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2011 NPD Project Abstract

1. **Name of the IHE:** University of Texas at Arlington
2. **Title of the Program:** Improving Preparation for All Teachers to Serve English Learners
3. **Participants:** 75 pre-service teachers, 250 bilingual in-service teachers, and hundreds of Latino and African American high school students
4. **Partners:** Fort Worth ISD, Arlington ISD, Grand Prairie ISD, and Mansfield ISD, the Dallas County Community College District and the Tarrant County Community College.
5. **Project Description:**

The proposed project will create three programs: 1. A new pre-service program to prepare and certify 75 ESL teachers through a BA in *Second Language Acquisition (SLA)* with English as a Second Language (ESL) certification/STEM subjects; 2. A program to prepare 250 bilingual in-service teachers to deliver STEM subjects using academic Spanish and English; 3. A college access and readiness program to motivate Latino and African American high school students to remain in school and pursue a postsecondary education.

I. BA degree in Second Language Acquisition with ESL Certification. The goal of this program is to prepare and certify ESL teachers to deliver the English component of the dual language program. To prepare ESL teacher candidates, the program will recruit 15 sophomore students per year from local community colleges to pursue a bachelor's degree in *SLA with certification in EC-6 ESL*. The program has an emphasis in foundations of bilingual education, second language acquisition, 12 hours of basic Spanish and a Latino cultural component, 17 hours of science and 15 hours of mathematics. This program is designed to make ESL teachers a viable component of dual language programs and a vehicle to infuse the STEM subjects using sheltered instruction strategies to ensure English Learners (ELs) equal access to the state curriculum.

II. STEM Subjects Preparation Using Academic Spanish and English. This language and content program is designed to enhance the academic and linguistic knowledge of bilingual in-service teachers in STEM subjects and the academic Spanish /English needed to convey that knowledge to ELs. The program will deliver four, one-day STEM academies per year for teachers in the four target districts.

III. College Access and Dropout Prevention Program. This program is designed to empower and motivate minority students in eight high schools to remain in school and pursue a postsecondary education. To accomplish this goal, the program will hire 20 college mentors specializing in STEM to offer guidance and support to high school students. In the schools, college mentors provide explicit academic support and guidance to students as part of a Texas Higher Education Coordinating Board initiative to increase the state's overall high school graduation rate and the number of students attending college.

6. **Priorities**: The program will address two **competitive Preference Priorities** and two **invitational priorities.**

A. Competitive Preference Priority #2—Enabling Data-based Decision-Making—The proficiency of teachers in the first (L1) and second (L2) language is an important predictor of how well they can deliver instruction in the two languages, and how their students develop academically and linguistically in both. Two research-based components will be used to ensure teacher candidates have the language proficiency needed to become effective bilingual and ESL teachers.

--Data from the State Examinations: Data from certification exams will used to assess the readiness of teacher candidates to become effective ESL teachers in dual language programs.

Introduction

In April 2011, key personnel from the University of Texas at Arlington met with the directors of bilingual education programs in the districts of Fort Worth, Arlington, Grand Prairie and Mansfield. The purpose of the meeting was to conduct a needs assessment of the districts and to identify their most pressing needs. District representatives were eager to join the conversation to see how their students could benefit from the proposed project. They shared their needs and expectations, and these became the main components of this project. The key elements discussed were: 1) Keeping the College Access and Dropout Prevention Program (Go Centers) running after the end of the funding in July 2011; (2) The lack of funding available at district level to provide professional development support for English as a Second Language (ESL) and bilingual education teachers; 3) The low performance of students in the fifth grade science basic skills examinations; 4) The readiness of first year teachers in general; and 5) The lack of preparation of mainstream—English only— teachers to work with English learners (EL).

In addition to the comments from district representatives, we reviewed the literature to provide research-based support for the needs identified and the best way to address them. Information about the research-based foundation for this project will be presented in the Quality of the Project section of the proposal.

Quality of the Project Design (40 points)

To address the concerns identified in the needs assessment, three project components were conceptualized: 1) a BA degree in Second Language Acquisition (SLA) to prepare monolingual teachers to serve English learners (Invitational priority 1); 2) a program to prepare in-service teachers to deliver STEM subjects in Spanish and English (Competitive Priority #3);

and 3) a college readiness and dropout prevention program for first generation minority high school students (Addressing invitational priority 1).

The program designed is divided into three goals and three objectives. Each of the goals and objectives is linked to the identified gaps. Table I presents an analysis of the district concerns, the corresponding goals and objectives, and the specific project component to implement project objectives. Table 1 also provides a description of how the project objectives will be measured. A more detailed analysis of how these objectives will be measured is presented in the program evaluation section of this proposal.

Table 1 - Program Goals and Objectives

District Concerns	Goals and Program Objectives	How it is Going to be Measured
1. The overall teaching readiness of first year teachers. 2. Lack of preparation of mainstream—English only—teachers to work with English learners.	**Goal I**: To recruit and certify 75 undergraduate ESL teachers to deliver the English component of the dual language program **Objective 1**. In collaboration with the TCC and DCCCD, recruit 75 sophomore students to transfer to UTA and complete a bachelor's degree with certification in EC-6 with ESL certification.	1.1. Identify students who finished the AA degree and transferred to the University of Texas at Arlington (UTA). 1.2. Provide a list of students enrolled and the number of students that graduated. 1.3. Students will present the official certification document or letter of recommendation from the Certification Officer.
Implementation mode—Program Component I: BA Degree in ELA with ESL certification to prepare monolingual English-speaking pre-service teachers to serve English learners		

(Invitational Priority 1) Improving preparation of all teachers to better serve English learners.		
1. The lack of funding available to provide professional development support for ESL and bilingual education teachers. 2. The low performance of students in the fifth grade science basic skills examinations (Texas Assessment of Knowledge and Skills (TAKS).	**Goal II.** To improve the knowledge of STEM subjects present in the State curriculum and the academic vocabulary needed to teach the subjects in Spanish **Objective 2.** In collaboration with the target districts, recruit 250 bilingual in-service teachers to participate in a program to improve knowledge of STEM subjects required in the State curriculum and to improve their ability to deliver these subjects in Spanish.	2.1. Document of attendance for training sessions and document for Continuing Professional Education (CPE) hours. 2.2. Teacher evaluations of each of the preparation sessions. 2.3. Student academic performance on the state standards based assessment: Texas Assessment of Academic Readiness (STAAR) 2.4. Family suitcases, "a take-home version" of learning centers which are used in the classroom—a teacher created assessment.
Implementation mode—Program Component II: STEM Preparation Program for Bilingual In-service Teachers (**Competitive Preference Priority 3**—Promoting STEM subjects),		
1. Keeping the College Readiness Program (Go Centers) running after	**Goal III**: To increase the number of traditionally underrepresented and minority	3.1 The **Texas High School Counts (THSC)**—a quantitative survey produced by the Texas

the end of the funding year in July 2011.	high school students who remain in school and pursue postsecondary education. **Objective** 3: In collaboration with the target districts, develop a college access and readiness program to motivate Latino and African American high school students to remain in school and pursue postsecondary education.	Higher Education Coordinating Board (THECB) 3.2. *Academic Excellence Indicator System* (AEIS). Official dropout rates are reported yearly by TEA. 3.3 GO Centers' participation reports created weekly to identify number and characteristics of students served. 3.4 Number of high school students who were accepted into a postsecondary institution.
Implementation mode—Program Component III: A College readiness and dropout prevention program for first generation minority high school students (Partially addressing invitational priority 2)—One of the three districts—Mansfield ISD—is a rural district.		

Component1: BA degree in Second Language Acquisition with ESL Certification (Goal I).

The BA degree in Second Language Acquisition (SLA) with ESL certification provides an avenue for all EC-6 pre-service teachers to receive the appropriate preparation to serve English learners (**Invitational Priority 1**). The goal of the program is to recruit pre-service teachers, who would traditionally pursue a generalist teacher preparation program, to complete a degree designed to prepare them to serve the needs of English learners (ELs). Moreover, this

degree is unique because it prepares pre-service teachers to deliver the English component of the dual language program, in a team-teaching format; that is, in dual language programs that follow the English/Spanish alternate format, bilingual teachers can deliver instruction in Spanish and the ESL teacher can deliver the English portion. This format not only ensures that teachers with native or near native language proficiency will serve as language models, but it also makes monolingual teachers a viable component of the dual language program. Having the preparation to work in dual language programs can ease the traditional professional resentment that mainstream teachers often feel when bilingual teachers are given employment preference. Thus, graduates from this program not only will have a better job outlook, but can become an effective contributor to the education of ELs.

To prepare ESL teacher candidates, the project will recruit 15 sophomore students per year from Tarrant County College (TCC) and Dallas County Community College District (DCCCD) to pursue a **new** bachelor's degree in *Second Language Acquisition with certification in ESL for early childhood to grade 6.*

Program Features: The program has a strong emphasis in foundations of bilingual/dual language education, second language acquisition, sheltered instruction strategies, 12 hours of basic Spanish and a Latino cultural component, 17 hours of science, including three hours in science methods, and 15 hours of mathematics, including three hours in methods. This program is designed to make ESL teachers an integral component of dual language programs and a vehicle to infuse the STEM subjects using strategies from sheltered instruction to ensure ELs equal access to the state curriculum.

Recruitment of Candidates: The UT Arlington College of Education and Health Professions **(COEHP)** has transfer agreements with the Dallas County Community College District

(DCCCD) and Tarrant County College (TCC). Students finish an Associate of Arts in these colleges, and then transfer to UT Arlington to complete degree requirements. To keep this transfer agreement up to date, the University created a partnership with the community colleges, and as part of partnership, we organize meetings every semester with the academic advisors—the UT Arlington Regional Community College Partnership. These meetings have traditionally been the forum to communicate program updates and information about grant opportunities. Recruitment of candidates for this program is done primarily through contacts with the academic advisors, and through periodic recruitment visits to the community college campuses.

Admission Criteria: To ensure the quality of candidates, the project has established the following admission criteria: (1) Overall GPA of 2.75; (2) Take the College of Education and Health Professions' admission examination (THEA), and score 260 in reading, 220 in writing, and 230 in mathematics; (3) Maintain a 3.0 GPA in all reading and education courses.

The Transfer Agreement: To make appropriate use of the funding sought, this project will pay only for students at the junior level. Students take the core courses (an average of 54 hours) at the community college, and as part of the agreement mentioned above, transfer them to UT Arlington to complete the remainder courses for the BA degree—121 hours. Table 2 presents a detailed analysis of the course requirements at UTA and the schedule for taking the two certification exams—Texas Examination of Educator Standards (TExES).

Table 2 - BA Degree in Second Language Acquisition with EC-6/ESL Certification

Spring Sophomore Semester at the Community College or UTA	
Course	**Description**
SPAN 1000 and 2000	Beginning/Intermediate Spanish I and II, III and IV
Mathematics	Geometric Inference and Reasoning, Data and Applications

Science	Two science courses (prefix BIOL, CHEM, GEOL, PHYS)
Fall Junior Year at UTA	
BEEP 3381	Language Minority Students
EDTC 4301	Technology Applications
ECED 4317	Early Childhood Development and Learning
ECED 4318	Foundations of Early Childhood Education
Spring Junior Year at UTA	
BEEP 4306	Family Literacy and Second Language Acquisition
LIST 4373	Literacy Learning in Elementary Grades: Reading & Writing
BEEP 4302	Implementation of EC-6 Dual Language Curriculum Models
Culture comp.	Any upper level Cultural Studies program
BEEP 4385	Sheltered Instruction
Summer Junior Year	
LIST 4376	Literacy Assessment
Fall Senior Year Students take **TExES 160** Pedagogy and Professional Responsibilities Examination EC-12	
BEEP 4311*	Math in Dual Language Settings
BEEP 4312	Science and Health in Dual Language Settings
BEEP 4314	Creative Arts and Social Studies in Dual Language Settings
BEEP 4384	Literacy Methods for ESL/Bilingual Classrooms
Spring Senior Year (Students Take **TExES 193** ESL EC-6 Generalist)	
BEEP 4319	Assessment of Culturally and Linguistically Diverse Students EC-6

BEEP 4687	Student Teaching in Early Childhood/Bilingual to grade 6

Quality of the Product—Induction Program

To ensure the quality and readiness of our graduates, the program will establish a three-year induction program. In this program, project personnel and the teachers' principals/assessors will gather data on the overall teaching effectiveness of our graduates, and how well they can promote English development among English learners (ELs). During this period, we will gather data on the overall teaching effectiveness of project completers as reported by the school principal or the principal assessor. Moreover, this induction process will allow us to identify those program completers still working after three years of program completion. This latter component was added to comply with GPRA required indicators 1.3.

Development of English: To assess how well teachers are promoting language development in English, the project will monitor the performance of children in grades EC-6 in the mastery of the state mandated English Language Proficiency Standards (ELPS). To accomplish the goals, we will use a commercially-developed program—Istation's™ ISIP™. The ***Istation's Indicators of Progress (ISIP™)*** is a computer delivered assessment that measures growth and development of reading skills as required by the state of Texas Education Code (TEC), §28.006). This instrument has been designed to automatically benchmark and continuously monitor reading progress for elementary education students. A Spanish version is also available to assess the development of Spanish.

Every school year, each one of the project participants in their first year of teaching will receive up to 25 licenses to access an internet-based assessment that measures students' progress toward literacy in English. As part of the licenses, Istation will tabulate the data and submit

results to our project personnel and the school district. With this kind of information, the project will be able to make data-based decisions to improve program quality (Competitive Priority #2)

Description of Component II—STEM Program for Bilingual In-service Teachers

The STEM academies Program is designed to enhance the pedagogical content knowledge of 250 bilingual in-service teachers from the four target school districts. The delivery of STEM subjects using academic English and Spanish will prepare teachers to teach the STEM subjects more effectively, which in turn can contribute to minimize the achievement gap that currently exists between minority students and their mainstream counterparts.

The proposed STEM Academies will address the following components:

STEM Academy I: (1) The identification and alignment of state standards for STEM subjects, and (2) the multimedia technology skills that support instruction and accountability system required for grades K-6 (Carnoy, 1999).

STEM Academy II: Integration of STEM subjects into K-6 curriculum based on the vertical alignment of key concepts in all content areas by delivering research-based effective instructional models and practices for ELs.

STEM Academy III: Provide foundation for understanding ways in which academic knowledge and content in the EL's native language will transfer into their learning of English and vice versa. Vocabulary development strategies applicable to STEM subjects will be addressed.

STEM Academy IV: Ways to develop and support home-school connections will be addressed. Emphasis will be on strategies in-service teachers can use in their classroom to increase parental involvement. Participants will create "Family Suitcases" (Amaro-Jiménez, forthcoming) to involve the family and to make STEM instruction more relevant. These hands-on activities can develop stronger home-school connections which are necessary to level the playing field

between minority children and their mainstream counterparts (Ramirez, 2003). We will thus support families and schools working in partnership to foster the home-school connection.

The proposed academies will increase teacher academic knowledge in the STEM subjects in both English and Spanish, and will increase students' academic preparation in STEM subjects.

Recruitment of In-Service Teacher for STEM Teacher Development: The Directors of bilingual education programs of the target school districts will identify 10-15 candidates to participate in this program. An average 50 teachers will be served every year of the project, for a total of 250 in the five-year period of funding. To motivate teachers to participate in the academies, the project will offer Continuing Professional Education (CPE) credits, which can be used to comply with the units required to renew teacher certification.

Description of Component III–College Access and Readiness Program (CARP)—To address the needs identified, this project will create a *College Access and Readiness Program* housed in eight high schools in three of the four target school districts. This program component will accomplish the following objectives: (1) to reduce the number of minority (Latino and African American) students who drop out of high school; and (2) to increase the number of these traditionally underrepresented students seeking a Postsecondary Education (PSE), with an emphasis in STEM fields. To achieve these objectives, the project will partner with the target school districts to continue serving the eight (8) *Go Centers* already established, and currently being supported until July 2011 with state funding. The eight centers are Title I schools with high percentage of Latino and minority students attending these sites. See Table 3 for a snapshot of four of the original partner schools. Note that the percentage of 'at-risk' as well as economically disadvantaged students in these four schools exceeds 40%. (AEIS, 2010)

Table 3 - Demographics of Students to be Served College Access Program (2010-2011 year)

High School	African American	Latina/o	White	Native American	Pacific Islander	At-Risk Population	Econ. Disadv.
Arlington HS	14.8%	35.5%	45.7%	0.4%	3.6%	56.5%	43.2%
Lamar HS	19.8%	30.9%	44.5%	0.4%	4.4%	54%	42.8%
Seguin HS	19.7%	29.3%	46.6%	0.4%	4.0%	58%	41.8%
South GP HS	18.7%	49.8%	27.6%	0.4%	3.5%	48.1%	55.8%

What are the Go Centers: The GO Centers are dedicated spaces at high schools where college students function as mentors to high school students. In addition to mentoring and empowering high school students to complete the college-going tasks, mentors provide tutoring to these students in specific subjects such as mathematics, natural sciences, and in social sciences. Moreover, mentors will also provide English language development support to ELs, who might be experiencing academic problems due to language challenges. The ultimate goal is to empower minorities, especially Latino and African American, first generation college students to develop the academic background to be successful in the state-mandated assessments required for graduation, and the college entrance exams (ACT & SAT) needed for admission to college. To run the operations in the Go Center, the partner districts will assign at least one school counselor as the point person or sponsor at each site. The counselor will facilitate the day-to-day operations at the GO Centers, and together with the Project Coordinator and Co-Director will guide university mentors to provide the following services:

1) Identify and register students to attend university fairs; 2) Identify requirements for admission to colleges and universities; 3) Assist in the writing and editing of resumes; 4)Identify and suggest programs where students can do volunteer work; 5) Guide students to conduct research on career options; 6) Register and prepare students for SAT/ACT exams; 7) Provide guidance to complete FAFSA (federal financial) application or TAFSA (Texas-based financial application); 8) Provide guidance for the completion and submission of college/university applications; and 9) Tutor students for SAT, ACT, end-of-the-year examinations, and annual the state-mandated, standardized testing).

Recruitment of College Mentors: The program will recruit UTA mentors from all classifications and areas of expertise, but especially junior and senior students specializing in STEM subjects—mathematics, engineering, and natural sciences. To develop good role models for the high school students, special preference will be given to college mentors who are bilingual, first-generation college students—they are the first in their families to go to college.

Evidence of Collaboration with School Districts

As previously stated, this project was developed in collaboration with personnel from school districts of Arlington, Mansfield, Grand Prairie, and Fort Worth. This collaborative is not a new initiative. The Center for Bilingual Education has an on-going collaboration to support high school students in the first three districts—Arlington, Mansfield, Grand Prairie. In Fort Worth, our collaboration goes back over six years. In this district we have been providing professional development support for teachers to enhance their proficiency in academic Spanish and English.

Contribution of the Districts to the Project

Conversations about the proposed program began with the district's contact personnel in April 2011. As part of our current agreement, the districts with Go Centers already established have agreed to continue proving a dedicated room with computers and internet connections to house the GO Centers, and to assign at least one school counselor to work with college mentors in the center.

All four district also agreed to: 1) Identify and recruit in-service teachers to participate in the STEM professional development program; 2) Allow the use of their physical facilities and technology to host the professional development for in-service teachers; 3) Allow the use of their computer facilities for ELs to take the Spanish and English language development tests; and 4) Provide school personnel to monitor the test. Table 4 provides a list of the contact person in each of the districts. In addition to the meeting with the directors of bilingual education programs, we met with the counselors in each of the Go Centers currently being served. A list of these contact personnel is available upon request.

Table 4 - Contact Personnel

School District	Contact Person
Arlington ISD	Ms. Cassandra Perez, Director of Bilingual/ESL- Foreign Language Tel: (682) 867-7429 Email: cperez1@aisd.net
Grand Prairie ISD	Ms. Magda Schenck, Director of Bilingual/ESL Programs Tel: (972) 237-4014 Email: magda.schenck@gpisd.org
Mansfield ISD	Ms. Yvonne Davault, Director, ELL/BIL Language Education Tel: (817) 299-4382 Email:yvonnedavault@misdmail.org
Fort Worth ISD	Ms. Margaret Balandrán, Executive Director

	Tel: 817-814-2410 Email:margaret.balandran@fwisd.org Ms. Becky Cruz, Elementary Bilingual/ESL Director Tel: 817-814-2422 Email: Becky.Cruz@fwisd.org

The project used evidence-based data to develop the three programs. A summary of selected key research components in presented in this section.

Research Data for Project Component 1—BA Degree in Second Language Acquisition

The US Department of Labor report published in 1999 suggested that there is and will be an acute shortage of teachers in mathematics, science, special education, and **English as a Second Language** (Terrazas & Fix; Stark Renter, et.al, n.d.). The Texas Education Agency (TEA) data summary for year 2010 shows a similar trend. The total student population of Texas in 2010 was 4,824,778. Sixteen percent or 771,964 students were enrolled in bilingual/ESL education (2010). According to the same source, 70% of teachers serve children in the regular education while **only 7%** serve bilingual/ESL students, suggesting once again a shortage of bilingual/ESL teachers (Project objective I). Teacher shortage is especially critical in the early grades. In Texas, this shortage has been partially addressed by allowing in-service teachers to seek certification by examination, without receiving formal preparation or professional development to understand the needs of English learners (SBEC, n.d.). Thus, there is a large number of ESL certified teachers who have the credentials without the appropriate preparation to teach ELs. To address this identified gap, the project will develop a program to prepare pre-service teachers to pursue a BA degree in SLA with ESL certification, so they can become effective teachers for ELs.

Research Data for Project Component II— STEM Subjects Academic Spanish (Goal II)

The number of ELs of Spanish decent continues to increase at the national and state levels, and they face many academic challenges in English and in their native language. To address the present challenges, many school districts in Texas are abandoning the *transitional bilingual* education models and adopting *dual language programs*. Two versions of the dual language are being used in Texas, the one-way program—language minority students learning two languages—and the Two-way—where both language minority and majority students are schooled together in an integrated bilingual classroom (Collier, 2004, winter). These additive models allow students to keep their native language while at the same time acquiring the second.

Hispanics are one of the lowest-achieving and fastest growing subgroup in Texas and in the nation. In Texas we have been documenting this gap with the use of the Texas Assessment of Knowledge and Skills (TAKS)—a State criterion-referenced test designed to assess the mastery language arts, mathematics, science and social studies. In the K-6 grades, the test assesses language arts and mathematics in grades 3 to 6, and science is assessed in fifth grade only. Data from the TAKS suggest that the academic gap in the mathematics and science between Hispanic students and their mainstream counterparts begins at an early age and continues to increase as the students move to the upper grades. Table 5 presents a comparison of the performance of the two groups in the 2010 examinations. The data show that there is an increasing gap between the performance of English dominant students from third grade to fifth grade, and that such gap will most likely increase every year thereafter. In third grade there is a gap of 13% between students who took the test in Spanish and those who took it in English. This gap continues increasing in mathematics from -13 in third to -42 in fifth grade. The gap between English dominant and Spanish dominant (-37 points) is also evident in the 5th grade science test, which is assessed only

in 5th grade in primary school. These data seem to suggest that programmatic changes are needed to overcome the gap between these two groups—English and Spanish dominant students.

Table 5 - Passing Rate on the Texas Assessment of Knowledge and Skills (TEA 2010, June).

TAKS by Grade	Test	Passing Rate Eng	Passing Rate Span	Academic Gap ELs
Fifth Grade	Math	86%	44%	-42
	Science	88%	51%	-37
Fourth Grade	Math	88%	72%	-16
Third Grade	Math	86%	73%	-13

Data collected from the target school districts suggest that the main reason why Spanish students are not performing as well as their English dominant counterparts can be attributed to teacher preparation in the content areas and their ability to deliver instruction in a language that ELs can understand. In traditional teacher preparation programs, the math and science courses required for bilingual teachers are delivered mostly in English and without establishing a connection among them. This type of instruction provides teachers with basic content preparation to teach these subjects in isolation, but it fails to provide the interconnectedness of these subjects and how concepts from theses discipline relate to our daily life. Moreover, this traditional, English-only professional development fails to adequately prepare bilingual teachers to deliver instruction using academic Spanish.

Research Data for Project Component III—The College Access and Readiness Program

Increasing the number of Latino and African American students in higher education is imperative (Garcia, 2001). These students not only leave the system at higher rates than their mainstream/white counterparts (Oseguera, Locks, & Vega, 2009), but statistically they remain

the two most underachieving groups in the nation (U.S. Department of Labor, 2003). In fact, minorities are the subgroup with the highest dropout rate in the state of Texas. Among minorities, African Americans (14.8%) and Hispanics (12.4%) have the highest dropout rate in the state (TEA, 2010, July; Johnson, 2009-10). The number for Hispanics is extremely high considering that they constitute 50% of the total school population, and other ethnic groups, such as Whites, only account to 4.5% of the total dropout rate in the state. Table 6 shows the number of students from the four partner districts that dropped out of school in 2009—2010 academic year.

Table 6 - Dropout numbers in Four Target Districts (2009-2010 year)

District	Number of Dropouts	Hispanics	African Amer	Hispanic/African
Arlington	738	303(41%)	254(34%)	75%
Grand Prairie	249	167(67%)	37(15%)	82%
Mansfield	163	45 (28%)	67(41%)	69%
Fort Worth	1,219	662(54%	446(37%)	90%

As shown above, the data presented indicate that in one year alone, 2,363 students dropped out of school in the four target districts. These figures are depressing enough by themselves; however, when the percentages of minority students are included, these become more dramatic. Ninety percent (90%) of the students that dropped out in Fort Worth, 82% in Grand Prairie, 75% in Arlington and 69% in Mansfield were either Hispanics or African Americans. These figures suggest that college readiness and dropout prevention programs are absolutely necessary in the target districts.

In addition to these high dropout rates, statistics have proven that, year after year, the number of traditionally underrepresented or minority students who pursue a postsecondary education has not increased. For instance, while 41% of Latinos in the U.S. do not have a high school diploma (Fry, 2010), it has been shown that only 10% of Latinos aged 24-64 will graduate from four-year institutions (Oseguera, Locks & Vega, 2009). In addition, it is predicted that Latinos in the 18-24 year old range will be under-represented by 500,000 students in U.S. universities by the middle of the 21st Century (MacDonald, 2004).

One alternative to increasing the numbers of college-ready students is to facilitate college access and readiness initiatives within schools. Such initiatives aim to equip students with the skills they need to succeed in college and beyond (Mehan, Villanueva, Hubbard, & Lintz, 1996). Some of these include time management, test-taking and study skills. More often than not, students who participate in such initiatives are considered "college-bound." These college-bound students are those who have not only already made the decision to go to a community college or a four year university, but they have been preparing to go to college from early on (Conley, 2010; 2005). While researchers have described the impact of college access and readiness programs for college-bound students, programs catered to students who are perceived by others to not be college-bound are *scarce*. In other words, these non-college-bound students are those who (1) may have not taken college-level or advanced placement classes, (2) may have not considered a postsecondary education as a viable alternative for a variety of reasons (e.g., finances, family circumstances or needs), and/or (3) may have misconceptions of what seeking a postsecondary education (PSE) entails, among others. As such, these students often lack the necessary access to information related to college as well as the guidance they need to pursue a PSE. Our program will thus make this information not only accessible to these Latino and

African American students, but they will receive the mentoring and guidance from college mentors, who like themselves, have overcome a manifold of obstacles, as pointed out above.

(b) Quality of project personnel. (10 points)

A description of positions and the qualifications of key personnel follow:

Project Director: Dr. Luis A. Rosado **Time Allocation**: 25% **University Supported**

The project director will oversee the total project organization and implementation. He will be responsible for the administration of the budget, internal program evaluation, and the submission of progress and final reports. He will teach courses in the program and will deliver review sessions for certification examinations.

Dr. Rosado is a professor of bilingual education and director of the Center for Bilingual Education, at the UT Arlington. His area of research specialization is bilingual teacher certification. He has published several books and multiple research articles on teacher education and the certification examinations. Three of these publications address the TExES examinations required in the EC-6 and EC-6 bilingual education in Texas. At the national level, he published a book to support in-service and pre-service teachers taking the PRAXIS II—English to Speakers of Other Languages (Rosado, 2010).

He holds a doctorate in Bilingual Education from Texas A & M - Kingsville, an M.Ed. in Bilingual from Boston State College, and BA in Secondary Education from University of Puerto Rico. He has over 27 years of teaching experience in public school and higher education combined. Dr. Rosado has taught in bilingual programs at the elementary and secondary levels in Massachusetts, Puerto Rico and Texas.

Project Co-Director: Dr. Carla Amaro-Jiménez **Time Allocation**: 25% for 9 months (University supported) and 50% in the summer (project funded)

The project co-director will support the director in the organization and implementation of the project. She will lead the re-designing of courses in the ESL program and will also be the director of the *College Access and Readiness Program*. As director of this latter project component, she, in collaboration with the Program Coordinator, will oversee the hiring and preparation of the college mentors and the overall implementation of this program component.

The Project Co-Director, Dr. Carla Amaro-Jiménez, is an assistant professor of bilingual education and current director of the College Readiness Program at UT Arlington. As director, she works directly with administrators, school counselors, high school students and parents from our district partners. She holds an Ed.D. in Literacy with a specialization in Teaching English as a Second Language (TESL) from the University of Cincinnati, a M.Ed. in TESL from the same institution, and a BA degree in Early Childhood from the Universidad Latina de Costa Rica. Her publications and areas of research include additive perspectives to achieve academic excellence for minority, but particularly, Latino students. She has ten years of teaching experience in public schools and higher education combined. She has taught in Costa Rica, Cincinnati and in Texas.

Project Coordinator/Clinical Supervisor -Time Allocation: 100% **Grant Supported**

The Project Coordinator will be directly responsible for the implementation of the STEM Preparation Program for Bilingual In-service Teachers, and the lead person of the induction process for program completers. She will also provide the Spanish preparation to enhance the academic vocabulary of in-service teachers, as part of the STEM program. She will teach at least two courses in bilingual education per semester, and will provide staff development training throughout the duration of the program.

The proposed Coordinator, Mrs. Lidia Morris, holds degrees from Tarleton State University and Texas Woman's University. She has published in the areas of Spanish and

induction for teachers. Ms. Morris has over 20 years of teaching and administrative experience in public schools. She has extensive experience in the preparation of in-service teachers in the areas of ESL, Spanish for teachers, classroom management, preparation for the first year of teaching (induction). She authored a book to guide first year teachers in their adjustment to teaching—Starting Right: Survival Tips for New Teachers (Morris, 2008). She has a second book published to enhance the Spanish proficiency of teachers—El desarrollo del español para maestros en programas de educación bilingüe (Morris & Rosado, 2009).

Ms. Morris is currently an instructor in the Center for Bilingual Education. She teaches courses in Spanish for teachers, Spanish language arts and English as second language. She is also the lead instructor for the EC-6 bilingual student teaching program and field-based courses.

External Evaluator – Grant Supported – Dr. Rudy Rodriguez: The external evaluator will guide the program implementation and the data gathering process for program improvement and for reporting purposes. He will provide support to project personnel in the development of evaluation instruments to ensure that decisions are done with solid research and empirical base.

Dr. Rudy Rodriguez, a current school board member in Denton ISD and a retired professor of bilingual education, will be the external evaluator. Dr. Rodriguez is a pioneer in bilingual education in Texas. He has over 35 years of experience preparing bilingual education students. He founded bilingual education programs in two universities—Texas Woman's University and University of North Texas. He has multiple publications in bilingual education, including a video about the history of bilingual education in Texas. Upon his retirement in 2009, he began consulting work in bilingual education, program implementation and program evaluation. Dr. Rodriguez is still active in bilingual education at the state and national levels.

Support Staff—Mrs. Christina Jones **Time Allocation** 100% FTE Grant funded

The Support Staff requested will be in charge of the daily operations of the grant. As part of her responsibilities, she will maintain databases on students in the program, arrange for the purchase of goods and services, and prepare accounting documents for the program. She will also complete documents to hire the University mentors, maintain records of hours worked and process payments accordingly. She will also process payments for consultants and reimbursement for travel and other project expenses.

The proposed support staff, Mrs. Christina Jones, began her career as a file clerk in the Douglas County Department of Family & Children's services and worked her way up to caseworker. She has been an employee of the University of Texas at Arlington from 2004 to the present. She began as a secretary in the Center for Bilingual Education, moved to advising office of Electrical Engineering and returned to Center for Bilingual Education in 2010. Thus, she has extensive experience in upper level secretarial working with Latino and international students. Since the proposed project has a teacher preparation program and a program to deliver STEM subjects preparation, her experience with diverse programs and student populations, including programs to prepare engineers, make her an ideal candidate for the proposed project.

(c) Quality of the management plan. (20 points)

The management plan will be carried out with the support from school district and project personnel. It is organized around the three project objectives/programs, with specific information on how each objective will be met. The plan provides information on the responsibility of key project personnel, including the percentage of time devoted to the project. It also includes annual timelines, and the completion of key milestones for the project.

Program component I: BA degree in Second Language Acquisition/with ESL certification

To implement the BA program, the project will notify the community colleges and local school districts of the availability of the funding. We will take applications for the fall and spring semesters. Due to the timing when the awards are generally approved (Aug-Sept), the first cohort we will recruit heavily from existing students. For the second year and subsequent years, we will begin recruitment early in the process and will make final decisions in April. After the beginning of the first cohort and every year thereafter, we will evaluate the performance of each grantee to ensure that they are still in good academic standing and have made adequate progress toward degree completion.

Project Milestone: Graduation and Certification of students: The first cohort of 15 teacher candidates will complete degree and certification requirements in May-June, 2012, and from that point on, 15 additional candidates will meet certification requirements every year for the duration of the project. At the end of the funding year, 60 candidates will complete degree and certification requirements. The final group of 15 will complete the program a year after the funding ceases. Table 7 presents an analysis of the yearly progression of students admitted to the program, specifying those that will finish and comply with certification requirements.

Table 7 – Number of Pre-service and In-service Teacher Impacted

Program component I: BA degree in Second Language Acquisition/with ESL certification					
2011-12 Year1	2012-13 Year 2	2013-14 Year 3	2014-15 Year 4	2015-16 Year 5	# Certified
Cohort 1 *15 students transfer to*	*Cohort 1* *15 students finish BA and*	*Cohort 2* *15 students finish BA and*	*Cohort 3* *15 students finish BA and*	*Cohort 4* *15 students finish BA and*	***60** students with BA **15** will*

UTA	*get certified* *Cohort 2* *15 new students transfer to UTA*	*get certified.* *Cohort 3* *15 new students transfer to UTA*	*get certified* *Cohort 4* *15 students finished BA and get certified*	*get certified* ***Cohort 5*** *15 new students transfer to UTA – will finish 2017*	*finish a year after the funding period ceases*

Description of Program component II. STEM Preparation Program for Bilingual In-service Teachers (**Competitive Preference Priority 3)**

To deliver the STEM subject academies for in-service bilingual education teachers, project personnel will meet with the directors of bilingual education programs from the target school districts to plan for the identification and selection of candidates for the program. Upon consultation with the districts' annual professional development schedule, we will identify the dates and the location for the academies. Selected candidates will be required to register for each of the academics. The first two academies will be provided in the spring 2012 and fall of 2013 and every year thereafter for the duration of the grant. Evaluations will be conducted after each academy to ensure the quality of delivery and the appropriateness of the content. These results will be used to improve the content/delivery of future academies.

Pre-service bilingual and ESL teachers will also be required to attend these academies, creating a unique combination of experienced teachers and pre-service teachers. The latter group will be paired with at least one in-service teacher from one of the target districts. To make the program more appealing to in-service teachers and the districts, teachers in attendance will earn

Continuing Professional Education (CPE) credits which can be used for certification renewal. A total of 250 in-service teachers will be prepared on the STEM subjects, at the rate of 50 for each grant period.

Project milestone: In the spring 2012 the first group of 50 in-service teachers will complete the four STEM/Spanish preparation academies. The following year, we will offer two academies in spring 2012 and fall 2013. From this point forward, we will continue offering two academies each semester for the duration of the program. Every budget year, 50 in-service teachers will complete the program, for a total of 250 for the duration of the project.

Description of Component III *College Access and Dropout Prevention Program* housed in eight high schools in three of the target school districts

The College Access and Readiness Program is designed to empower and motivate minority high school students to remain in school and pursue a postsecondary education. Upon notification of the funding we will meet with district contacts to formalize the collaborative with a memorandum of understanding. Once the mentor position is approved through the University Human Resources Office, such position will be posted. We will begin interviewing and hiring mentors as early as September 2011. Juniors or seniors students pursuing degrees in STEM related subjects will be given priority. Once the college mentors are identified, we will provide initial training to be sure they understand the goals of the program, and can deliver the services. After the initial training, we will have monthly meetings to continue the preparation and to gather the data on the high school students served.

Project Milestones: It is estimated that the college mentors will be hired and receive initial training as early as mid September 2011. They will complete a criminal background check and once they are cleared, they will begin working in October 2011. Every month, mentors will meet

with the project co-director and project coordinator for additional training and to gather data for the program. The project objectives will be implemented in accordance with the timelines described below. These timelines should maximize the effectiveness in meeting the established goals and objectives of the project. Table 8 presents detailed information about the general program implementation strategies and specific strategies by specific program.

Table 8 - The Management Plan

Year 1 (2011-2012)			
General Program Implementation Strategies			
Activities/Tasks	**Responsibility**	**Begin**	**End**
▪ Meet with consortium members to discuss the roles of each member in the implementation of the project	Director/co-direct Partners	9/11	10/11
▪ Initiate fiscal accounting system and database for students in the program	Dir & Support Staff	9/11	10/11
▪ Hired project coordinator & Support Staff	Director	9/11	10/11
▪ Organize a system to pay tuition for grantees.	UTA Office of Scholarships	9/11	10/11
▪ Meet with external evaluator and consortium members to evaluate program implementation	Prog staff & partners	12/11	01/12
▪ Incorporate results of internal evaluation into the proj.	Dir & Coord	12/11	01/12
▪ First year external evaluation—data gathering	External evaluator	10/11	06/12
▪ Submit fiscal and program report to the U.S. Department of Education—May and September	Ext evaluator, Dir, Co-Dir & Coord	06/12	09/12

Implementation Strategies for Program I—BA in SLA with ESL Cert			
Activities/Tasks	**Responsibility**	**Begin**	**End**
▪ Re-design course to infuse STEM focus/practices	Dir & Co-Dir	9/11	10/11
▪ Recruit students for the BA program /junior students	Project personnel	9/11	9/11
▪ Advise student and develop degree plans	UTA advisors	9/11	07/17
▪ Students in **Cohort 1** begin first year in the program	Dir. & Co-Dir	9/11	-------
▪ Yearly evaluation of grantees to determine if they still qualify to continue in the program.	Coord/Dir	04/12	04/12
Selection of students in **Cohort 2**	Co-Dir/Coord	06/12	07/12
▪ **Cohort 1** students begin taking certification exams	UTA Personnel	11/12	5/13
▪ **Cohort 1** graduates and comply with certification	UTA Personnel	5/13	7/13
Implementation Strategies for Program II—STEM Academies			
Activities/Tasks	**Responsibility**	**Begin**	**End**
▪ Meet school district to begin recruiting teachers	Dir & Coord	10/11	10/11
▪ Schedule STEM academies	Dir & Coord	02/12	5/12
▪ Hire consultants to deliver STEM academy	Proj staff	02/12	05/12
▪ Deliver the first set of STEM subjects academies	Staff/consultant	2/12	7/12
Program Implementation Strategies for Program III—College Readiness			
Activities/Tasks	**Responsibility**	**Begin**	**End**
▪ Obtain signed memoranda of understanding from districts to begin the College Readiness program	Co-Dir & Coord	9/11	10/11

▪ Announce the program internally using the Teacher Education Council	Dir & Co-Dir	9/11	9/11
▪ Post mentor positions, screen candidates & hire them	Co-Dir & Coord	9/11	10/11
▪ Districts conduct background checks on mentors and begin working	District personnel	10/11	10/11
▪ Provide monthly training for college mentors.	Co-Dir & Coord	10/11	10/17
▪ Begin gathering data on high school students served	Co-Dir & Coord	10/11	10/17

This plan of implementation will continue in a similar fashion for the five years of funding. Specific modifications might be done to comply with evaluation results and recommendations from the external evaluator and consortium members.

(d) *Quality of the project evaluation* (30 points)

The evaluation plan will be divided into two components: process and product. The process component will be done with the guidance of the external evaluator as an in-house process. The external evaluator in collaboration with the partners will conduct the product evaluation for the *Grant Performance Report* (GPR)—traditionally due in May every year. The *Final Grant Performance Report (FGPR)*—traditionally due in September— will be conducted by the project personnel in consultation with project evaluator. Both evaluation components will be used to determine the status and level of implementation of program goals and objectives. The process evaluation will give us continuous feedback for program improvement, and the product evaluation will be used for program improvement as well as for reporting purposes.

Since one of the main goals of the Project component I is to prepare and certify ESL teachers, the Grant Performance Reports will include the following US Government Performance and Results Act (GPRA) indicators:

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

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

Measure 1.3: The percentage of pre-service program completers who are providing instructional services to EL students 3 years after program completion.

To comply with GPRA indicators, the external evaluator will work closely with the Project Director/Co-Director and Program Coordinator to facilitate the implementation and to provide the necessary verification of activities. The external evaluator will develop a checklist to be sure that the proposed management and evaluation components are implemented as described in this proposal. The evaluator will also provide recommendations and suggestions for improvement, based upon his/her experience with the implementation of bilingual education training programs. After each of the required annual and biannual reports, consortium members will meet to discuss the recommendations of the external evaluator and to analyze implications for program restructuring. Table 9 describes additional information about the evaluation process, including the instruments to be used and the timelines for the data gathering.

Table 9 - Evaluation Framework

Goal I: To recruit and certify 75 undergraduate ESL teachers to deliver the English component of the dual language program		
Performance Measure	**Instruments/Documentation**	**Quantitative Data/Date**
Objective 1. In collaboration with the TCC and DCCCD, recruit 75 sophomore students to transfer to UTA and complete a bachelor's degree with certification in EC-6 ESL education.	1.1 Identify students who finished the AA degree and transferred to the University of Texas at Arlington (UTA). 1.2. Provide a list of pre-service teachers enrolled and the number of program completers/graduated (**GPRA 1.1**) 1.3. Provide a list of candidates that were recommended or received teacher certification (**GPRA 1.1**). 1.4. Provide a list of program completers hired as teachers by district and assignment (**GPRA 1.2**). 1.5 Istation English screening test to document children English development 1.6. Provide a list of program completers who remain teaching after three years after program completion (**GPRA 1.3**).	1.1 List of candidates (Date: June-Aug) 1.2 Official graduation list (Date: Aug &May) 1.3 List provided by the UTA Certification officer (Date: July-Aug) 1.4 Compiled list teachers hired and their assignment. (Date: Yearly (Aug-Sept) 1.5 Tabulated data provided by Istation. (from 2013 to 2017 two times a year) 1.6 Induction document compiled in collaboration with school districts. (Date: Yearly beg 9/2013)

Goal II. To improve the knowledge of STEM subjects present in the State curriculum and the academic vocabulary needed to teach the subjects in Spanish.		
Performance Measure	**Instruments/Documentation**	**Quantitative Data/Date**
Objective 2. In collaboration with the districts of Arlington, Mansfield, Grand Prairie and Fort Worth, recruit 150 in-service teachers to participate in a program to improve knowledge of STEM subjects required in the State curriculum and to improve their ability to deliver these subjects in Spanish.	2.1 Document attendance of training sessions and Continuing Professional Education document. 2.2 Teacher evaluations of each of the sessions using a Likert Scale format. 2.3 Student academic performance on the state standards based assessment: Texas Assessment of Academic Readiness (STAAR)	2.1 Official record of attendance using State required format to document attendance. 2.2 Tabulated data of the evaluation forms in percentages and using quantitative/qualitative data 2.3 Official AEIS report documenting the passing rate of students by school and district. (Date: Yearly, Sept)

Goal III: To increase the number of traditionally underrepresented and minority high school students who remain in school and pursue a postsecondary education.		
Performance Measure	**Instruments/Documentation**	**Quantitative Data/Date**
Objective 3: In collaboration with the districts of Arlington, Mansfield and Grad Prairie, develop a college assess and readiness program to motivate Latino and African American high school students to remain in school and pursue postsecondary education.	3.1 The Texas High School Counts (THSC)—the official documentation of the Texas Higher Education Coordinating Board. 3.2 Number of high school students who were accepted into a postsecondary institution *per year.* 3.3 Official dropout rates are reported yearly by the Texas *Academic Excellence Indicator System* (AEIS). 3.4 Participation reports gathered by mentors weekly.	3.1 The official number of applications to IHE as reported in the Texas High School Counts. (Date: April-July) 3.2 List of students provided by district counselors. (Date: April-July) 3.3 Official AEIS numbers submitted by districts to the State. (Date: Yearly, Sept) 3.4 List of students served in each of the centers. (Date: Aug-June

The evaluation design was developed using performance objectives which are easily measured. The instruments to measure compliance are concrete and will provide tangible data that can be used for reporting as well as for program improvement. In conclusion, the data and

the documentations collected through this evaluation plan will definitely provide a clear picture of the strengths and areas of improvement of the proposed project.

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