

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM

CFDA # 84.365Z

PR/Award # T365Z110224

Grants.gov Tracking#: GRANT10865580

Closing Date: MAY 09, 2011

Project Abstract

1. **Name of IHE:** Otterbein University
2. **Title of Program:** Central Ohio English Learner Education Collaborative
3. **Consortia Partners:** Otterbein University; Westerville City School District (WCSD); Community Refugee and Immigration Services (CRIS)
4. **Project Description:** Central Ohio English Learner Education Collaborative (COELEC) unites key central Ohio community organizations and institutions to provide effective programs to enrich the lives of English Learners through education. A COELEC Summer Academy combined with Higher Education Faculty Learning Initiatives will directly prepare 100+ central Ohio pk-12 educators, including 90 pre-service and in-service teachers and 30 paraprofessionals, to support the academic needs of pk-12 English Learners. Additionally, COELEC will provide 100+ higher education faculty members with professional development to increase their ability to support college-level English Learners and future teachers of English Learners. Finally, an English Learner Career Ladder program will provide pathways for 30 post-high school English Learners to attain Associate or Bachelor's degrees with an emphasis on education and teaching pk-12 English Learners.

- a. Project Objectives and expected outcomes: The program has three overarching goals:
 - A. To increase the capacity of higher education to address the needs of college level English Learners and pre-service teachers;
 - B. Increase the capacity of area schools to address the needs of pk-12 English Learners; and
 - C. Provide academic and advising support and higher education degree pathways for English Learners in central Ohio at no cost to the participants. Aligned with each goal is a series of measurable objectives.

Toward the goal of increasing the capacity of higher education: One hundred higher education faculty will participate in a COELEC Higher Education Conference hosted by Otterbein University; twenty Otterbein university faculty members will participate in professional development courses that prepare them address the academic content needs of English Learners and pre-service teachers; and ten teacher education faculty members will participate in a Teacher Education Learning Community (TELC) with the collaborative goal of improving delivery of TESOL skills and strategies to pre-service teachers.

Toward the goal of increasing capacity of area schools to address the needs of pk-12 ELs: Sixty licensed, practicing teachers and 30 pre-service teachers will participate in assessment, literacy, and content-specific area TESOL instruction courses; 90 current and future central Ohio teachers will earn 7-14 (of 21 required) graduate credit hours toward Ohio TESOL endorsement; and 90 current and future central Ohio teachers will provide 900 hours of focused academic support for 120 pk-12 English Learners.

Finally, COELEC will provide academic and advising support and higher education degree pathways for English Learners in central Ohio at no cost to the participants by

meeting the following objectives: Ninety K-12 English Learners will benefit from focused summer tutoring in an academic content area of need; Twenty English Learners with high school diplomas will earn an Associate Degree plus up to 28 hours of post-Associate college level course work focused on teacher preparation; and ten English Learners will earn a 4-year degree with teacher licensure plus up to 20 credits toward Ohio TESOL endorsement.

- b. **Project Activities:** To meet the objectives outlined in section 4a, COELEC will implement three major initiatives. First, the **COELEC Higher Education Initiative**, includes delivery of a COELEC Higher Education Conference for area faculty, opportunities for faculty to take and teach in COELEC TESOL instructional classes, and a Teacher Education Learning Community to improve the preparation of pre-service teachers to work with English Learners. Second, the **COELEC Summer-plus Academy** will offer seven courses per summer (taken for credit toward Ohio TESOL endorsement) designed to increase TESOL content-specific pedagogical knowledge and skills of pre and in-service teachers as well as higher education faculty. Finally, the **COELEC English Learners' Career Ladder Initiative** will support the efforts of English Learners who wish to pursue higher education by providing tuition, fees, and social support for pursuit of an Associate or Bachelor's Degree resulting in qualification for a TESOL paraprofessional certificate or an Ohio Teaching License.

5. Priorities: COELEC addresses Competitive Preference Priorities 2 and 3, as well as Invitational Priorities 1 and 2.

- a. *Competitive Preference Priority 2—Enabling More Data-Based Decision Making:* Two of the COELEC Summer Academy courses—*English Learner Assessment and Data-Based Decision Making*, and *TESOL Field Experience*— both place significant emphasis on data-based decision making. In the assessment course, participants are introduced to the concepts and skills related to data-based decision making and in the second course, participants are required to review assessment data of their tutees and construct a data-driven tutoring plan that specifically addresses their needs as identified by the assessments. (While data-based decision making is not new to our TESOL program, data specific to ELs and how to apply this information decision to further the academic achievement of ELs is new to teachers.)
- b. *Competitive Preference Priority 3—Promoting Science, Technology, Engineering and Mathematics (STEM) Education:* One of the unique aspects of the COELEC Summer Academy instruction courses is that they are content specific. While most TESOL programs (including the one currently offered by our IHE) address instruction across the disciplines in a single course, the COELEC academy courses will address English Learner instruction in separate content courses. Two courses in particular—*Mathematics for English Learners* and *Science for English Learners*—will be designed to prepare teachers of mathematics and science, particularly at the middle and secondary levels, to use research-based TESOL strategies to support content acquisition and understanding.
- c. *Invitational Priority 1—Professional development to improve the ability of teacher preparation faculty and content faculty at IHE's in preparing prospective teachers to*

teach English Learners: Otterbein University faculty members from the Education Department and from across the university will be invited to participate in the summer COELEC Academy as members of instructional teams *and* as students in the courses. Otterbein will also host a COELEC conference for higher education faculty where participants from Otterbein and other area institutions of higher learning will attend workshops on supporting college-level English Learners and pre-service teachers.

d. Invitational Priority 2—Development of Teacher Education Curricula that is aligned with State content standards in academic subjects and State English language proficiency standards; preparation of all teacher candidates to provide instruction that accelerates EL’s acquisition of language, literacy and content knowledge: Otterbein University teacher education faculty members will participate in a Teacher Education Learning Community within a collaborative, supportive context to integrate a systematic plan for supporting English Learners across the teacher preparation curriculum.

6. GPRA Measure Targets

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Pre-service Teachers served	10	10	10	0	0	30
Pre-service teachers placed in instructional settings serving ELs	10	10	10			30
Pre-service teachers expected to complete program of study and be certified in EL	0	0	5	5	5	15
Paraprofessionals served	30	30	30	30	30	30 ¹
Paraprofessionals expected to meet local qualifications for ELs	0	0	0	10	10	20
In-service teachers served	20	20	20	0	0	60
In-service teachers completing program of study and certified in EL	0	0	5	10	10	25
In-service teachers serving EL students	20	20	20	0	0	60

Contact: Susan Constable, 614-823-1419, sconstable@otterbein.edu

¹ Same cohort served across years.

Program Narrative

CONTEXT

COELEC is a collaborative project that involves three agencies from the Columbus, Ohio Area that are committed to the support and development of English Learners in central Ohio: Otterbein University (OU), Westerville City School District (WCSD), and Community Refugee and Immigration Services (CRIS). The area served by these three institutions is being transformed by diversity, an observation supported by Central Ohio population figures from the U.S. Census. Growth for counties in Central Ohio (Franklin, Delaware, and Fairfield) over the past five years is 312% for Hispanic populations, 316% for African Americans and 314% for Asians.

OTTERBEIN UNIVERSITY

When the population began to shift in 2002, the need for TESOL endorsed teachers far exceeded the availability of resources. To address this staggering and unprecedented need, Otterbein University collaborated with Westerville City Schools to develop a TESOL endorsement program. The program won approval from the Ohio Department of Education, and TESOL classes began to fill immediately. Area school districts were eager to train teachers in TESOL, and three large suburban districts, including Westerville, sent full cohorts of teachers to participate. Since then, Otterbein has endorsed approximately 50 TESOL teachers and expanded availability of both TESOL-endorsed and TESOL-skilled teachers in the region. Yet the demand for highly qualified teachers—not just those teaching specific TESOL courses but for *all* teachers who work with the ELL population—remains urgent.

Like many of the area's pk-12 teachers, Otterbein's teacher education faculty was also not prepared for the sudden need to integrate TESOL strategies into their teacher education

curriculum. In fact, the TESOL endorsement classes that filled so quickly were mostly taught by area experts who were hired on adjunct contracts, since the Otterbein Education Department only had one full-time faculty member who was formally prepared to work with TESOL students. Arts and Sciences faculty have also been affected by the influx of English Learners. As these English Learners enter college, the faculty is experiencing drastic changes in classroom demographics; ones that instructors are ill-equipped to address.

WESTERVILLE CITY SCHOOL DISTRICT

Westerville City Schools is the 9th largest school district in Ohio, serving nearly 15,000 students. Of that student population, 9% or 1,350 are in ESL programs (e.g., programs for English Learners). Westerville has three high schools, four middle schools, and 16 elementary schools. The district borders rural Delaware and Licking Counties and the city of Columbus. While typically described as a suburban district, Westerville students have learning needs commonly found in both urban and rural areas.

Westerville City School District (WCSD) began to notice a dramatic increase in the enrollment of English Learners (EL's) in the late 1990's. District records show that 37 ELs were served in 1990, 278 in 2000, and 1,264 ELs enrolled in 2010. Today, Westerville's EL population includes students from as many as 56 countries speaking 70 languages. The district EL population includes 144 refugees who are new to schooling of any kind or have interrupted education. One third of ELs (421) who were enrolled in Westerville in 2010, and thus included in NCLB's annual English proficiency testing, were at the emergent or beginning level of English proficiency, and struggle to achieve academically. This figure does not include 369 (29%) students who are new to Westerville, and did not participate in the 2010 testing.

The population shift in Westerville is not unlike that of its sister districts. As a group, all struggle to serve increasingly diverse learners. As a result of the dramatic change from a

relatively homogeneous English language population to one with multiple language-related needs, area teachers and administrators as well as professional development staff and teacher education faculty are sorely underprepared to address the needs of a large portion of the local student population. Further barriers are created by the large demographic gap between teachers of English Learners (96.4 Caucasian in WCSD) and the culturally diverse students entering their classrooms.

Westerville is often distinguished by national and local awards for academics, sports, and community achievements. In 2010 the district was named “Excellent with Distinction” from the Ohio Department of Education based on No Child Left Behind standards, and the ESL program met all the Annual Measurable Achievement Outcomes.

Despite the success such awards suggest, mainstream Westerville teachers continue to struggle to serve their English Learners. Nowhere is that more evident than in upper level content classes. Middle school and in particular, high school content teachers remain untrained in strategies to support the many English Learners in their classrooms. In the district STEM program, the International Baccalaureate program, and Advanced Placement courses, ELs are noticeably absent.

COMMUNITY REFUGEE AND IMMIGRATION SERVICES (CRIS)

In response to the new set of needs created by the shifting population in WCSD, Westerville City Schools ESL Coordinator, Dr. Bev Good, sought the assistance of Community Refugee and Immigration Services (CRIS).

Community Refugee and Immigration Services (CRIS) is an independent non-profit agency serving refugees and immigrants in central Ohio. CRIS' mission is to help refugee and immigrants reach and sustain self-sufficiency and achieve successful integration into the Central Ohio community. Among local community-based organizations, CRIS is the largest agency

providing services to immigrants in Central Ohio – and is the agency providing the most extensive services to immigrant populations in our area.

CRIS's multilingual, multicultural staff was chosen for the purpose of meeting the needs of the refugee and immigrant populations who have arrived most recently, who are here in the greatest numbers and who have the greatest service needs. The majority of CRIS staff members came to the United States as refugees or immigrants themselves.

CRIS has extensive experience in working with refugees and immigrants of all national origins, and a tradition of delivering services fairly and impartially. CRIS has served clients from over 119 countries of origin.

CRIS and WCSD have been long-time partners in the support of area immigrants. Most notably, WCSD utilizes the CRIS's translation resources so that EL parents can participate meaningfully in their children's school conferences and events. In addition, WCSD calls upon CRIS to access resources for immigrants in need and to help them project numbers and demographics of incoming immigrants for school planning.

PROJECT DESCRIPTION

COELEC integrates three major initiatives— **The COELEC Higher Education Initiative, COELEC Summer-plus Academy, and COELEC English Learner Career Ladders**— in an effort to increase capacity across educational contexts to support the academic needs of ELs in central Ohio and beyond. Combined, these initiatives have the potential to directly increase the TESOL pedagogical knowledge and skills of 200 educators who teach ELs in preschool through college. The outcomes these initiatives provide are sustainable. The Teacher Education program at Otterbein will be transformed by a redesigned TESOL-focused curriculum that will impact more than 300 future teachers each year; the newly developed skills

and strategies of practicing teachers will impact generations of EL students, and career ladder degree earners will increase the linguistic and cultural diversity of central Ohio's teaching force.

COELEC HIGHER EDUCATION INITIATIVE

Higher education faculty members are an important audience to consider when increasing capacity within the region to support English Learners. Specifically, there are two Higher Education faculty groups who will participate in COELEC: those who teach across the disciplines, with an emphasis on those in the Arts and Sciences, and those in Teacher Education programs, who directly prepare pre-service (undergraduate level) and practicing (graduate level) teachers to support English Learners pk-12.

Both groups will be responsible for supporting career ladder English Learners, English Learners who come to Otterbein (and other local institutions) directly from high school, and Otterbein's pre-service teacher population. COELEC will offer specific preparation to these individuals in three ways: 1) providing them with the opportunity to participate in the Summer-plus Academy (see description below), 2) Organizing and hosting a conference for higher education faculty members where presenters and participants attend seminars, colloquia and round tables to share and engage in discussions related to effective research-based strategies for supporting college level English learners and, specifically, Teacher Educators, 3) Supporting a Teacher Education Learning Community (TELC) to take place over three academic years during which a qualified TESOL facilitator will guide the TELC in intensive study of TESOL knowledge, theory and pedagogy with the final outcome of redesigning the teacher preparation curriculum to systematically and effectively integrate support for the development of pre-service teachers in TESOL instruction. The TELC will also record their processes for redesigning the curriculum and share their results at a national conference and in a manuscript published in the Journal of Teacher-Initiated Research (JTIR).

COELEC SUMMER-PLUS ACADEMY

At the heart of COELEC the **Summer-plus Academy**, a series of carefully constructed courses designed to prepare faculty, teachers and English Learner paraprofessionals to support English Learners in pk-16 educational settings. Through these courses, educators will learn to examine assessment data in order to make effective instructional decisions for English Learners, support literacy acquisition and development of emergent to advanced EL students, and gain content-specific pedagogical strategies for addressing EL learning needs in four content-specific courses—Math, Science, History, and English. Participants in COELEC may choose to take a specific course or take an appropriate sequence of courses over two summers through which they can earn 7-14 credits toward Ohio TESOL Endorsement (the three additional courses required for endorsement are offered through Otterbein University but would not be part of the COELEC Academy).

COELEC courses, designed and led by carefully constructed **instructional teams** will be offered in the first four summers of the grant and followed up during the year with one-day reflective sessions in the fall and spring. **Instructional teams** consist of three experts with diverse skills sets: one, an English Learner who can offer alternative pedagogical, linguistic and cultural insights to the planning and teaching process; the second, a TESOL-endorsed practicing classroom teacher who can contribute day to day lived experiences of the k-12 classroom and current pedagogical insights; and third, the higher education faculty member, who has depth of knowledge in content and up-to-date research-supported insights into the teaching topic. Each instructional team will be responsible for the development and dissemination of the courses to be provided. Since course enrollees (higher education faculty, licensed teachers, pre-service teachers, high school-Associate and Associate-Bachelor career ladder enrollees) will vary in their levels of experience and academic development, assignments and expectations will be

differentiated for participants according to their needs. Courses to be offered are English Language Assessment and Data Based Decision-Making; Reading and Writing Acquisition and Instruction for Linguistically and Culturally Diverse Students; Instructional Pedagogy courses in Mathematics, Science, English and History; and a TESOL field experience (including tutoring clinic).

COELEC ENGLISH LEARNER CAREER LADDERS

In addition to better equipping educators to support English Learners, the third COELEC initiative will have a direct and profound impact on a specific group of English Learners: those who desire to increase their own education levels and enter the teaching field.

Two groups of English Learners will be identified to participate in the Career Ladder Cohort: those possessing high school diplomas (or international equivalents) who wish to earn an Associate Degree and a TESOL paraprofessional certificate; and those possessing an Associate Degree (or international or college credit equivalent) who wish to earn a Bachelor's Degree, Ohio teaching license, and credit toward an Ohio TESOL endorsement.

Group one, called the High School-to-Paraprofessional (HS-P) group, will work under the guidance of an advisor to construct a three- to four-year plan for completing the Associate-plus-paraprofessional certificate program. The advisor will assist them in enrolling at an area community college and help them to select a major that will feed into an education-related field.

Once these individuals earn their Associate Degree they will apply for admission to Otterbein University to take two introductory education courses, making them eligible to participate in the COELEC Summer-plus Academy, where they may take up to 14 credits' worth of courses. Upon successful completion of the Summer-plus Academy, these English Learners will have earned the COELEC TESOL Paraprofessional Certificate, a COELEC-constructed Paraprofessional Certificate that meets federal guidelines for paraprofessionals.

Group two, called the Paraprofessional-to-Licensure/Endorsement (P-LE) group, will also work under the guidance of an advisor to construct a three- to four-year plan for completing a Bachelor's degree with teaching licensure plus credit toward a TESOL endorsement. The advisor will assist them in applying and enrolling at Otterbein University and help them to select the teaching area that best suits them. These individuals must meet all requirements for admission into the Otterbein Teacher Education program. Once these individuals have successfully attained senior-level status (in the summer following their junior year), they will be eligible to participate in the COELEC Summer-plus Academy, where they will take up to 14 credits' worth of courses that may be applied toward Ohio TESOL endorsement.

P-LEs who wish to complete the entire endorsement may do so by taking three additional courses at Otterbein during the academic year. Upon successful completion of course and field requirements these students will graduate from Otterbein, earn a Bachelor's Degree, and be eligible to apply for Ohio teaching licensure.

PROJECT DESIGN: PROGRAM GOALS, OBJECTIVES, DELIVERABLES AND OUTCOMES

There are three overarching program goals:

1. To increase the capacity of higher education to address the needs of college level English Learners and pre-service teachers;
2. Increase the capacity of area schools to address the needs of pk-12 English Learners; and
3. Provide academic and advising support and higher education degree pathways for English Learners in central Ohio at no cost to the participants.

Ten measurable project objectives contribute specifically toward achievement of the program goals; alignment of these objectives and goals, along with promised deliverables and longer-term outcome projects, can be found in **Table 1**.

The COELEC Project Director and Assessment Coordinator will work together to systematically collect quantitative and qualitative data to determine the extent to which COELEC has met each of the objectives.

Table 1. Alignment of project goals, objectives, and deliverables

Goals	Measurable Objectives	Deliverables
<p>1. To increase the capacity of higher education faculty to address the needs of pre-service teachers and college level English Learners.</p> <p>Goal 1 (cont).</p>	<p>1. 100 higher education faculty from multiple Institutions of higher learning will attend and participate in The COELEC Higher Education Academy hosted by Otterbein University.</p> <p>2. 20 university faculty members will participate in professional development courses to prepare them to address the academic content needs of ELs in their classrooms.</p> <p>3. Ten teacher education faculty members will participate in an ongoing learning community with the collaborative goal of integrating systematic instruction of English Learner skills and strategies into the teacher education preparation course (meets goals 1 and 2).</p>	<p>COELEC Higher Education Academy speakers and presenters submit manuscripts for inclusion in Conference Proceedings Manual, distributed to higher ed. faculty across the country.</p> <p>University faculty course participants will develop and disseminate course supplements to illustrate application of new knowledge of supporting English Learners within their course syllabi and content.</p> <p>Teacher education faculty members will construct a manual documenting</p>

Goals	Measurable Objectives	Deliverables
		<p>their process of integrating EL support strategies and structures into the existing Teacher Education curriculum.</p> <p>They will share their findings at a national teacher education conference.</p>
<p>2. To increase the capacity of pk-12 schools to address the academic needs of English Learners.</p>	<p>4. 60 licensed, practicing teachers will participate in assessment, literacy, and content-specific area instruction courses to address the specific academic content needs of ELs in their classrooms.</p> <p>5. 30 pre-service teachers will participate in assessment, literacy, and content-specific instruction courses to address the specific academic content needs of ELs in their classrooms.</p> <p>6. 90 current and future central Ohio</p>	<p>A minimum of 20 (18%) of the in-service and/or pre-service teachers who complete the COELEC Academy will go on to earn Ohio TESOL endorsement.</p>

Goals	Measurable Objectives	Deliverables
Goal 2 (cont).	<p>teachers will earn 7-14 (of 21 required) graduate credit hours toward Ohio TESOL endorsement.</p> <p>7. 90 current and future central Ohio teachers will provide 900 hours of focused academic support for 90 pk-12 English Learners.</p>	<p>EL summer tutees will earn higher grades in the target content area than their EL peers on fall report cards.</p>
<p>3. To provide academic support and higher education pathways for English Learners in central Ohio at no cost to ELs.</p>	<p>8. 90 pk-12 English Learners will benefit from focused summer tutoring in an academic content area of need.</p> <p>9. 20 English Learners with high school diplomas will earn an Associate Degree plus 28 hours' post-Associate course work focused on teacher preparation and TESOL.</p> <p>10. Ten English Learners will earn 4-year degrees with teacher licensure plus up to 14 credits toward TESOL endorsement.</p>	<p>15 ELs will earn Assoc. Degree within four yrs. of enrolling in program.</p> <p>10 ELS will earn COELEC local Paraprofessional Certificate prior to the end of the grant period.</p> <p>8 ELs will be employed as TESOL paras within one year of earning the Paraprofessional Certificate.</p> <p>COELEC will propose Para Cert to Ohio Board of Regents for statewide recognition.</p> <p>5 ELs will earn a Bachelor's</p>

Goals	Measurable Objectives	Deliverables
		within four yrs. of enrolling in the program. 5 ELs will apply for an Ohio teaching license prior to the end of the grant period.

ALIGNMENT OF PROJECT OBJECTIVES WITH EVALUATION MEASURES

The following narrative describes the alignment and evaluation of project goals and objectives in the context of COELEC. **Table 2, which follows the narrative, provides an alignment of specific assessment tools to be used to collect and analyze data with program objectives.**

1. Increase the capacity of higher education to address the needs of college level English Learners and pre-service teachers.

Quantitatively, we will track the number of higher education faculty who participate in summer academy events as members of instructional teams, as class participants and as tutors and the number of higher education faculty who participate in the COELEC Higher Education Faculty Conference. We will use a rubric to evaluate conference proposals to ensure research-based quality presentations, and will also track the number of teacher education faculty who participate in the Teacher Education Learning Community.

Qualitatively, we will administer e-surveys to all higher education faculty participants in any COELEC-related events. The purpose of the survey will be to determine the extent to which participants a) feel more prepared to teach English Learners (self-efficacy); and b) have modified their instruction to more deliberately and effectively meet the needs of English Learners. The

survey will be administered once per year for the duration of the grant and results will be used to inform modifications in program offerings.

In addition to survey data, we will use document analysis of the Education teacher preparation program and course syllabi to determine the extent to which the TELC had an impact on the modification of these documents to include specific attention to TESOL for pre-service teachers.

2. Increase the capacity of area schools to address the needs of pk-12 English Learners.

Quantitatively, we will track enrollment and credit earning of in-service and pre-service teachers at three levels: a) those who have participated in at least one Summer-plus course; b) those who have completed all components of the 2-year COELEC Summer-plus professional development sequence; and c) those who have completed all requirements, applied for, and been granted, an Ohio TESOL endorsement .

We will use the Higher Education Faculty Conference proposal evaluation rubric (described under part A of this section) to compare the quality of proposals of Summer-plus participants to non-participants to examine impact of the Summer-plus courses on potential presenters.

Qualitatively, we will administer e-surveys to all pre-service and in-service teachers who have participated in any COELEC-related events. The purpose of the survey will be to determine the extent to which participants a) feel more prepared to teach English Learners (self-efficacy); and b) have modified their instruction to more deliberately and effectively meet the needs of English Learners. The survey will be administered once per year for the duration of the grant and results will be used to inform modifications in program offerings.

1. Provide academic and advising support and higher education degree pathways for English Learners in central Ohio at no cost to the participants.

Quantitatively, we will track the number of pk-12 English Learners who receive summer tutoring services each year. We will analyze tutees' fall report card grades in the area of tutoring and compare them to those of a similar English Learner group who did not participate in summer tutoring. We will also track the number of English Learners who enroll in the H.S. → Paraprofessional (e.g., Associate degree) and the Associate Degree → Teaching License (e.g., Bachelors Degree) programs. Each year, we will track enrollees' grades and credits earned in each of the programs to determine how many are making adequate progress (defined as having enrolled in and received credit for at least 12 semester credits per year toward their degree goal). At the end of the final grant year, we will calculate the percentage of career ladder enrollees who have achieved their degree goal.

At the end of year 5 we will count the number of Associate Degree recipients who have completed requirements for the COELEC Paraprofessional Certificate and the number of Bachelor's Degree recipients who have completed requirements for Ohio teacher licensure and the Ohio TESOL endorsement.

Finally, we will administer an annual survey to English Learner career ladder enrollees to gain their perspectives on a) how successful they have been in the program thus far, and b) the effectiveness of their support systems (advising, academic support, financial support).

Table 2. Alignment of the 10 project objectives with evaluation plan.

Objective	Evaluation Plan
1.100 higher education faculty from multiple Institutions of higher learning will attend and participate in The COELEC Higher Education Academy) hosted by Otterbein University.	Conference Attendance Count. Electronic survey of impact of conference on attendees' self-efficacy in teaching ELs and of the quality, content, and usefulness of conference sessions. Proposal eval. rubric

Objective	Evaluation Plan
<p>2. 25 university faculty members will participate in professional development courses to prepare them to address the academic content needs of ELs in their classrooms.</p>	<p>Course Enrollment and Credit Counts</p> <p>Electronic survey of impact of courses on attendees' self-efficacy in teaching ELs and of the quality, content, and usefulness of Summer-Plus Academy courses.</p>
<p>3. Ten teacher education faculty members will participate in an ongoing learning community with the collaborative goal of integrating systematic instruction of English Learner skills and strategies into the teacher education preparation course.</p>	<p>Learning Community Enrollment Count</p> <p>Document analysis of Teacher Education Syllabi and systematic comparison of syllabi before, during, and after implementation of the Learning Community; document analysis of teacher preparation curriculum prior to and after TESOL-focused curriculum revision.</p>
<p>4. 60 licensed, practicing teachers will participate in assessment, literacy and content-specific area instruction courses to address the specific academic content needs of ELs in their classrooms.</p>	<p>Course Enrollment and Credit Counts</p> <p>Electronic survey of impact of courses on attendees' self-efficacy in teaching ELs and of the quality, content, and usefulness of Summer-Plus Academy courses.</p>
<p>5. 30 pre-service teachers will participate in assessment, literacy and content-specific instruction courses to address the specific academic content needs of ELs in their classrooms.</p>	<p>Course Enrollment and Credit Counts</p> <p>Electronic survey of impact of courses on attendees' self-efficacy in teaching ELs and of the quality, content, and usefulness of Summer-Plus Academy courses.</p>

Objective	Evaluation Plan
6. 90 current and future central Ohio teachers will provide 900 hours of focused academic support for 90 pk-12 English Learners.	Tutoring log calculations.
7. 90 current and future central Ohio teachers will earn 7-15 (of 21 required) graduate credit hours toward Ohio TESOL endorsement.	Enrollee and credit count.
8. 120 K-12 English Learners will benefit from focused summer tutoring in an academic content area of need (see goal 2).	Report card grade comparisons between summer tutees and a similar group of EL peers in the fall following tutoring sessions.
9. 20 English Learners with high school diplomas will earn an Associate Degree plus up to 14 hours of post-Associate college course work focused on teacher preparation and TESOL.	Annual enrollee and credit counts Final count of number of ELs earning Associate Degree. Final count of number of ELs earning COELEC paraprofessional certificate.
10. 10 English Learners with Associate Degrees (or international/credit equivalent) will earn a 4-year degree with teacher licensure plus up to 14 credits toward Ohio TESOL endorsement.	Annual enrollee and credit counts Final count of number of ELs earning Bachelor Degree in some field of Education.

End of Table 2. Alignment of specific assessment tools to be used to collect and analyze data with program objectives and deliverables.

**EXTENT TO WHICH DESIGN OF THE PROPOSED PROJECT REFLECTS UP-TO-DATE
KNOWLEDGE FROM RESEARCH AND EFFECTIVE PRACTICE.**

Ortiz (1994) suggests that bilingual programs are far more effective with English Learners than English immersion programs, yet the vast number of languages seen in Ohio classrooms and the lack of bilingual TESOL-endorsed teachers and/or content teachers make bilingual education nearly impossible. Nonetheless, as suggested by Goldenberg and Coleman (2010), when given the strategies to do so, *all* teachers can build on first language foundations and use first language references to help ELs make sense of English. A key purpose of the COELEC course sequence will be to provide mainstream content teachers from pre-k through university with research-supported strategies for developing English proficiency within the context of discipline-specific instruction.

The literature suggests a variety of instructional strategies to support EL academic achievement. The work of Short, Vogt, and Echevarria and Sheltered Instruction Observation Protocol (SIOP) strategies are well documented (CREATE, 2009, 2010). Specific strategies, such as providing vocabulary instruction, comprehensible input, and developing background knowledge, are foundational for all EL teachers and will be developed across COELEC course content and field experiences.

Across courses and experiences, emphasis will also be placed on the development of content-specific academic language (Freeman, Y. and Freeman, 2009, Goldenberg and Coleman, 2010). Academic language is a reference to Cummins's (1981) quadrants of cognitively undemanding and cognitively demanding language. Cognitively undemanding language—described as easy to understand everyday language and language that deals with common occurrences-- is necessary but not sufficient for academic success of English Learners. Cummins and others argue that instructional strategies related to direct and specific instruction of academic

language is necessary to further ELs' understanding of content curricula (Cummins, 2009; Freeman and Freeman, 2009; Bauman and Graves, 2010; Goldenberg and Coleman, 2010; Lawrence, White and Snow, 2010).

Frequently, in U.S. TESOL programs (including Otterbein's program), the vast and varied instructional strategies shown through the research to support the development of academic language for ELs are taught in a single, generic course. Yet the research cited above provides evidence to suggest that one course would not provide content teachers with the depth of knowledge required to provide optimal instruction to their EL students (Beaverson, 2011; Custodio, 2011; Haynes, 2007).

In addition to providing specific attention to academic language for English Learners, teachers must be aware of these students' cultural values, perspectives and mores. In recent decades attention to Culturally Relevant Pedagogy (CRP) (Ladson Billings, 1994) has prompted researchers, teacher educators, and teachers to re-examine Western white assumptions of classroom practice, educational values, and cultural perspectives on knowledge and modify their instruction to support the multiple cultural factors that impact the learning of their diverse students. In response, a group of teacher educators in central Ohio recently developed a CRP evaluation rubric with support of a Teacher Quality Enhancement grant. We will use this tool as a means of both guiding and assessing our candidates' pedagogy as they interact with English Learners.

The collaborative instructional teams who will design and teach our COELEC academy courses will also be a means to develop cultural awareness among course instructors *and* participants. The COELEC Academy's instructional team model acknowledges that no single individual possesses the depth and insight of content, culture and pedagogy that teachers will need to be successful in a classroom of English Learners. To address the complexity of teaching

ELs each instructional team will include a) a higher education faculty member, b) a practicing classroom teacher with TESOL endorsement, and c) an English Learner who has earned a degree (Associate or higher) in a content-related field. The higher education faculty member will provide depth of knowledge and current research in the content area, while the practicing classroom teacher will offer an in-depth, current understanding of the a pk-12 classroom and school system. The English Learner will offer alternative perspectives and diverse schema in relation to content and pedagogy. While neither the classroom teacher nor the English Learner will be expected to represent *all* individuals within and beyond their demographic groups, they possess the lived experiences to challenge traditional notions of knowledge, teaching and learning that are often assumed in Western educational settings (Wedell, 2002). Collaboratively, these three individuals can create high-quality learning experiences that thoughtfully and effectively addresses the complex needs of English Learners.

QUALIFICATIONS OF PROJECT PERSONNEL

Table 4 outlines key COELEC personnel and projected individuals to fill the positions, position descriptions, projected individuals' current position, qualifications, and projected percent of total work load to be expended on the COELEC project. The purpose of including work load information is to ensure that no individual is committing time that they do not have for project responsibilities.

Table 4. Key COELEC personnel

Title/ /projected staff/current position	Job Description	Qualifications	Relevant Experiences	% time spent on coelec per wk
Project Director: Bev Good, Half-time ESL Coordinator, Westerville City Schools;	Manage all aspects of project; hire /supervise administrative assistant; recruit teacher participants, career ladder enrollees and summer tutees; collect all data and work with /support evaluator on assessment plan; develop guidelines for para cert., propose guidelines to OBR for state dissemination.	M.Ed., Curriculum/ Supervision; Ph.D., Ed. Policy & Leadership; SIOP Training from Center for Applied Linguistics; Licensure: Ohio Teacher; Ohio Principal; Ohio Supt.	7 yr member Ohio ESL Advisory Board; 2 yr member of Ohio TESOL (2 nd VP, 2010; 1 st VP 2011, President, 2012); Ohio TESOL Advocacy Rep to U.S. congress, 2010 National TESOL Advocacy Day; Testimony to Ohio Leg. regarding ESL needs in schools; TESOL Coordinator, Program Evaluator and Instructor at Otterbein (2005-2010); ESL Coordinator for Westerville City Schools (2003-Current)	50

Title/ /projected staff/current position	Job Description	Qualifications	Relevant Experiences	% time spent on coelec per wk
<p>Principal Investigator: Susan Constable, Assoc. Prof/ Dept. Chair, Otterbein Education Dept.</p>	<p>Oversee all aspects of project; monitor budget; assist with recruitment of staff and participants; coordinate hiring of staff.</p>	<p>Ph.D., Language and Literacy; MA, Reading; B.A., French Educ.; NYS teacher cert.: N-6; French/Spanish k-12; Reading k-12; Reading Recovery Teacher Leader Training.</p>	<p>14 yrs college instructor; developed and taught 40+ courses in literacy and teacher education; 5 yrs. French/Spanish teacher; 5 yrs k-5 title 1 rdg specialist/4th grade language arts teacher; 2 yrs AmeriCorps Math and Literacy trainer/Site Director; Graduate Research Assistant.</p>	10
<p>Faculty Development Coordinator: Kristin Reninger, Assistant Professor, MCHD and Literacy Education,</p>	<p>Coordinate Instructional Teams and course development design and implementation; manage Summer-plus quality control; coordinate proposal review process and organization of symposia, colloquia and round tables for higher ed. conference;</p>	<p>Ph.D., Integrated Teaching and Learning (teacher education; literacy and language; sociocultural theories of teaching and learning). MS in Teaching Licensures: (New York</p>	<p>8 years as p-12 teacher of ESL, Middle School, and Pre-K; 9 years as Teacher Educator; Teach abroad program supervisor at bilingual school in Concepcion, Chile ESOL teacher and literacy support; tutor</p>	10-20

Title/ /projected staff/current position	Job Description	Qualifications	Relevant Experiences	% time spent on coelec per wk
Otterbein	facilitate Teacher Education Learning Community.	State): N-6, Spanish 7-12, TESOL K-12.		
Immigrant Liaison:	Recruit ELs for Career Ladder and Summer-plus tutoring; Coordinate translation services; Train Career Ladder advisors on immigrant needs and resources; keynote speaker at Higher Educ	Juris Doctor Bachelor of Arts in International Education; Lessing-Kolleg Language Institute.	Provides legal, family, employment, housing and immigration law assistance to refugees and immigrants (8 years); Family law practice (2 years); Columbus Bar Association	10
Angela Plummer, Executive Director,	conference; Consult with project staff on immigrant trends and resources.		Homeless project volunteer	
Community Refugee and Immigration Services (CRIS)	Analyze all data; write annual progress reports that address each project objective; write all required evaluation reports; make	Graduate degree in Education or Social Sciences field or relevant experience with social	Research design and evaluation planning; Survey development, administration, and processing;	5-20
External Evaluator: To be determined				

Title/ /projected staff/current position	Job Description	Qualifications	Relevant Experiences	% time spent on coelec per wk
	<p>annual visits to observe COELEC settings/initiatives; present findings at COELEC Higher Ed. conference; write final reports.</p>	<p>sciences research; Training or extensive mentored experience as a statistician.</p>	<p>Interviewing; Case study research, including observation and informal interviewing; Database management; Statistical analysis and testing; Report writing (including synthesis of qualitative and quantitative data)</p>	

Management Plan-To demonstrate adequacy of our COELEC project plan to achieve the objectives on time we have created **table 6** (below), which illustrates a timeline of all project tasks, events and milestones, then aligns the timeline with the 10 project objective numbers (**refer to table 2 for number references**) and the specific personnel who are primarily responsible for each item.

Table 6. Timeline and Management Plan

Year/Month	Tasks/Actions/Events	Objectives Addressed	Personnel Responsible
Y1/October	Hire staff.		PI, ProjDir
Y1/November	Recruit COELEC participants and staff members.		PI, Proj Dir
Y1/December			Immigration Liaison
	Meet with business and admissions offices at local community college to define procedures for Career Ladder EL admission applications and tuition payments.	9, 10	Immigration Liaison
	Provide training to COELEC Career Ladder (CL) Advisors	9, 10	CL Advisors
	Assist Career Ladder enrollees in registering for courses and purchasing textbooks.	9, 10	CL Advisors
	Meet with p-16 educator focus groups to gather specific data on TESOL instructional needs.	2, 4, 5	Proj Dir FacDev.Coord

Year/Month	Tasks/Actions/Events	Objectives Addressed	Personnel Responsible
	Begin to Identify Instructional Teams for Summer-plus.	2, 4, 5	FacDev.Coord ProjDir
	Assemble Teacher Education Learning Community; establish meeting dates and choose professional texts; outline TELC goals.	3	FacDev.Coord
Y1/January	Career Ladder English Learners begin courses.	9, 10	ProjDir CL Advisors
Y1/February Y1/March	Identify instructional teams for COELEC Summer-plus	2, 4, 5	FacDev.Coord ProjDir
	Enter COLEC Summer-plus courses in Otterbein registration system	2, 4, 5	FacDev.Coord PI
Y1/April	Recruit faculty, pre-service and in-service teachers for Summer-plus and assist them with registration.	2, 4, 5	ProjDir FacDevCoord. PI
	Planning and implementation workshop for Summer-plus instructional teams	2, 4, 5	ProjDir FacDevCoord. PI
Y1/May	Final planning for Summer-plus instructional teams	2, 4, 5	ProjDir
Y1/June	Summer-plus Academy offers 6 courses.	2, 4, 5, 6	ProjDir

Year/Month	Tasks/Actions/Events	Objectives Addressed	Personnel Responsible
Y1/July			FacDev.Coord
	Summer Tutoring program for pk-12 ELs.	4, 5, 7, 8	ProjDir
	Enrollment count, Survey administration and collection for Summer-plus participants, survey administration and collection for Career Ladder enrollees	2, 4, 5, 7, 8, 9, 10	Project Dir
	Collect faculty course supplements	1	ProjDirector
	Assist Career Ladder enrollees in registering for courses and purchasing textbooks.	9, 10	CL Advisors
Y1/August	Y1 data analysis and year-end progress report		ProjEvaluator
Y1/September	Career Ladder English Learners begin courses.	9, 10	ProjDirector CL Advisors
	Teacher Education Learning Community Y2 begins (1x/month through May).	3	Faculty Dev. Coord.
Y2/October	Summer-plus Reflection Day	2, 4, 5	InstructTeams
Y2/November			
Y2/December	Enrollment and credit count; Survey administration for Career Ladder enrollees	9, 10	ProjDirector CL Advisors
	Collect summer tutee content-specific report card grades and grades of non-tutee EL peers	8	ProjDirector

Year/Month	Tasks/Actions/Events	Objectives Addressed	Personnel Responsible
Y2/January	Career Ladder English Learners begin courses.	9, 10	ProjDirector CL Advisors
	Teacher Education Learning Community begin to redesign syllabi.	3	TELC members
Y2/February	Identify instructional teams for COELEC Summer-plus	2, 4, 5	FacDev.Coord ProjDir
	Summer-plus Reflection Day	2, 4, 5	InstructTeams
Y2/March	Enter COLEC Summer-plus courses in Otterbein registration system	2, 4, 5	FacDev.Coord PI
Y2/April	Recruit faculty, pre-service and in-service teachers for Summer-plus and assist them with registration.	2, 4, 5	ProjDirector FacDev.Coord PI
	Offer planning and implementation workshop for Summer-plus instructional teams	2, 4, 5	
Y2/May			
Y2/June	Summer-plus Academy offers 6 courses.	2, 4, 5, 6	ProjDir
Y2/July			FacDev.Coord
	Summer Tutoring program for pk-12 ELs.	4, 5, 7,	ProjDirector
	Enrollment count, Survey administration for Summer-plus participants, survey administration	2, 4, 5, 7, 8	ProjDirector

Year/Month	Tasks/Actions/Events	Objectives Addressed	Personnel Responsible
	for Career Ladder enrollees		
	Collect faculty course supplements	1	ProjDirector
	Assist Career Ladder enrollees in registering for courses and purchasing textbooks.	9, 10	CL Advisors
Y2/August	Y1 data analysis and year-end progress report		ProjEvaluator
Y2/September	Career Ladder English Learners begin courses.	9, 10	ProjDirector CL Advisors
	Teacher Education Learning Community Y2 begins (1x/month through May).	3	FacDev.Coord
Y3/October	Summer-plus Reflection Day	2, 4, 5	InstructTeams
Y3/November			
Y3/December	Enrollment and credit count; Survey administration for Career Ladder enrollees	9, 10	ProjDirector CL Advisors
	Collect summer tutee content-specific report card grades and grades of non-tutee EL peers	8	ProjDirector
Y3/January	Career Ladder English Learners begin courses.	9, 10	ProjDirector CL Advisors
	Develop and facilitate local review of guidelines for local COELEC TESOL paraprofessional certificate.	9, 10	ProjDirector

Year/Month	Tasks/Actions/Events	Objectives Addressed	Personnel Responsible
	Teacher Education Learning Community prepares program redesign document; identifies conference for presentation.	3	TELC members
Y3/February	Identify instructional teams for COELEC Summer-plus	2, 4, 5	FacDev.Coord ProjDirector
	Propose local COELEC paraprofessional certificate to OBR for state-level recognition.	9, 10	ProjDirector
Y3/March	Enter COLEC Summer-plus courses in Otterbein registration system	2, 4, 5	FacDev.Coord PI
Y3/April	Recruit pre-service and in-service teachers for Summer-plus and assist them with registration.	2, 4, 5	ProjDirector
	Offer planning and implementation workshop for Summer-plus instructional teams	2, 4, 5	FacDev.Coord
Y3/May	COELEC Instructional Teams—final course planning	2, 4, 5	FacDev.Coord
Y3/June	Summer-plus Academy offers 6 courses.	2, 4, 5, 6	ProjDirector
Y3/July			FacDev.Coord
	Summer Tutoring program for pk-12 ELs.	4, 5, 7, 8	ProjDirector
	Enrollment count, Survey administration for Summer-plus participants, survey administration	2, 4, 5, 7, 8, 9, 10	ProjDirector

Year/Month	Tasks/Actions/Events	Objectives Addressed	Personnel Responsible
	for Career Ladder enrollees		
	Collect faculty course supplements	1	ProjDirector
	Assist Career Ladder enrollees in registering for courses and purchasing textbooks.	9, 10	Career Ladder Advisors
Y3/August	Y1 data analysis and year-end progress report		ProjEvaluator
Y3/September	Career Ladder English Learners begin courses.	9, 10	ProjDirector CL Advisors
	Teacher Education Learning Community Y3 begins (1x/month through May), plans registration and travel for conference during current academic year.	3	FacDev.Coord
Y4/October	COELEC Higher Education Conference.	1	ProjDirect,PI FacDevCoord.
	Collect conference attendee surveys.	1	ProjDirector
Y4/November			
Y4/December	Enrollment and credit count; Survey administration for Career Ladder enrollees.	9, 10	ProjDirector CL Advisors
	Collect summer tutee content-specific report card grades and grades of non-tutee EL peers .	8	ProjDirector
Y4/January	Career Ladder English Learners begin courses.	9, 10	CL Advisors

Year/Month	Tasks/Actions/Events	Objectives Addressed	Personnel Responsible
Y4/February	Identify instructional teams for COELEC Summer-plus.	2, 4, 5	FacDev.Coord ProjDirector
Y4/March	Enter COLEC Summer-plus courses in Otterbein registration system.	2, 4, 5	FacDev.Coord .PI
Y4/April	Recruit career ladder enrollees for Summer-plus and assist them with registration.	2, 9, 10	ProjDirector CL Advisors
	Offer planning and implementation workshop for Summer-plus instructional teams.	2, 9, 10	ProjDir, PI, FacDev.Coord
Y4/May	Higher Education Manuscripts for inclusion in conference proceedings due to COELEC	1	FacDev.Coord Conf.Particip
	Assist Career Ladder enrollees in applying for paraprofessional certificate/teaching license	9, 10	ProjDirector CL advisors
	Final planning for Summer-plus instructional teams.	2, 9, 10	ProjDirector InstructTeams
Y4/June	Summer-plus Academy offers 6 courses.	9, 10	ProjDirector
Y4/July			FacDev.Coord
	Summer Tutoring program for pk-12 ELs.	4, 5, 7, 8	ProjDirector

Year/Month	Tasks/Actions/Events	Objectives Addressed	Personnel Responsible
	Enrollment/credit count and survey administration for Summer-plus participants, Enrollment/credit count and survey administration for Career Ladder enrollees.	2, 4, 5, 7, 8, 9, 10	ProjDirector
	Collect faculty course supplements	1	ProjDirector
	Assist Career Ladder enrollees in registering for courses and purchasing textbooks.	9, 10	CL Advisors
	Conference manuscripts distributed for review.		FacDev.Coord
Y4/August	Y1 data analysis and year-end progress report		ProjEvaluator
Y4/September	Career Ladder English Learners begin courses.	9, 10	ProjDirector CL Advisors
Y5/October	Conference proceedings edited, prepared for publication	1	ProjDirector FacDev.Coord PI
Y5/November			
Y5/December	Enrollment and credit count; Survey administration for Career Ladder enrollees	9, 10	ProjDirector CL Advisors
	Collect summer tutee content-specific report card grades and grades of non-tutee EL peers	8	ProjDirector
Y5/January	Career Ladder English Learners begin courses.	9, 10	CL advisors

Year/Month	Tasks/Actions/Events	Objectives Addressed	Personnel Responsible
Y5/February Y5/March Y5/April	Project Wrap-up; review all data, collect if missing; publications to community; end-of-project recognitions		ProjDirector
Y5/May	Assist Career Ladder enrollees in applying for paraprofessional certificate/teaching license	9, 10	ProjDirector CL advisors
Y5/June	Enrollment/credit count and survey administration for Career Ladder enrollees		ProjDirector CL Advisors
Y5/July			
Y5/August Y5/September	Y5 final data analysis and evaluation reports		ProjEvaluator

References

- Bauman, J. & Graves, F. (2010 Sept.) What is academic vocabulary. *Journal of Adolescent and Adult Literacy* 54-1 pp 4-12.
- Beaverson, B. (2011). Supporting recently exited English language learners in secondary schools. Paper presented at the International TESOL Conference, New Orleans.
- Custodio, B. (2011). How to design and implement a newcomer program. Columbus: OH: Pearson.
- Freeman, Y. & Freeman, D. (2009) Academic language for English language learners and struggling readers. Portsmouth, NH: Heinemann.
- Goldenberg C. & Coleman R. (2010). Promoting academic achievement among English learners a guide to the research. Thousand Oaks, CA: Corwin Press.

- Haynes, J. (2007). *Getting started with English language learners*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Himmel, J. & Short, D. (2009). *Using the SIOP model to improve middle school science instruction*. Center for Research on the Educational Achievement and Teaching of English Language Learners. U.S. Dept. of Education.
- Ladson-Billings, G. (1994). *The dreamkeepers*. San Francisco: Jossey-Bassey.
- Lawrence, J., White, C., & Snow, C. (2010) Words students need. *Educational Leadership*, October. 23-26.
- Ortiz, S. O., (2004). Nondiscriminatory Assessments in School. In C. Speilberger, (Ed.) *Encyclopedia of Applied Psychology*, Vol. X (pp 669-675). San Diego: Academic Press.
- Short, D., Vogt, M., Echevarria, J. (2009, 2010). *Making content comprehensible for English learners: The SIOP model*. Boston: Pearson/Allyn Bacon.
- Wedell, M. (2003). Giving TESOL change a chance: Supporting key players in the curriculum change process. *System 31*, 439-456.