experiences provide paraprofessionals and related service providers with a common frame of reference so that they can collaborate with students in the PEECE program, exploring issues related to CLD student achievement and working together to address those students' needs. Once a semester, PEECE Fellows will also work to organize a family and community forum where family members, community members, paraprofessionals, related service providers, and Fellows can come together to discuss topics impacting the achievement of CLD students. As PGCPS strives to include family and community members as partners in the educational process, it is imperative to provide opportunities for educators and community members to come together to establish a common language and open lines of communication, to foster reciprocal understanding of students' needs and of each group's expectations for how these needs are to be met, and to establish shared respect for the unique strengths that all stakeholders bring to the table in working to achieve common goals.

Priorities: Competetive Preference Priority 2 – Enabling more data-based decision-making.

GRPA Measure Targets:

- No pre-service teachers are expected to be served.
- The number of paraprofessionals (who are not pre-service teachers) expected to be served: up to 20 per year (Year 1, 2, 3, 4, 5; total of up to 100 paraprofessionals).
- The number of paraprofessional completers expected to meet state or local qualifications for ELs: 0. This project provides professional development for paraprofessionals (and related service providers) in order to foster collaboration among those participating in the Graduate Certificate program (PEECE Fellows), and key instructional partners, and to build system capacity for meeting the needs of ELs. Paraprofessionals will participate in two, two-hour in-service training sessions and complete an online learning module that promotes continued learning and the establishment of a community of partners with a shared understanding of students' needs.
- The number of in-service teachers to be served: 85; 17 per year (Year 1, 2, 3, 4, 5).
- The number of in-service teachers expected to complete the program of study: 85; 17 per year (Year 1, 2, 3, 4, 5). It is anticipated that Fellows selected to participate in the Graduate Certificate program will complete the program of study.
- The number of in-service teachers expected to complete the program of study and be certified in EL isntruction: 85; 17 per year (Year 1, 2, 3, 4, 5). Participants will be required to sit for the Praxis II examination that leads to ESOL certification in the state of Maryland; test preparation will be incorporated into coursework throughout the program.
- The number of in-service teacher completers who are expected to serve EL students: 85; 17 per year (Year 1, 2, 3, 4, 5). Because PGCPS is a highly diverse school system with increasing numbers of CLD students, all program completers are expected to continue to serve ELs upon graduating.

Contact: Dr. Amy Mazur; 202-995-1511; amazur@gwu.edu

Project Narrative

Project Narrative

Attachment 1:
Title: Pages: Uploaded File: **PEECE_narrative1004804863.pdf**

a) Quality of the project design. This proposal, *Promoting Equity in Early Childhood Education* (PEECE), is submitted in response to CFDA 84.365Z (National Professional Development Program). The George Washington University (GWU) will partner with Maryland's Prince George's County Public Schools (PGCPS), a diverse, high-need LEA with whom the GWU has a longstanding established relationship, in order to deliver training to early childhood (EC) educators that is **designed to improve classroom instruction for English Learners (ELs)**. This proposal addresses the need to: a) provide formal training through a Graduate Certificate program in Bilingual Special Education, leading to certification in English for Speakers of Other Languages (ESOL), to 5 cohorts of 17 EC educators selected for funding as PEECE Fellows; and b) provide professional development training to a community of partners with whom these educators collaborate in order to develop school and community capacity to support the needs of EL students. Accordingly, the primary goal of PEECE is to provide a rigorous program of coursework to PGCPS EC educators working with culturally and linguistically diverse (CLD) students from birth to kindergarten. PEECE coursework will be provided through a nationally-known Graduate Certificate program culminating in Maryland ESOL endorsement for all Fellows. Over the 5-year funding cycle, the project will fund 85 EC educators serving in schools and communities with high EL populations to gain critical competencies for addressing the needs of CLD learners, including those with special needs. Coursework will be supplemented with weekly field-based supervision and university support to facilitate the integration of theory and practice (Maaronen and Krokfors, 2008). Both coursework and practicum experiences will prepare teachers to address the full continuum of cognitive, social, cultural, and linguistic needs of all EL students and to work with both families and other educators as collaborators in the educational process. Within the program design,

PEECE also addresses competitive preference priority 2, enabling more data-based decision-making, by focusing on the use of student data by PEECE Fellows throughout program coursework in order to improve instructional practices and outcomes for EL students.

Because literature shows that it really does "take a village" to support young learners (Blank, 2009), and that collaboration among educators, and between educators and communities, is a key facilitator of EL student success (Araujo, 2009), the secondary goal of PEECE is to provide professional development and training for the community of partners who support and collaborate with EC educators in PGCPS. This training will be provided to paraprofessionals, related service providers, and family and community members in order to establish a community of partners who are able to collaboratively address the needs of diverse learners. This community addresses the need for reciprocal understanding between educators, families, and the community, each bringing their own knowledge, background, and expertise to the table, so that all are able to work together to promote student success. Through this two-pronged approach to training, PEECE addresses three critical needs:

1. **The need for culturally responsive early childhood education that prepares CLD students for future school success.** Given the widely accepted view that the "the early years constitute a unique period in which to alter children's developmental trajectories" (DEC, 2006), there has been an increasing focus on EC education throughout the United States within recent years. Persistent achievement gaps among different groups of students represent a significant motivating factor in this trend. Although policymakers and practitioners have focused on achievement gaps among primary and secondary students for many years, recent research suggests that these gaps often exist by the time children enter kindergarten (Pianta, Cox, & Snow, 2007). Because academic achievement is viewed as a pathway to future success, there is, thus,

"an inherent interest in ensuring that all children are equipped to thrive and succeed in school" (Pianta, Cox, & Snow, 2007). In response to the converging evidence pointing to the importance of EC education, Nancy Grasmick, the Maryland State Superintendent of Schools, has said, "If I had my way, I'd do away with the senior year of high school and invest the money in early childhood education" (Kane, 2007). In line with this sentiment, EC programs, both nationally and locally, increasingly seek to promote school readiness among young children (Maryland School Readiness Report, 2010).

As with other school systems throughout the state, PGCPS has demonstrated continued commitment to promoting school readiness over the past decade. In 2001, only 36% of students in PGCPS were considered to be fully ready for kindergarten. By 2010, this number had risen to 76% (Maryland School Readiness Report, 2010). Despite these gains, discrepancies in achievement for ELs remain. In 2010, only 60% of ELs in PGCPS were designated as fully ready for kindergarten; conversely, nearly 84% of their English proficient peers were fully ready. Data suggest that this discrepancy persists as students progress through elementary school, and that this early gap is likely a contributing factor in countywide failure in PGCPS to meet AYP for EL students in reading, and for special education students in both reading and math, at the primary level (Maryland Report Card, 2010). Moreover, by the time they reach middle school, nearly half of all EL and special education students in PGCPS cannot meet state standards for reading. Although EL students enroll in EC programs in PGCPS at the same rate as their English proficient peers, these data suggest that, at present, EL students, including those with special needs, are not accessing content and instruction with the same level of success.

These gaps in achievement are even more alarming in light of changing demographics, both nationally and within PGPCS. Over the past ten years, there has been a dramatic increase in the

number of English learners (ELs) being educated in American schools; there are currently over 5 million ELs in the United States, a number that has risen by 57% in the past decade (NEA, 2008; Ballantyne, Sanderman, & Levy, 2008). In PGCPS, the number of EL students enrolled at the EC and primary level has more than doubled since 2000. There are presently more than 10,000 ELs enrolled, representing 16.5% of the total EC and primary population (Maryland Report Card, 2010). Accountability mandates and achievement data cited above have prompted us to examine the structure and direction of our educational system, forcing us, as a nation, to confront the reality that many of these diverse learners have been under-served in our nation's schools. The mandate to minimize achievement gaps between diverse groups of learners (Voltz & Collins, 2010) remains a significant challenge in schools at all levels where curriculum is not aligned to students' backgrounds, where training for teachers has traditionally focused on providing services in self-contained or pullout settings, where teachers may not have a knowledge of the impact of factors such as culture and language diversity on the educational process, and where there is often limited access to professional development addressing needs of diverse learners (Gay, 2002). As a result, students' access to curriculum and opportunities for achievement remain compromised.

Taken together, student achievement data and rapidly changing demographics point to an urgent and systemic need for EC education programs that respond to the unique needs of ELs and CLD students, including those with special needs. As noted, the early years constitute a unique "opportunity to alter developmental trajectories" (DEC, 2007). In December of 2010, the GWU was approached by PGCPS to participate in a meeting attended by members of the PGCPS ESOL, Special Education, and Early Childhood Education Offices. At that meeting, the directors of each of these three offices expressed significant concern regarding the lack of

preparedness among EC educators in the county to respond to the influx of ELs at the EC level. In PGCPS, students are not identified to receive ESOL services prior to kindergarten; thus, EC teachers bear the responsibility of meeting all students' language development needs. Although EC educators have received training in the development of language in young children, this training typically fails to address the unique characteristics of second language learning. Without culturally competent practice at the EC level, CLD students may not have access to the background knowledge and skills required for future school success, or they may be disproportionately over- or underrepresented in special education on the basis of linguistic and cultural factors. Accordingly, there is a need for culturally competent service delivery that takes into account the many variables of culture and language impacting students' language acquisition, literacy skills, family relationships, attainment of developmental milestones, and relationships with peers and teachers (Patton et al., 2007; Collier, 2008; Mastropieri & Scruggs, 2007).

2. The need for personnel qualified to serve CLD students in early childhood settings. The need for culturally-responsive service delivery necessarily coincides with a need for additional training for teachers. As the demographics across PGCPS continue to change, the skill sets of educators must grow accordingly. At present, ELs receive instruction in a variety of settings, including bilingual classrooms, structured immersion programs, or pullout ESOL classes; however, as more districts move towards inclusive practices for diverse students, an increasing number of ELs are served in general education classrooms. When these students enter schools for the first time, many lack the English proficiency to access the academic content of the classroom (Ballantyne, Sanderman, & Levy, 2008). Demographic data suggest that over two-thirds of EL students in the United States are enrolled at the EC and primary level (Coltrane, 2003). Within PGCPS, over 30% of students enrolled in EC education programs from birth to

kindergarten are identified as ELs (Maryland School Readiness Report, 2010); in certain areas of the county, this number exceeds 50% (Maryland Report Card, 2010). Unfortunately, research suggests that many EC educators receive minimal training in working with EL students. In 2006, the National Prekindergarten Center conducted a study of EC teacher preparation programs with the goal of identifying the coursework and practica experiences available to EC educators in the U.S. (Maxwell, Lim, & Early, 2006). Nearly 1200 institutions of higher education (IHEs), representing all U.S. states and territories, were surveyed as part of the study. An analysis of course requirements revealed that fewer than 50% of all the bachelor's and master's level programs required at least one entire course focused on working with CLD children and families. Moreover, fewer than 15% of the bachelor's and master's programs surveyed required at least one course addressing the needs of students learning English as a second language (Maxwell, Lim, & Early, 2006). An analysis of practicum experiences revealed a similar lack of emphasis on working with CLD children; fewer than one-third of all bachelor's and master's programs required participants to complete a practicum experience that involved working with children learning English as a second language.

In addition to the need for training among EC educators in working with CLD students and families, a recently conducted informal survey of EC teachers in PGCPS indicated that there is also a need in the county for shared training and learning among educators working across different EC programs. Within the county, EC education is divided into a number of separate programs: the infant and toddler and preschool education programs, which serve students with special needs, and the Head Start, prekindergarten, and kindergarten programs, which serve students with and without special needs. Traditionally, these groups work in isolation of one another and have little understanding of the instruction that has gone before and the instruction

which will follow (personal communication, 2011). This lack of collaboration and communication contributes to an overall lack of understanding of students' needs as they transition from early care and education to primary education levels (Maryland Early Childhood Standards, 2010), further compromising the success of young CLD learners.

Finally, discussions with county and school-level administrators within PGCPS have revealed the need for training in data-based decision-making among PGCPS EC educators. In response to federal mandates, PGCPS has demonstrated a commitment to the use of student data to drive decision making in schools throughout the system. Although PGCPS has invested in administrator training and the technology to support a new student data management system, there remains a need for training among teachers, including those at the EC level, in the use of newly available data at the level of classroom instruction and practice. Typical teacher training programs fail to address data-based decision-making processes and the development of data skills (U.S. Department of Education, 2011). As a result, teachers lack knowledge of what data to use, knowledge of what data is reliable or valid, particularly at the EC level, and the ability to interpret data in order to adjust their instruction to meet the needs of diverse students in a timely manner.

PEECE responds to these needs by providing those already certified in EC education and EC special education with the skills needed to meet the continuum of needs of CLD learners, the ability to use data meaningfully in order to better accommodate the needs of all learners, and the opportunity to work and learn with teachers across levels of EC education. PEECE Fellows will engage in both coursework and practicum experiences that allow them to examine the impact of language and culture on students' learning and access to instruction, to deepen their

understanding of appropriate assessment and service delivery for ELs, and to identify strategies that improve their classroom instruction for all learners.

3. The need for professional development for a community of partners that promotes collaboration in order to build school and community capacity for serving CLD learners. The existence of the need to provide training for EC educators with the skills to work with CLD learners, with and without special needs, also makes clear the overwhelming need for knowledge of these issues across the system. The best efforts of EC educators will not effect system change in isolation; for change to occur, a cadre of educators with the background and practical skills to support the initiatives and instructional changes being put into place is required (Elmore, 2004). Accordingly, there is a need for all those who work directly with CLD learners to have a shared understanding of students' unique needs in order to effectively plan for and implement instruction that addresses these needs. In PGCPS, both paraprofessionals and related service providers are viewed as key facilitators of student learning; because these educators work with students on a consistent and frequent basis, PGCPS has demonstrated a commitment to ensuring they have an opportunity to participate in professional development training that addresses the issues described above, including increased accessibility of classroom materials and instruction, culturally responsive assessment, and working with CLD parents and families. Additionally, parents, families, and other caretakers within the community are increasingly regarded as key collaborators in student learning, and are frequently referred to as children's "first teachers." As PGCPS strives to include family and community members as partners in the educational process, it is imperative to provide opportunities for educators and community members to come together to establish a common language and open lines of communication, to foster reciprocal understanding of students' needs and of each group's expectations for how these needs are to be

met, and to establish shared respect for the unique strengths that all stakeholders bring to the table in working to achieve common goals.

PEECE responds to this need by incorporating a focus on system-wide professional development at the EC level with intensive training aimed at paraprofessionals, related service providers, and family and community members. In addition, as part of their coursework, PEECE Fellows will be required to develop professional development materials to be shared with colleagues, and to organize events that promote collaboration and communication with families and community members. In this way, PEECE seeks to foster shared understanding of the continuum of needs of ELs, to facilitate collaboration among those who work directly with students, and to promote school- and system-wide support for CLD learners.

(1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. PEECE will bring an 18-credit-hour Graduate Certificate in Bilingual Special Education to EC educators in PGCPS, leading to completion of the Maryland requirements for ESOL endorsement in order to address the need for teacher knowledge and skills, and infrastructure to support effective practices for CLD learners in PGCPS. The program will lay the groundwork for systemic change at the EC level within the county and will provide teachers with the skills and resources necessary to improve outcomes for students who are culturally diverse and those who are learning English as a second language. To provide intensive support to all participants and to facilitate the connection of theory and research to practice, coursework will be supplemented by field-based support from GWU staff, including weekly, on-site observations of Fellows in the EC setting. In addition, PEECE will provide Fellows with scaffolding and support as they develop the skills to become data-experts and to use student data when making instructional decisions. PEECE coursework and practicum

experiences will provide Fellows with an opportunity to explore both formal and informal assessment data as they complete student case studies, conduct action research, and develop lesson plans for CLD learners. Finally, PEECE will provide professional development to paraprofessionals, related service providers, and families in order to increase opportunities for collaboration among stakeholders and to promote the development of shared understanding of diverse students' strengths and needs.

PEECE has the following goals, each of which is grounded in research and current practice:

Goal 1: To create a framework for culturally competent, data-driven early childhood education. ***Objective 1a:*** To foster collaboration among EC educators across age levels with the goal of improving instruction for CLD learners. *Outcome 1a:* Participants across EC levels will demonstrate increased collaboration in planning and implementation of instruction for CLD students. *Means of measurement:* Field-based supervision records; Fellows' case studies and lesson plans; interviews with Fellows and other school-based stakeholders. ***Objective 1b:*** To prepare teachers who can instruct and assess CLD students, including those with special needs, in the EC setting. *Outcome 1b:* Participants will demonstrate awareness of the instructional needs of CLD students in their lesson plans and coursework. *Means of measurement:* Coursework; lesson plans; field-based supervision records. ***Objective 1c:*** To prepare teachers who can differentiate between those whose cultural, linguistic, and economic backgrounds may place them at risk for school failure, and those who have etiologically-based special needs. *Outcome 1c:* Project participants will demonstrate the ability to participate in appropriate identification of students for special education. *Means of measurement:* Coursework; program completion and grades; field-based supervision records; participants' case studies. ***Objective 1d:*** To prepare teachers who demonstrate attainment of skills in the areas of family support and

communication, particularly for CLD learners and families. *Outcome 1d:* Fellows will collaboratively design, author, and disseminate a newsletter addressing issues affecting CLD learners, and their families. *Means of measurement:* Feedback from program faculty, PEECE staff, and PGCPS personnel; feedback from school administrators; number of PGCPS personnel with access to newsletter. ***Objective 1e:*** To foster the use of data-based decision-making in order to improve instructional practice for ELs among EC educators. *Outcome 1b:* Participants will demonstrate the use of student data in making instructional decisions for ELs in their lesson plans and coursework. *Means of measurement:* Coursework; lesson plans; field-based supervision records.

Goal 2: To provide early childhood educators with training focused on the needs of ELS and CLD learners (GPRA criteria). ***Objective 2a:*** To prepare 85 EC educators through the Graduate Certificate in Bilingual Special Education. *Outcome 1a:* Eighty-five EC educators (17 per year, for 5 years) will complete the 18-credit Graduate Certificate program in bilingual special education, demonstrating attainment of competencies needed to serve the continuum of need of ELs. *Means of measurement:* Course syllabi, course and program completion rates, participant work samples, student course evaluations, evaluator observations of class meetings. *Relevant GRPA measure:* 1.5, 1.6. ***Objective 2b:*** To provide 85 EC educators with the knowledge, skills, and competencies needed to pass the required Praxis II in ESL in order to obtain endorsement in the state of Maryland. *Outcome 1b:* Eighty-five EC educators (17 per year, for 5 years) will pass the Praxis II examination in English as a Second Language (ESL), required for the Maryland endorsement in ESL, and will add the Maryland ESL endorsement to their teaching licenses. *Means of Measurement:* Praxis II scores; participants' certification

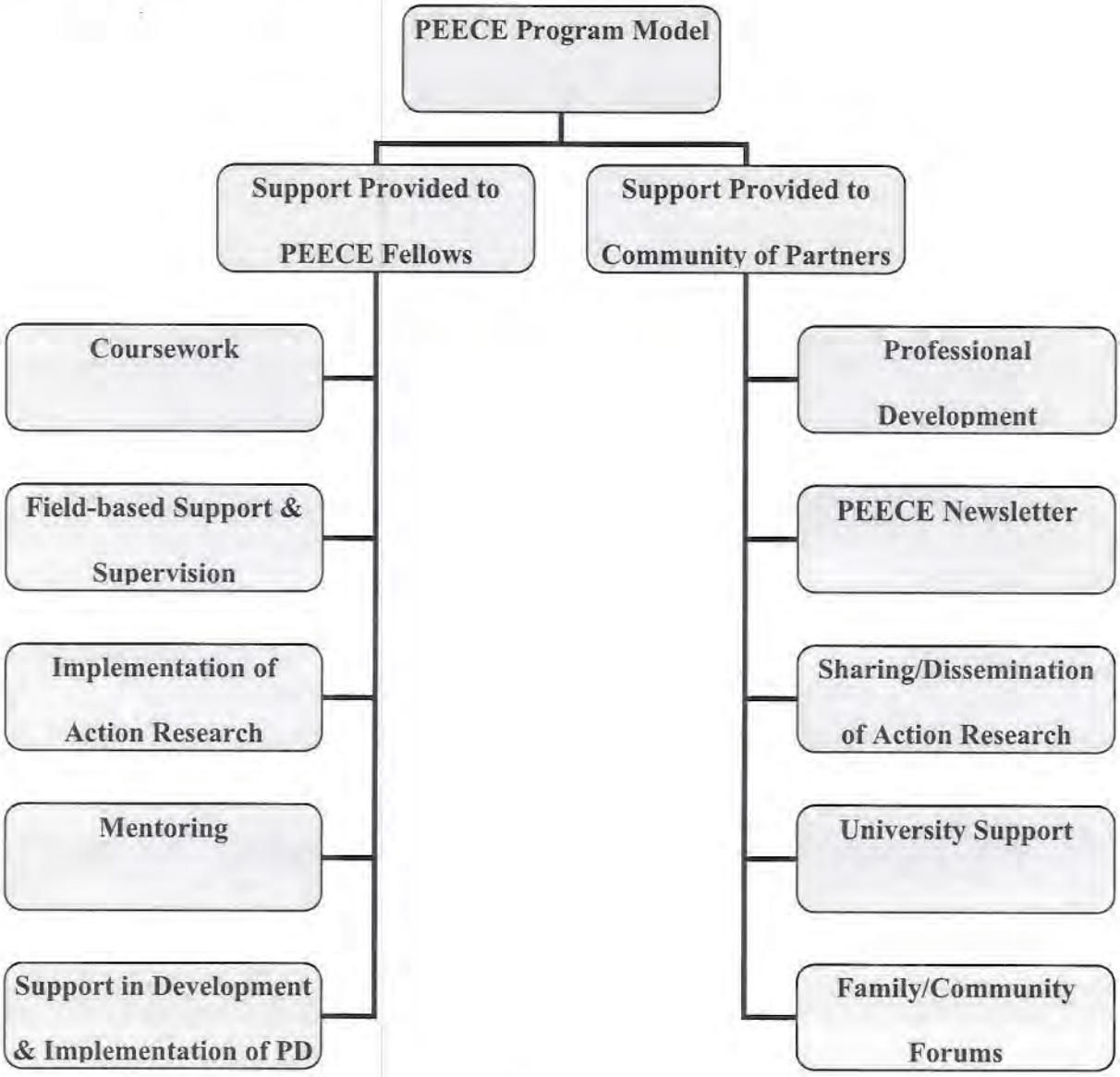
records; number of participants serving ELs in the classroom. *Relevant GRPA measures:* 1.5, 1.6.

Goal 3: To facilitate the development of a community of partners in order to build school- and system-capacity for serving CLD students. ***Objective 3a:*** To facilitate inter-system collaboration through coursework, opportunities for collaboration, and shared staff development experiences. *Outcome 3a:* Participants across all levels of EC education (birth through kindergarten) will demonstrate increased collaborative skills, planning, and alignment of standards. *Means of measurement:* Course syllabi; professional development presentation attendance and feedback forms; interviews with participants and other school system stakeholders. ***Objective 3b:*** To provide professional development opportunities and support to PGCPS paraprofessionals and related service providers not participating in the certificate program through training that prepares them to work collaboratively with PEECE Fellows to support the needs of CLD learners. *Outcome 3b:* Each year, 20 paraprofessionals and related service providers will be invited to participate in 2 2-hour workshops and 1 4-week online learning module related to instruction for CLD students. *Means of measurement:* Likert scale ratings of training; number of paraprofessionals and related service providers completing training; copies of training materials. ***Objective 3c:*** To facilitate the dissemination of scientifically-based models, strategies, and approaches for effectively serving ELs at the EC level throughout PGCPS. *Outcome 3c.1:* Program Fellows will develop a newsletter to be disseminated each semester that addresses the needs of CLD learners. *Means of measurement:* Feedback from program faculty, PEECE staff, and PGCPS personnel; feedback from school administrators; number of PGCPS personnel with access to newsletter. *Outcome 3c.2:* Program Fellows will participate in an action research fair in which results from their research are shared with the broader school- and

cluster-community. *Means of measurement:* Instructor feedback; evaluations of action research fair including Likert scales and qualitative feedback; number of PGCPS attendees. ***Objective 3d:*** To establish a community of partners that have a shared understanding of the unique needs and strengths of ELs and who support each other to facilitate effective service delivery for CLD students. *Outcome 3d:* Program Fellows will organize a family and community forum where family members, community members, paraprofessionals, related service providers, and Fellows can discuss topics impacting the achievement of CLD students. *Means of measurement:* Forum attendance and feedback forms; interviews with participants and other school system stakeholders; number of forum participants.

In order to accomplish these goals, PEECE will provide a program founded on up-to-date research and field-tested, proven elements of best practices. Coursework provides school-based personnel access to information about best practices, adaptations and accommodations for exceptional learners, and assessment for students from both traditional and diverse backgrounds. (Rodriguez and Carascillo, 2007). PEECE also provides field-based support in the person of a research assistant (RA) who supports Fellows in incorporating best practices into their classroom instruction, a project director (PD) who oversees field-based supervision and who collaborates with the county to coordinate support and development of infrastructure, and a principal investigator (PI) who provides oversight, program design, and ongoing University-level support and access to current research in the field. All of these personnel have as their goal the support of PGCPS educators and the facilitation of an improved infrastructure within the county to support the move toward EC education that addresses the needs of all learners.

Figure 1: PEECE Program Model



Components of the PEECE program model

I. Professional development and support for PEECE Fellows:

Coursework. PEECE provides EC educators with an 18-credit-hour Graduate Certificate in Bilingual Special Education designed to prepare them to meet changing demands that result from national and local changes in demographics. Fellows will be selected from PGCPS schools and communities that serve large populations of ELs. Coursework provides school-based personnel

access to information about best practices, adaptations and accommodations for ELs, and assessment and data-based decision-making for students from culturally and linguistically diverse backgrounds. **Field-based support and supervision.** Given the importance of ongoing, field-based, immediate support for teachers with opportunities for reflective discussion and feedback (Jones, West, & Steven, 2006), PEECE faculty and staff also provide field-based support in Fellows' own classrooms, with both the PD and RA supporting participants in incorporating best practices into their instruction and practice (Knight, Wiseman, & Cooper, 2000). The PD and RA will support participants in their school settings on a weekly basis in order to observe instruction, help participants connect theory to practice, provide feedback on the use of strategies and methodologies, support participants in developing and implementing appropriate methods of instruction and assessment, provide scaffolding for data-based decision-making processes, and facilitate collaboration among participants and their colleagues.

Mentoring. Mentoring has been shown to be an empowering experience for both pre-service and in-service teachers, resulting in improved practice, improved efficacy, increased job satisfaction, and enhanced professional learning (Spezzini, et al., 2009). Fellows will have support from a PGCPS mentor who has completed a GWU M.A. degree in Bilingual Special Education, selected among participants from an existing partnership between PGCPS and the GWU. These mentors will provide ongoing support and advice so that Fellows can have questions answered regarding the field, course content, and connecting research to practice. Mentors will continue to be available to PEECE graduates for the year after they complete training so that teachers are able to continue their professional growth. Additionally, program completers will make a commitment to serve as a mentor to an incoming participant during the year following training so as to continue the cycle of supportive, meaningful professional growth.

Action Research. PEECE students will participate in a year-long, in-depth action research project that provides them with an authentic, field-based opportunity to develop expertise in data-based decision-making, and an opportunity to incorporate research-based best practices into their teaching. The research topic will be chosen based on a clear need in the area of EC education with respect to CLD students. The research includes determining and understanding the problem, reviewing of current literature, developing and implementing a research-based intervention, collecting and analyzing data, and summarizing results and future steps. Action research projects will be presented to the school community to extend learning beyond the program participants and to serve as a model of data-based decision making for other teachers in PGCPS. **Support in the development and implementation of Professional Development.** The PI, PD, and RA will provide support to PEECE Fellows, working with them to develop and implement professional development and training to school colleagues and community partners.

II. Professional development and support for community partners:

Professional Development. PEECE will provide professional development training to paraprofessionals and related service providers in selected site-schools in order to foster shared understanding of the continuum of needs of ELs and to promote school- and system-wide support for CLD learners. Over each cohort cycle, two face-to-face sessions, each two hours long, will address topics determined in conjunction with PGCPS administrators such as impact of culture on education, language difference, and inclusive planning to maximize achievement. The face-to-face professional development sessions will be supplemented by an online module to allow for continued learning and discussion. The program will provide paraprofessionals and related service providers with a common frame of reference so that they can collaborate with students in the PEECE program, exploring issues related to CLD student achievement and

working together to address those students' needs. **PEECE Newsletter:** Once a semester, Fellows will work in school-based teams to publish a newsletter to be disseminated throughout their schools and the school system. The newsletter will address the needs of CLD learners and their families in order to provide a common knowledge base and frame of reference for educators throughout PGCPS. It will also include information about free webinars and professional development opportunities offered by organizations that support the needs of ELs, including the National Clearinghouse for English Language Acquisition, Schools Moving Up, and Phi Delta Kappa. **Action Research.** Fellows' action research projects, described above, will be presented to the school community through an action research fair in order to extend learning beyond program participants. **University support.** The PI, PD, and RA will be available to provide school- and district-wide support, working with the county to develop collaborative professional development and to provide access to current research in the field. **Family/Community Forums:** Once a semester, Fellows will work to organize a family and community forum where family members, community members, paraprofessionals, related service providers, and Fellows can discuss topics impacting the achievement of CLD students. Fellows will take responsibility for organizing and publicizing each event, selecting a topic, and leading the meeting to ensure balanced two-way communication between school staff and family members.

PEECE coursework addresses the following competencies:

Table 1: Competencies, Courses, Program Objectives, and Related Activities

Competency	Courses	PEECE Objectives Supported	Related Activities
Collaboration	SPED 6277 SPED 6272	1a; 2a; 2b; 3a; 3b; 3c; 3d	Action research; field-based supervision; newsletter; non-participant professional

			development; mentoring
Development of Young Children	SPED 6266 SPED 6268	1b; 1c; 2a; 2b; 3d	Action research; langue sample (SPED 6266); lesson plans (SPED 6266); student case study (SPED 6268)
Data-Based Decision-Making	SPED 6266 SPED 6268 SPED 6276 SPED 6277	1b; 1c; 1e	Action research; assessment development (SPED 6276); student case study (SPED 6268; SPED 6277)
Assessment	SPED 6276 SPED 6277 SPED 6278	1b; 1c; 2a; 2b; 3a	Action research; culturally responsive assessment plan and case study (SPED 6277); assessment development (SPED 6276); Praxis II examination in ESL
Language and Culture	CPED 6556 SPED 6266 SPED 6276 SPED 6277	1b; 1c; 1d; 2a; 2b; 3a; 3b; 3c; 3d	Action research; language sample and analysis (SPED 6266); culturally responsive assessment and lesson plans (SPED 6276; SPED 6277); Praxis II examination in ESL
Family and Community	SPED 6272 SPED 6277	1b; 1c; 1d; 2a; 2b; 3a; 3b; 3c; 3d	Action research; newsletter; non-participant professional

Involvement			development

Fellows will complete coursework in five cohorts of 17 PGCPS EC educators. Coursework will be delivered over three semesters for each cohort. Courses will be held at the main GWU campus and off-campus at selected PGCPS site schools to facilitate participants' ability to tie theory to their daily practice. Coursework will include:

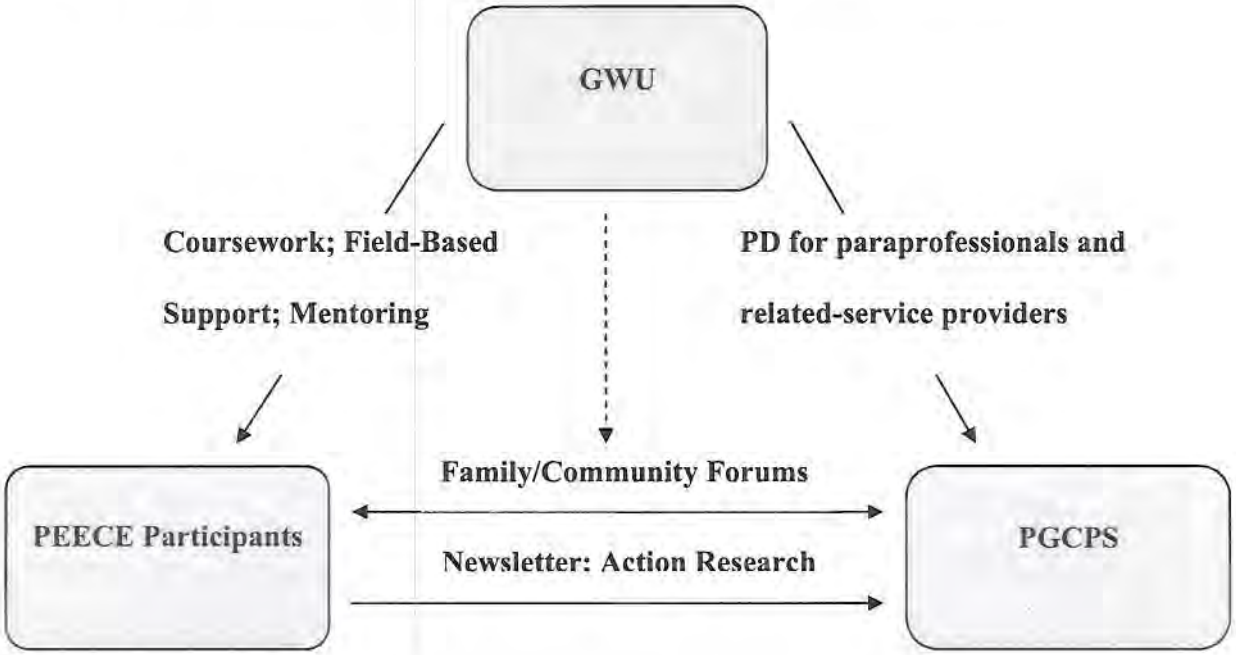
Graduate Certificate Program Plan (Total: 18 credit hours)

Fall: CPED 6556: Linguistic Applications in ESL; **CPED/SPED 6276:** Academic and Psychosocial Assessment of the CLD Student

Spring: SPED 6266: The Development of Language and Literacy: The Diverse/ Exceptional Learner; **SPED 6268:** The Development of Young Children with Disabilities

Summer: SPED 277: Methods and Materials for Teaching CLD/ Exceptional Learners; **SPED 6272:** Strategies for Inclusion: The Diverse/Exceptional Learner

Figure 2: Interrelationship Among PEECE Partners and Program Elements



(2) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.

The design of this project draws on several areas of current, up-to-date research and practice. As discussed previously, coursework includes methods and materials for teachers working with CLD students, issues of language acquisition and development, assessment and data-based decision-making, and collaboration among educators, as well as with parents and families (Roache et al., 2003; Cummins, 1988). The goal of this coursework is to produce EC educators who are prepared to serve all EL students effectively, including those with special needs (Klingner and Artiles, 2001; Garcia and Ortiz, 1989; Overton, 2003). Educators have long advocated for this unified, inclusive approach where teachers are trained to address the continuum of needs of all students, especially those who are culturally and linguistically diverse (Cummins, 2003; Baca and Cervantes, 2004).

PEECE draws on the professional development school model, long considered one of the most effective means of training teachers and integrating coursework into practical experience. Accordingly, PEECE coursework will be offered both on-campus and at PGPCS site schools, with university supervision at all three schools, to make training accessible to staff and relevant to practice (NCATE, 2006; Gajda and Cravedi, 2006) and to promote the connection between theory and practice. In addition, Fellows will support colleagues by disseminating information related to the needs of CLD students and families through the publication of a newsletter and action research fair, and through shared professional development experiences (Baker and Millner, 2006; Elmore, 2004). This model is adapted to PGCPS' needs, providing collaborative and comprehensive professional development across EC programs in a diverse, high-need cluster, rather than remaining isolated in a single school at one level.

b) Quality of project personnel. The extent to which applications are encouraged from members of groups that have traditionally been underrepresented. The GWU's Equal Employment Opportunity Policies will be adhered to when seeking personnel for new project positions. Diversification of employees based on race, color, national origin, gender, age, and disability is encouraged and sought. Recruitment efforts will be directed towards agencies that attract readers from diverse groups. Announcements for the RA position will be posted in publications and on websites of the following national organizations: Council for Exceptional Children (CEC), National Association for Bilingual Education (NABE), Teachers of English for Speakers of Other Languages (TESOL), Hispanic Outlook on Higher Education, and Peace Corps. Job announcements will be placed on the website for the doctoral program and sent to IHEs with ESL, special education and bilingual special education programs, particularly those IHEs that serve large numbers of minority groups and have schools of education. Program faculty and staff have received training in cultural, gender, and other areas of diversity and will practice culturally-sensitive interview techniques. The application process will be monitored by the GWU's Human Resources Office, Equal Employment Opportunity Office, and Research Office to ensure that individuals from underrepresented groups are fairly recruited and evaluated in the hiring process.

(1) The qualifications, including relevant training and experience, of the principal investigator. The **Principal Investigator** (PI) will be responsible for the overall conceptualization and administration of all grant activities, selection of project participants, program design, course development, coordination of evaluation, and oversight of the budget. She will serve as the primary advisor to all students in the program. The PI will also oversee the dissemination of the project model locally and nationally. The PI of the proposed project is Dr.

Amy Mazur, Professor of Special Education and Teacher Preparation at the GWU. Dr. Mazur has been involved in teacher education, with specialty areas in EC education and bilingual special education, for 37 years and is one of the foremost experts in the field of bilingual special education. She developed and now administers the graduate certificate, master's, education specialist, and Ed.D. programs in bilingual special education. Dr. Mazur has taught courses in the development of language in exceptional children, literacy development, methods and materials for teaching CLD students, assessment of CLD students, policy, and other areas of bilingual special education. Dr. Mazur is certified in Special Education (PK-12), Early Childhood Education, Elementary Education, and ESL. Dr. Mazur is also the President of the Special Education Special Interest Group of the National Association for Bilingual Education (NABE), has presented in numerous venues over the past 30 years, and has published numerous articles and books, including a recent textbook on inclusive practice. Dr. Mazur has received multiple federal grants in the area of bilingual special education over the past 15 years and currently is the PI on teacher training grants from the Office of English Language Acquisition (OELA) and the Office of Special Education and Rehabilitative Services (OSERS) within the U.S. Department of Education.

(2) The qualifications of key project personnel. The **Project Director** (PD) will be an ABD doctoral student whose research focuses on CLD students at the EC level. The PD will work under the direction of the PI and will be primarily responsible for the ongoing operation and management of the project. The PD's responsibilities will include assisting and supporting students, supervising students in the field, identifying and disseminating resources to students, supervising the RA, serving as the primary liaison with PGCPS and outside advisors, and completing administrative tasks such as budget management and registration support. The PD

will also serve as the primary liaison with the program evaluator, who will consult with the PD for administrative and logistical supporting while conducting evaluations. Ms. Mary Adonis, MA, is being considered for the PD role. Ms. Adonis is a doctoral student in Special Education at the GWU, with emphasis areas in Bilingual Special Education and Early Childhood Education. She holds an MA in Curriculum and Instruction, with a Bilingual Special Education emphasis, from the GWU and holds certifications in ESOL, EC education, EC special education, and bilingual special education. Ms. Adonis has experience in EC special education, including curriculum design, service delivery, collaboration, and administration of EC programs. She has taught numerous courses at the university level and has extensive experience in providing field support to students completing certification or endorsement programs.

The **Research Assistant** (RA) will be an incoming doctoral student specializing in EC education for CLD students. The RA will assist the PD with supervision and data collection, as well as with administrative tasks such as registration support, tuition awards, and communication with students, faculty, and stakeholders. Ms. Deanna Conley, MA, is being considered for the RA position. Ms. Conley is a doctoral student in Special Education at the GWU, with an emphasis in Bilingual Special Education and the needs of EL students. Ms. Conley holds an MA in Curriculum and Instruction from Boston College and holds certification in preK-6 elementary education, K-12 special education, and preK-8 moderate disabilities special education. She has worked extensively at the EC level and currently serves as an EC special educator serving CLD students at a bilingual school in the Washington, D.C. metropolitan area. Ms. Conley also serves as a cultural competence coordinator and a Bridge Team member in her school, working to facilitate collaboration between the ESL and special education departments.

The outside **Evaluator** (E) will be an individual with experience in teacher training, EC education, and working with diverse populations. She will be familiar with the needs of diverse learners, models of professional development, program development, and evaluation. The evaluator will conduct ten days of evaluation per year and will meet with stakeholders, which will include Fellows, PGCPS personnel, mentors, and GWU personnel, and will produce a written report which the PD will make available as part of the annual project evaluation and report. Ms. Anne Biggins is being considered for the evaluator role. Ms. Biggins has experience with teacher training, data collection and management, program evaluation, professional development, and working with diverse learners at the EC level.

Course instructors will be full-time faculty who currently teach courses in the GWU's Graduate School of Education and Human Development (GSEHD), as well as highly-qualified adjunct faculty. Former graduates from the Bilingual Special Education program currently working in PGCPS have agreed to serve as mentors to the program participants.

(c) Quality of the management plan. (1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget. The management plan will allow for the timely delivery of services to all project participants. Project management objectives are identified in Tables 2 and 3 in the next section and will be achieved on time and within budget. Table 2 presents the timeline for achievement of all project management objectives in each year of the project. Definition of responsibilities for the PI, PD, and RA appear in Tables 4 below. The budget and the budget justification are presented in Part II of this application and provide adequate support for all project activities. The project start date is scheduled for August 1, with milestones to be accomplished in a timely manner after that date. Coursework will begin in September and conclude in June of each year.

TABLE 2: PROJECT IMPLEMENTATION: TIMETABLE OF OBJECTIVES												
Management Objectives (related project objective indicated in parentheses); P=PI; D=PD; R=RA	August	September	October	November	December	January	February	March	April	May	June	July
Supervise Research Assistant (all)	D	D	D	D	D	D	D	D	D	D	D	D
Recruit students (2a; 2b)	D											D
Select Fellows (2a; 2b)	D P											
Assist students in matriculating (2a; 2b)	P D	P D	P D	P D	P D	P D	P D	P D	P D	P D	P D	P D
Correspond with students re: course schedules and offerings (2a; 2b)	R				R				R			
Manage the budget (all)	D	D	D	D	D	D	D	D	D	D	D	D
Prepare and distribute tuition awards (2a; 2b)	R				R				R			
Develop student program plans (1b; 1c; 1d; 2a; 2b)	P	P										P
Serve as liaison between program, participants, and PGCPS (all)	D R	D R	D R	D R	D R	D R	D R	D R	D R	D R	D R	D R
Collect data to document program effectiveness (all)	D R	D R	D R	D R	D R	D R	D R	D R	D R	D R	D R	D R
Analyze data on program effectiveness (all)	D R	D R	D R	D R	D R	D R	D R	D R	D R	D R	D R	D R

TABLE 2: PROJECT IMPLEMENTATION: TIMETABLE OF OBJECTIVES												
Management Objectives (related project objective indicated in parentheses); P=PI; D=PD; R=RA	August	September	October	November	December	January	February	March	April	May	June	July
Write annual grant report (all)									D	D		
Supervise students in the field (1a; 1b; 1c; 1d; 2a; 2b)	D R	D R	D R	D R	D R	D R	D R	D R	D R	D R	D R	D R
Coordinate professional development for community of partners (3a; 3b; 3c; 3d)	D R	D R	D R	D R	D R	D R	D R	D R	D R	D R	D R	D R
Review current research in special education and bilingual special education (all)	R	R	R	R	R	R	R	R	R	R	R	R
Coordinate mentoring activities (1a; 3a)	R	R	R	R	R	R	R	R	R	R	R	R
Coordinate agendas and objectives for Advisory Board (all)	D	D	D	D	D	D	D	D	D	D	D	D
Compile Praxis Results (2a; 2b)											R	R
Disseminate information/program model at conferences											P D	P D

	TABLE 3: PROJECT IMPLEMENTATION: DIVISION OF RESPONSIBILITIES		
Project Management Objectives	**Principal Investigator** 15% effort-39 days	**Project Director:** 100% effort—261 days	**Research Assistant:** 100% effort- 261 days
Supervise RA	4	6	
Recruit students		6	
Select Fellows	4	4	
Assist students in matriculating	4	4	
Correspond with students regarding coursework			2
Manage the budget	5	10	
Prepare and distribute tuition awards			4
Develop student program plans	5		
Serve as liaison between program and PGCPS	10	48	48
Collect data to document program effectiveness		36	36
Analyze data		48	48
Write annual grant report	1	2	

	TABLE 3: PROJECT IMPLEMENTATION: DIVISION OF RESPONSIBILITIES		
Project Management Objectives	**Principal Investigator** 15% effort-39 days	**Project Director:** 100% effort—261 days	**Research Assistant:** 100% effort- 261 days
Supervise students	1	70	70
Coordinate professional development for community of partners		10	10
Review current research and share with students			38
Coordinate mentoring activities			4
Design mentoring handbook; train mentors		8	
Coordinate agendas and objectives for Advisory Board		4	
Disseminate information/program model at conferences	5	5	
TOTAL DAYS	**39**	**261**	**261**

(2) The extent to which the time commitments of the project director and principal investigator and other key project personnel are adequate. As indicated in Tables 2 and 3, the time commitments of the personnel (the PI, PD, and RA) are adequate for meeting the objectives of the proposed project. The PI's time commitment will be 15% during the academic year as well as during the summer. The PD and the RA will both commit 100% of their time to the project per year.

(d) Quality of project evaluation. (1) The extent to which the methods of evaluation are thorough, feasible, and appropriate. The methods of evaluation are thorough and feasible, as the project has included a detailed plan for collecting and analyzing data for evaluation and has set aside resources for an independent evaluator. All methods of evaluation are tied to the goals and objectives of the project and are directly related to the means of measurement identified for each goal and outcome. The evaluation plan for PEECE has two primary components: 1) data collection and analysis for the Office of English Language Acquisition (OELA); and 2) GWU and the evaluator reporting to the project advisory board, the body which guides the evaluation of the project and which is made up of representatives from the GWU and from PGCPS, including both PGCPS staff and other stakeholders, such as family and community members. Each component is described in turn below. **A) Data collection and analysis for the OELA:** Each year, the PI, with the assistance of the PD, will complete the required Annual Performance Report (APR) for submission to the OELA to facilitate continuing review and determination regarding renewal of funding. The APR will report on each of the project objectives specified in this application, using the means of measurement specified for each objective. In addition, the APR will report on the relevant GPRA criteria. Table 4 presents the timeline for evaluation of

all project objectives and relevant GRPA measures in each year of the project. Project goals, objectives, outcomes, and means of measurement are described in detail in section (a).

TABLE 4: PROJECT EVALUATION TIMETABLE

Project Objective/ GRPA Measure	**Means of Measurement**	January	February	March	April	May	June	July	August	September	October	November	December
Objective 1a	Coursework; supervision records; interviews with participants and stakeholders				X			X					X
Objective 1b	Coursework; lesson plans; supervision records				X			X					X
Objective 1c	Coursework; program completion rates; supervision records; participants' case studies				X			X					X
Objective 1d	Feedback from PEECE staff and PGCPS personnel and stakeholders; number of PGCPS personnel with access to newsletter				X			X					X

TABLE 4: PROJECT EVALUATION TIMETABLE														
Project Objective/ GRPA Measure	**Means of Measurement**	January	February	March	April	May	June	July	August	September	October	November	December
Objective 2a	Syllabi; program completion rates; work samples; course evaluations; evaluator observations				X			X					X
Objective 2b	Praxis II scores; participant certification records; number of participants serving ELs								X				
Objective 3a	Syllabi; program completion rates; work samples; course evaluations; evaluator observations; survey				X			X					X

TABLE 4: PROJECT EVALUATION TIMETABLE													
Project Objective/ GRPA Measure	**Means of Measurement**	January	February	March	April	May	June	July	August	September	October	November	December
Objective 3b	Course syllabi; PD presentation attendance and feedback forms; interviews with participants and other stakeholders				X			X					X
Objective 3c	Feedback forms; number of paraprofessionals and related service providers completing training; copies of training materials					X							X
Objective 3d	Instructor feedback; qualitative and quantitative evaluations of action research fair; number of PGCPS attendees						X						

TABLE 4: PROJECT EVALUATION TIMETABLE													
Project Objective/ GRPA Measure	**Means of Measurement**	January	February	March	April	May	June	July	August	September	October	November	December
GRPA Measure 1.5	Program completion rates; Praxis II scores; participant certification records					X				X			
GRPA Measure 1.6	Number of participants serving ELs					X				X			

Each outcome (program and GPRA) and means of measurement will be addressed in the annual performance report. The PD will oversee the RA in collecting this data. The PD and PI will coordinate reporting to the evaluator, advisory board, and the OELA. **B) Reporting to the project advisory board.** Data will be collected annually, or by semester, for each measure, as appropriate, and made available to the evaluator, advisory board and the funder. In Year 1, baseline and target data will be established. The PD will oversee this data collection and reporting; the RA will collect data and assist with analysis. The PI, PD and RA will collaborate to develop an evaluation timeline in order to specify dates for providing all data to the evaluator.

(2) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. The evaluation methods for PEECE draw on the measures of performance listed in section a(1) of this narrative and further addressed

above. The evaluation methods are also clearly aligned to the GPRA measures listed in the RFP and addressed in Table 4. The evaluation and annual performance report submitted to the OELA each year will include qualitative and quantitative data reported on each of these measures, as well as the objectives of the grant. In some cases, the grant objectives overlap or are related to the GPRA measures; in other cases, the objectives are additional performance measures for the program (these objectives and means of measurement are described above). Qualitative and quantitative data will be provided to the extent feasible for each particular objective, as specified in section (a) and in Table 4.

(3) The extent to which methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

Formative and summative evaluation will be integrated throughout all project activities. The formative evaluation will consist of interviews with Fellows and stakeholders, surveys of participants in professional development for the community of partners, observations of participants, evaluator review of documents, and advisory board review of program goals and data. The board will include participants, program personnel, mentors, PGCPS personnel, PGCPS stakeholders (including family and community members), and the evaluator. Board feedback will be used to identify and evaluate program improvements. As part of the formative evaluation, the PI and PD will produce a report to OELA each year as required by the grant. The advisory board and evaluator will receive copies of reports and will provide feedback and make recommendations. Additionally, the independent evaluator will produce an interim and final program evaluation report each year that addresses the project's progress towards each of the goals and objectives outlined above. Records of advisory board meetings, summaries of

recommendations made, and copies of the independent evaluation will be made available to the U.S. OELA.

As the number of ELs in our nation's schools continues to increase, and as achievement gaps among diverse groups of learners persist, the need for culturally responsive educational practice is evident. Because early childhood represents a unique developmental opportunity to impact the long-term educational success of ELs, the need for culturally responsive EC education is particularly urgent. Moreover, as teachers are increasingly tasked with adapting instruction to meet the diverse cultural and linguistic needs of their students, and to document that their instructional and assessment decisions are evidence-based, there is a need for training among teachers in data-based decision-making processes. PEECE addresses these needs by providing a two-pronged system of support to the PGCPS EC community. Through PEECE, PGCPS and the GWU will collaborate to provide training to EC educators in the critical areas of cultural and linguistic diversity, collaboration, data-based decision making, and family and community involvement, and to build a community of partners able to support these educators in order to increase system capacity for serving EL students. In the process, EC educators, paraprofessionals, related service providers, and family and community members will establish lasting relationships with one another as they acquire a shared understanding of the needs of diverse learners, develop a reciprocal respect for each other's strengths is supporting these needs, and assume shared responsibility for the success of all young ELs within the PGCPS community.