

# **U.S. Department of Education**

**Washington, D.C. 20202-5335**



## **APPLICATION FOR GRANTS UNDER THE**

**NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM**

**CFDA # 84.365Z**

**PR/Award # T365Z110233**

**Grants.gov Tracking#: GRANT10865560**

**Closing Date: MAY 09, 2011**

## **Abstract**

**Name of the IHE:** University of Houston-Clear Lake (UHCL)

**Title of the Program:** Collaborative Bicultural Counselor Training Project IV

**Consortia Partners:** Alief Independent School District, Houston Independent School District, Pasadena Independent School District, and Texas City Independent School District

**Project Description:** The Collaborative Bicultural Counselor Training Project IV is a collaborative effort between the University of Houston-Clear Lake (UHCL) and the following Houston-Galveston area school districts: Alief, Houston, Pasadena, and Texas City Independent School Districts. The ultimate goal of CBCT is to better prepare counselors of ELLs so that their students will achieve high levels of academic success and increased access to post-secondary education. Implementation of the project involves an increased collaboration with participating school districts in order to effectively recruit, advise, select, train, and mentor CBCT participants. The following goals will help increase the likelihood that project participants will continue in the profession, as well as help assure that all counselors are prepared to meet the needs of ELLs.

**Goal 1:** Recruit and prepare a total of 30 bilingual counselors and 5 bilingual/ESL counselor supervisors to work with English language learners (ELLs).

**Activities:**

- 1) A pool of qualified bilingual teachers and counselors will be recruited.
- 2) 30 bilingual certified teachers will be selected to participate as Master's students.
- 3) 5 certified school counselors with at least 4 years counseling experience and ELL certification will be selected to train as doctoral supervisors.
- 4) Provide financial and academic support, including tuition, fees, and textbooks.

**Outcomes:** 30 bilingual teachers and 5 certified counselors will train to become bilingual counselors and doctoral level supervisors.

**Goal 2:** Provide an intensive support system and mentoring for bilingual counselors-in-training and practicing school counselors who currently work with ELLs.

**Activities:**

- 1) University faculty will provide supervision and will advise and monitor the academic performance of all participants.
- 2) Five CBCT doctoral students will mentor the master's level participants as they progress through the training process.
- 3) UHCL will provide counseling services, writing support, statistics tutorials and technological support for all students in project.
- 4) UHCL faculty will structure student collaboration and networking in order to promote a continued support system for all students in project.

**Outcomes:** All recruited Master's participants will complete degree programs within designated funding cycle; Doctoral participants will complete all certifications and coursework.

**Goal 3:** Provide professional development to area counselors, administrators, and teachers designed to help ELLs advance into higher education and STEM related fields.

**Activities:**

- 1) Partnerships between collaborating school districts and UHCL will offer support for educators, practicing counselors and counselors-in-training during and after project.
- 2) UHCL will hold an annual professional development summit for all counselors in the UHCL service districts focused on issues related to ELLs. Districts will encourage and support counselors / counselors-in-training to attend conferences.
- 3) UHCL faculty, project participants, and collaborating district personnel will create and pilot web-based training modules that promote best practices and current research and addresses the socio-emotional needs of ELLs, enhancing relationships among educators and families, and with emphasis on promoting opportunities for children to move into careers associated with Science, Technology, and Mathematics.

**Outcomes:** Identified educators in collaborating districts, participating in-service counselors, and counselors-in-training will demonstrate greater understanding of the needs of ELLs and utilize this information to better serve this population.

**Goal 4:** Provide free counseling and support services to ELL public school students and families as part of the counselor training process.

**Activities:**

- 1) Counseling services will be provided to low income ELLs and their families at neighborhood schools as part of the training process.
- 2) Parenting workshops will be offered at neighborhood schools as part of the counselor practicum and internship experience.
- 3) Online parenting workshops will be developed in both English and Spanish as part of the counselor training process and be uploaded onto a website for parents, counselors, and educators to use as free support resource.
- 4) Doctoral students and project staff will provide mentoring and culturally, linguistically appropriate supervision to master's counselors-in-training working with ELLs.

**Outcomes:** As part of the counselor training process, ELLs and families will work with bilingual counselors-in-training to resolve social, academic, and emotional issues that interfere with the learning process. Parents will be able to better support the ELL by learning effective parenting skills, appropriate use of available social resources, and increasing collaboration between home and school.

**Goal 5:** Facilitate employment placement assistance for all project-trained bilingual counselors and supervisors, and monitor post-training performance of trainees.

**Activities:**

- 1) Project personnel will work closely with participants and school districts to assist project participants in securing employment as bilingual counselors or supervisors.
- 2) Promote Texas Education Agency's and Texas Counseling Association's counseling program evaluation tools within districts to facilitate evaluative validity.
- 3) Mentor, monitor and evaluate the skill performance of all project trainees.

**Outcomes:** Bilingual counselors will effectively serve all populations within school. Counseling services will be available in both English and/or second languages.



**Priorities:** The CBCT-IV project meets the following priorities:

Priority	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
Invitational Priority 1: Improving Achievement and High School graduation rates		Meets	Meets	Meets	Meets
Invitational Priority 2: Improving preparation of all teachers to better serve English Language Learners.	Meets		Meets	Meets	Meets
Competitive priority 2: Enabling more data-based decision making			Meets	Meets	Meets
Competitive Priority 3: Promoting Science, Engineering, Technology and Mathematics			Meets	Meets	Meets

**GPRA Measure Targets:** This project measures the following targets and anticipates meeting the following target goals:

The number of in-service teachers expected to be served

	Year 1	Year 2	Year 3	Year 4	Year 5
Conference	80	80	80	80	80
Master's	30	30	30	30	30
Doctoral	None	5	5	5	5

The number of in-service teachers expected to complete the program of study

	Year 1	Year 2	Year 3	Year 4	Year 5
Master's	None	None	None	30	none
Doctoral	None	None	None	None	5

The number of in-service teachers expected to complete the program of study and be certified in EL instruction

	Year 1	Year 2	Year 3	Year 4	Year 5
Master's	None	None	None	30	None
Doctoral	None	None	None	None	5

The number of in-service teacher completers who are expected to serve EL students

	Year 1	Year 2	Year 3	Year 4	Year 5
Conference	80	80	80	80	80
Master's	None	None	None	30	30
Doctoral	None	None	None	None	5

Contact: Project Director, Dr. Cheryl Sawyer, (281) 283-3559, [sawyer@uhcl.edu](mailto:sawyer@uhcl.edu)

### **Collaborative Bicultural Counselor Training IV (CBCT-4)**

The Collaborative Bicultural Counselor Training Project 4 is a collaborative effort between the University of Houston-Clear Lake (UHCL) and Houston-Galveston area school districts. **Alief, Houston, Pasadena, and Texas City Independent School Districts in collaboration with UHCL** request funding to:

1. Recruit and prepare a total of 30 bilingual counselors and 5 bilingual/ESL counselor supervisors to work with English language learners (ELLs);
2. Provide an intensive support system and mentoring for bilingual counselors-in-training and practicing school counselors who currently work with ELLs;
3. Provide professional development to area counselors, administrators, and teachers designed to help ELLs advance into higher education and STEM related fields;
4. Provide free counseling and support services to ELL public school students and families as part of the counselor training process;
5. Facilitate employment placement assistance for all project-trained bilingual counselors and supervisors, and monitor post-training performance of trainees for one year.

These components will help increase the likelihood that project participants will continue in the profession, as well as help assure that all counselors are prepared to meet the needs of ELLs.

Implementation of the project involves an increased collaboration with participating school districts in order to effectively recruit, advise, select, train, and mentor CBCT participants. The ultimate goal of CBCT is to better prepare counselors of ELLs so that their students will achieve high levels of academic success and increased access to post-secondary education.

**Research Basis for Project:** The U.S. Surgeon General (U.S. Department of Health and Human Services, 2001) suggests that bilingual/bicultural counselors are most effective in bridging the

gaps that exist among the student, home, and school. Administrators agree that bilingual, Spanish-speaking school counselors could best address personal, academic, and career needs for Latino students (Smith-Adcock, et al, 2006). Counseling interventions designed for the mainstream that ignore cultural context are actually dangerous because “they have the illusion of ‘doing something’” when in fact the counselor’s views are possibly either ethnocentric or stereotypic (Pedersen, 1997, p.21). Behavioral, affective, and cognitive insights are not meaningful unless the counselor and client evaluate these insights within appropriate cultural perspective. Counselors must be cognizant of individual differences and not over generalize specific cultural values to all members of that culture. The opportunity to transcending language and cultural barriers between the family home and school is significantly limited when the supportive link—the school counselor—speaks only English and has little experience with the culture of the ELL. Obviously, the most effective solution to this dilemma is for schools to hire counselors that represent both cultures and are fluent in both English and the student’s native language. Sawyer’s (2005) UHCL Collaborative Bilingual Counselor Training-1 (CBCT-1) final project report clarifies differences in the roles of a bilingual counselor from that of a main stream counselor. Yvonne DeLeon, bilingual counselor, summarized these differences in her comment, “Besides taking care of traditional counseling responsibilities such as scheduling and large group character education, the bilingual counselor is often called upon to work with ELLs and their families about discipline, health, or social concerns. As a bilingual counselor I must also have an in-depth knowledge of community resources, be able to interpret at 504 meetings, and provide parenting workshops in Spanish”. High school bilingual counselor Juan DeLaGarza noted that his responsibilities included “communicating in Spanish with high school students and their parents regarding options for vocational and higher education and trying to bridge generation and



cultural gaps.” One CBCT-1 bilingual counselor emphasized, “The parents of ELLs are often reluctant to attend school functions or ask questions because they are not familiar with the language or customs. If the parent is not able to serve as the child’s advocate, counselors and administrators within the school must help these parents communicate on behalf of the children”.

Familiarity with a comprehensive, developmental guidance and counseling curriculum that specifically addresses the diverse needs of the ELL population is a crucial component of the counselor training process (Baker, 2007; Campbell & Dahir, 2007; Sue, Arredondo, & McDavis, 1992). Although mastery of a solid academic curriculum is imperative for the potential success of ELLs, there is a significant danger that children will not be able to learn and retain academic knowledge without the implementation of an equally important curriculum designed to provide a socio-emotional foundation, avenues for future opportunities, and direction for seeking solutions to past, present, and future personal issues. Counselors support ELLs by providing opportunities for children to learn the value of education as well as ways to cope with the influence of drugs, negativity, poverty, gangs, and abusive situations. Counselors also help parents to understand the resources available to help ELLs succeed in the school setting, access options available for financial support for vocational and higher education, and learn to access social services that can accommodate the mental health needs of a family in transition.

#### **A. Project Design**

This section will first identify project goals and objectives, identify corresponding GPRA priorities and measures, describe project-associated measures, and clarify outcomes specific to this goal. A description of the project design to support each goal is provided and followed with the rationale supported by research.

**Goal 1: Prepare a total of 30 Master's level bilingual counselors and 5 doctoral-level counselor supervisors to address the needs of ELLs.**

*Objective 1: A pool of qualified bilingual teachers and counselors will be recruited.*

*Objective 2: 30 bilingual certified teachers will be selected to participate as Master's students.*

*Objective 3: 5 certified school counselors with at least 4 years counseling experience and ELL certification will be selected to train as doctoral supervisors.*

*Objective 4: Provide financial and academic support, including tuition, fees, and textbooks*

**Supports:** GPRA measure 1.5, Invitational Priority 2

**Measures:** Applicant demographic data, number of applications for participation in the project; Scored Application Rating Rubric for each applicant.

**Outcomes:** 30 bilingual teachers and 5 certified counselors will train to become bilingual counselors and doctoral-level supervisors.

**Design Components:** To increase the number of highly trained supervisors of ELLs/counselors and bilingual certified school counselors in the greater Houston/Galveston region, a recruitment program for potential supervisors and counselors must be established. Active recruiting of candidates will occur in the collaborating districts through on-site orientation sessions and in the UHCL School of Education offices. Recruitment efforts within the school districts will include informational meetings and presentations on counselor certification and supervision as a career choice and the availability of financial support for qualified bilingual applicants. Project staff and school district liaisons will be responsible for these presentations. In the event that collaborating districts do not provide sufficient qualified applicants for participation in this project, project applicants will be recruited from the surrounding 23 districts in the UHCL service area.



Applicants will be interviewed to assess their interest in counseling as a profession, willingness to dedicate time and energy toward completion of this project, and commitment to remain in the educational profession to serve ELLs. Three strong letters of reference will be required; at least two will be from counselors or school administrators who can attest to the applicant's interest in working with ELLs. All applicants must reflect understanding of the social and cultural aspects of the Latino community. Applicants applying to become counselors must demonstrate dual language proficiency through written essays, oral interviews with a panel of practicing bilingual school counselors and hold certification as either a bilingual teacher or ESL teacher. Participants will be expected to teach full time while earning their degree; course schedules will be created to facilitate both work and college. Applicants will be asked to sign a promise letter to serve as counselors or supervisors within the collaborating districts for at least five years post project. At least **30** bilingual teachers will have the opportunity to complete requirements for a Master's degree and state counselor certification during the funding period.

Five certified master's level counselors will be selected through a comparable selection process. Doctoral participants will be expected to hold TEA certification as bilingual or ESL teachers as well possess experience as counselors prior to the beginning of their doctoral studies; bilingual applicants will be given priority. Participants will complete all of the requirements for Licensed Professional Counselor certification, be credentialed to teach Master's students at the university level, and complete approximately 80% of the requirements for the UHCL Doctorate of Educational Administration and Supervision or Doctorate in Curriculum/ Instruction with Specialization in Counseling prior to completion of this project. Participants will be expected to complete all course requirements leading to doctoral candidacy (ABD), including competency exams, but will not be expected to complete their dissertation prior to the conclusion of the

project due to district workloads. UHCL project faculty will continue to work with doctoral candidates through the completion of their dissertation.

All selected participants-in-training will receive tuition, fees, mentoring, and required textbooks. As the majority of the project training materials and textbooks are now available in a less expensive, “greener” and more accessible electronic format, technological support will also be made available to participants: all participants will be issued iPads with sufficient capability to download textbooks, access Internet and email systems, and store project-related support materials such as journal articles, research, class notes, PowerPoints, multimedia, and databases.

**Goal 2: Provide an intensive support system and mentoring for counselors-in-training.**

*Objective 1: University faculty will provide supervision, advising, and monitor the academic performance of all participants.*

*Objective 2: Five CBCT doctoral students will mentor the master's level participants as they progress through the training process.*

*Objective 3: UHCL will provide counseling services, writing support, statistics tutorials and technological support for all students in project.*

*Objective 4: UHCL faculty will structure student collaboration and networking in order to promote a continued support system for all students in project.*

**Supports:** GPRA Measure 1.5, Invitational Priority 1

**Measurement:** Records of tutorials, supervision and mentoring meetings; Focus groups indicating qualitative indicators of impact.

**Outcomes:** All recruited Master's participants will complete degree programs within designated funding cycle: Doctoral participants will complete all but dissertation.

***Design Components:*** The stressors involved in acquiring a Master's degree while maintaining a full time teaching job and managing a household can interfere in the ability of the student to complete his/her graduate or post-graduate program. The academic curriculum requires students to maintain a 3.0 or better grade point average. Students who do not meet programmatic standards are counseled and provided additional support (tutoring, grouping, one-on-one teaching) so that their grades improve. The provided support system has been proven effective to date; although a few of the previous 95 grant recipients dropped out due to health or family stressors, none of the previous project participants were exited from the CBCT program due to course failure or low grades. Tutorials are needed for students struggling with various subjects; this project proposes to fund tutorials to ensure student success and reduce attrition. In addition, most students enter the counseling program burdened with past trauma, family-of-origin issues, inadequate support system, and other emotional or social issues that can potentially interfere with their ability to learn. The sum of these difficulties can also interfere with their ability to effectively serve as counselors. A requirement of the counseling program involves introspective examination and personal growth to address these issues. Mayo's (2005) survey indicated that 86.4% of the surveyed graduates felt personal counseling helped them to become more capable of serving as advocates for ELLs and addressing issues related to working with both the mainstream and ELL communities. These counselors also indicated time management, study skills, and organizational support were helpful. Support will be provided through a variety of sources, including the project staff, tutors, mentors, supervisors, cohort peers, and university student services as well as a modified schedule for the 54 hours of graduate coursework. In Mayo's CBCT-1 report, 96% responded that their mentor was always available when they



needed professional support. The majority of these students (65%) anticipated they would continue the mentoring relationship after program completion.

This project will place project participants in cohorts to facilitate networking, studying, collaborative relationships, proof-reading, and working together as teams. The CBCT-1 project evaluation (Mayo, 2005) indicated that participants emphasized that the cohort experience was crucial for their success in classes and completion of the program. As the students moved through the program as a group, they developed close relationships and provided peer support. One CBCT-1 participant stated, “The fact that I had a group of thirty or so friends in the program that encouraged me often was an incentive for me to keep going. We supported each other, not only academically but also emotionally”. Mayo’s report concluded with the comment that Latino students were more likely to complete the graduate program with a strong people-oriented support system including being part of a cohort group, personal tutoring, and encouragement from their peers, school, and the UHCL counseling program staff.

***Research Basis for Goals 1 & 2:*** CBCT-4 is designed to reduce the barriers to continued higher education and train bilingual educators to become bilingual counselors and supervisors. This project will provide financial assistance, facilitate collaboration with local school districts for recruitment and retention, provide support for counselors in area schools and provide academic tutorial support for participants. Research indicates the shortage of bilingual educators across the U.S. can be attributed to factors such as financial barriers, inadequate advising, need for advanced written and oral language skills in two languages, and need for linguistically and culturally reflective faculty and supervision for counselors-in-training (Crawford, 1997; Sawyer, 2006a). Reasons for the shortage of certified bilingual school counselors include:

*Financial barriers*--Many ELLs are themselves immigrants or children of immigrants.

Immigrants often come to this country due to economic or political unrest in their native country, speak little or no English, have few resources and little education, and live in poverty. The ability to obtain higher education is an unreachable dream for many due to lack of financial resources. As a component of our UHCL Collaborative Bilingual Counselor Training-I project evaluation, Mayo (2005) surveyed 22 of the 35 bilingual counselors who completed the CBCT-1 project: 64% of those surveyed had one or more parents that did not complete high school; 86.4% indicated they would not have been able to acquire this certification without the financial support of the CBCT-1 grant. One participant stated, "The CBCT-1 project not only provided the financial means to help me decide to go for the Master's degree but helped me see it to the end. I wouldn't have been able to complete this program without the individuals and the finances that supported me". Another participant commented, "A lot of bilingual educators can't make their dream of becoming a school counselor come true because they don't have the money to pay for the tuition and books. In my case, there was no way I could enter and finish the counseling program without financial assistance".

*Linguistic and Cultural Barriers*--Effective bilingual/bicultural counselors must have advanced dual language ability and an in-depth grasp of the expectations and needs of both cultures. The nuances involved in emotional expression, colloquial jargon, blended languages, body language, and cultural interpretation cannot be easily learned in an academic setting. Sawyer (2006) stressed that the population pool for attracting effective bilingual counselors should be narrowed to individuals who were raised biculturally, speaking, reading, and writing in two languages. Bilingual/bicultural counselors in training, usually the first generation in their families to advance to the Master's level of education, must also cope with their own social-

emotional and bicultural issues in order to become successful counselors: this element often requires substantial mentoring and emotional support as they move through the program.

*Program Implementation Barriers*--This project proposes to train a cadre of five certified bicultural school counselors to become ELL/ Counseling supervisors, university instructors, and field evaluators in order to effectively implement counseling programs for ELLs. The doctoral-level counselor is trained to guide, mentor, supervise master's level counselors, teach graduate courses in counseling, evaluate programs to ensure compliance and effectiveness, and conduct action research designed to assure accountability. Although the supervisory components of counseling alone do not require a second language, direct administrative supervision of counseling sessions--as well as involvement with the ELLs, their families, and the Latino community--definitely requires advanced understanding of both language issues and the Latino culture in order to enhance trust, validity, and genuineness among all parties.

The CBCT-3 project successfully supported four bilingual school counselors in their quest to become doctoral-level counselor supervisors; all of these individuals will serve on this project as mentors and supervisors. The doctoral-level supervisors trained for this project will serve as mentors, program evaluators, and presenters during their training process and, upon successful conclusion of this project, will be invited to teach as adjunct professors for UHCL.

**Goal 3: Provide professional in-service development opportunities related to the social-emotional and career/vocational needs of ELLs for educators, counselors and counselors-in-training in the 23 district UHCL service area.**

*Objective 1: Partnerships between collaborating school districts and UHCL will offer support for educators, practicing counselors and counselors-in-training during and after project funding.*



*Objective 2: UHCL will hold an annual professional development summit for all counselors in the UHCL service districts focused on issues related to ELLs. Districts will encourage and support counselors and counselors-in-training to attend conferences.*

*Objective 3: UHCL faculty, project participants, and collaborating district personnel will create and pilot web-based training modules that promote best practices and current research to addressing the socio-emotional needs of ELLs, enhancing relationships among educators and families, and with emphasis on promoting opportunities for children to move into careers associated with Science, Technology, and Mathematics.*

**Supports:** GPRA Measure 1.5 & 1.6; Competitive Priority 2 & 3; Invitational Priority 1 & 2.

**Measurement:** Agenda/schedule for conferences, attendance lists, workshop pre/post tests, and conference evaluations; 20 online modules with accompanying pre/post tests.

**Outcomes:** Identified educators in collaborating districts, participating in-service counselors, and counselors-in-training will demonstrate greater understanding of the needs of ELLs and utilize this information to better serve this population.

**Design Components:** For the purposes of this project, UHCL will collaborate with 4 districts (Alief, Houston, Pasadena, and Texas City) from the Greater Houston-Galveston region of Texas to enhance services for ELLs. The districts collaborating with UHCL in this project clearly exhibit a high level of need for support for ELLs to be successful in the academic setting:

	Alief	Houston	Pasadena	Texas City
Total enrollment	45,410	200,944	51,923	5,840
% Economically Disadvantaged	78.5	79.9	78.9	62.0
% Af Am	34	27	8	21
% Hispanic	49	8	78	40

% Caucasian	4	62	12	38
% Other	13	3	4	1
% LEP	37	31	29	8
% Bilingual/ESL Ed	36	29	25	7
% teacher turnover	10.6	11.1	11.6	14.1
% teachers with <5 yrs experience	44.1	36.3	48.7	37.0
ACT composite score (2009)	18.8	19.7	19.8	20.5
Grades 9-12 Drop Out rate	12.7	15.8	14.9	10.3

The collaborating districts will provide the following support throughout the project:

- 1) recruit and recommend teachers who demonstrate the ability to become effective bilingual counselors and profess commitment to serve for at least five years;
- 2) recruit/ recommend certified counselors for training as doctoral-level counseling supervisors who profess commitment to serve the ELL community for five years;
- 3) provide mentors for both counselors-in-training and supervisors-in-training;
- 4) provide building space, utilities, and clients for practicum counseling clinics and summer clinics, and related after school activities;
- 5) provide opportunities for educators (teachers, paraprofessionals, and administrators) to participate in program-related professional development activities conducive to enhancing ELL's ability to be academically successful;
- 6) promote the use of program-recommended/provided best practice models addressing parental involvement;
- 7) whenever possible, employ project graduates as counselors and supervisors;

- 8) review formative evaluative data and recommend continuance or changes to project and/or UHCL counseling program course content and practices;
- 9) seek additional funding to continue the campus counseling clinics, mentoring, program development, and data collection begun in this project; and
- 10) support the evaluative component by facilitating data collection.

School district and project personnel have already begun and will continue the process to identify best practices related to serving ELLs by attending conferences such as the Office of English Language Acquisition's National Conversations on English Learner Education (Dallas, 2011), and the Equal Access to Quality Education Summit (Office of Civil Rights, 2011). State-of-the-art practices such as those recommended in "Beyond the Indicators—Integrated School-Level Approach to Dropout Prevention" (Mid-Atlantic Equity Center), "Access to Advanced Placement Courses for ELLs" (IDRA), "Model for Sustainable Educator Excellence and Student Achievement in STEM" (The Teacher Channel), and "A Blueprint for Reform" (U.S. DoE) will be integrated with concrete direction for curricular and institutional revision. This content will then be converted into one-to-three hour online educator training modules. Educators from selected collaborating district schools will be chosen to attend monthly training sessions to pilot these modules, and work with the district administrators to implement suggested change. Practitioners will evaluate these modules using open-ended questions and by using pre- and post-tests. Information gained as part of the pilot process will be used to modify and improve modules. This project anticipates that 20 online educator training modules will be developed and uploaded onto the university-connected website, available at <http://soc.uhcl.edu/BCCON>. Once uploaded, these modules should be available free of charge to any educator interested in supporting ELLs.



Continuing education and professional development opportunities are sparse for inservice school counselors and most conferences have limited information for those seeking to support ELLs. For example, in Texas, two of the three state counselor conferences are usually held in Austin, a four hour drive from the UHCL service region; the third conference is located in a different major city each year, sometimes a ten to twelve hour drive from the district. Attendance (transportation, hotel, registration, etc.) at these conferences is very expensive. With recent massive state cutbacks to education, many districts cannot afford to send representatives to state or national conferences. This project will support an annual UHCL ELL Counseling Summit in UHCL's 23 district service area, eliminating the costs for major travel expenses. Counselors and counselor-educators throughout Texas will also be welcomed at these conferences. At the UHCL Summits, counselors will gain current information on best practices to assist ELLs in acquiring the skills needed for success in the academic setting. Materials for counseling ELLs, networking, presentations designed to enhance parental involvement, and updates on community resources available for ELLs will be presented. Evaluations will determine conference effectiveness.

UHCL has successfully offered four counselor-focused ELL Counseling Summits. Attendance at each summit has steadily increased and the reputation for offering high quality content has been surpassed only by the recognition this conference has achieved in networking ELL serving counselors and educators throughout the state. The 2011 UHCL-ELL Counseling Summit was promoted by the Texas Counselors for Social Justice and touted by national leaders as "important" and "timely" (P. Arredondo, 2011). This summit hosted 152 educators from across Texas, including attendees from the Rio Grande Valley, San Antonio, Corpus Christi, and the Houston-Galveston regions. Breakout sessions continued the National Conversation on English Language Learners (i.e., What do we need to stop doing? Continue doing? Start doing?),

as well as current issues such as “Hot Topics in Immigration”, “Moving into STEM related careers”, “Financing College for Latino Learners”, and “Fostering Parent-School Relationships”.

Although research indicates that “one time” conferences are limited in their effectiveness, the local and state networking that occurred at each of these conferences is invaluable to promoting effective and continuous support for ELLs that frequently relocate due to financial issues. Practicing counselors, administrators, counselors-in-training, and practitioners come together to exchange research and strategies, identify specific local and regional concerns, and effectively serve ELLs and continue networking throughout the year.

***Research basis for Goal 3:*** Effective professional development for educational practitioners must focus on helping the educator understand the ways in which English language learners respond and learn: an in-depth understanding of ways to embed appropriate supportive content related to language acquisition and culture-specific needs into all aspects of the curriculum and collaboration among educational professionals and families (DiCerbo, 2011). Changes must be made within the overall educational culture of the individual school in order to increase those institutional factors correlated with academic success. Schools that create personal relationships among the teachers, parents, and students enhance the working environment and increase the sense of joint responsibility for learning (Allensworth & Easton, 2007; MacIver and MacIver, 2009). Education Trust (2008) indicates that high quality teachers have the potential to reduce dropout rates yet compared with peers, low-income minority students are twice as likely to be assigned to less qualified, less experienced teachers. Educators who strive to develop success in children must perceive these students as capable and motivated, provide individual support for those struggling with individual issues, and create trusting relationships with both the students and their families (MacIver and MacIver, 2009). Unfortunately, schools with impoverished, low-

income students attract those educators with the least amount of experience and training. These educators need exposure to advanced research and best practices focused on connecting with families, building trusting relationships with students, hands-on methodology, and the use of highly motivating technologically-based learning materials. Supervisors and administrators must recognize the necessity of infusing these elements into the day-to-day activities of the school and accordingly hold all educators accountable.

**Goal 4: Provide free counseling and support services to ELL public school students and families as part of the counselor training process.**

*Objective 1: Counseling services will be provided to low income ELLs and their families at neighborhood schools as part of the training process.*

*Objective 2: Parenting workshops will be offered at neighborhood schools as part of the counselor practicum and internship experience.*

*Objective 3: Online parenting workshops will be developed in both English and Spanish as part of the counselor training process and be uploaded onto a website for parents, counselors, and educators to use as free support resources.*

*Objective 4: Doctoral students and project staff will provide mentoring and culturally and linguistically appropriate supervision to master's counselors-in-training working with ELLs.*

**Supports:** GPRA Measure 1.5 & 1.6; Competitive Priority 2 & 3; Invitational Priority 1 & 2.

**Measurement:** Pre/post tests, sign-in sheets; documentation of direct client contact counseling hours completed in Spanish and English; documentation of indirect counseling related contact hours required for services; client evaluation forms; candidate self-rating sheets; and candidate instructor rating sheets; parenting workshop rubrics.



**Outcomes:** *ELLs and families will work with bilingual counselors-in-training to resolve social, academic, and emotional issues that interfere with the learning process. Parents will be able to better support the ELL by learning effective parenting skills, appropriate use of available social resources, and increasing collaboration between home and school.*

**Design Components:** Service-learning is a crucial component of the UHCL counselor training process. Counselors-in-training learn theory and basic skills within the university classroom setting and are required to practice and refine these skills at the UHCL-school-based clinics that provide free counseling services for low-income children and families. These clinics, closely monitored by university supervisors, give families who would have no other resources the opportunity to receive counseling and guidance. The UHCL-Pasadena ISD Counseling Clinic was created as part of our CBCT-1 grant. This clinic has been consistently maintained for more than ten years; more than 600 children, teens, and family members have received free counseling services as part of the counselor training process. As a result of the CBCT-3 project, an additional clinic was established at Holmquist Elementary school in Alief ISD in 2008; nearly 100 families have been served over the past two years. Both of these clinics will continue through CBCT-4 and an additional Houston ISD clinic will be developed. Although the demand for bilingual services far exceeds the number of bilingual counselors-in-training at this site, school officials highly applaud the impact of both the monolingual and bilingual counselors provided through this service learning project.

**Research Basis for Goal 4:** All previous CBCT grants strongly emphasized the importance of a service learning component. The project director estimates that the counselors-in-training involved with CBCT-1 provided approximately 2,230 hours of counseling and parenting workshops in English and 2,434 hours in Spanish, totaling 4,664 hours of *pro-bono* community

service. This proposal estimates that the service hours of this project will meet or exceed that number. Clearly the students were able to experience using their counseling skills as part of their coursework while providing a valuable contribution to the community. Pasadena-Kruse Elementary lead counselor Krishna Perez notes, "The UHCL counselor training clinic is a tremendous service for our community. Families who would have never been able to afford counseling have been served at this free clinic. The counselors-in-training have helped parents who have incarcerated spouses, grandmothers raising children, children who have been severely neglected, and teenagers who would probably have dropped out of school. We really need more Spanish-speaking counselors to help our families, but we appreciate the help we get from UHCL, no matter what language these counselors speak."

Bold headlines from the White House Initiative on Educational Excellence for Latino Americans (7/14/02) state that "A vast majority of Latino parents want their children to go to college, yet 66% do not have the information to make it a reality." This project proposes to remedy this situation as part of the counselor training process. Each counselor-in-training will develop and offer a minimum of two parent workshops; the content of these workshops will focus on age-appropriate information to support the ELL toward the development of a successful future in STEM related areas. For instance, the parents of elementary ELLs may learn to access resources within the school system to support their child and the importance of two-way communication with the child's teacher. The high school level parent workshops will guide parents of ELLs through the often confusing process of selecting appropriate courses, applying for financial assistance, completing the application process, and emotionally supporting their ELLs in their quest for completing high school and entering higher education.

This project will focus on programmatic components that have been statistically proven to positively impact the success of English Language Learners within the school setting. *The Professional Counseling Journal* (Smith-Adcock, Indelicato, et al, 2006) stresses effective communication and a strong home/school working relationship are essential to the success of the Latino student. Although 19% of the overall children of immigrants are considered to be English Language Learners, the National Clearinghouse for English Language Learners (2011) asserts 22% of immigrant children live in poverty and 61% of these children had parents with limited English proficiency. The parents of many ELLs are intimidated by the school culture and ill-equipped because they neither read nor write English; English-only support is beyond their reach. Although many new opportunities arise each year to support these families in learning English, with supportive instruction, English proficiency still ranges between three to seven years (Kenji, Butler, and Witt, 2000). Many impoverished parents lack not only English proficiency but often have neither the knowledge of how to use the more advanced technological resources available for communication today nor access to these devices. Additionally, the cultural expectations of the mainstream culture and native culture often conflict, thus, further complicating the home/school relationship. According to bilingual school counselor Margarita Reyes (2008), “Our population of immigrants is growing in our school district. We need more opportunities for bilingual counseling so the students and their families can feel comfortable with someone to talk to in their native language. ELL kids are at a very high risk, not only to fail school but also as members of society”.

**Goal 5: Facilitate employment placement assistance for project-trained counselors and supervisors, and monitor post-training performance of trainees for one year.**



*Objective 1: Project personnel will work closely with participants and school districts to assist project participants in securing employment as bilingual counselors or supervisors.*

*Objective 2: Promote Texas Education Agency's and Texas Counseling Association's counseling program evaluation tools within districts to facilitate evaluative validity.*

*Objective 3: Mentor, monitor and evaluate the skill performance of all project trainees.*

**Supports:** GPRA Measure 1.5 & 1.6; Competitive Priority 2 & 3; Invitational Priority 1 & 2.

**Measures:** Demographic data regarding hiring data; and monitoring bilingual counselor performance (time/effort reports, annual performance reports).

**Outcomes:** Bilingual counselors will effectively serve all populations with school. Counseling services will be available in both English and second language.

**Design Components:** Project staff will recommend qualified participants to districts. When filling open positions collaborating districts have agreed to give project participants priority in the selection process.

**Research basis for Goal 5:** This shortage of doctoral-level bilingual counseling supervisors and college instructors is a nationwide dilemma. There are few doctoral-level bilingual/bicultural school counselor supervisors in the collaborating school districts in the UHCL service area. Due to significant need, most of the CBCT-1 and CBCT 2 and many of the CBCT 3 counselors-in-training were hired by collaborating school districts *prior* to the internship semester. Nearly all of the participants that were not hired prior to internship were offered district positions upon graduation. In the CBCT-1 project evaluation, graduates discussed the impact that occurred within their schools resulting from the introduction of a bilingual counselor effectively trained in addressing the needs of ELLs and their families. Bilingual counselor Amy Perez stated, "I was told by the school's previous monolingual counselor that the ELL parents had no interest in their

child's education; inviting them to a parent workshop was a waste of time. During my first week as bilingual counselor, I sent home a letter to parents written in English and Spanish to introduce myself and assure them that these workshops would be conducted in both languages. About 200 Spanish speaking family members came to my first parent workshop. I made a difference."

**B. Quality of Project Personnel:** The Budget Justification Narrative and Management Plan Table (below) detail the responsibilities and time allocated for personnel involved in this project. The following narrative explains the credentials, experience, and responsibilities of the primary personnel for this project.

**Principal Investigator and Project Director:** Dr. Cheryl Sawyer will serve as the principal investigator and director of this project. Sawyer is Associate Professor of Counseling and Coordinator of Counseling at UHCL and teaches counseling courses in the School of Education. Prior to her current position, Sawyer served for 25 years as a public school teacher, counselor, and consultant. As an adjunct at UHCL for 10 years, she taught courses in multicultural studies and educational psychology. For the past ten years, Sawyer has served as principal investigator and director of the highly successful Collaborative Bilingual Counselor Training project, funded initially (CBCT-1) by a 2001 Title III Department of Education grant designed to recruit and train bilingual school counselors. Sawyer continued efforts in training bilingual counselors by securing and directing a \$141,000 extension of this project (CBCT-2) funded by the Houston Endowment Foundation and the CBCT-3 Project, funded by a 2007 Title III Department of Education grant. All federal and foundation reports for her previous grants were submitted in a timely, professional manner; each of these grants yielded higher results than were originally

projected. Her research, national publications, and state, national, and international conference presentations include addressing the academic/emotional needs of culturally diverse populations.

Sawyer will be responsible for the overall integrity of the project; she will meet with key staff on a weekly basis to monitor the implementation of each of the components, note variances from standard procedure, and work collaboratively with all parties to assure maximum reliability, accountability, and validity for this project. She will document activities and procedures and the timely completion of all annual reports. Sawyer will dedicate twenty five percent of her time during the long semesters and two-thirds of her time in the summer toward this project.

**Project Coordinator:** Dr. Eva “Dee” Sloan will serve as the project coordinator of this project. Sloan is currently a Visiting Professor of Counseling at UHCL and teaches counseling courses in the School of Education and also is an adjunct faculty member for St. Mary’s University teaching community counseling and career planning courses. Sloan has worked with students and clients from diverse cultural experiences in school and agency settings: her recent research includes examining the effects of a nutritional program on predominantly Hispanic preschoolers, parents, and childcare providers living in a low SES area and working with first generation college students from low SES backgrounds in preparing them for the transition from high school to college. Sloan is Secretary for the Texas Counselors for Social Justice which strives to give a voice to those who need help in having their voices heard. Sloan’s research, publications, and conference presentations include addressing the mental health issues of children and underserved populations. Sloan will devote twenty five percent of her time during the long semesters throughout the five year project.

**Houston District Consultant:** Nefertari Mundy, Director of Counseling services for Houston ISD, will serve as the liaison between the district and the University of Houston-Clear Lake.



Mundy currently supervises the HISD Counseling department which serves 203,000 students and employs over 200 school counselors. She has been a school counselor in rural, suburban and urban school districts and in all levels K-12. Mundy is a graduate of UHCL's Counseling and Educational Administrative Graduate programs, having earned Master's degrees from both.

Mundy is active in the Houston Area Directors of Guidance cohort, Texas Counselor's Association and the National Office of School Counselor's Advocacy - Urban School Initiative for Transforming School Counselors. Mundy is also collaborating with The Educational Trust as Houston ISD school counselors undergo the rigorous process of transformation and learning ways to align their programs with school and district goals, and impacting student achievement through the College Board's 5 ways Ed(ucation) Pays to Houston ISD. Houston ISD agrees that Ms. Mundy will commit 2 hours per week to the grant as part of her full-time district duties.

**Pasadena District Consultant: Claudia Gonzalez-Harmon's** career in education is focused on working with English Language Learners (ELLs) and has spanned from serving as an elementary classroom teacher to lead high school counselor. She currently works with grades nine through twelve and assists with career/college preparation, coordinates parent/student meetings, creates, analyzes and monitors the accuracy of graduation plans, transcripts and other records. Harmon serves on the PISD Higher Education Advisory Team, creating advisory lessons geared towards college and is part of the Pasadena Early College High School (ECHS) Design Team, a collaborative project with the San Jacinto College District to open an ECHS within the school district. She has been nominated for H-E-B Excellence in Education (2004) and DisneyHand Teacher Awards (2003). Harmon is currently finishing her doctorate in Educational Leadership with Specialization in Counseling. Pasadena ISD agrees that Ms. Harman will commit 2-4 hours to the grant as part of her full-time district duties.

**Alief District Consultant: Tyra Walker,** Coordinator of Counseling and Health for the Alief Independent School District, has served as a teacher, lead counselor, assistant principal, and associate principal of instruction and coordinator. Walker has been involved in all aspects of student placement, social services, academic interventions and responsive services. She is also responsible for the Career and College readiness program and is actively addressing the obstacles that ELLs must overcome in their journey toward college. These vast experiences have helped her to develop a unique perspective in discovering innovative ways to meet the needs of ELLs and Special Education students and an in-depth understanding of some of the academic struggles and cultural nuances that impacted the learning of English Language Learners (ELLs). Alief ISD agrees that Ms. Walker will commit 2-4 hours to the grant as part of her district duties.

**Clinical Supervisor and Doctoral Mentor: Lorena Garcia** has served as an educational leader for over 12 years assisting students, parents, and educators as a bilingual instructor for 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grade bilingual students across all content areas and as a School Counselor/Parent Coordinator for the past 7 years working with kinder through 5<sup>th</sup> grade students. As a school counselor she works with students individually, in groups, and in classroom guidance lessons assisting at-risk students to strive for academic success. Garcia also serves as her campus Sec. 504 and Parent Coordinator, helps teachers brainstorm intervention strategies to help students succeed, and conducts staff developments that improve instructional strategies used on campus. Garcia is currently pursuing an Educational Leadership Doctorate and is researching practices that encourage parents from all ethnic and socioeconomic groups to be involved with their children's education, and for schools to consider parents as valuable stakeholders. Pasadena ISD agrees that Ms. Garcia will commit 2-4 hours each week to the grant as part of her district duties.

**Clinical Supervisor and Doctoral Mentor: Dawn Coryat** has 11 years experience in Title 1 schools with a high bilingual population. Coryat has served as a school counselor at a Title 1 K-4 elementary school in Texas City for the past 5 years. She is currently working on her doctorate in Educational Leadership from the UHCL, anticipates graduating in May 2012 and teaches Master's level counseling classes at UHCL during the summer. Coryat also supervises the Texas City ISD's after school program located in a local community center. The program serves students in grades 3-9. Students in this program receive academic tutoring, recreational time, and homework help. Coryat's efforts in this project will focus on mentoring doctoral students, piloting parenting workshops developed as part of the project and working with the after-school students and families to connect with those resources that facilitate successful transition to higher education. Texas City ISD agrees that Ms. Coryat will commit 3-4 hours per week to the grant as part of her full-time district duties.

**Project Evaluator: Dr. Judy Nelson**, Associate Professor of Counseling at Sam Houston State University has been the program evaluator for several recent projects: (2006, 2007, 2008) U. S. Department of Education Random Student Drug Testing in Cypress-Fairbanks Independent School District in Houston, Texas; (2008) an in-house program evaluation of the 1:1 computing at a Klein Independent School District middle school in Houston, Texas; and (2007-2012) U. S. Department of Education-UHCL Collaborative Bilingual Counselor Training Project – III Grant. She has written an organizational cultural competence assessment tool (Bustamante & Nelson) and is experienced in the collection of quantitative data from the graduate students through focus groups, the administration and analysis of cultural competence inventories, the evaluation of time logs related to counseling duties and interventions of counselors in the field and the analysis/synthesis of case studies related to work with counseling clients. With each project, Nelson has



attended advisory meetings and submitted insightful reports in a timely manner. Nelson and team will devote whatever time is necessary throughout the five years to evaluate this project.

**C. Quality of Management Plan**

Table A (Management Plan) is structured to illustrate the commitment and adequacy of project faculty and staff, timeframes, and milestones for implementing goals.

TABLE A – MANAGEMENT PLAN		2011-2016														
GOAL	RESPONSIBLE	Year 1			Year 2			Year 3			Year 4			Year 5		
		Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su
G1: Recruit and select 30 MS students	Sawyer & District Consultants (D/Cs)		X	X												
G1: Recruit and select 5 PhD students	Sawyer & D/Cs		X	X												
G1: 30 MS students take 54 hours; Project pays for	UHCL faculty			9	6	3	6	6	6	6	6	6				
G1: MS students graduate	UHCL faculty			9	6	3	6	6	6	6	6	6				
G1: 5 Doctoral students take 66 to 69 hrs; Project pays for	UHCL faculty				6	6	6	6	6	9	9	6	6	6	6	6
G1: Doctoral students work on dissertation	UHCL faculty				6	6	6	6	6	3	6	6	6	3		
														X	X	X

GOAL	RESPONSIBLE	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su
G2: Purchase student textbooks / iPads	Research Associate (RA)	X	X	X	X	X	X	X	X	X			
G2: Advise, tutor and support students	Sawyer & Sloan			X	X	X	X	X	X	X	X	X	X
G2: Supervise students in clinical setting	D/Cs, Sloan, Doctoral students						X	X	X	X			
G2: Doctoral students mentor MS students	UHCL faculty			X		X	X	X	X	X	X	X	X
G3: Purchase staff technology	RA	X											
G3: Attend conferences to identify best practices	Sawyer, Sloan, RA, D/Cs		X	X	X	X	X	X	X	X	X	X	
G3: Identify and prioritize module topics	D/Cs, Sawyer, Sloan	X			X						X		



GOAL	RESPONSIBLE	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su
G3: Create training modules	Sloan, RA		X	X		X	X		X	X		X	
G3: Pilot modules, revised, upload	Sloan, D/Cs, RA		X	X		X	X		X	X		X	X
G3: Organize & hold professional conference	Sawyer, Sloan, RA		X			X			X			X	
G4: Free clinic @ selected schools	Sawyer, D/Cs						X		X				
G5: Placement of MS students in jobs	Sawyer & D/Cs								X			X	
Biweekly Advisory Mtgs	Sawyer; all	X	X	X	X	X	X	X	X	X	X	X	X
Document process/data entry; formative report	Nelson, RA	X	X	X	X	X	X	X	X	X	X	X	X
Complete annual reports	Sawyer			X	X		X	X			X	X	X
Document process/data entry/summative report	Evaluator, RA											X	

Overall, the UHCL Counseling Program has an outstanding reputation for training counselors to meet the needs of the community. Approximately 75% of our students are hired as counselors prior to their internship semester and nearly all are hired within 3 months of graduation. Ninety-nine percent of our graduates pass the Texas Examination of Educator Standards-Counselor on the first attempt. Ninety-six percent of surveyed CBCT-1 graduates indicated that their counseling professors and supervisors were competent counselors, instructors, student development professionals, and clinical supervisors. One hundred percent of the CBCT-1 graduates indicated that they felt they were enrolled in a quality counseling program.

As one of the leading multi-disciplinary bachelor's and master's degree-granting institutions serving the Texas Upper Gulf Coast, UHCL has a solid reputation among area school districts and agencies as a partner in improving the effectiveness of education's role in children's lives. The School of Education is fully accredited by the National Council for Accreditation of Teacher Education. Promoting the quality and quantity of education for diverse populations is a university priority. The McWhirter Elementary Lab School showcases the dual language collaborative efforts between UHCL and Clear Creek ISD. **A significant portion of UHCL students are first-generation, low-income and minority. Nationwide, UHCL ranks 40<sup>th</sup> in granting master's degrees to Latino students, and with 25.4% Hispanic enrollment, UHCL has recently become an eligible Hispanic-serving institution.** UHCL and the collaborating school districts are committed to providing resources necessary for maintaining the integrity of this project. Letters of commitment from UHCL and collaborating school district representatives are appended to provide documentation that these entities will responsibly fulfill obligations to the project, including space, personnel, intervention support, and adherence to project protocol.

**D. Project Evaluation:** In order to evaluate the effectiveness of the project, both qualitative and quantitative models will be implemented at various timeframes across the project timeline. The project evaluation methodologies will include focus groups, paper/pencil group assessments, and computerized individual assessments. Both qualitative and quantitative data will be utilized to holistically evaluate the success of the program. Ongoing improvements, curricular changes and collaborative support services will be analyzed and evaluated.

<b>Goal 1:</b> Recruit and prepare a total of 30 bilingual counselors and 5 counselor supervisors to work with English language learners (ELLs).
<b>Population(s):</b> All applicants plus selected program participants
<b>Methodology:</b> Demographic data (including number of applicants, geographic profile); UHCL Counseling Admission Interview Scale; Application Essay (rubric evaluated)
<b>Type:</b> Quantitative
<b>Time Frame:</b> Recruitment; Pre-admission Interview; Initial orientation to program
<b>Outcomes:</b> Monitor academic success throughout program; Quantitative assessment following 4 <sup>th</sup> semester of program; Quantitative post-test at completion of program (graduation); Quantitative follow-up one year following graduation

This goal will provide the initial information supporting the geographic and population needs of the community as well as the effectiveness of candidate recruitment campaigns. From the data gathered through the variety of instruments, the project can monitor /adjust strategies to ensure comprehensive training and deployment of bilingual counselors.



<b>Goal 2:</b> Provide an intensive support system and mentoring for bilingual counselors-in-training and practicing school counselors who currently work with ELLs.
<b>Population:</b> Selected bilingual counselors-in-training; practicing school counselors
<b>Methodology:</b> Focus groups; Records of mentor/mentee meetings; Self-report survey of resource utilization and perceptions of support/mentoring; Includes data gathered from Goal 1; Monitor GPA and School of Education disposition statements; Records of academic and financial support for counseling candidates; Records of ELL student numbers and families impacted by direct services
<b>Type:</b> Qualitative and Quantitative
<b>Time Frame:</b> Cumulative; Qualitative assessment following 4 <sup>th</sup> semester of program; qualitative post-test at completion of program
<b>Projected Outcomes:</b> All recruited participants will complete degree programs within designated five year funding cycle.

Support networks and mentoring ameliorate the most intensive risks to the retention of qualified bilingual counselors. Careful monitoring and evaluation will allow the project to support area school districts and personnel with data supported strategies that provide the necessary systems for the ultimate benefit of their student populations.

<b>Goal 3:</b> Provide professional in-service development for counselors in the 23 district UHCL service area as well as training modules for educators in identified at-risk schools
<b>Population(s):</b> Participants in workshops
<b>Methodology:</b> Demographic data and number of participants; participants will assess current

school organization practices using School-wide Cultural Competence Assessment Instrument (Bustamonte and Nelson); agenda for conferences, attendance lists, workshop pre/post tests, conference evaluations; training modules with evaluation rubrics
<b>Type:</b> Quantitative (pre and post tests); Qualitative (focus groups)
<b>Time Frame:</b> Before and after training sessions; annual survey at end of school year
<b>Projected Outcomes:</b> Participating in-service counselors and district educators will demonstrate greater understanding of the needs of ELLs and utilize this information to better serve this population.

As this geographic area has experienced nearly constant change during the past decade, educators and counseling professionals need ongoing professional development in order to increase necessary awareness, knowledge and skills of effectively educating and supporting the growing ELL community. This goal will focus on the inclusion of emerging and evolving issues related to assisting ELLs to successfully enter a constantly evolving workforce, especially those professions requiring science, technology, engineering, and mathematics (STEM) skills. The evaluation of this goal allows the project to create and refine a process and training product that can be implemented by area schools to ensure quality service delivery.

<b>Goal 4:</b> Provide free counseling and support services to ELL public school students and families as part of the counselor training process.
<b>Population:</b> Public school ELLs and families in after-school clinics and workshops
<b>Methodology:</b> Records of access and intake data; Collaboration with agencies/ programs to ensure continued localized community support; Demographic data from intake data and school

success (attendance, discipline referrals, grades, etc.), Parenting workshop rubrics
<b>Type:</b> Quantitative
<b>Time Frame:</b> Cumulative; Pre-assessment at beginning, post-assessment upon conclusion
<b>Projected Outcomes:</b> ELLs and their families will work with bilingual counselors-in-training to resolve social, academic, communication and emotional issues that interfere with the learning process. Parents will actively participate in supporting the ELL through increased understanding of effective parenting methodologies, appropriate use of available social resources, and increased collaboration between home and school.

Access to mental health and social support services is greatly limited to the majority of the ELL populations served by the schools. The data gained through this evaluation will provide support for future collaborative efforts with other social service agencies so as to create greater localized access and support for the ELL population. Data gained from this goal will also be vital in determining the quality and delivery of these services and how they can be upgraded as needed.

<b>Goal 5:</b> Facilitate employment placement assistance for project-trained bilingual counselors /supervisors and monitor post-training performance of trainee for one year.
<b>Population:</b> Counselors-in-training; Supervisors-in-training
<b>Methods:</b> Analyze hiring placement data and demographic ratio data from districts regarding bilingual counselors to ELL populations
<b>Type:</b> Qualitative
<b>Time Frame:</b> Ongoing with district and individual counselors for one year post graduation at



individual schools
<b>Projected outcomes:</b> Project trained counselors will enhance the relationship with ELLs and their families and create a more positive school performance, thus, (long term) decreasing dropout rates and increasing focus STEM related career/vocational goals.

Ultimately, this goal will demonstrate the overall effectiveness of the program through the analysis of the final data, thus, creating a data supported curriculum and implementation plan that can be put in place as a method for training bilingual counselors and supervisors nationwide.