

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

The National Professional Development Program

CFDA # 84.365Z

PR/Award # T365Z160230

Grants.gov Tracking#: GRANT12101251

OMB No. 1894-0006, Expiration Date: 11/30/2017

Closing Date: Feb 19, 2016

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

There were problems converting one or more of the attachments. These are: [1240-AQ-Course-Evaluation.pdf](#)

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="02/19/2016"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Aquinas College"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="381367080"/>	* c. Organizational DUNS: <input type="text" value="0583449610000"/>

d. Address:

* Street1:	<input type="text" value="1607 Robinson Road SE"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Grand Rapids"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="MI: Michigan"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="49506-1799"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Ric"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Underhile"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Director of Grants"/>
--

Organizational Affiliation: <input type="text"/>

* Telephone Number: <input type="text" value="616-632-2836"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="rlu001@aquinas.edu"/>
--

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.365

CFDA Title:

English Language Acquisition State Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-121115-001

* Title:

Office of English Language Acquisition (OELA): National Professional Development Program CFDA Number 84.365Z

13. Competition Identification Number:

84-365Z2016-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Aquinas College School of Education English as a Second Language Professional Development Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,523,712.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,523,712.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:



USDE NPD Program Grant CFDA 84.365Z

Memorandum of Understanding

WHEREAS, **Aquinas College School of Education** is applying for a five-year professional development grant sponsored by the United States Department of Education (USDE NPD Program Grant CFDA 84.365Z), and

WHEREAS, **Aquinas College School of Education** (herein known as the College), in alphabetic order, **the Diocese of Grand Rapids Catholic Schools, Godfrey-Lee Public Schools, Godwin Heights Public Schools, Grand Rapids Public Schools, Kelloggsville Public Schools, Kent Intermediate School District, Kentwood Public Schools, and Wyoming Public Schools** (herein known collectively as the "Schools" or individually as the "School") have come together to collaborate on professional development programs made available if Aquinas College School of Education is awarded the **United States Department of Education National Professional Development Program Grant CFDA 84.365Z**; and

WHEREAS, Aquinas College School of Education has faculty who can provide instructional coursework for professional development and teaching endorsements in the areas associated with teaching English as a Second Language (ESL).

WHEREAS, the Schools listed above have agreed to enter into a collaborative agreement in which the College will be the lead agency and named grant applicant and the Schools will be partners in this application; and

WHEREAS, the partners herein desire to enter into a Memorandum of Understanding (MOU) setting forth the services to be provided by the collaborative; and

WHEREAS, the application prepared and approved by the College through its partners is to be submitted to the Office of English Language Acquisition in the United States Department of Education National Professional Development Program by February 16, 2016;

I) Description of Partner Agencies

The collaborative partnership between the College and the Schools have a long history. The College places its pre-service students in the schools for observations, practice, co-teaching, practicums, and student teaching. These partnerships also help supply college students to local schools for tutoring of ESL/Bilingual and/or low achieving students. These two-way collaborations have also promoted several other educational projects, including Early Childhood Initiatives, Math/Science College Ready Summer Camps, and on-site ESL/Bilingual teacher training programs. Every year, the College receives requests from local schools for recommended graduates --especially among students with the ESL/Bilingual endorsements. The College's programs also work with the Michigan

Department of Education (MDE) and other collegiate content area departments on issues related to pre-service teacher education and to improve school performance. The relationship between the College and the Schools, MDE, and other College departments is strong and enduring.

The ESL/Bilingual Endorsement Programs in the College have an established and healthy collaboration with the local schools for both teacher endorsement education and professional development (PD) purposes. The ELL/Bilingual partner schools have requested various professional development activities in the past seven years. The College's ESL/Bilingual Programs Director also sits on several state level advisory committees to assist state-wide ESL/Bilingual initiatives.

The Schools agree to and hereby do engage with the College, and the College agrees to and hereby does accept such engagement, to provide English Language Learner professional development services during the period and upon the terms and conditions set forth in this Agreement.

III) Development of Application

In light of its already established collaborative relationships with the Schools and the Michigan Department of Education (MDE), the College naturally responded to the call for Federal Grant applications by contacting educators in area districts and MDE to identify the area of greatest teacher professional needs. Within three days, a brainstorming meeting convened, where parties discussed the grant coverage and collaboration relationships. Together, the College ESL/Bilingual Programs, the Schools, and the MDE designed a preliminary Professional Development (PD) activity plan for the said a grant proposal. A consortium was formed based on the agreement, including: the Diocese of Grand Rapids Catholic Schools, Godfrey-Lee Public Schools, Godwin Heights Public Schools, Grand Rapids Public Schools, Kelloggsville Public Schools, Kent Intermediate School District, Kentwood Public Schools, and Wyoming Public Schools (the Schools). During the grant application development process, the proposed grant Director and Assistant Director have been communicating via emails, phones, or face-to-face meetings with the Schools to clarify specific grant languages and further identify the Schools' roles and responsibilities. With such guidance, the College has been requesting further information or data from each of the Schools, and the grant partners have been responding to such requests in a very timely manner.

IV) Roles and Responsibilities

NOW, THEREFORE, it is hereby agreed by and between the partners as follows:

Aquinas College School of Education Responsibilities (the College) upon award of USDE NPD Program Grant:

The College's Duties: During the Term, the College (a) shall make faculty available to instruct cohort groups of the Schools' content teachers, (b) shall perform the Services and will undertake reasonable efforts to accomplish and deliver the Services within the estimated time periods set forth. The College will make its designated faculty and other employees available to supervise, instruct, and advise the members of the Grant Partner Schools' cohort groups.

Status of the College: The College's performance shall be as an independent contractor and the College, and its participating employees, shall not be considered employees or agents of the

Schools for any reason. The Districts shall provide the College's participating employees accessible information in order to evaluate and improve the Program.

Fees: Students' in the cohorts formed by the Schools tuition, materials, supplies, and any other fees (technology, recording, etc. charged by the College) will be covered with funds awarded to the college by the USDE NPD Program Grant CFDA 84.365Z.

Service provided by the College to the Schools:

- a) The College will use a structured Culturally and Linguistically Embedded – Sheltered Instruction Observation Protocol (CLE-SIOP) training model to provide professional development activities to the Schools' para-professionals and in-service content teachers who have or will teach ESL students. Participants will take the required ESL/Bilingual courses together as on-site cohorts at their respective Schools and have their last course completed in their own classrooms*. For the last course, which is also a follow-up of the CLE-SIOP professional development model, the College's ESL/Bilingual Programs faculty will visit each participant's classroom to provide on-site immediate instructional feedback with guided debriefing reflections with each of the participants. (Absolute Priority and Invitational Priority 1).

**Note: On very rare occasions, if the participants do not have ELL students in the class, the participants will be placed in an afterschool or weekend ELL instructional setting to finish a minimum 25-hour EL instructional time.*

- b) The College will provide quality faculty to conduct the CLE-SIOP training activities;
- c) The College will consult with the Schools on the School-Community Activities and guide participants to communicate with their ESL students' parents/family and interested community members at activities to collect ESL students, ESL students' parents/family experiences, and community information, including expectations. The participants will also share their own ELL teaching experiences with ESL parents and families, their expectations, school expectations, procedures, and policies with ESL parents and families to a) set up a starting-point for teacher-parent future communication; b) assist teacher-parent future communications and mutual understanding; and c) assist the Schools' teachers in collecting the first hand ESL information to accomplish their PD assignments.
- d) The College will request the Schools' participating para-professionals, teachers, staff members, and administrators to finish the End-of-Project satisfaction surveys, encourage all participants to finish the College's course evaluation forms at the end of each course so as to provide feedback on program improvement.
- e) The College will request the Schools' participating teachers to use National Clearinghouse for English Language Acquisition's (NCELA) Content Monitoring Form for English Learners or Former English Learners to document ESL students' learning progress; and
- f) If needed, the College will request the Schools to provide assistance on student data collection, e.g., M-STEP and/or WIDA test scores, for instructional improvement measuring. Further data use agreement will be signed, if requested.

Time line: The College will offer the required eight courses in a hybrid format (classes meeting once a month with online learning during the weeks the classes do not meet) as PD activities for participating para-professionals and content area in-service teachers of the Schools by the starting time of the awarded USDE NPD Program Grant. The courses will be offered two per semester or four totally per year over 2 years. The instructional observation will be followed after the 1.5 year systemic PD Learning.

Tasks:

The required eight courses will cover the following:

- a) understanding the role ELL students' primary language play in their English language development by encouraging Dual Language Acquisition strategies to be used in ELL instructions;
- b) understanding ELL students' primary culture and cultural impact on their learning needs and classroom behavioral patterns;
- c) understanding second language acquisition theories and practices to gain skills and knowledge of identifying the language development stages of the ELLs in both their primary and second language development and what teaching strategies assist individual learning needs to promote bi-literacy;
- d) understanding the theories and mechanisms of assessing ELs and the available tools and resources can be used;
- e) understanding the importance of supporting bi-lingualism and bi-literacy development;
- f) understanding providing EL instructions within a bigger context of 21st Century teaching;
- g) understanding the CLE-SIOP Model and its components and how the model can be used to integrate the above mentioned a) through h); and
- e) utilizing the CLE-SIOP Model in the classroom with ELL instructional experts' observations, debriefing, feedback, and future improvement plans.

Assessment Tools:

The College will provide assessment tools for its participants to evaluate the quality of the proposed project in order to improve the project's quality over time. The assessment tools will be, but may not be limited to, **End-PD activity the College's Course Evaluation Forms** (at the end of each course), **End-PD Satisfaction Surveys** for the Schools' participants, administrators, and staff members who work with the same ESL students (at the end of the each training year), **End-School-Community Activity Surveys** (at the end of each year's activity) for ELL students' parents/family members/interested community members and for participating teachers, the **M-STEP and WIDA test scores** of the participants (at the beginning and end of each academic year), and students' average progress monitored by the **NCELA Content Monitoring Form for English Learners or Former English Learners** (each month).

After the School District PD Activities:

Based on the selection criteria, participants may be admitted to continue the rest of the endorsement courses to obtain their ESL or Bilingual endorsements (Absolute Priority). They may also continue to obtain their master's degree after they are ESL/Bilingual endorsed.

The Schools' (Include the following: The Diocese of Grand Rapids Catholic Schools, Godfrey-Lee Public Schools, Godwin Heights Public Schools, Grand Rapids, Public Schools, Kelloggsville Public Schools, Kent Intermediate School District, Kentwood Public Schools, and Wyoming Public Schools) Responsibilities:

The Schools' Duties:

During the Term of the program, the Schools shall: provide adequate space and services which include, but are not limited to necessary and accessible facilities, utilities, and support staff to fully implement the CLE-SIOP Model PD program; permit the College to utilize their school

buildings as needed, with prior notice, at no cost or expense, for the cohort group training required courses and one individual-classroom-based Practicum course. The Schools shall also give permission to the training faculty's classroom observations.

Timeline:

From the Spring of 2016 through the completion of the grant years, the Schools will build the structure of their School Improvement plans accordingly to encompass the CLE-SIOP PD for their para-professionals and content area teachers to receive ESL or Bilingual endorsement; and inform para-professionals and content area teachers before the grant starts.

Tasks:

- a) The Schools will recruit para-professionals and content area teachers to participate in the CLE-SIOP Model PD before the grant starting date and on-going through the grant years 2, 3, and 4;
- b) The Schools will work with the College to set up on-site PD activities regarding time and location;
- c) The Schools will identify ESL and Bilingual classrooms for the College's ESL and Bilingual pre-service teachers for observation, practice, and internship purposes;
- d) The Schools will support the CLE-SIOP Model by handling issues related to participants' non-expected academic and academic behaviors;
- e) The Schools will inform the College of any ESL and Bilingual position openings;
- f) The Schools will organize activities involving participating teachers' ESL students' parents, families and community members annually to promote communications between participants and their ESL students and ESL students' parents/family/community members to support project participants learn about their ESL students and share school expectations, policies, procedures and their own expectations to support teacher learning;
- g) The Schools will assist in program data collection if requested;
- h) The Schools will assist the project Director and Assistant Director to distribute and collect the project assessment tools, including, but not limited to, **End-PD activity AQ Course Evaluation Forms** (at the end of each course), **End-PD Satisfaction Surveys** for the Schools' participants, administrators, staff members who work with the same ESL students (at the end of the each training year), **End-School-Community Activity Surveys** (at the end of each year's activity) for ELL students' parents/family members/interested community members and for teachers, the **M-STEP and WIDA test scores** of the participants (at the beginning and end of each academic year), and ELL students' average progress monitored by the **NCELA Content Monitoring Form for English Learners or Former English Learners** (each month).
- i) The Schools will provide opportunities for their participating teachers who obtained their ESL/Bilingual Endorsements after the CLE-SIOP Model training to offer ESL/Bilingual PD activities for others who work with ESL students at the Schools' respective PD times; and
- j) The Schools will support PD participants to modify or change their instructional patterns.

After the School District PD Activities:

The Schools will encourage participating teachers to earn their ESL and Bilingual endorsement, and plan for the participants who earned their ESL/Bilingual Endorsements to provide school district PD activities to their colleagues.

V) Timeline

The roles and responsibilities described above are contingent on the College receiving funds requested for the project described in the Office of English Language Acquisition in the United States Department of Education National Professional Development Program CFDA 84.365Z application. Responsibilities under this Memorandum of Understanding would coincide with the grant period, anticipated to be **July 1, 2016** through **June 30, 2021**.

VI) Termination

Any Party may terminate this Agreement upon thirty (30) days written notice to the other Party if either of the following occurs: (1) Aquinas College School of Education is not awarded the USDE NPD Program Grant CFDA 84.365Z; (2) the other Party breaches any term of this Agreement or fails to perform any duty or obligation hereof; or (3) performance of the Agreement would cause the Party to suffer economic hardship demonstrated or documented by the Program's lack of sufficient progress to show ELL instructional progress by the participants or failed to meet the proposed project objectives. If any Party so elects to terminate this Agreement, neither the School nor the College shall have any further liability under this Agreement except payment for the Services rendered by the College and return of the Program materials in accordance with paragraph VIII.

VII) Trade Name and Trademark Rights

The Schools individually agree to furnish the College with representative samples of its proposed promotional and advertising materials using the trademark and trade name AQUINAS COLLEGE and/or AQUINAS COLLEGE SCHOOL OF EDUCATION. In particular, all mockup of potential advertising hard copy, narrative media, and other marketing materials will be submitted by the Grant partner Schools to the College's Creative Director or his/her designee at the College for approval. The College shall promptly review all such materials and approve or disapprove of same, with approval not being unreasonably withheld. The District agrees to use no promotional or advertising materials which use the trademark or trade name, and which have been disapproved by the College.

VIII) Program Materials

The Schools individually understand and agree that any and all materials that may be furnished by the College to the Schools in connection with the Program may be subject to copyright and other proprietary rights protection. The Schools shall refrain from copying any such materials without the prior approval of the College or its designee. To the extent the Schools are permitted to copy such materials, the Schools agree to include all copyright and other proprietary rights notices which may appear on the originals. Upon termination of this Agreement, the Schools agree to return to the College all such materials (and all copies thereof) within thirty (30) days.

VIX) Governing Law: Venue

This Agreement shall be governed and controlled in all respects by the laws of the State of Michigan and Kent and Ottawa Counties, including as to interpretation, enforceability, validity, and construction and monitored by Aquinas College corresponding offices.

X) Integration

This Agreement constitutes the entire understanding between the parties with respect to the subject matter of this Agreement and supersedes any prior discussions, negotiations, proposals, agreements, and understandings.

XI) Severability

Whenever possible, each provision of this Agreement shall be interpreted in such a way as to be effective and valid under applicable law. If any provision is prohibited by or invalid under applicable law, it shall be ineffective only to the extent of such prohibition or invalidity, without invalidating the remainder of such provision or the remaining provisions of this Agreement.

XII) Amendment

The terms of this Agreement may not be varied, supplemented, or modified in any manner, except in a subsequent writing executed by each party.

XIII) Assignment

This Agreement shall not be assigned without the prior written consent of the other party to this Agreement. In the event of a permitted assignment, this Agreement shall be binding upon and inure to the benefit of the assignor's successors and assigns.

XIV) Third Party Beneficiaries

This Agreement shall not confer any rights or remedies upon any third party other than the parties to this Agreement and their respective successors and permitted assigns.

XV) Notice

Any notice required or permitted under this Agreement shall be in writing and must be delivered personally or may be sent by facsimile, telex, or certified prepaid mail or overnight express mail, to the following addresses:

The College and The Schools Contact Information

School/Phone Number	Contact Person	Address
Aquinas College 616-632-2428	Len Kogut, CEO	1607 Robinson Road, Grand Rapids, MI 49506
Diocese of Grand Rapids Office of Catholic Schools 616-243-0491	Mr. David Faber, Superintendent	360 Division Ave S, Grand Rapids, MI 49503
Godfrey-Lee Public Schools 616-241-4722	Mr. Dave Britten, Superintendent Ms. Carol Lautenbach, Assistant Superintendent	15 – 36 th Street, Wyoming, MI 49548
Godwin Heights Public Schools 616-252-2090	Ms. Michelle Krynicki, Director of Instruction and Title II	1324 Burton Street SW, Wyoming, MI 49509
Grand Rapids Public Schools 616-819-7266	Dr. Mayda Bahamonde-Gunnell Executive Director for Leadership Middle Schools /ELL/Equity and Inclusion	1331 Franklin SE Grand Rapids, MI 49506
Kelloggsville Public Schools 616-538-7460	Mrs. Tammy Savage, Director of Instruction	242 52nd Street SE, Grand Rapids, MI 49548
Kent Intermediate School District 616-364-1333	Casey Gordon, Special Populations Consultant	2930 Knapp Street, NE, Grand Rapids, MI 49525
Kentwood Public Schools 616-455-4400	Shirley Johnson, Assistant Superintendent of Student Services	5820 Eastern Avenue, SE, Kentwood, MI 49508
Wyoming Public Schools 616-530-7550	Mr. Thomas Reeder, Superintendent	3575 Gladiola, SW, Wyoming, MI 49519

Notices shall be deemed given three (3) days after mailing in the case of mail or overnight service, or upon proper and successful telex, facsimile, or personal delivery, as may the case be.

XVI) Liability

The Grant Partner Schools individually shall be liable for any injury or damage occurring to any person or property from any cause whatsoever arising out of the Grant Partner Schools' individual use or operation of the Program or the College's provision of the instructors or the Services. The Grant Partner Schools' undertake and assume for their officers, employees, agents, pupils, contractors, and subcontractors, all risks, liabilities, obligations, damages, penalties, claims, liens, costs, charges, losses, and expenses (including, without limitation, reasonable fees and expenses of attorneys, expert witnesses, and other consultants) arising from third-party claims or suits arising out of or in any way related to the Professional Development or the Program, except for risks, liabilities, obligations, damages, penalties, claims, liens, costs, charges, losses and expenses arising from the negligence of the College, its officers, employees, agents, contractors, or subcontractors.

XVII) Insurance

During the Term, the Parties shall each maintain, or cause to be maintained, in full force and effect at their respective sole costs and expense, adequate general liability and workers compensation insurance.

XVIII) Nondiscrimination

No Party shall discriminate in any way at/for/during the Professional Development Program to any person or group relating to race, creed, color, religion, familial status, sex, or handicap.

XIX) Binding Effect and Non-assignability


This Agreement shall be binding upon the Parties hereto and their respective successors.

XX) Commitment to Partnership


- 1) The collaboration service area includes **areas in Kent and Ottawa Counties** respective to the **above named school districts.**
- 2) The partners agree to collaborate and provide **ELL and Bilingual Teaching Professional Development to content area teachers in the above named school districts** pursuant to the program narrative of the grant application attached to this agreement.
- 3) We, the undersigned have read and agree with this MOU. Further, we have reviewed the proposed project and approve it.

(b)(6)

Title: V.P. Finance / CFO
Aquinas College
Date: 2/19/16

By: 
Title: Superintendent of Catholic Schools
Diocese of Grand Rapids
Date: 2/15/16


(b)(6)

By: 
Title: Asst. Supt.
Godfrey-Lee Public Schools
Date: 2.15.16


By: 
Title: Superintendent
Godwin Heights Public Schools
Date: 2/12/16


(b)(6)

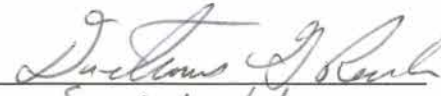
By: 
Title: Executive Director
Grand Rapids Public Schools
Date: 2-15-16

By: 
Title: Director of Instruction
Kelloggsville Public Schools
Date: 2-15-16

(b)(6)

By: 
Title: Asst. Supt. Instr. Serv.
Kent Intermediate School District
Date: 2-11-16

By: 
Title: Asst. Superintendent, Student Services
Kentwood Public Schools
Date: Feb 15, 2016

By: 
Title: Superintendent
Wyoming Public Schools
Date: 2-11-16

cc: Agencies and Interested Parties

Appendix

Scope of the Services

In connection with the ELL Professional Development Programs conducted at the respective sites for the Schools, the College will provide the following Services to the Schools:

- Oversee and coordinate the instruction of no less than five (5) members of each cohort group over the course of eight fall, eight spring, and eight summer semesters commencing with Fall, 2016.
- Oversee members of the cohort during their ESL Professional Development requirements.
- Supervise the Grant Partner Schools' teachers during their practicum by instructors designated by the College.
- Advise and provide recommendations to teachers regarding their endorsements, certification, and, if desired, Master's degree.

Each School's cohort group engaged in the ELL Professional Development Program through the College will:

- Be comprised of teachers certified in core subject areas as defined by No Child Left Behind and/or ESSA and not currently pursuing the ESL Endorsement Program at the College or another institution.
- Follow all application, evaluation, and procedural policies of the College as outlined in materials received.
- Attend all classes in a format that meet "seat time" requirements as defined by the College as well as comply with acceptable hybrid online formats.
- Contact the instructor immediately if a class must be missed due to an emergency.
- Understand that a member who is unable to attend a scheduled course will be unable to continue with the cohort group.
- If desired, be able to complete the Master's portion of the MAT with ESL Endorsement Program (12 credit hours) at the College's current per credit hour graduate tuition rate at the time of the registration. Students may apply for the Donnelly Scholarship as they complete the remaining credits for their Master's degree.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Ric Underhile</p>	<p>TITLE</p> <p>Director of Grants Management</p>
<p>APPLICANT ORGANIZATION</p> <p>Aquinas College</p>	<p>DATE SUBMITTED</p> <p>02/19/2016</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Aquinas College * Street 1: 1607 Robinson Road SE Street 2: _____ * City: Grand Rapids State: _____ Zip: _____ Congressional District, if known: _____		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: English Language Acquisition State Grants CFDA Number, if applicable: 84.365	
8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant: Prefix _____ * First Name: Susan Middle Name _____ * Last Name: English Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
b. Individual Performing Services (including address if different from No. 10a) Prefix _____ * First Name: Susan Middle Name _____ * Last Name: English Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Ric Underhile * Name: Prefix _____ * First Name: Ric Middle Name _____ * Last Name: Underhile Suffix _____ Title: _____ Telephone No.: _____ Date: 02/19/2016		
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PR/Award # T365Z160230

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPA statement.pdf

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General Education Provisions Act (GEPA)

Aquinas College is committed to educational excellence and equity. Aquinas College ensures to the fullest extent possible the equitable participation of, and appropriate educational opportunities for, those individuals involved. The college is in compliance with all applicable federal and state laws.

All information disseminated by this project will be made available in a variety of formats for participants with varying disabilities and learning needs. All members of our community – faculty, staff, and students – will demonstrate respect for each other regardless of our differences by demonstrating sensitivity in our actions, words, and deeds. These sensitivities will be demonstrated in classroom, curricula, offices, meeting places, and living environments. The College will strive to maintain the diversity of our Board of Trustees, faculty, student body, and staff and appreciate the different gifts each brings to this community regardless of gender, race, national origin, color, disability, or age.

Our Center for Diversity and Inclusion's priority is to assist in the development of confidence and self-esteem in a diverse population of students with particular emphasis placed on the students' understanding their own individual ethnicity and their role within society. Aquinas College believes that all students benefit from exposure to a holistic, diverse, multicultural experience. This experience prepares students with the skills necessary to collaborate with all people effectively.

Under the Americans with Disabilities Act [ADA] of 1990, its Amendments Act [ADAAA] of 2008 and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are guaranteed certain protections and rights of equal access to programs and services. The Disability Services office at Aquinas College recognizes that disability reflects diverse characteristics and experiences and is an aspect of diversity integral to society. To that end, the College collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive, and sustainable. Aquinas College provides services for students through a variety of academic accommodations based on individual needs.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION Aquinas College	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Ric"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Underhile"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Director of Grants Management"/>	
* SIGNATURE: <input type="text" value="Ric Underhile"/>	* DATE: <input type="text" value="02/19/2016"/>

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

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* Attachment:

Name of the IHE: Aquinas College

Consortia Partners: LEAs: Grand Rapids Public Schools, Kelloggville Public Schools, Kentwood Public Schools, Wyoming Public Schools, the Diocese of Grand Rapids, Godfrey-Lee Public Schools, and Godwin Public Schools

Title of the Project: Using CLE-SIOP Model to Improve Para-professional and Content Teacher Instructions for English Learners

Priorities: a) **Absolute Priority** b) **Invitational Priority 1** c) **Competitive Preference Priority 2** d) **Invitational Priority 2** and e) **Competitive Preference Priority 1.**

To address the “Competitive Preference Priority 1: Moderate Evidence of Effectiveness”, empirical research is rare and no empirical studies found that meet the What Works Clearinghouse moderate evidence of effectiveness criteria. The proposed project model is designed based on the literature listed as resources. For instance, Using the SIOP model to Promote the Acquisition of Language and Science Concepts with English Learners by Echevarria and colleagues and published in 2011 (See: <http://www.tandfonline.com/doi/abs/10.1080/15235882.2011.623600>). For details, please see Project Design section.

Brief Description: The proposed project will address the ESL/Bilingual teacher shortage in Michigan. The professional development initiatives outlined in this grant proposal are based upon an existing program of Culturally and Linguistically Embedded Sheltered Instructional Observation Protocols (CLE-SIOP), which has been successfully implemented by the Aquinas College School of Education. The primary goal of the CLE-SIOP model is to improve classroom instruction for English language learners (ELs). The key components of this grant include funding for a series of nine ESL/Bilingual professional development courses to pre-service teachers and to partner LEAs’ para-professionals and in-service teachers. The series of courses will lead to State of Michigan ESL/Bilingual endorsements for teaching ELs. The project also encourages and supports the efforts of LEAs to host school-community activities which will strengthen participants’ relationship building with their ELs’ parents, families, and community members.

While the statewide school EL student population average was 5.46% in 2014-2015, the average in Kent County was 10.11% (MI School Data, 2016) representing a 9.14% increase from 2012-13 to 2013-14 (EDFacts). Currently there are 88,000 EL students in Michigan with only 300 ESL/Bilingual programs available to serve this student population (MDE data, 2016).

Based on a preliminary analysis of partner LEA EL students’ World-Class Instructional Design Assessments (WIDA) scores, only 40% of ELs achieved grade level proficiency, with low scores in reading and writing. As the majority of teachers in Michigan are of European and middle-class backgrounds with limited ESL instructional training from their teacher preparations institutions (Hansen- Thomas & Cavagnetto, 2010; NCELA, 2016), there is a great need for additional teacher preparation and professional development training in Michigan. According to MDE data, the number of active, endorsed ESL/Bilingual teachers in 2014-2015 is only 583.

This project will increase the number of pre-service and in-service teachers with either ESL or Bilingual endorsements. Project participants will take 9 college courses at either the undergraduate level (pre-service teachers) or the graduate level (para-professionals and in-service teachers) to be endorsed to teach ELs. Program completers will have the option of taking four additional courses to obtain a Master’s degree. High quality coursework addresses the following topics: basic information on teaching ELs, theories and issues related to linguistically and culturally responsive teaching, assessment of ELs’ learning, language acquisition, theories and strategies of bilingual education, and biliteracy

development. Bilingual endorsement candidates will also take courses on Spanish-English linguistics, and Latin-American culture and civilization. Each course includes a 10-30-hour field experience requirement working with ELs in area schools. The project also incorporates school-community engagement support to assist school administrators and EL educators working with EL students' parents and family members.

MDE Training of Trainers Program (TOT) will further provide resources, placements, and mentoring to CLE-SIOP model participants. Aquinas College faculty and highly-qualified adjuncts, who are trained with the model, will teach the courses and collect observation data in the field. By collecting formative assessment data, teachers and faculty will be empowered to make data-informed instructional decisions on a day-to-day basis and incorporate strategies proven to be effective in improving learning outcomes for ELs. Additionally, formative project evaluations will be used to improve the proposed program throughout the cycle of the grant. Particular focus will be on evaluating the effectiveness of the proposed CLE-SIOP model to support replication by other ESL and Bilingual programs.

Project objectives, number and type of participants, goals, and performance outcomes projected to be served by the project:

Project CLE-SIOP has three objectives:

Project Objective 1: By the end of year five, at least 14 pre-service teachers will earn either ESL or Bilingual endorsements.

Project Objective 2: By the end of year five, at least 120 para-professionals and in-service teachers will earn either ESL or Bilingual endorsements.

Project Objective 3: By the end of year five, at least 35 school-wide teacher-parents/community communication activities will be conducted.

Project CLE-SIOP has the following goals and performance outcomes:

GPRA Measure Targets	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5	Total
The number of pre-service teachers expected to be served (duplicated counts)	3	6	7	8	4	14
The number of pre-service teachers expected to complete the program of study (unduplicated)		3	3	4	4	14
The number of pre-service teacher completers expected to be placed in instructional settings serving ELs (Year 2 and beyond) (unduplicated)		3	3	4	4	14
The number of pre-service teachers expected to complete the program of study and be certified in EL/Bilingual instruction (unduplicated count)		3	3	4	4	14
The number of para-professionals and in-service teachers expected to be served (duplicated counts)	30	60	60	60	30	240
The number of para-professionals and in-service teachers expected to complete the program of study (unduplicated)	0	30	30	30	30	120

The number of para-professionals and in-service teachers expected to complete the program of study and be certified in ESL/Bilingual instruction (unduplicated)	0	30	30	30	30	120
The number of para-professionals and in-service teacher completers who are expected to serve EL students (unduplicated)	0	30	30	30	30	120
The number of School-Community activities engaging EL parents for data collection	7	7	7	7	7	35

Contact: Dr. Rui Niu-Cooper, 616-632-2428 or 517-803-7789, email rn002@aquinas.edu

References:

Data from MDE (2015). Data presented at the State of Michigan Title III Advisory Committee Meeting by Michigan Department of Education in 2015.

Echevarría, J., Richards-Tutor, C., Canges, R., & Francis, D. (2011). Using the SIOP model to promote the acquisition of language and science concepts with English learners. *Bilingual Research Journal*, 34(3), 334–351.

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Hansen-Thomas, H., & Cavagnetto, A. (2010). What do mainstream middle school teachers think about their English language learners? A tri-stage case study. *Bilingual Research Journal*, 33(1), 249-266.

Michigan School Data (2016). <https://www.mischooldata.org/>

NCELA. (2016). EDFacts data. National Clearinghouse for English Language Acquisition. Retrieved on 1/26/2016. <http://www.ncela.us/t3sis/Michigan.php>

Project Narrative File(s)

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Introduction

This Aquinas College School of Education project will provide training and professional development opportunities to improve instruction for English Learners (ELs) in Kent County of West Michigan. The K-12 schools in Kent County are experiencing increased growth of ELs in their student populations. Michigan's schools' English Learner population averaged 5.46% in 2014-2015; Kent County had an average of 10.11% with the highest at Hope Academy of West Michigan averaging over 66% (MI School Data, 2016). In the past three years (2012-13 to 2013-14), there has been more than a 9% EL population increase (EDFacts). Kent Country school enrollment data shows that ELs are from 30-75 different language backgrounds. In 2014-2015, out of a total enrollment of 107,301 students, there were 18,332 Spanish speakers; 14,616 using an African American Vernacular; 3,515 speaking various Asian languages; and 119 using Hawaiian dialects. More than 4,700 students in Kent County speak more than one language (MiSchoolData, 2016). Unfortunately, when facing the increasing numbers of EL students in their classrooms, the majority of West Michigan teachers are not equipped with the knowledge, skills, and expertise to provide quality instruction for ELs due to the majority of teacher's European and middle-class backgrounds and limited ESL instructional training from their teacher preparations institutions (TPI) (Hansen- Thomas & Cavagnetto, 2010; NCELA, 2016). Currently there are 88,000 ELs in Michigan, but the total number of ESL/Bilingual programs numbers about 300, and active, endorsed English as a Second Language (ESL)/Bilingual teachers in 2014-2015 numbered only 583 (Data from MDE, 2016). This provides a teacher student ratio of 1 teacher for every 151 EL students. Because of fiscal constraints, school districts and individual teachers have been unable to acquire additional training that would

