

The COVID-19 pandemic, and related school closures, challenged educational systems, educators, and students in unprecedented ways. As schools reopen, educators have gained new insights into the challenges experienced by their students, especially those from diverse backgrounds. Students who are English learners (ELs) bring strengths and assets to classrooms but have been found to be at particular risk for post-pandemic learning loss (Mitchell, 2020; Sugarman & Lazarín, 2020). In order for all students, especially ELs, to be able to realize their full potential, teachers working in this post-pandemic environment must deliver high-quality language instruction while supporting ELs in literacy and socio-emotional well-being, two critical areas in which school closures impacted student progress (Mitchell, 2020; Sugarman & Lazarín, 2020). Teachers must be able to accurately assess their ELs; provide evidence-based (EB) instruction; and make data-based decisions when further support or intervention is needed, particularly in critical areas such as literacy, language and socio-emotional well-being.

These obligations to ensure effective instruction for ELs are pressing for teachers, but they do not belong to teachers alone. They are shared by all educators, from those in teacher preparation programs to instructional leaders, classroom teachers, special educators, reading specialists, and paraprofessionals. Improving outcomes for ELs is a shared responsibility, and ELs fare best when teacher preparation programs, systems, schools, and individual educators embrace this responsibility with shared commitment. In the *Enhancing Literacy for English learners: Valuing Assets Through Engagement (ELEVATE)*, Towson University's (TU)'s College of Education (COE), Maryland's largest preparer of teachers, will collaborate with selected schools and the English Language Acquisition Office within Anne Arundel County Public Schools (AACPS), a diverse Maryland school system with growing numbers of ELs, to address the following goals:

Goal 1: Build school and system capacity within 6 selected AACPS schools and the system as a whole through comprehensive evidence-based (EB) professional development (PD) offered to over 100 school staff members per year as well as 100 families per year to support ELs' language acquisition, literacy development and socio-emotional well-being. **Goal 2:** Train a cadre of 32 teacher-leaders within AACPS, who will become dually endorsed in ESOL and Reading and will provide direct support, leadership and peer mentoring to colleagues regarding language and literacy instruction for ELs. **Goal 3:** Prepare 96 preservice special educators, who will be endorsed in ESOL alongside their special education certificate, through integrated ESOL, literacy and special education coursework coupled with stand-alone courses and practical workshops as part of a self-sustaining personnel preparation model.

ELEVATE builds on strong existing partnerships and resources to support EB professional development, teacher training, and literacy and language supports, grounded in asset-based thinking, commitment to socio-emotional well-being, and proactive support of educators, students and families. **ELEVATE responds to Absolute Priority #1, Providing Professional Development to Improve Instruction for English Learners. It further responds to Competitive Preference Priority #1, Moderate Evidence, and Competitive Preference Priority #2, Promoting Literacy.** Funds will be used to enhance the skills of personnel across multiple schools serving ELs, to develop curricula appropriate to the needs of AACPS and TU, and to support coursework and training activities leading to **ESOL endorsement for 32 inservice and 96 preservice teachers, for a total of 128 personnel.**

According to the National Center for Education Statistics (NCES), in 2017, 10.1% or 5 million students in the United States were English learners, an increase from 2010 (NCES, 2020). During recent COVID-19 school closures, advocates expressed particular concern about

the academic and social well-being of students on the margins of the system, including those learning English (Uro, Lai, & Alsace, 2020). With these students returning to school, multiple constituents—higher education, P-12 schools, and individual educators—face a professional and ethical imperative to ensure they receive linguistically appropriate, EB instruction. Such instruction must target **language proficiency**, critical for academic development in the U.S., and must also address **literacy**, a crucial determinant of success (Lee, 2018). In the wake of massive social disruption due to a pandemic, with many EL students experiencing transition or instability (Katzman & Stanton, 2020; Yoder, Posamentier, & Godek, 2020), this instruction must also be provided in a **socio-emotionally supportive context**. Without such support, ELs are at risk for poor performance, inappropriate services or special education evaluation, school failure and dropout (Callahan, 2013; Deussen, Hanson, & Bisht, 2017). Inappropriate referrals—or failure to refer—to special education can place ELs at significant risk, underscoring the important role of culturally and linguistically competent special educators (Counts, Katsiyannis, & Whitford, 2018). But with strong, evidence-based instruction, provided by knowledgeable general and special educators in a supportive context, ELs have potential not just to meet minimum standards but to rise to their true potential. ELEVATE seeks to ensure that ELs within high-need AACPS schools, and by extension throughout AACPS, have that opportunity.

AACPS is a large Maryland district (enrollment 85,361) that stretches from southern Baltimore to Annapolis, encompassing urban, suburban and rural areas (MD Report Card, 2020). About 35% of students receive free and reduced price meals (FARMS), 17% are Hispanic/Latinx, 21% are Black or African-American, 6% report having two or more races, and about half (51%) are white. In 2020, English learners (ELs) constituted 7.9% of AACPS students, or 6,786 out of 85,361 students, with higher representation at the elementary level

(10.1%) forecasting continued growth. ELs are less likely to read proficiently than AACPS students as a whole; only 12% of 3rd-grade ELs, in contrast to 51% of all 3rd graders, read proficiently. Nearly half (49%) of AACPS middle-schoolers and 61.5% of all high-schoolers were proficient readers at grade level in 2019 but from middle school through high school, fewer than 5% of ELs could read proficiently (MD Report Card, 2020). Middle school, then, represents a critical turning point for AACPS' ELs, where grade-level reading skills decline dramatically and risk of later dropout is intensified. (Rodriguez, Carrasquillo, Garcia, & Howitt, 2020). Once this turning point is reached, it is difficult to change students' trajectory. While the AACPS graduation rate for all students was 88.89%, the graduation rate for ELs was only 49.86% (MDSE, 2021). The dropout rate for AACPS' overall student population was 7.29% in 2020, compared to a 45.05% dropout rate for the county's ELs (MSDE, 2021). This sharp disparity continues through post-secondary education: 68.9% of AACPS students who graduated in 2019 enrolled in college within 16 months, compared to 15.1% of ELs who graduated (MSDE, 2021c).

AACPS and TU have a strong existing relationship through a National Professional Development grant focused on two high-EL elementary and elementary-middle contract schools operated by the Children's Guild, a nonprofit and longtime partner of AACPS and other Maryland systems. This partnership, the EMPOWER project, has focused on language proficiency and family engagement and has resulted in measurable gains: 72 preservice teachers trained or completing training resulting in ESOL licensure; 17 inservice teachers completing training in school leadership and ESOL; and site-based PD at two schools with high EL populations. ELs and families in the target schools have participated in workshops, bilingual literacy programs, and received materials for use at home; ESOL and content teachers have received PD in the form of conferences, workshops, coaching, planning assistance, book studies

and consultative support from project staff. Over the partnership, ELs in partner schools have evidenced increased achievement, including gains on WIDA Access assessments. In this partnership, the Children’s Guild and TU also introduced the use of PASS, a psychometrically validated tool developed to assess students’ perceptions of self-efficacy, teacher relationships, and the learning process. This successful partnership has **demonstrated TU’s ability to successfully collect, analyze and report authentic, valid and reliable performance data on multiple measures including GPRA measures** and has laid groundwork for continued PD geared toward a wider audience as AACPS’ student population and needs evolve. ELEVATE, like this prior partnership, will provide evidence-based (EB), responsive professional development (PD) to professionals in high-EL schools and in a large institute of higher education (IHE) to substantially increase the number of Maryland-endorsed ESOL teachers. Further, ELEVATE will provide EB training in language acquisition, literacy, and social-emotional well-being to participating teachers.

(a)Quality of the project design. (1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. The project’s goals are aligned to **the Government Performance and Reporting Act (GPRA) measures** for the 2021 NPD Competition, with targets as follows: **Measure 1:** The percentage of project-specific annual goals the program met. (target: 95% baseline 0). **Measure 2:** The number of pre-service program participants enrolled annually (target: 32; baseline 0). **Measure 3:** The unduplicated number of in-service program participants served annually: target: 116 (16 via intensive course-based PD, 100 via inservice PD; baseline 0). **Measure 4:** Under measures 2 and 3, the number of participants who are making progress toward becoming State certified, licensed, or endorsed in EL instruction and the number of participants who have become State certified,

licensed, or endorsed by the end of the five-year project period. (Target: $32+96=128$; baseline 0). Each of these proposed targets is **ambitious**, as the applicant proposes to meet 95% of project goals and 100% of goals for personnel served and endorsed in ESOL. These targets are also **achievable**, as the project narrative details specific timeframes and plans for attaining them given the baseline of 0 at the project start, the resources and management plan supporting the project, and the 5-year project timeframe. The applicant will use both **quantitative and qualitative reporting methods**, which are spelled out in the evaluation section, including surveys, observation, interview, analysis of graduation rates, analysis of licensure and Praxis passage data, analysis of job placement rates, and quasi-experimental study techniques where feasible. These methods are part of a **comprehensive evaluation plan**, which will be implemented by a team with **expertise in qualitative, quantitative and mixed methods analysis, and as such are likely to yield valid, reliable and meaningful performance data** as described more fully in the evaluation section. TU is a comprehensive university with a well-established College of Education and University Research office, along with strong project management as described in this proposal, ensuring the capacity to collect and report this data. TU has successfully collected and analyzed data and met all GPRA and project measure reporting targets for its current NPD grant and has met reporting targets for other federal grants. Project goals, objectives and outcomes are specified below.

Goal 1: Build school and system capacity within 6 selected AACPS schools and the system as a whole through comprehensive EB professional development (PD) offered to over 100 school staff members per year as well as 100 families per year to support ELs' language acquisition, literacy development and socio-emotional well-being.

Objective 1.1: ELEVATE will provide EB PD on language and literacy development to teachers and paraprofessionals in targeted AACPS schools with high EL enrollment

(GPRA 3). Outcome 1.1a: Each year, three workshops on language, literacy development, and socio-emotional well-being for ELs will be offered to 100 staff in participating ELEVATE schools. Outcome 1.1b: ELEVATE faculty and staff will create and disseminate two online modules for AACPS teachers on EB comprehension strategies for ELs using the PACT model and language and socio-emotional development by Year 2. Outcome 1.2c: ELEVATE faculty and staff will create and disseminate two online modules for AACPS paraprofessionals on supporting EB reading instruction for ELs and providing scaffolding and support for linguistically diverse learners by Year 2. **Objective 1.2: ELEVATE will provide high-quality**

literacy materials for ELs and training to 100 AACPS staff and 100 families in targeted

AACPS schools. Outcome 1.2a: Each year, literacy materials for ELs to support EB comprehension instruction will be provided to targeted schools. Outcome 1.2b: Each year of the project, literacy materials for 100 families (50 at each middle school, 25 at each elementary school) to support EB literacy practices at home will be provided to targeted schools along with training workshops, materials or modules for families. Outcome 1.2c: Each year of the project, at least 100 staff at targeted AACPS schools (50 at each middle school, 25 at each elementary school) will be offered PD to support EB literacy instruction and use of materials, including coaching, individualized support, and collaborative observation. Outcome 1.2d: Each summer, EL students at partner AACPS schools will be offered the opportunity to participate in the COE's existing Virtual Tutoring program with ELEVATE undergraduate cohort members. Outcome 1.2e: **Objective 1.3: ELEVATE will develop a cadre of teacher-leaders with specialized expertise in ESOL and literacy within AACPS who will provide ongoing**

mentoring, PD and informal support to colleagues during and beyond the project period (GPRA 3, 4). Outcome 1.3a: 32 teacher-leaders (16 per cohort) will provide mentoring, PD and informal support to at least one colleague during and after their graduate program. Outcome 1.3b: 32 teacher-leaders will mentor school-based colleagues by providing workshops, support, information and modeling of best practices. Outcome 1.3c: 32 teacher-leaders will complete a school-based service project to improve literacy for ELs and/or family access to literacy in their school environments. **Objective 1.4: TU's COE will build a pipeline of highly qualified special educators with expertise in ESOL, literacy and instruction prepared to provide EB instruction and assessment to ELs in AACPS and surrounding districts.** Outcome 1.4a: Outcome 1.4c: In each year of the grant, ELEVATE will sponsor an "Ask an ESOL Teacher" event and a "Learn about ESOL" event to develop preservice teachers' awareness and interest in ESOL. Outcome 1.4b: Each summer, ELEVATE undergraduate cohort members will complete virtual tutoring experiences with EL students at partner schools. **Objective 1.5: TU's COE will provide COE preservice and inservice teachers and AACPS personnel with a free half-day annual conference focused on literacy issues for ELs.** Outcome 1.5a: Each year (1-5) of the project, one half-day virtual conference will be offered to COE preservice and inservice teachers and AACPS personnel focused on EB language and literacy instruction for ELs.

Goal 2: Train a cadre of 32 teacher-leaders within AACPS, who will become dually endorsed in ESOL and Reading and will provide direct support, leadership and peer mentoring to colleagues regarding language and literacy instruction for ELs. Objective 2.1: 32 teacher-leaders will complete a 36-credit Master's in Reading with ESOL focus (GPRA 3). Outcome 2.1a: 32 teacher-leaders will complete 36 graduate credit hours in ESOL and literacy, including coursework on data-based decision-making, EB interventions for ELs and

engaging families in EB literacy practices (see Table 2). Outcome 2.1b: 32 teacher-leaders will complete two supervised reading internships focused on ELs that include assessment/instruction of students and delivering PD for families. Outcome 2.1c: 32 teacher-leaders will complete embedded experiences in coursework including family service projects, workshops, and PD for colleagues. **Objective 2.2: 32 teacher-leaders will complete requirements for Maryland endorsement in ESOL by passing the ESOL Praxis exams (GPRA 3, 4).** Outcome 2.2a: 32 teacher-leaders will complete Praxis review activities in the final semester of their program. Outcome 2.2b: 32 teacher-leaders will pass the ESOL Praxis in order to meet MD criteria for ESOL endorsement.

Goal 3: Prepare 96 preservice special educators, who will be endorsed in ESOL alongside their special education certificate, through integrated ESOL, literacy and special education coursework coupled with intensive practical workshops as part of a self-sustaining, permanent personnel preparation model. Objective 3.1: 96 preservice teachers (32 graduating in each of Years 3-5) will complete intensive and integrated coursework in ESOL and their chosen major area of special education (GPRA 2, 4). Outcome 3.1a: 96 preservice teachers will complete 8 integrated courses (31 credit hours) addressing both ESOL and their chosen concentration in special education. Outcome 3.1b: 96 preservice teachers will complete 2 additional courses for 6 total credit hours of intensive ESOL-focused coursework. Outcome 3.1c: 96 preservice teachers will complete virtual practicum experience tutoring ELs at high-EL AACPS schools. Outcome 3.1d: 96 preservice teachers will complete literacy access projects focused on enhancing access to literacy resources for ELs and their families embedded in coursework. **Objective 3.2: 96 preservice teachers will complete intensive PD in addition to coursework in preparation for completing MD endorsement requirements in ESOL**

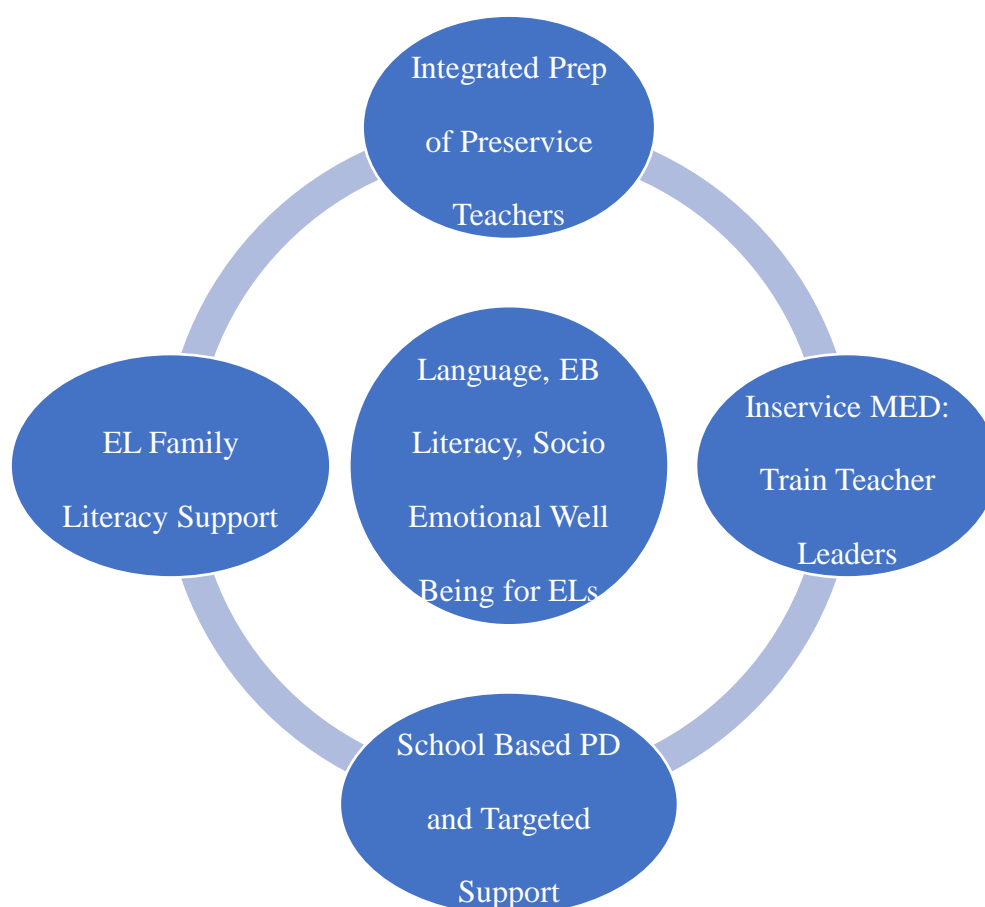
(GPRA 2, 4). Outcome 3.2a: 96 preservice teachers will complete one-day workshops on language fundamentals, strategies and collaboration in their sophomore, junior and senior year. Outcome 3.2c: 96 preservice teachers will participate in a joint half-day annual conference with AACPS personnel to explore current topics related to literacy for ELs. Outcome 3.2d: 96 preservice teachers will pass the ESOL and Teaching Reading to Elementary Praxis examinations to gain Maryland endorsement in ESOL. **Objective 3.3: Coursework at TU's COE, including key required courses for the Special Education major, will be modified to incorporate TESOL standards, critical content and skills related to ELs as part of the standard, permanent major program.** Outcome 3.3a: At least 8 courses in the Special Education major, including internships, will be revised to include substantial focus on ESOL content and aligned to TESOL standards and current research (see table in Appendix). Outcome 3.3b: Student performance on self-assessment, faculty evaluations, and performance-based assessments of knowledge and skills regarding ELs will rate at least 4 on a 5-point Likert scale following course revision. Outcome 3.3c: At least eight courses in the Special Education major will include guest lectures, planning or coteaching input from ESOL-certified P-12 faculty and other experts, in Years 2-5 of the grant. Outcome 3.3d: Graduates from the Special Education program will complete at least three Signature Assessments for graduation and licensure that reference critical skills and competencies for educating ELs. **Objective 3.4: ESOL Praxis review information and resources will be made available to all students completing the enhanced ESOL-focused major coursework and PD experiences.** Outcome 3.4a: A set of review materials, indexed to workshop and course content, will be created in Year 1 and shared with all students completing enhanced ESOL-ESOL Praxis review materials each year of the grant, including a review guide indexed to course and workshop content. **Objective 3.5:**

ELEVATE staff will disseminate project findings, regarding preservice training and other model elements, for research and future replication. Outcome 3.5a: In Years 2-5, project faculty will submit at least one peer-reviewed paper and at least one peer-reviewed presentation to disseminate the project’s model, goals, activities or results. Outcome 3.5b: The project website will be updated at least quarterly with current information, resources, findings, activities and results. Outcome 3.5c: A replication guide will be created and posted on the project’s website by Year 2 to guide replication.

The goals and elements of ELEVATE will work synergistically to effect change across settings and levels. Often, interventions to improve teacher knowledge are implemented in only one setting, restricting new knowledge and skills to existing silos. Across settings, the ELEVATE model focuses on three key, interrelated elements of PD grounded in current research: brain-based strategies for **socio-emotional well-being, language acquisition support, and EB literacy instruction for ELs.** ELEVATE ties these strands together in innovative and EB training to preservice special educators, inservice teachers, paraprofessionals, family members, and a cadre of highly qualified teacher-leaders who will be cross-trained in both ESOL and literacy. ELEVATE will utilize, in particular, the Promoting Adolescents’ Comprehension of Text (PACT) Model for supporting literacy among adolescent learners, as middle school learners are at particular risk in AACPS and constitute the majority of students in the project (Vaughn et al., 2017). PACT is a validated approach for supporting comprehension, effective for ELs as well as non-ELs, and meeting What Works Clearinghouse (WWC) standards for moderate evidence **(Competitive Preference Priority #1).** PACT includes key EB components which will be incorporated into coursework, school-based PD, and preservice workshops: providing a “comprehension canopy” introduction to a topic including background knowledge and use of

video; teaching core vocabulary or “essential words,” teaching “critical reading,” and “team-based” comprehension checks and knowledge “applications” and “problem solving” (Institute of Education Sciences, n.d.). PACT has been found to have statistically significant impacts on reading comprehension for middle school ELs (Vaughn et al., 2017) and is well aligned with recognized EB practices for literacy for elementary and middle school English learners, such as integration with content instruction and focus on core vocabulary (Baker et al., 2014) as described in a WWC practice guide (Baker et al, 2014). ELEVATE components are visualized and described in Figure 1, below.

Figure 1: ELEVATE PD Model Components



The **inservice intensive Master’s PD component** will be offered fully online, twice over the life of the project. Participants will receive full tuition funding for their graduate coursework

and fees, less a self-pay component of \$750 for two courses per year, reimbursed by AACPS per union contract. Each cohort will prioritize enrollment from a specific middle school and feeder elementary schools with high EL enrollment. These are tentatively selected as Annapolis Middle School (MS) with feeder schools Annapolis Elementary School (ES) and Tyler Heights ES for Cohort 1, and Meade MS with feeder schools Brock Bridge ES and Van Bokkelen ES for Cohort 2 (see Table 1). These represent the two middle schools with highest-EL enrollment; these clusters are also served by AACPS' contract school operator, the Children's Guild, which, along with AACPS, has submitted a letter of support for this partnership. ELEVATE faculty and staff will provide targeted PD support to these three schools over the duration of the M.Ed. cohort, rotating to new targeted schools as the second cohort begins. ELEVATE staff will continue to be available for as-needed support, and will provide supplemental literacy materials, to all 6 partner schools before and after completion of coursework.

Table 1: AACPS Tentative Targeted Schools

	Total # students	EL # students	EL% students	FARMS %	% ELs proficient in reading	% ELs on track to language proficiency
Annapolis MS (C1)	1025	228	22.2%	65.2%	0%	17.8
Tyler Heights ES (C1)	498	341	68.5%	92.8%	10.5%	57.6%
Annapolis ES (C1)	209	32	15.3%	82.8%	8.3%	61.9%
Meade MS (C2)	843	144	17.1%	68.4%	9.5%	39.4%
Brock Bridge ES (C2)	607	209	34.4%	68.4%	11%	61.5%
Van Bokkelen ES(C2)	455	87	19.1%	86.4%	8.3%	35.2%

Master’s program features include: two reading internships focused on assessment and instruction as well as family support; 9 hours of ESOL coursework embedded into the program; instruction in **EB reading practices (in accord with Competitive Preference Priority #1)** and coursework on targeting literacy interventions, **supporting families in EB literacy instruction, and data-based decision-making for students regarding literacy (in accord with Competitive Preference Priority #2)**. Master’s courses, program strands and alignment to TESOL standards and competitive preferences (in bold) are indicated below in Table 2. All courses are aligned with TESOL standards, ELEVATE’s three core program strands (socio-emotional well-being (S), language learning foundations (L), and EB literacy practices (E)) including the PACT model for teaching reading comprehension, which meets WWC standards for moderate evidence.

Table 2: Master’s program courses, strands, alignment to preferences and standards.

M.Ed. courses	ELEVATE strand/ priority	TESOL Standards	Embedded Components
REED 601: Reading Theory and Practice	E, 1, 2	1: Language	Review components of EB practice for Els, including PACT and family literacy
REED 609: Reading Assessment	E	4. Assessment	

REED 665: Teaching Reading in the Content Areas	E, L	1. Language 2. Instruction. 4. Assessment. 1, 2	Continue to explore components of EB practice for Els, including PACT and family literacy
REED 626: Clinical Internship in Reading	E, L	1: Language. 3: Instruction 4: Assessment and Evaluation	Internship with EL students as placement indicates
REED 628: Guided Reading	E	1: Language	
SPED 631: Classroom Strategies and Interventions for Linguistically Diverse Populations	E, L, S, 1, 2	1: Language. 2: ELLs/ Sociocultural Context. 3: Instruction. 4: Assessment and Evaluation	Mentor colleagues in ESOL related practice. Course covers EB literacy interventions and supports, including PACT model, and family literacy strategies, and data-based decision making re literacy for ELs
REED 651: Instruction and Assessment for Language Learners	L, S, 1,	3: Instruction. 4: Assessment and Evaluation.	Course reviews EB instruction including PACT model

REED 652: Introduction to Language and Linguistics	L, S	1: Language 2: ELLs/ Sociocultural Context. 4: Assessment/ Evaluation	
REED 663: Strategic Use of Materials	E, L, 2	3: Instruction	Design PD for families on materials use: EB literacy strategies
REED 726: Advanced Clinic Internship in Reading	E, L, S, 1, 2	3: Instruction. 4: Assessment/ Evaluation. 5: Professionalism and Leadership	Internship with ELs as placement indicates
REED 729: Seminar in Reading	E, L, S, 1, 2	2: ELLs/ Sociocultural Context 5: Professionalism and Leadership	School based service project: promote EB literacy strategies for instruction (including PACT) and/or family use
REED 745: Professional Development in Reading	E, L, S, 1, 2	2: ELLs/ Sociocultural Context 5: Professionalism and Leadership	Design/ deliver PD: EB comprehension and/or family literacy supports

The 2 ½ year M.Ed. sequence, repeated for two cohorts, is in Table 3 below.

Table 3: M.Ed. Course and PD Sequence

	Fall	Spring	Summer	Additional PD Experiences
2021- 2022	Recruit cohort 1 (C1)	C1: REED 601, REED 609	C1: REED 665	C1: Annual half-day conference C1: Receive targeted PD support from ELEVATE faculty and staff
2022- 2023	C1: REED 628, REED 663	C1: REED 745, REED 652	C1: REED 626	C1: Annual half-day conference C1: Receive targeted PD support from ELEVATE faculty and staff
2023- 2024	C1: REED 726, REED 651. Recruit C2	C1: REED 729, SPED 631. Recruit C2	C2: REED 601, REED 609	C1 and C2: Annual half-day conference. C1 and C2: Receive targeted PD support from ELEVATE faculty and staff
2024- 2025	C2: REED 665, REED 621	C2: REED 745, REED 663	C2: REED 652	C1 and C2: Annual half-day conference. C2: Receive targeted PD support from ELEVATE faculty and staff
2025- 2026	C2: REED 626, REED 651	C2: REED 726, SPED 631	C2: REED 729	C1 and C2: Annual half-day conference. C2: Receive targeted PD support from ELEVATE faculty and staff

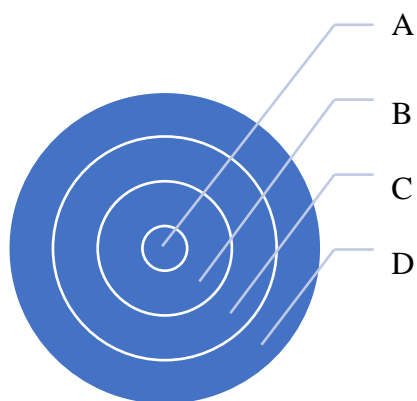
This program will result in **32 new teacher-leaders for AACPS** with expertise in language, literacy and their existing content areas and supervised PD leadership experience. As part of their participation in this cohort, participants will design and deliver PD to schools, including on EB

literacy practices such as the PACT model (**in accord with Competitive Priority #1 and #2**) complete a school-based service project focused on ELs and literacy, offer support to families in implementing EB literacy practices at home (**in accord with Competitive Priority #2**) and participate in additional PD offered at their school sites, all with expert guidance from TU faculty. As a condition of funding, participants will make a one-year commitment to continue to provide informal guidance and mentoring to colleagues in their partner schools.

The **inservice component (see Figure 2) also includes targeted and focused support to high need schools** within AACPS where each cohort is offered. Support provided to staff in targeted schools will include: specialized PD, family supports (including EB supports for home literacy in accord with **Competitive Priority #2**) and literacy-based PD, informal peer support and mentoring by participants in the Master's cohort; literacy materials and training materials for their use provided to teachers and families; and school-based service projects to support implementation of EB practices for ELs' literacy (including the PACT model) **in accord with Competitive Priority #1** by Master's cohort fellows, all embedded into M.Ed. coursework. Staff at targeted schools will have access to supportive coaching, drop-in support, or planning support offered to at least 60 teachers across the three schools by ELEVATE faculty and staff, supportive in-class observations or consultations by ELEVATE faculty and staff to support the use of EB practices according to the PACT model; three specialized literacy workshops per year on the PACT model offered to 100 educators across three schools (50 in the MS and 25 in each ES) with sub funds in the budget; and ongoing support by Master's graduates following graduation. Additionally, all partner schools will be included in the COE's offering its "Virtual TUtoring" program to EL families, with tutoring by preservice teachers in the undergraduate (UG) cohorts.

In addition to the intensive supports provided at each partner school, ELEVATE will provide online resources to all AACPS teachers and paraprofessionals disseminated through the ESOL office, including self-guided modules on language development and EB literacy instruction, addressed within the context of socio-emotional well-being for students and families. AACPS staff will also have access to complimentary registration for the ELEVATE half-day annual conference, with sub leave for teachers in the Master’s cohort and in partner schools. See Figure 2, below, for visualization of the layered inservice supports provided through ELEVATE.

Figure 2: Layered Inservice Supports in Targeted Schools and AACPS



Key: **A:** 3 targeted schools (Annapolis MS, Annapolis ES, Tyler Heights ES Year 1-Spring of Year 3; Meade, Brock Bridge, Van Bokkelen Summer of Year 3-Year 5): Coaching, one-on-one support, drop-in help. Support implementing PACT: consultation or observations. Materials and as-needed training for EB literacy instruction according to PACT model. Literacy materials and training for families. **B:** All partner schools (all 5 years): Priority EL enrollment for virtual tutoring with TU students; ongoing access to materials and as-needed support from ELEVATE faculty and staff. Support from M.Ed. cohort members once completed. **C:** All AACPS including

traditional and contract schools: modules for teachers and paras, annual 1/2-day conference. **D:** Teacher prep in MD: improved preservice programming, improved pipeline

The **preservice program improvements** include integration of ESOL into existing coursework taken by all Special Education students, ensuring that all graduates have core foundational skills to support ELs, especially those at risk or in need of literacy and socio-emotional support. This integrated approach is supplemented by **intensive preservice PD for 96 selected ELEVATE Fellows**: two stand-alone ESOL courses including a virtual practicum component for each; stipends for books for ESOL coursework; three one-day workshops; participation in the ELEVATE annual conference; and access to networking and PD events. Students completing coursework and intensive workshops will receive tuition support for stand-alone ESOL courses, stipends for books for ESOL courses, and reimbursement for registration costs for the Praxis tests required for ESOL endorsement. TU's Special Education major enrollment is approximately 150 students per year, with 152 students in the Class of 2021. While program and course improvements will benefit each of these 150-plus students, 32 students will be selected for each Fellowship cohort to receive additional funded coursework, PD opportunities, networking, PD and information about ESOL, and access to ELEVATE faculty. Students will be selected based on academic skill and interest in the field as evidenced by essay or recommendation, with outreach to encourage ML candidates to apply. Course and PD experiences are represented in Table 4, below:

Table 4: Preservice program sequence.

	Cohort 1	Cohort2	Cohort 3
Year 1 (sophomore year)	Phase A	Recruitment	
Year 2 (junior/ preprofessional year)	Phase B	Phase A	Recruitment

Year 3 (senior/ internship year)	Phase C	Phase B	Phase A
Year 4	Phase D	Phase C	Phase B
Year 5	Phase D	Phase D	Phase C

Key: **Phase A:** Recruitment. January one-day workshop: Language learning and instruction

Summer Class 1: ELED 452: Linguistics and Grammar for Multilingual and Monolingual

Learners (3 credits). **Phase B:** Fall/ Spring: Integrated Major Area-ESOL Coursework, listed in

Appendix. January One Day workshop: Evidence Based Reading Comprehension: A PACT for

Success. Summer Class: SPED 400: Strategies and Interventions for ELs. **Phase C:** January One

Day workshop: Supporting socio-emotional well-being for ELs. Fall/Spring internship in high-

EL placement: complete literacy access projects and service projects. Faculty mentoring/

support. Praxis review, ESOL and Teaching Reading to Elem Praxis. **Phase D:** Follow up for

feedback and evaluation.

Program elements are represented below in Figure 3, followed by the coursework with embedded PD experiences in Table 5.

Figure 3: Preservice program elements

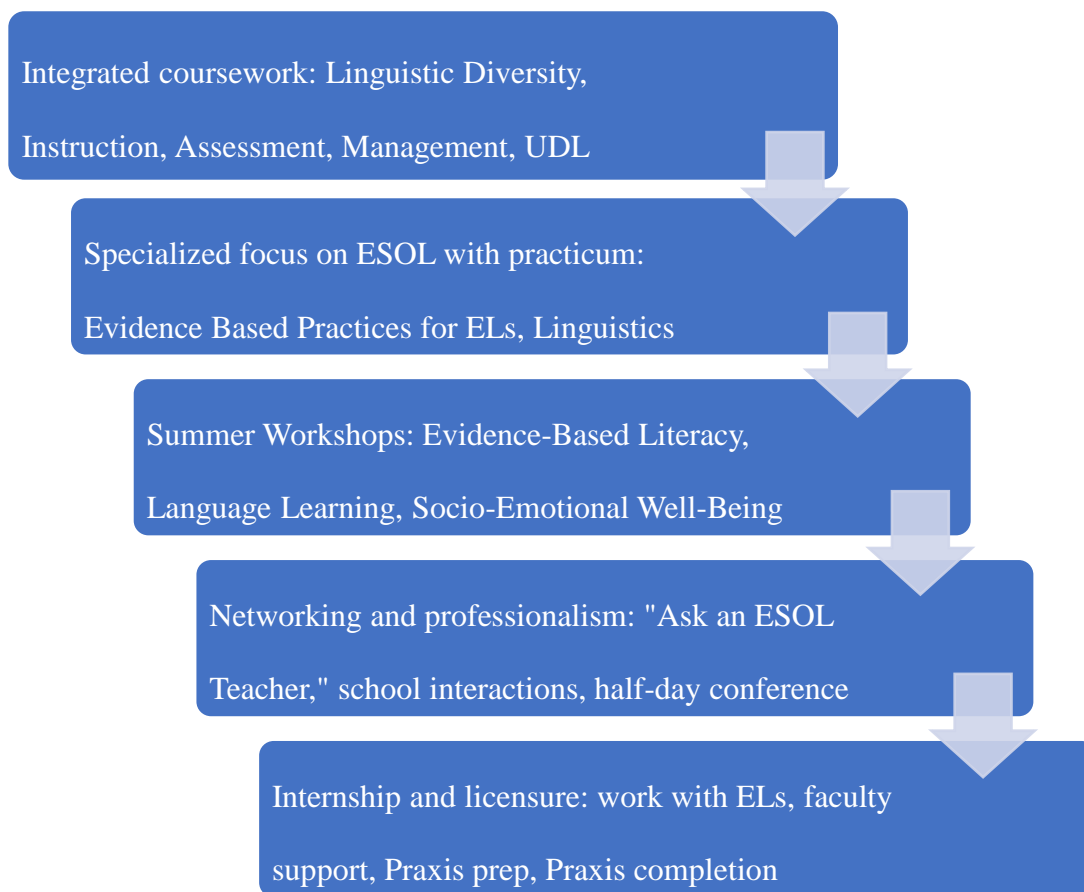


Table 5: Preservice program coursework and alignment

Course	Program sequence	Strand/ comp. priority	TESOL Standard
ELED 452: Linguistics and Grammar for Multilingual/ Monolingual Learners (3 ch)	Summer Course 1: Taken by all participants. Virtual practicum.	L	1. Language

SPED 400: Evidence-Based Strategies for Multilingual Learners (3 ch)	Summer Course 2: Taken by All Participants. Virtual practicum.	S, E, L, 1, 2	2. ELLs/ Sociocultural Context. 3. Instruction. 4. Assessment/ Evaluation.
SPED 441 / ECSE 351: Curriculum and Methods of Instruction for Students with Disabilities, K-12 (3 ch)	Integrated major course	S, E, L, 1	2. ELLs/ Sociocultural Context. 3. Instruction. 4. Assessment and Evaluation. 5. Professionalism/ Leadership.
SPED/ ECSE 413: Universal Design for Learning (3 ch)	Integrated major course	S, E, L	1. Language. 2. ELLs/ Sociocultural Context. 3. Instruction.
SPED/ ECSE 428/EESE 431: Working with Families (3 ch)	Integrated major course. Literacy Access Projects completed.	S, E, 1, 2	1. ELLs/ Sociocultural Context. 5. Professionalism/ Leadership.
SPED/ ECSE 429/EESE 430: Classroom Management (3 ch)	Integrated major course	S, E	2. ELLs/ Sociocultural Context. 4. Assessment and Evaluation.

SPED/ ECSE 425: Formal Assessment (3 ch)	Integrated major course		
SPED 491/ECSE 352/EESE 474: Internship in Special Education (two-day per week) (3 ch)	Integrated major course. Participants will be placed in high- EL schools and offered support from ELEVATE faculty as needed.	S, E, L, 1, 2	All
SPED 493/ECSE 452/EESE 485: Seminar in Special Education (1 ch)	Integrated major course	S, E, L, 1, 2	All
SPED 497/ECSE 451/EESE 476: Internship in Special Education (12 ch) (five-day per week)	Integrated major course. Participants will be placed in high- EL schools and offered support from ELEVATE faculty as needed.	S, E, L, 1, 2	All

Note: Student schedules vary; while all Special Education majors at the COE will complete all these classes, their schedule and sequence may vary by campus and program. In addition to the

program improvements made in these courses taken by all students, additional courses in specialty concentrations (single certification special education; secondary special education; etc.) are slated for revision to strengthen and improve English learner competencies. These courses are tentatively identified as SPED 430, (Informal Tests and Measurements), SCED 341 (Secondary Reading in the Content Area), and SCED 305 (Adolescent Learning, Development and Diversity). Improvements made to these courses will not be experienced across all programs as they are offered only in specific licensure sequences, but these changes speak to the systemic nature of improvements to programs as part of ELEVATE.

Courses are aligned with TESOL standards, ELEVATE's three core program strands (socio-emotional well-being (S), language learning foundations (L), and EB literacy practices (E) including the PACT model for teaching reading comprehension, which meets WWC standards for moderate evidence) (**Competitive Priority #1 and #2**). **See Appendix Table C for specific coursework, alignment, and links to competitive preference priorities.** As a condition of funding, students will also participate in one-day intensive workshops, designed by lead faculty, focused on the three program strands of EB literacy, socio-emotional well-being, and language instruction in the context of professional competencies. Students will be placed in high-EL schools for their internship and will complete Literacy Access Projects to improve family access to EB practices regarding literacy (competitive priority #2). As TU's preservice NPD cohorts have been at or over capacity every year with wait lists, it is reasonable to expect these cohorts will fill to capacity as well. The preservice program also includes additional support for preservice teachers interested in ESOL: networking and "Ask an ESOL Teacher" events with ESOL teachers and directors, half-day annual PD workshops, open all TU students, and access to faculty with specialized expertise for support during teaching internship. After piloting this new

and revised preservice coursework, COE leadership and ELEVATE faculty will explore options, subject to University and State approval, for formalizing these improvements into a permanent dual licensure or dual endorsement program addressing ESOL and Special Education as dual certification areas. Improvements made in individual courses, integrating ESOL content and preparing all special educators to effectively serve English learners, will be sustained past the duration of the project. Also, participation in ELEVATE will satisfy some requirements for TU's new Linguistic Diversity minor, placing students in a strong position to complete that program.

2) The extent to which the design for implementing and evaluating the proposed project will result in information to guide replication. The project will result in information to guide future replications, including robust evaluation data. Improvements will be disseminated widely to facilitate future adoption within and beyond AACPS. Grant documents, including a replication guide for future efforts, will be made available on the project website. The following elements will guide replication: **A) The project website** will continuously share project activities and findings and will host evaluation findings and research in order to guide replication and broaden knowledge in the field. The project website will enable visitors to subscribe to receive updates and provide information and feedback to guide replication and evaluation. **B) Dissemination of findings:** Results of the **project evaluation** (both interim and summative) will be posted online and submitted to peer-reviewed journals in order to guide future selection of PD, instructional strategies and interventions and disseminated via the website. Project faculty will collaborate on **peer-reviewed papers or presentations** each year. **C) Evaluation design:** **The evaluation's design** will ensure that immediately usable data is collected and shared as early as possible to guide replication as well as formative improvement. **D) Replication guide:**

The project website will feature a guide with steps for replication, which describes steps taken each year of the project so that IHEs and LEAs can replicate specific features of the program.

(3) The extent to which the proposed project demonstrates a rationale. The project demonstrates a rationale based on evidence. **One key project component in the Logic Model (see appendix), described below, is the inclusion of EB approaches for teaching literacy and language,** incorporated throughout preservice and inservice coursework, PD and outreach to families. This project relies on an approach, Promoting Adolescents' Comprehension of Text (PACT), for teaching literacy and comprehension to diverse groups of middle-school English learners, the group targeted in ELEVATE's middle school-based model (Vaughn et al., 2017). This approach includes a multi-element framework for teaching literacy, including comprehension canopy, purposeful teaching of vocabulary, close critical reading, and team-based work including checking for comprehension and application (Vaughn et al., 2017; MCPER, 2021). PACT has been validated in numerous studies (Shaltout & Fatani, 2017; Narkon & Wells, 2013; Dazzeo & Rao, 2020; Gipe & Richard, 2018), **with one, conducted on ELs in middle school, meeting WWC standards for moderate evidence of effectiveness (Vaughn et al, 2017).** In fact, in studies of diverse learners and school populations at the middle school level, similar in ethnicity, EL population, and socioeconomic status, to those at Annapolis and Meade Middle Schools (MSDE, 2021d; MSDE, 2021e), PACT's strategies have been found to have significant effects on students' comprehension and/or content knowledge (Rao & Torres, 2019; Kazakoff, Macaruso, & Hook, 2018; Vaughn et al, 2017) **(Competitive Priority #1).** Even beyond PACT, there is a strong evidence base for the use of strategies such as purposeful teaching of vocabulary (Shehadeh & Hijazi, 2018; Vaughn et al, 2009; Kamil, Borman et al, 2008, Kamil et al, 2014), checking for comprehension by providing direct and explicit strategies

(Vaughn et al, 2017; Yoon, 2017), and peer interaction in the learning process (Dao, 2020; Kibler, 2017). **The use of EB PD focused on these effective literacy practices is a key feature in the ELEVATE Logic Model.**

In addition to the strong focus on EB literacy practices, other elements of this model also have a strong foundation in research. First, the integration of socio-emotional well-being, and activities focused on creating or maintaining well-being, is supported by research (Adams & Richie, 2017; Cho, Wang, & Christ, 2019; Kanopka et al, 2020; Allbright et al, 2019).

ELEVATE's focus on fundamentals of language learning is also based in research. Teachers must understand the fundamentals of student language use, including the ways that language is used in varied classroom settings and, increasingly, the ways that students with disabilities may use language or need language-based supports (Ortiz & Robertson, 2018). In addition to these critical elements, ELEVATE includes other key elements based in research:

Focus on ELs at critical developmental period of early adolescence: Elementary and middle grades provide a critical window to ensure ELs have the academic, language and content background needed to be successful in high school and, ultimately, college and career (Goldenberg, 2020). Middle school provides a crucial opportunity to offer interventions as needed to put ELs on this track to success (Baker, 2014; Kibler et al, 2018).

Integrated language, literacy and content instruction: The academic success of language learners cannot be separated from their language development (Walqui & Heritage, 2018) and their literacy (Romo, Thomas, & Garcia, 2018). Culturally and linguistically appropriate literacy instruction, in fact, builds students' language skills and prepares them for success in all content areas, leading to improved long-term outcomes (Keehne, Sarsona, & Kawakami, 2018; Portes,

Canche, Boada, & Whatley, 2017). **Linking content and language instruction, in fact, is a recognized EB practice for ELs (Kamil et al, 2014).**

Family literacy outreach: Family outreach and engagement is well studied particularly with respect to literacy promotion (Grant, et al, 2017). ELEVATE draws on current research in promoting family outreach and engagement (Protacio, Piazza, & David, 2020; Wall, Giboney, & Bernadette, 2018), family training in literacy (Kim & Song, 2019), and supporting staff in initiating culturally and linguistically sustaining interactions with families (Ernst-Slavit & Wenger, 2018). ELEVATE offers at-home virtual tutoring for Eland support to families in using materials designed to support literacy, language and content learning (Meadows Center, 2021).

(Competitive Preference Priority #2)

Data-based decision making: ELEVATE is designed to help educators gain competencies in data collection and analysis for literacy as well as language learning, to gain the skills and conceptual understanding needed to make accurate decisions for literacy instruction, intervention and placement of linguistically diverse learners (Kavanagh & Rainey, 2017; Villegas, SaizdeLamora, Martin, & Mills, 2018; Ortiz & Robertson, 2018). ELEVATE addresses these critical skills in SPED 400 (preservice) and SPED 631, REED 609, and REED 651 (inservice).

(Competitive Preference Priority #2)

(b) *Quality of project personnel.* **(1) The extent to which the applicant encourages applications from underrepresented groups.** TU does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, socio-economic status, national origin, race, gender, genetic predisposition or sexual orientation. Staff diversity is a priority at TU and within this project. TU policies will be adhered to with respect to job search, equity and diversity. PIs will work closely during interview processes with the University's Office of

Accessibility and Disability Services and with the Provost's office for Diversity and Inclusion to ensure inclusiveness; job announcements will be posted in venues that attract a diverse reader population, such as the Teachers of English for Speakers of Other Languages (TESOL) International Association, organizations focused on diversity, and others.

(2) The qualifications of the project director or principal investigator. The PI, and co-PIs, contribute strong expertise in ESOL, literacy for ELs, language, and personnel preparation, complemented by extensive experience in teacher education, school system collaboration, professional development, program administration, and project management. Further details are in the job descriptions (see Appendix). **Dr. Patricia Rice Doran**, ELEVATE PI, is PI of a current NPD grant. She has extensive experience with direction and administration of federal, state-level, private foundation and internal grants. Dr. Rice Doran holds an Ed.D. in bilingual special education and has published and presented extensively on service delivery and supports for ELs with and without disabilities. She has co-authored multiple books on teaching ELs, supporting ELs with disabilities and preparing teachers of ELs. She has developed courses and led partnerships in multiple systems around instruction and interventions for ELs and teaches ESOL and special education courses at TU

Dr. Betsy Neville, co-PI, who will oversee program improvement and implementation for the Special Education program and collaborate with the Secondary and Middle Education program, is Chair of the Special Education Department. In that role, she has overseen the preparation of close to 200 teacher candidates per year, managed numerous partnerships and state grant budgets, and served as co-PI on an OELA NPD grant. She has presented and published on topics including teacher development to support ELs and responsive classroom practices for ELs. **Dr. Gilda Martinez-Alba**, co-PI, is the Assistant Dean in the College of Education at Towson

University, where she has worked for the past 15 years. Her research revolves around literacy, technology, and English learners, and is reflected in multiple books on literacy for ELs and socio-emotional learning for ELs. She is co-PI on an OELA NPD grant, former director of TU's Graduate Reading program and has worked to integrate EB literacy practices into coursework and PD. She received her Ed.D. in Teacher Development and Leadership and an M.S. in Education-Reading from the Johns Hopkins University and is ESOL certified.

(3) The qualifications of key project personnel. Key project personnel, likewise, bring strong expertise in ESOL, teacher preparation, program development and implementation, language and literacy, and grant management. **Danielle Turner**, the Project Manager, is currently the manager of a \$2.1 million OELA National Professional Development grant. She holds a Master's in Reading with Focus in ESOL and is triple-certified in Maryland in Elementary Education, Reading, and K-12 ESOL and has published and presented on multiple related topics. **Dr. Meghan Liebfreund**, Director of the Graduate Reading Program, has extensive expertise in program management and supervision and implementation of cohort partnerships for school districts. She has published and presented on literacy, reading instruction, and diverse learners. **Dr. Greg Knollman, the lead on campus evaluator**, is an assistant professor of Special Education in TU's COE. His work focuses on teacher preparation and evaluation with an emphasis on the impact of federally funded training projects on the preparation of personnel for positions that offer direct support to individuals with disabilities and their families. He currently serves on the evaluation team of a five-year Office of English Language Acquisition (OELA) personnel preparation project through the US Department of Education focused on personnel preparation and has been a PI on several Maryland Department of Education grants. Dr. Knollman will utilize additional expertise for the evaluation, including consulting statisticians

observations and workshops*														
Provide and update literacy materials to schools; offer support and training in use as needed*	1.2, 1.3	P, M, G			X	X	X	X	X	X	X	X	X	
Develop training workshops, modules or materials for families in evidence-based literacy practices at home*	1.2	P, M, GA				X	X	X	X	X	X	X	X	X
Plan half-day annual conference*	1.5	N, D, P, TU, G			X	X	X	X	X	X	X	X	X	X
Maintain website including evaluation and replication resources*	3.5	P, G	X	X	X	X	X	X	X	X	X	X	X	X
Supervise M.Ed. students in planning school-based	1.3, 2.1	L, M, P, D, MED							X	X	X			

Convene advisory board*	All	All						X										X
Manage budget*	All	D, P	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Supervise GAs*	All	P, D, E	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Attend annual PD's meeting*	All	PIs, E			X													
Submit quarterly and annual reports*	All	PIs, E	X				X		X				X					

Year 2: September 2022-August 2023

Activity	Outcome	Person/s	S	O	N	D	J	F	M	A	M	J	J	A
Recruit M.Ed. cohort 2*	2.1	P, D, M											X	X
Coordinate school PD *	1.1, 1.2, 1.3	P, M, D, MEd	X	X	X	X	X	X	X	X	X	X	X	X
Continue undergraduate program revisions	3.1, 3.3	P, N, D	X	X	X	X	X	X	X	X	X	X	XX	
Recruit UG2	3.1, 3.2	P,N,D							X	X	X	X		
Identify UG/ MED guest lecturers*	3.1, 2.1	P, M, D					X		X			X	X	X

participants for questions and just in time support as well as tutoring*																
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Year 4: September 2024-August 2025

Activity	Outcome	Person/s	S	O	N	D	J	F	M	A	M	J	J	A
Offer UG2, 3 classes and workshops	3.1, 3.2	P, N, D					X				X	X		
Continue MEd cohort classes*	2.1	TU, D, L	X	X	X	X	X	X	X	X	X	X		
Offer PD to Cohort 2 schools*	1.1, 1.2	P	X	X	X	X	X	X	X	X	X	X	X	X
Follow up with UG completers*	3.1, 3.2, 3.3, 3.4	E		X	X							X	X	

Year 5: September 2025-August 2026

Activity	Outcome	Person/s	S	O	N	D	J	F	M	A	M	J	J	A
Draft final summative project evaluation	All	E							X	X	X	X	X	X
Offer Praxis prep to M.Ed. Cohort 2	2.2							X	X	X	X	X		

Offer UG 3 classes and PD	3.1, 3.2	P, N, D										X	X		
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Key project milestones associated with activities and outcomes are listed below.

2021-2022: Fall: Initial meetings at ELEVATE schools; develop IRB and submit protocol and instruments for AACPS and TU approval. Evaluation activities begin and continue. Recruit Master's candidates for Cohort 1. Undergraduate course revisions begin. Plan for guest lecturer's for Master's cohort. Initial advisory board recruitment and meeting. Undergraduate cohort 1 January workshop planned and implemented. COE Virtual Tutoring planned. **Spring:** Master's cohort 1 takes 6 credit hours (16 students). Begin Master's program and continue to plan for guest lectures and integration with PD experiences. Undergraduate (UG) course revisions continue. ELEVATE PD planning and implementation at target schools. Develop and modify integrated undergraduate courses. Recruit undergraduate cohort 1. Annual Half-Day Conference. **Summer:** 1st summer classes (3 credits) offered to 32 undergraduate students in Cohort 1. COE Virtual Tutoring begins in UG coursework. Drafting and submission of conference presentation and paper for dissemination purposes. Advisory board meeting. UG course revisions continue.

2022-2023: Fall/ Spring: Master's courses continue (6 credits in spring and 6 credits in fall for 16 students) School-based PD occurs in three target schools including workshops, coaching, supportive observations, etc. Advisory board meeting (January). UG cohort 1 January workshop. (January) Annual Half-Day Conference. UG course revisions continue. **Summer:** Summer classes (3 credits) offered to 32 UG students in Undergraduate Cohort 1 and 32 cohort students in UG Cohort 2. 3 credits for Master's cohort 1. Drafting and submission of conference presentation and paper for dissemination purposes. COE Virtual Tutoring continues in UG

coursework. Substantive undergraduate course revisions complete; continued formative assessment and adjustment as needed. Advisory board meeting.

2023-2024: Fall: M.Ed. classes continue Cohort 1 (6 credits). Recruit spring master's cohort 2. School-based PD continues in Cohort 1 schools. Initial meetings with Cohort 2 schools to plan recruitment and PD. Advisory board meeting (January). Undergraduate cohort 1 January workshop. Support UGs in internship with EL students. **Spring:** Med classes continue Cohort 1 (6 credits) Spring PD continues. Recruitment and planning with Cohort 2 schools. Support UGs in internship with EL students. **Summer:** Continued formative assessment and adjustment of UG course revisions. Summer classes (3 credits) offered to 32 UG students in Cohort 2 and 32 cohort students in Cohort 3. UG Cohort 1 completes Praxis prep and exam. MEd Cohort 2 begins classes (6 ch). COE Virtual Tutoring continues in UG coursework. Drafting and submission of conference presentation and paper for dissemination purposes. Advisory board meeting.

2024-2025: Fall: M.Ed. classes continue Cohort 2 (6 credits). PD at targeted schools. Advisory board meeting (January) Support UGs in internship with EL students. **Spring:** Spring PD. Master's classes continue Cohort 2 (6 credits). Support UGs in internship with EL students. **Summer:** Summer classes (3 credits) offered to 32 UG students in Cohort 2 and 32 cohort students in Cohort 3. UG Cohort 2 completes Praxis prep and exam. Master's classes to M.Ed. Cohort 2 (3 credits). COE Tutoring continues in UG coursework. Drafting and submission of conference presentation and paper for dissemination purposes. Advisory board meeting.

2025-2026: Fall: Master's classes continue C2 (6 credits). Advisory board meeting (January). Support undergraduates in internship with EL students. **Spring:** Spring PD at target schools. Master's classes continue C2 (6 credits). C2 Praxis preparation. Support UGs in internship with EL students. **Summer:** MEd Cohort 2 takes Praxis. Summer classes (3 credits) offered to 32 UG

students in UG Cohort 3; UG Cohort 3 completes Praxis prep and exam. COE Virtual Tutoring continues in UG coursework. Drafting and submission of conference presentation and paper for dissemination purposes. Advisory board meeting.

(2) The extent to which the time commitments are appropriate and adequate to meet the objectives of the proposed project. The time commitments of all personnel are appropriate to accomplishing all objectives, on time and within budget. The collaborative nature of this project is a strength represented in the budget. Dr. Rice Doran, as PI, will devote 12.5% effort during the academic year and 100% effort during the summer of Years 2-5, with summer effort also allocated in Year 1, ensuring strong oversight and overall direction for the project. Time commitments of co-investigators are supplemented by additional support from TU faculty in specialized areas of expertise, ensuring depth of expertise in key areas as well as overall leadership and direction. Dr. Martinez-Alba will contribute 100% effort during two summer months during the initial year to support planning needs and in Years 2-5, 100% effort during one summer month summer allowing a primary focus in summer on literacy-related PD, course integration and school-based literacy and language support. Dr. Neville will do likewise, allowing a primary focus on preservice program management and preservice preparation. Dr. Liebfreund will contribute one month summer effort overseeing the graduate partnership and supporting integration of EL literacy initiatives and content throughout TU's program generally. The Project Manager (PM) will work at 100% effort throughout academic year and summer. The project management GA and evaluation GA will each work 10 hours per week (25% effort) during academic year to support the PM and PIs with administrative and routine tasks to facilitate project management and evaluation. The evaluation team has time and effort budgeted to allow for oversight and monitoring of project outcomes and activities, with an on-campus

evaluator budgeted for both summer effort and an academic-year course release as well as resources allocated for external evaluation consultants with requisite expertise. Financial oversight will occur through regular meetings between Dr. Rice Doran, the Project Manager, and TU's research office. The leadership and evaluation team all have experience with grant management, including prior NPD projects, as well as budget management and oversight. Table 6, below, identifies specifics of effort allocation for all personnel.

Table 7: Person Loading Chart: Key Personnel Effort in Days, as per %FTE

D=Rice Doran; N=Neville; M=Martinez Alba; L=Liebfreund; K=Knollman; P=Project Manager; EGA=Eval GA; AGA = Admin GA; E=Evaluation Team. Drs. Neville and Martinez Alba have more effort in Year 1 for program setup, while Dr. Rice Doran's is slightly less due to institutional obligations; the evaluation team members TBD are budgeted for 40 days (\$500/day @\$20,000) with additional effort in Years 1, 2 and 5 for planning and summative evaluation.

	D	N=21	M=21	L=21	K=38	E=40	P=26	EGA=21	AGA=21
Task	= 68								
Collaborate w/ project manager	6								
Supervise GAs	3				3		20		
Design evaluation plan and instruments	1				5	5	10	2	

Collect and analyze data					26	30	2	17	
Write annual and quarterly reports	7				3	3	6		
Liaison with AACPS and schools	4	1	2	1			14		
Provide PD and support schools	2		3	2			80		
Mentor Master's students in providing PD, tutoring and in internships	2	2		10					
Coordinate UG and MEd coursework	1	3	5	3			15		
Oversee course revision and development	2	10	5	2			3		
Manage budget	15						12		1
Plan inservice and preservice	8	3	3	2			20		3

workshops and conference									
Identify best practices and current research	2	2	2				10	1	3
Maintain website							5		4
Identify, select, categorize and distribute school materials	3			1			10		2
Support school staff and families in evidence-based literacy practices including training materials/ modules for families	5						52		
Communicate with advisory board and stakeholders	5				1	2	6	1	3
Facilitate tuition, enrollment, and matriculation	2						8		5

TOTAL	68	21	21	21	38	40	261	21	21
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(d)(1) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance. Costs are reasonable in relation to the project’s objectives, design and significance. ELEVATE will impact substantial and significant gaps in the field, including the need for strong EB preparation for teachers of ELs, EB instruction and interventions for ELs, and integrated literacy and language instruction and support for ELs. The project’s goals are designed to impact higher education, a large and diverse LEA, 96 preservice teachers, and 32 inservice teachers who will then go on to share knowledge with colleagues, building system capacity in the IHE and LEA as well as in the field through consistent dissemination. Thus, ELEVATE has potential to address needs across several levels of the educational system, bringing about lasting and sustainable change in the preparation of personnel to serve ELs.

(d)(2) The extent to which the costs are reasonable in relation to the number of persons served and anticipated results and benefits. The costs are reasonable relative to the number of persons served and the results and benefits of the project. Over the life of the project, TU will make substantive and lasting changes in a popular major in a high-need field, ensuring preservice teachers can complete integrated coursework to gain ESOL endorsement alongside their original certification. Given TU’s role in MD, these changes will make a significant impact in the state and will directly improve preparation for over 150 teacher candidates per year even beyond the life of the project, providing a sustained benefit to many future teachers and schools through this improved and integrated training. TU will provide direct support, instruction and PD geared toward ESOL licensure to 32 preservice teachers per year (graduating in Years 3-5) in ESOL, or 96 over the life of the grant, along with 32 inservice teachers (who will continue to mentor and

support colleagues and schools), for a total of 128 personnel directly prepared. In addition, the school-based experiences and projects that participants complete will further build capacity in AACPS and throughout MD. PD provided to teachers and paraprofessionals each year of the project will build school and educator capacity to support ELs while providing families at target schools with training and resources to support literacy for their diverse learners. Finally, the 128 participants trained directly over the life of the grant will provide instruction to approximately 20 students each per year, creating a ripple effect in which an estimated 2,560 students per year over the course of these educators' careers will benefit from ELEVATE's preparation.

Section E: Quality of Project Evaluation. (1) The extent to which the methods of evaluation are thorough, feasible, and appropriate. The ELEVATE evaluation is aligned to the project's logic model, found in the appendices, and focuses on the following **questions: (1) Do ELEVATE activities improve knowledge, skills, and dispositions in pre-service and in-service degree candidates? (2) Does ELEVATE participation result in ESOL certification for pre-service and in-service participants? (3) Does ELEVATE achieve its 3 primary goals: (a) building capacity within local public schools using evidence based professional development (EBPD) to support ELs and their families, (b) train 32 teacher leaders enrolled in its Master's program, and (c) prepare 96 pre-service teachers through integrated EB PD and content in ESOL and literacy.**-To explore these questions, the evaluation will gather and analyze evidence of: 1) Increased knowledge, skills and dispositions in pre-service and in-service ELEVATE participants related to serving EL students and their families; 2) Increased numbers of pre-service and in-service ELEVATE participants qualifying for ESOL certification; 3) Enhanced real-time decision making among project leadership and faculty teaching language acquisition and literacy EB PD; and 4) timely and accurate design,

delivery and assessments of project deliverables documented through quarterly and annual progress reports. Consistent with Rossi, Lipsey, and Henry's (2019) systematic approach to program evaluation phases, the evaluation will apply a mix of qualitative and quantitative methods to address formative and summative questions related to project implementation and to deepen understanding of quantitative findings.

Phase 1. Formation (Needs Assessment). (Year 1): During project planning, the evaluation team will consult with ELEVATE leadership and school partners in designing survey instruments, interview protocols, data sharing agreements, and mutually acceptable timelines and procedures for gathering, sharing and, as necessary, refining acquired information. This negotiation will establish guidelines for the open and ongoing exchange of evaluation methods across project milestones and analyses of ELEVATE's progress toward reaching the mid- and long- term outcomes identified within the logic model. Consistent with Rossi et al. (2019) formative evaluation foci include: 1) Characteristics of faculty and school selected to participate in EB PD on language acquisition and literacy; 2) Baseline knowledge, skills, and attitudes of pre-service and in-service participants, including identifying additional characteristics at baseline prior to the implementation of project activities; and 3) the EB PD and undergraduate and graduate programs.

Phase 2. Process/Implementation (Years 2- 5): Process evaluation will examine the fidelity of implementation through periodic assessment including: 1) adherence to the EB PD model; and 2) potential competing demands that may impair project implementation (Brietenstein et al., 2010). Adapted from Murrah et al.'s (2017) framework, the evaluation team will develop and implement a protocol to conceptualize, measure and analyze intervention fidelity relative to outcomes. Fidelity measures (e.g., self-report checklists, online surveys, and interview protocols)

will be developed and applied to measure adherence to EB PD program standards. The team will observe and interview project staff and participants onsite, by phone and virtually as appropriate during program intervention implementation. Formative evaluation questions (adapted from Rossi et. al. 2019) included in the process evaluation phase include: 1) Are services delivered as planned? 2) Are administrative objectives and project activities being met? 3) Are there a sufficient number of participants completing the services? 4) Are administrative, organizational, and personnel functions, managed well?

Phase 3. Impact (Years 2-5): ELEVATE's summative evaluation will examine the intervention's success in delivering planned resources, services, and benefits. Summative Guiding Evaluation foci (adapted from Rossi et al., 2019) include measuring: 1) The level of achievement for the intervention's goals and objectives. 2) The intervention's effects (positive and negative) on participants 3) Modeling longitudinally the intervention's effects (positive and negative) over project duration for those receiving EB PD compared with peers receiving standard-of-care PD. Specifically, the team will evaluate the participants' access to: completion of credits toward the pre-service or in-service degree; performance in the degree program measured by course grades, practicum ratings field supervisor ratings, etc.; completion of and score on the Praxis ESOL test; and attainment of ESOL endorsement; and advancement to a teaching position in an area for which they are trained. Summative evaluation data will be collected and analyzed as follows: 1) Interviews with project participants about intervention on impacts/outcomes specified in the project's logic model; 2) Aggregate and run regression and time series analyses of intervention outcome data comparing the outcomes of participants across each of the two graduate cohorts and each of the three undergraduate cohorts; 3) Deepen the understanding of quantitative data and findings by merging with qualitative data (e.g. interviews

and focus groups) on participants' perspectives on services and identified outcomes; and 4) Present formative and summative evaluation results at local, state and national conferences.

The extent to which evaluation will produce evidence that would meet the WWC standards with or without reservations. The evaluation team will evaluate on mid- and long- term impacts of the EB PD model specified in the logic model, across two different participant groups: graduate students, currently serving as teachers within a local school district; and undergraduate students completing an undergraduate degree in traditional educational specialty areas to prepare participants to add an ESOL endorsement to their initial certification.

Evidence of Impact Among Inservice (Graduate) Students: To examine the impact of EB PD on graduate students currently working in schools, The evaluation team will use matching pairs to “construct” a quasi-experiment that meets WWC Evidence Standards with reservations; and establish baseline equivalence of intervention and comparison groups specified by WWC by design. By matching pairs between the treatment group (those completing the graduate degree and ESOL endorsement) and control groups (those teachers in the school not participating in the project), the evaluation team can control for some extraneous variables and isolate intervention (Mertens, 2020). The evaluation team will estimate program intervention impacts using a two-group (intervention vs. comparison) logistic regression model, conditional on the components of the project objectives. If any covariates remain imbalanced between the two groups, the evaluation team will use regression adjustment to control for them. The evaluation team will use administrative data from the partner schools to identify potential covariates and outcomes for all usual-service participants. The evaluation team do not anticipate that sample attrition (e.g., loss to follow-up or informative missingness) will bias the estimates of impacts. Analysis of the

samples of intervention participants and their matched controls will allow us to estimate the average effect of the intervention when the intervention is widely disseminated (Austin, 2011).

Evidence of Impact Among Preservice (Undergraduate) Students: To examine the impact of the EB PD and undergraduate programming offering content in language acquisition and literacy, in addition to ESOL endorsement, the team will “construct” a nonequivalent control group design using COE undergraduates. The design controls for differential selection and attrition or dropout, by use of a pretest (Mertens, 2020). The team will use a survey of pre-service and in-service participants’ and comparison samples’ baseline knowledge, skills, and beliefs working with English learners (EL) and students from culturally and linguistically diverse (CLD) backgrounds to determine if two groups differ initially on the dependent variable. As the intervention and comparison samples of pre-service students move through their respective degree programs, the team will periodically administer surveys of the knowledge, skills and beliefs working with EL and CLD students and estimate program intervention impacts with a two-group (intervention vs. comparison) time series comparison on these longitudinal measures.

The extent to which the evaluation will provide performance feedback and permit periodic assessment of progress. The evaluation plan emphasizes activities to examine the process and impact of the intervention. Feedback on the process activities, including recruitment and the fidelity measures will start in Year 2 through in-vivo observations, interviews, and self-reports. Process evaluation activities are planned at a frequency of every 6 months in October and March of each school year to ensure that problems with implementation during the program start-up period are caught and remedied. Progress monitoring will continue twice a year within the remaining years of implementation. The evaluation team is concerned with participant response rates to the process evaluation measures. The team will work with project leadership to reinforce

the importance of participation in both project activities and the evaluation. At the end of the project period, the evaluation team will generate final formative and summative reports documenting all evaluation procedures, analysis, and findings. An accompanying management plan appears in Section C of this application.

The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes. The evaluation team is concerned with the validity and reliability of performance data and has established an evaluation plan that includes questions used to analyze the impact of intervention research and model demonstrations. These questions include whether steps were taken to ensure EB PD is implemented as planned, whether there are differences in instruments between pre- and posttests, whether there was attrition among participants enrolled in the preparation programs, and whether events other than evidence based professional development could influence the results (Mertens, 2020). The team will monitor fidelity of the project throughout implementation and report to project leadership if issues arise.

ELEVATE's progress on the completion of project goals and measurable objectives and program intervention fidelity and project implementation will be documented in quarterly and annual reports. Formative findings will continually be shared with project leadership and partners to note achievements and identify implementation issues needing attention to maximize program fidelity as it moves toward completing targeted goals and objectives. To describe the model, share the impact of the intervention, and promote sustainability, the evaluation team will systematically disseminate project findings. ELEVATE's final project report will (a) summarize qualitative and quantitative evidence of the extent to which the program intervention provided participants with resources, services, and benefits as intended, and (b) estimate program intervention effects on participant outcomes per the logic model.