

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

Completed by Grants.gov upon submission.

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Towson University

* b. Employer/Taxpayer Identification Number (EIN/TIN):

52-6002033

* c. UEI:

LC3SFMP2L798

d. Address:

* Street1:

8000 York Road

Street2:

* City:

Towson

County/Parish:

Baltimore

* State:

MD: Maryland

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

21252-0001

e. Organizational Unit:

Department Name:

Special Education

Division Name:

College of Education

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

Prefix:

* First Name:

Katherine

Middle Name:

* Last Name:

Nunan

Suffix:

Title:

Senior Grant & Contract Administrator

Organizational Affiliation:

Towson University

* Telephone Number:

4107042236

Fax Number:

* Email:

ospr@towson.edu

Application for Federal Assistance SF-424

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

H: Public/State Controlled 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:

Office of Elementary and Secondary Education

11. Assistance Listing Number:

84.365

Assistance Listing Title:

English Language Acquisition State Grants

* 12. Funding Opportunity Number:

DOL-OESE-34120

* Title:

National Professional Development Program

13. Competition Identification Number:

DOL-OESE-34120

Title:

National Professional Development Program

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

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

ASCENT: Advancing System Capacity for English Language Teaching

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	MD-002	* b. Program/Project	MD-002
Attach an additional list of Program/Project Congressional Districts if needed.			
	Add Attachment	Delete Attachment	View Attachment
17. Proposed Project:			
* a. Start Date:	10/01/2026	* b. End Date:	09/30/2031
18. Estimated Funding (\$):			
* a. Federal	4,316,585.00		
* b. Applicant	0.00		
* c. State	0.00		
* d. Local	0.00		
* e. Other	0.00		
* f. Program Income	0.00		
* g. TOTAL	4,316,585.00		
* 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		07/13/2026	
☐ 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			
	Add Attachment	Delete Attachment	View Attachment
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 18, 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:	Katherine
Middle Name:			
* Last Name:	Nunan		
Suffix:			
* Title:	Senior Grant & Contract Administrator		
* Telephone Number:	4107044687	Fax Number:	
* Email:	knunan@towson.edu		
* Signature of Authorized Representative:	Completed by Grants.gov upon submission.	* Date Signed:	Completed by Grants.gov upon submission.

BUDGET INFORMATION - Non-Construction Programs

OMB Number: 4040-0006
Expiration Date: 06/30/2028

SECTION A - BUDGET SUMMARY

Grant Program Function or Activity (a)	Assistance Listing Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1. National Professional Development	84.365Z	\$	\$	\$ 4,316,585.00	\$ 0.00	\$ 4,316,585.00
2.						
3.						
4.						
5. Totals		\$	\$	\$ 4,316,585.00	\$ 0.00	\$ 4,316,585.00

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SECTION B - BUDGET CATEGORIES

6. Object Class Categories	GRANT PROGRAM, FUNCTION OR ACTIVITY				Total (5)
	(1)	(2)	(3)	(4)	
	National Professional Development				
a. Personnel	\$ 308,427.00	\$	\$	\$	\$ 308,427.00
b. Fringe Benefits	54,974.00				54,974.00
c. Travel	9,806.00				9,806.00
d. Equipment					
e. Supplies	10,000.00				10,000.00
f. Contractual					
g. Construction					
h. Other	190,534.00				190,534.00
i. Total Direct Charges (sum of 6a-6h)	573,741.00				\$ 573,741.00
j. Indirect Charges	30,777.00				\$ 30,777.00
k. TOTALS (sum of 6i and 6j)	\$ 604,518.00	\$	\$	\$	\$ 604,518.00
7. Program Income	\$ 0.00	\$	\$	\$	\$ 0.00

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SECTION C - NON-FEDERAL RESOURCES					
(a) Grant Program		(b) Applicant	(c) State	(d) Other Sources	(e) TOTALS
8.	National Professional Development	\$	\$	\$	\$
9.					
10.					
11.					
12. TOTAL (sum of lines 8-11)		\$	\$	\$	\$

SECTION D - FORECASTED CASH NEEDS					
	Total for 1st Year	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13. Federal	\$ 604,518.00	\$ 264,123.00	\$ 0.00	\$ 340,395.00	\$ 0.00
14. Non-Federal	\$				
15. TOTAL (sum of lines 13 and 14)	\$ 604,518.00	\$ 264,123.00	\$ 0.00	\$ 340,395.00	\$ 0.00

SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT					
(a) Grant Program		FUTURE FUNDING PERIODS (YEARS)			
		(b) First	(c) Second	(d) Third	(e) Fourth
16.	National Professional Development	\$ 998,039.00	\$ 999,992.00	\$ 966,881.00	\$ 747,155.00
17.					
18.					
19.					
20. TOTAL (sum of lines 16 - 19)		\$ 998,039.00	\$ 999,992.00	\$ 966,881.00	\$ 747,155.00

SECTION F - OTHER BUDGET INFORMATION	
21. Direct Charges: 4,169,834	22. Indirect Charges: Training 8% MTDC, \$1,834,382 base, \$146,751 total
23. Remarks: TU's federally negotiated rate is provisional, 49.62% MTDC.	

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Budget Narrative File(s)

* Mandatory Budget Narrative Filename:

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

BUDGET NARRATIVE

YEAR 1

1. Personnel

- *Dr. Patricia Rice Doran*, Professor and Department Chair of Special Education, is the Principal Investigator (PI). Dr. Rice Doran will devote 3.0 summer months of effort (100% summer/25% annualized effort) at a cost of **\$40,177**. Dr. Doran will be responsible for overall oversight of the project including monitoring all activities, oversight of the budget, communication with the Evaluator, and reporting to the Department of Education. She also will oversee all planning activities including recruitment, application review, and advising in conjunction with program advisors. During the planning year, Dr. Doran will oversee efforts to collaborate with school staff, initial establishment of partnerships and IRB submission, and award establishment at TU. She will take primary responsibility for financial and reporting oversight of the project as a whole. She will work closely with the overall project manager on project implementation and ongoing oversight.
- *Dr. Martinez-Alba*, Professor of Elementary Education, is a Co-Principal Investigator on the project. Dr. Martinez-Alba will devote 3.0 summer months of effort (100% summer/25% annualized effort), at a cost of **\$37,539**. Dr. Martinez-Alba will support the PIs and evaluation team and will oversee implementation of evidence-based literacy instruction (EBLI) practices within post-baccalaureate programming and linguistic diversity minor programming. Dr. Martinez-Alba will also work closely with the school-based PD coordinator to support school-based PD. She will support development and implementation of simulation and clinical practice activities and with Dr. Huggins, will take a leadership role in coordination of clinic activities during summer.

- *Dr. Margaret Gerry*, Assistant Teaching Professor of Special Education, is key personnel on the project. Dr. Gerry will devote 3.0 summer months of effort (100% summer/25% annualized effort), at a cost of **\$16,917**. Dr. Gerry will oversee all planning activities for the M.Ed. She will work collaboratively with the PI and Co-PI to establish partnerships, recruit scholars, plan and facilitate the project activities, and disseminate findings. She will work to implement leadership-based experiences for ELs along the continuum of need into the MEd program and will also support school-based PD in BCPS and AACPS around the specific topic of ELs along the continuum of need and ELs with reading difficulties.
- *Dr. Gregory Knollman*, Associate Professor of Special Education and Director of the TU Office of Research and Evaluation, is lead evaluator on the project. Dr. Knollman will devote 1.25 summer months of effort (41.67% summer/10.42% annualized effort), at a cost of **\$14,001**. Dr. Knollman will oversee all evaluation activities for the project, including evaluation design, instrument design, data collection, Advisory Board feedback, data analysis, formative improvement, and evaluation report preparation for the project.
- *Dr. Shelly Huggins*, Clinical Assistant Professor in the Department of Elementary Education and TU Reading Clinic Director, is key personnel on the project. Dr. Huggins will devote approximately 0.57 summer months of effort (19% summer/4.75% annualized effort), at a cost of **\$5,000**. Dr. Huggins will support advising for the post-baccalaureate certificate and preservice program students and will coordinate summer clinic activities in conjunction with Dr. Martinez-Alba.
- *TU Faculty Evaluator, to be named*, will serve as a project evaluator. This individual is budgeted with 1.0 month of summer effort and 1.80 months of academic year effort (23.33% annualized effort), assuming an Institutional Base Salary of \$70,000, for a cost of **\$23,333**.

The academic year effort represents two three-credit course releases (0.90 person months each). Towson University (TU) is a predominantly undergraduate institution, and thus most faculty teach an 18-contact hour course load each academic year. The requested three-credit course releases will allow the evaluator to provide ongoing support throughout the year with evaluation design, instrument refinement, data collection, data analysis, synthesis of findings, and meeting quarterly and annual reporting targets. While faculty evaluator selection has not been finalized, Dr. Rachel Billman and Dr. Ashley Gilman are being considered for the evaluation role.

- *Project Implementation/Research Manager, to be named*, will support the PI with project implementation, including oversight of day-to-day grant activities, purchasing, serving as a primary contact for project participants, serving as a primary contact for project partners, and managing and maintaining grant documentation and reporting. This individual will be hired as a full-time Contingent II staff position at a starting salary of **\$70,000** in Year 1.
- *Project Professional Development (PD) Manager, to be named*, will support the PI with school-based professional development implementation. The PD manager will serve as primary liaison with school-based personnel, will provide coaching and mentoring, will coordinate workshops and PD in partner school sites, and will support MEd students in implementing school-based PD. This individual has not been finalized but Mrs. Chelsea Massa is being considered for this role. This individual will be hired as a full-time Contingent II staff position at a starting salary of **\$65,000** in Year 1.
- *TU Faculty Consultants, to be named*. Four (4) TU faculty will be hired during the Planning Year to assist in course redesign and development to include EBLI practices in the required courses throughout preservice, early-career and inservice programs at a cost of \$3,000 per

faculty member or **\$12,000** overall. These faculty members have not been identified but it is anticipated they may include Dr. Nathan Welker, Mrs. Toni Guidi, Mrs. Kirsten Merashoff, and Dr. Stephanie Moody. Faculty will align course content with EBLI activities according to the multi-component model advanced in Vaughn et al (2009) and develop new activities, assessments and content to ensure candidates receive a thorough foundation in the research and opportunities to implement and apply the knowledge. It is anticipated that course development activities will be completed during the Planning Year.

Towson University faculty are on nine-month contracts from September through May, and their summer research effort is calculated on amount of time (effort) off-contract.

- *Graduate Assistant, to be named,* Two Masters-level Research Assistants (RAs) will be hired to work on this project. In the fall 2026 term, they will be hired on an hourly basis for 10 hours for 10 weeks (about 2 and a half months) at \$20 per hour (**\$4,000** total). In spring and fall 2027, they will be considered part-time RAs at 10 hours per week, based on TU's Graduate Assistantship Schedule. A 5% increase is included annually to account for projected increases in the RA stipend (**\$12,300** total). One RA will primarily be responsible for supporting project implementation in terms of communication, data management, project administrative support, recordkeeping, and student communication. The other RA will be primarily responsible for supporting evaluation activities and tasks, to include data collection, organization, communication with participants, and supporting analysis.
- *TU Students, to be named,* Six (6) TU students will be hired to serve as EL/ML Summer Clinic instructors. They will be paid an hourly rate of \$20 for approximately 68 hours (6 x \$20 x 68 = **\$8,160**). The clinic instructors will primarily be responsible for supporting clinic

activities and instruction, collaborating with TU preservice and inservice teachers who will be leading EBLI activities throughout clinic. The instructors will work with Drs. Huggins and the PIs to plan and implement routines, communication, and instructional activities throughout the Clinic to support implementation of EBLI instruction and assessment.

Total salaries & wages in Year 1: \$308,427

2. Fringe Benefits

- Fringe benefits for all TU faculty summer effort are calculated at TU's standard faculty summer rate of 8% to cover mandatory FICA taxes (Rice Doran= \$3,214; Martinez-Alba= \$3,003; Gerry= \$1,353; Knollman= \$1,120; Huggins= \$400; TBN Evaluator= \$667; TBN Faculty Consultants = \$960).
- Fringe benefits for the to be named TU faculty evaluator's academic year effort is calculated at TU's standard faculty academic year rate of 39% (\$5,850).
- Fringe benefits for the Project Implementation/Research Manager and Project PD Manager are calculated at TU's standard Contingent II employee rate of 27%, year-round (\$36,450).
- Fringe benefits for the Research Assistants (RAs) and TBN Summer Clinic Instructors are calculated at TU's standard student rate of 8%, year-round (\$1,957).

Total fringe benefits in Year 1: \$54,974

3. Travel

In Year 1 domestic travel is requested in the amount of **\$10,806**. Per diem for all travel will be calculated according to Towson University (TU), University System of Maryland (USM),

and MD State rates and policies. All travel expenses will be spent according to TU Business Travel Office currently approved policies and procedures.

- Local Travel: \$4,000 is requested for local travel, to include mileage to school sites for project staff to travel to school sites and, when applicable, for school personnel to travel to TU for project meetings and activities. This is calculated at the rate of \$1000 per school site for a total of \$4,000 for the first year anticipating increased travel to establish partnerships and initiate PD relationships.
- Conference Travel: \$6,000 is requested for conference travel for team members to attend and present the project model and preliminary findings at peer-reviewed conferences for purposes of dissemination. This includes notable conferences in the field such as the American Educational Research Association (AERA), the Council for Exceptional Children (CEC), National Association for Bilingual Education (NABE), Teachers of English to Speakers of Other Languages (TESOL), and the American Academy of Colleges of Teacher Education (AACTE). This travel will allow two team members to attend two conferences, at an approximate rate of \$1,500 per person per conference (\$300 hotel, \$500 registration, \$500 airfare, \$200 per diem expenses and taxi or miscellaneous additional travel costs).
- PI Meeting: \$806 is requested for the PI to travel to Washington, D.C. for the three-day Department of Education meeting. The request is based on costs to travel to and park in Washington (\$134), D.C., 2-3 nights hotel lodging (\$536), and Towson University per diem rates (\$136). **Per the RFP, travel funds are budgeted each year, to ensure that the budget includes attendance of the project director at a three-day project directors' meeting in Washington, DC, or virtually, during each year of the project.**

4. Equipment: Not applicable. No equipment is requested.

5. Supplies

In Year 1 a total of **\$10,000** is requested for materials and supplies that will be used for providing EBLI aligned instructional materials to TU faculty in course redesign (\$250 per course or \$1,000 total); laptops and technology as needed for project personnel (\$2,000); printing and copying (\$1,000); and EBLI literacy materials to partner schools (approximately \$1,500 per school site or \$6,000 total).

6. Contractual: Not applicable.

7. Construction: Not applicable.

8. Other

In Year 1 a total of **\$190,534** is requested in the category of Other Expenses.

- Tuition Remission: Tuition remission (**\$14,416**) for the Research Assistants (RAs) is included as a mandatory benefit and is charged in proportion to the amount of effort the graduate students will work on the project, consistent with standard budgetary practices at Towson University. A 5% tuition increase has been applied to account for yearly tuition increases.
- School System Data Analysis Costs: **\$2,000** is requested for data analysis costs incurred by school systems (\$1,000 each) in providing school-level or participant-level data to project evaluators.
- Participant Support (Trainee) Costs
 - *Tuition & Fees*: **\$174,618** is requested for tuition & fees for participating students in Year 1. The following tables summarize the projected rate structures. When projecting for future years, anticipated costs include a 5% annual increase, based

on Towson University standard financial practices. The grant will support three cohorts of undergraduate students throughout the five-year award period. Each cohort will be comprised of 15 undergraduate students (10 in-state and 5 out-of-state projected). Each cohort will receive support for two summer and two winter terms, with the first cohort beginning in summer 2027.

Summer 2027	Undergraduate In State	Undergraduate Out-of-State
Tuition	\$359	\$1,247
Auxiliary Services	\$123	\$123
Student Government Association	\$9	\$9
Technology	\$15	\$15
Tuition & Fees*	\$506	\$1,394
Units	6	6
Total Per Student	\$3,036	\$8,364
# of Students – Cohort 1	10	5
Total	\$30,360	\$41,820

**Tuition & fees are charged per unit for summer and winter terms.*

The grant will also support three cohorts of graduate students enrolled in the Special Education M.Ed. program (SPED) and four cohorts of graduate students pursuing a Teaching English to Speakers of Other Languages (TESOL) endorsement. Each SPED cohort will be comprised of 15 graduate students and each TESOL cohort will have 12 graduate students. The SPED cohorts will receive support for two fall, spring, and summer terms with the first cohort beginning in fall 2027. The TESOL cohorts will receive support for one fall, spring, and summer term with the first cohort beginning in fall 2027.

Fall 2027	Graduate In State SPED Cohort 1	Graduate In State TESOL Cohort 1
Tuition	\$615	\$615
Auxiliary Services	\$119	\$119
Athletics	\$56	\$56
Student Government Association	\$8	\$8
Technology	\$15	\$15
Tuition & Fees	\$813	\$813

Units*	6	3
<i>Total Per Scholar</i>	<i>\$4,878</i>	<i>\$2,439</i>
<i># of Students</i>	<i>15</i>	<i>12</i>
<i>Total</i>	<i>\$73,170</i>	<i>\$29,268</i>

**Tuition & fees are charged per unit for all graduate students.*

9. Total Direct Costs

Total direct costs requested for Year 1: \$573,741.

10. Indirect Costs

Indirect costs are calculated at the ED training grant rate of 8% of the Modified Total Direct Costs (MTDC), or total direct costs less stipends, tuition and related fees, and capital expenditures of \$5,000 or more. Towson University will comply with applicable law and guidance governing indirect costs upon award.

Total indirect costs for Year 1: \$30,777.

11. Total Costs

The sum total of direct and indirect costs requested for Year 1 is **\$604,518.**

YEAR 2

1. Personnel:

- *Dr. Rice Doran* will devote 3.0 summer months of effort (100% summer/25% annualized effort) at a cost of **\$40,177.**
- *Dr. Martinez-Alba* will devote 3.0 summer months of effort (100% summer/25% annualized effort), at a cost of **\$37,539.**
- *Dr. Gerry* will devote 3.0 summer months of effort (100% summer/25% annualized effort), at a cost of **\$16,917.**

- *Dr. Knollman* will devote 1.25 summer month of effort (41.67% summer/10.42% annualized effort), at a cost of **\$14,001**.
- *Dr. Huggins* will devote 0.57 summer months of effort (19% summer/4.75% annualized effort) at a cost of **\$5,000**.
- *TU Faculty Evaluator, to be named*, will devote 1.0 summer month of effort and 1.80 months of academic year effort (23.33% annualized effort), at a cost of **\$23,333**.
- *Project Implementation/Research Manager, to be named*, will continue in a full-time, Contingent II position for a total cost of **\$70,000**.
- *Project PD Manager, to be named*, will continue in a full-time, Contingent II position for a total cost of **\$65,000**.
- *TU Faculty Consultants, to be named*, four (4) will continue at \$3,000 each, for a total cost of **\$12,000**.
- *Research Assistants, to be named*, Two Masters-level Research Assistants (RAs) will be hired to work on this project for two academic year terms, at a cost of **\$12,915**. These individuals will be considered part-time at 10 hours per week during the academic year, based on TU's Graduate Assistantship Schedule. A 5% increase is included annually to account for projected increases in the RA stipend.
- *TU Students, to be named*, Six (6) TU students will continue as EL/ML Summer Clinic instructors at an hourly rate of \$20 for approximately 68 hours (6 x \$20 x 68 = **\$8,160**).

Please see the description of personnel responsibilities in the Year 1 budget narrative above for documentation of continued effort on the part of the PI, Co-PIs, key personnel, and student employees for the entirety of the award.

Total salaries & wages in Year 2: \$305,042

2. Fringe Benefits

- Fringe benefits for all TU faculty summer effort are calculated at TU's standard faculty summer rate of 8% to cover mandatory FICA taxes (Rice Doran= \$3,214; Martinez-Alba= \$3,003; Gerry= \$1,353; Knollman= \$1,120; Huggins= \$400; TBN Evaluator= \$667; TBN Faculty Consultants= \$960).
- Fringe benefits for the to be named TU faculty evaluator's academic year effort are calculated at TU's standard faculty academic year rate of 39% (\$5,850).
- Fringe benefits for the Project Implementation/Research Manager and Project PD Manager are calculated at TU's standard Contingent II employee rate of 27%, year-round (\$36,450).
- Fringe benefits for the Research Assistants (RAs) and TBN Summer Clinic Instructors are calculated at TU's standard student rate of 8%, year-round (\$1,686).

Total fringe benefits in Year 2: \$54,703

3. Travel

In Year 2 domestic travel is requested in the amount of **\$6,830**. Per diem for all travel will be calculated according to Towson University (TU), University System of Maryland (USM), and MD State rates and policies. All travel expenses will be spent according to TU Business Travel Office currently approved policies and procedures.

- Local Travel: \$3,000 is requested for domestic travel to school sites, including mileage and continued partnership development, anticipating approximately \$750 per school site.
- Conference Travel: \$3,000 is requested for two team members to attend one national conference for purposes of project dissemination (\$1,500 per team member per

conference, broken down as follows: \$300 hotel, \$500 registration, \$500 airfare, \$200 per diem expenses and taxi or miscellaneous additional travel costs.

- PI Meeting: \$830 is requested for the PI to travel to Washington, D.C. for the annual program meeting. A 3% increase is added to the Year 1 request to account for inflation.

4. Equipment: Not applicable.

5. Supplies:

In Year 1 a total of **\$10,000** is requested for materials and supplies that will be used for laptops and technology as needed for project personnel (\$1,000); printing and copying (\$1,000); and EBLI literacy materials to partner schools, students and faculty for instructional use (approximately \$2,000 per school site or \$8,000 total).

6. Contractual: Not applicable.

7. Construction: Not applicable.

8. Other

In Year 2 a total of **\$597,634** is requested in the category of Other Expenses.

- Tuition Remission: Tuition remission (**\$15,137**) for the Research Assistants (RAs) is included as a mandatory benefit and is charged in proportion to the amount of effort the graduate students will work on the project, consistent with standard budgetary practices at Towson University. A 5% tuition increase has been applied to account for yearly tuition increases.
- School System Data Analysis Costs: **\$2,000** is requested for data analysis costs incurred by school systems (\$1,000 each) in providing school-level or participant-level data to project evaluators.

- EL/ML Summer Clinic Instructor Background Checks: **\$800** is requested for background checks for clinic instructors per TU and State of Maryland requirements.
- Participant Support (Trainee) Costs
 - *EL/ML Clinic Expenses:* **\$3,000** is requested for clinic expenses to include recruitment materials, parking for families or participants, facilities costs, supplies including literacy materials for participants as well as instructors, and activity costs.
 - *Praxis Fees:* **\$4,320** is requested for Praxis Fees for participating graduate and undergraduate students in their final semester. Fees are estimated to cost \$360 per student and twelve (12) students are anticipated to be in their last semester during Year 2 of the project. The ESOL and Teaching Reading to Elementary (TRE) Praxis examinations are one avenue through which participants can satisfy Maryland requirements for ESOL endorsement and therefore the program budgets Praxis fees for all participants.
 - *Tuition & Fees:* **\$572,877** is requested for tuition & fees for participating students in Year 2. The following tables summarize the projected rate structures. When projecting for future years, anticipated costs include a 5% annual increase, based on Towson University standard financial practices. The grant will support three cohorts of undergraduate students throughout the five-year award period. Each cohort will be comprised of 15 undergraduate students (10 in-state and 5 out-of-state projected). Each cohort will receive support for two summer and two winter terms, with the first cohort beginning in summer 2027.

Winter 2028	Undergraduate In State	Undergraduate Out-of-State
Tuition	\$366	\$1,247
Auxiliary Services	\$126	\$126
Athletics	\$57	\$57
Student Government Association	\$10	\$10
Technology	\$13	\$13
Tuition & Fees*	\$572	\$1,453
Units	3	3
Total Per Student	\$1,716	\$4,359
# of Students – Cohort 1	10	5
Total	\$17,160	\$65,385

**Tuition & fees are charged per unit for summer and winter terms.*

Summer 2028	Undergraduate In State	Undergraduate Out-of-State
Tuition	\$377	\$1,309
Auxiliary Services	\$129	\$129
Student Government Association	\$9	\$9
Technology	\$16	\$16
Tuition & Fees*	\$531	\$1,463
Units	6	6
Total Per Student	\$3,186	\$8,778
# of Students – Cohort 1	10	5
Total	\$31,860	\$43,890

**Tuition & fees are charged per unit for summer and winter terms.*

The grant will also support three cohorts of graduate students enrolled in the Special Education M.Ed. program (SPED) and four cohorts of graduate students pursuing a Teaching English to Speakers of Other Languages (TESOL) endorsement. Each SPED cohort will be comprised of 15 graduate students and each TESOL cohort will have 12 graduate students. The SPED cohorts will receive support for two fall, spring, and summer terms with the first cohort beginning in fall 2027. The TESOL cohorts will receive support for one fall, spring, and summer term with the first cohort beginning in fall 2027.

Spring 2028	Graduate In State SPED Cohort 1	Graduate In State TESOL Cohort 1
Tuition	\$615	\$615
Auxiliary Services	\$119	\$119
Athletics	\$56	\$56

Student Government Association	\$8	\$8
Technology	\$15	\$15
Tuition & Fees	\$813	\$813
Units*	6	3
Total Per Scholar	\$4,878	\$2,439
# of Students	15	12
Total	\$73,170	\$29,268

**Tuition & fees are charged per unit for all graduate students.*

Summer 2028	Graduate In State SPED Cohort 1	Graduate In State TESOL Cohort 1
Tuition	\$646	\$646
Auxiliary Services	\$125	\$125
Student Government Association	\$9	\$9
Technology	\$15	\$15
Tuition & Fees	\$795	\$795
Units*	6	6
Total Per Scholar	\$4,770	\$4,770
# of Students	15	12
Total	\$71,550	\$57,240

**Tuition & fees are charged per unit for all graduate students.*

Fall 2028	Graduate In State SPED Cohort 1	Graduate In State TESOL Cohort 2
Tuition	\$646	\$646
Auxiliary Services	\$125	\$125
Athletics	\$59	\$59
Student Government Association	\$8	\$8
Technology	\$16	\$16
Tuition & Fees	\$854	\$854
Units*	6	3
Total Per Scholar	\$5,124	\$2,562
# of Students	15	12
Total	\$76,860	\$30,744

**Tuition & fees are charged per unit for all graduate students.*

9. Total Direct Costs:

Total direct costs requested for Year 2: \$968,209.

10. Indirect Costs

Indirect costs are calculated at the ED training grant rate of 8% of the Modified Total Direct Costs (MTDC), or total direct costs less stipends, tuition and related fees, and capital expenditures of \$5,000 or more. Towson University will comply with applicable law and guidance governing indirect costs upon award.

Total indirect costs for Year 2: \$29,830.

11. Total Costs

The sum total of direct and indirect costs requested for Year 2 is **\$998,039.**

YEAR 3

1. Personnel

- *Dr. Rice Doran* will devote 3.0 summer months of effort (100% summer/25% annualized effort) at a cost of **\$40,177.**
- *Dr. Martinez-Alba* will devote 3.0 summer months of effort (100% summer/25% annualized effort), at a cost of **\$37,539**
- *Dr. Gerry* will devote 3.0 summer months of effort (100% summer/25% annualized effort), at a cost of **\$16,917.**
- *Dr. Knollman* will devote 1.25 summer month of effort (41.67% summer/10.42% annualized effort), at a cost of **\$14,001.**
- *Dr. Huggins* will devote 0.57 summer months of effort (19% summer/4.75% annualized effort) at a cost of **\$5,000.**
- *TU Faculty Evaluator, to be named*, will devote 1.0 summer month of effort and 0.90 months of academic year effort (15.83% annualized effort), at a cost of **\$15,833.**
- *Project Implementation/Research Manager, to be named*, will continue in a full-time, Contingent II position for a total cost of **\$70,000.**

- *Project PD Manager, to be named*, will continue in a full-time, Contingent II position for a total cost of **\$65,000**.
- *Research Assistants, to be named*, Two Masters-level Research Assistants (RAs) will be hired to work on this project for two academic year terms, at a cost of **\$13,561**. These individuals will be considered part-time at 10 hours per week during the academic year, based on TU's Graduate Assistantship Schedule. A 5% increase is included annually to account for projected increases in the RA stipend.
- *TU Students, to be named*, Six (6) TU students will continue as EL/ML Summer Clinic instructors at an hourly rate of \$20 for approximately 68 hours ($6 \times \$20 \times 68 =$ **\$8,160**).

Please see the description of personnel responsibilities in the Year 1 budget narrative above for documentation of continued effort on the part of the PI, Co-PIs, key personnel, and student employees for the entirety of the award.

Total salaries & wages in Year 3: \$286,188

2. Fringe Benefits

- Fringe benefits for all TU faculty summer effort are calculated at TU's standard faculty summer rate of 8% to cover mandatory FICA taxes (Rice Doran= \$3,214; Martinez-Alba= \$3,003; Gerry= \$1,353; Knollman= \$1,120; Huggins= \$400; TBN Evaluator= \$667).
- Fringe benefits for the to be named TU faculty evaluator's academic year effort are calculated at TU's standard faculty academic year rate of 39% (\$2,925).
- Fringe benefits for the Project Implementation/Research Manager and Project PD Manager are calculated at TU's standard Contingent II employee rate of 27%, year-round (\$36,450).

- Fringe benefits for the Research Assistants (RAs) and TBN Summer Clinic Instructors are calculated at TU's standard student rate of 8%, year-round (\$1,738).

Total fringe benefits in Year 3: \$50,870

3. Travel

In Year 3 domestic travel is requested in the amount of **\$2,855**. Per diem for all travel will be calculated according to Towson University (TU), University System of Maryland (USM), and MD State rates and policies. All travel expenses will be spent according to TU Business Travel Office currently approved policies and procedures.

- Local Travel: \$2,000 is requested for mileage and travel to local school sites as described above (\$250 per site) and \$1,000 is requested for travel for one team member to a national conference as described above for purposes of project dissemination (\$400 registration, \$250 one night hotel, \$250 airfare, \$100 per diem and taxi).
- PI Meeting: \$855 is requested for the PI to travel to Washington, D.C. for the annual program meeting. A 3% increase is added to the Year 2 request to account for inflation.

4. Equipment: Not applicable.

5. Supplies: In Year 3 a total of **\$10,000** is requested for materials and supplies that will be used for laptops and technology as needed for project personnel (\$1,000); printing and copying (\$1,000); and EBLI literacy materials to partner schools, students and faculty for instructional use (approximately \$2,000 per school site or \$8,000 total).

6. Contractual: Not applicable.

7. Construction: Not applicable.

8. Other

In Year 3 a total of **\$632,702** is requested in the category of Other Expenses.

- Tuition Remission: Tuition remission (**\$15,894**) for the Research Assistants (RAs) is included as a mandatory benefit and is charged in proportion to the amount of effort the graduate students will work on the project, consistent with standard budgetary practices at Towson University. A 5% tuition increase has been applied to account for yearly tuition increases.
- School System Data Analysis Costs: **\$2,000** is requested for data analysis costs incurred by school systems (\$1,000 each) in providing school-level or participant-level data to project evaluators.
- EL/ML Summer Clinic Instructor Background Checks: **\$800** is requested for background checks for clinic instructors per TU and State of Maryland requirements.

Participant Support (Trainee) Costs

- *EL/ML Clinic Expenses*: **\$3,000** is requested for clinic expenses to include recruitment materials, parking for families or participants, facilities costs, supplies including literacy materials for participants as well as instructors, and activity costs.
- *Praxis Fees*: **\$15,120** is requested for Praxis Fees for participating graduate and undergraduate students in their final semester as described previously. Fees are estimated to cost \$360 per student, and forty-two (42) students are anticipated to be in their last semester during Year 3 of the project.
- *Tuition & Fees*: **\$596,388** is requested for tuition & fees for participating students in Year 3. The following tables summarize the projected rate structures. When projecting for future years, anticipated costs include a 5% annual increase, based

on Towson University standard financial practices. The grant will support three cohorts of undergraduate students throughout the five-year award period. Each cohort will be comprised of 15 undergraduate students (10 in-state and 5 out-of-state projected). Each cohort will receive support for two summer and two winter terms, with the first cohort beginning in summer 2027.

Winter 2029	Undergraduate In State	Undergraduate Out-of-State
Tuition	\$384	\$1,309
Auxiliary Services	\$132	\$132
Athletics	\$60	\$60
Student Government Association	\$11	\$11
Technology	\$14	\$14
Tuition & Fees*	\$601	\$1,526
Units	3	3
<i>Total Per Student</i>	<i>\$1,803</i>	<i>\$4,578</i>
# of Students – Cohort 1	10	5
# of Students – Cohort 2	10	5
<i>Total</i>	<i>\$36,060</i>	<i>\$45,780</i>

**Tuition & fees are charged per unit for summer and winter terms.*

Summer 2029	Undergraduate In State	Undergraduate Out-of-State
Tuition	\$396	\$1,374
Auxiliary Services	\$135	\$135
Student Government Association	\$9	\$9
Technology	\$17	\$17
Tuition & Fees*	\$557	\$1,463
Units	6	6
<i>Total Per Student</i>	<i>\$3,342</i>	<i>\$9,210</i>
# of Students – Cohort 2	10	5
# of Students – Cohort 3	10	5
<i>Total</i>	<i>\$66,840</i>	<i>\$92,100</i>

**Tuition & fees are charged per unit for summer and winter terms.*

The grant will also support three cohorts of graduate students enrolled in the Special Education M.Ed. program (SPED) and four cohorts of graduate students pursuing a Teaching English to Speakers of Other Languages (TESOL) endorsement. Each SPED cohort will be comprised of 15 graduate students and each TESOL cohort will have 12 graduate students. The SPED cohorts will receive support for two fall, spring, and summer terms with the first cohort beginning in fall

2027. The TESOL cohorts will receive support for one fall, spring, and summer term with the first cohort beginning in fall 2027.

Spring 2029	Graduate In State SPED Cohort 1	Graduate In State TESOL Cohort 2
Tuition	\$646	\$646
Auxiliary Services	\$125	\$125
Athletics	\$59	\$59
Student Government Association	\$8	\$8
Technology	\$16	\$16
Tuition & Fees	\$854	\$854
Units*	6	3
<i>Total Per Scholar</i>	<i>\$5,124</i>	<i>\$2,562</i>
# of Students	15	12
Total	\$76,860	\$30,744

**Tuition & fees are charged per unit for all graduate students.*

Summer 2029	Graduate In State SPED Cohort 1	Graduate In State TESOL Cohort 2
Tuition	\$678	\$678
Auxiliary Services	\$131	\$131
Student Government Association	\$9	\$9
Technology	\$16	\$16
Tuition & Fees	\$834	\$834
Units*	6	6
<i>Total Per Scholar</i>	<i>\$5,004</i>	<i>\$5,004</i>
# of Students	15	12
Total	\$75,060	\$60,048

**Tuition & fees are charged per unit for all graduate students.*

Fall 2029	Graduate In State SPED Cohort 1	Graduate In State TESOL Cohort 2
Tuition	\$646	\$646
Auxiliary Services	\$125	\$125
Athletics	\$59	\$59
Student Government Association	\$8	\$8
Technology	\$16	\$16
Tuition & Fees	\$854	\$854
Units*	6	3
<i>Total Per Scholar</i>	<i>\$5,124</i>	<i>\$2,562</i>

# of Students	15	12
<i>Total</i>	<i>\$76,860</i>	<i>\$30,744</i>

**Tuition & fees are charged per unit for all graduate students.*

9. Total Direct Costs

Total direct costs requested for Year 3: \$972,615

10. Indirect Costs

Indirect costs are calculated at the ED training grant rate of 8% of the Modified Total Direct Costs (MTDC), or total direct costs less stipends, tuition and related fees, and capital expenditures of \$5,000 or more. Towson University will comply with applicable law and guidance governing indirect costs upon award.

Total indirect costs for Year 3: \$27,377

11. Total Costs

The sum total of direct and indirect costs requested for Year 3 is **\$999,992**.

YEAR 4

1. Personnel

- *Dr. Rice Doran* will devote 3.0 summer months of effort (100% summer/25% annualized effort) at a cost of **\$40,177**.
- *Dr. Martinez-Alba* will devote 3.0 summer months of effort (100% summer/25% annualized effort), at a cost of **\$37,539**.
- *Dr. Gerry* will devote 3.0 summer months of effort (100% summer/25% annualized effort), at a cost of **\$16,917**.
- *Dr. Knollman* will devote 1.25 summer month of effort (41.67% summer/10.42% annualized effort), at a cost of **\$14,001**.

- *Dr. Huggins* will devote 0.57 summer months of effort (19% summer/4.75% annualized effort) at a cost of **\$5,000**.
- *TU Faculty Evaluator, to be named*, will devote 1.0 summer month of effort and 1.80 months of academic year effort (23.33% annualized effort), at a cost of **\$23,333**.
- *Project Implementation/Research Manager, to be named*, will continue in a full-time, Contingent II position for a total cost of **\$70,000**.
- *Project PD Manager, to be named*, will continue in a full-time, Contingent II position for a total cost of **\$65,000**.
- *Research Assistants, to be named*, Two Masters-level Research Assistants (RAs) will be hired to work on this project for two academic year terms, at a cost of **\$14,239**. These individuals will be considered part-time at 10 hours per week during the academic year, based on TU's Graduate Assistantship Schedule. A 5% increase is included annually to account for projected increases in the RA stipend.
- *TU Students, to be named*, Six (6) TU students will continue as EL/ML Summer Clinic instructors at an hourly rate of \$20 for approximately 68 hours (6 x \$20 x 68 = **\$8,160**).

Please see the description of personnel responsibilities in the Year 1 budget narrative above for documentation of continued effort on the part of the PI, Co-PIs, key personnel, and student employees for the entirety of the award.

Total salaries & wages in Year 4: \$294,366

2. Fringe Benefits:

- Fringe benefits for all TU faculty summer effort are calculated at TU's standard faculty summer rate of 8% to cover mandatory FICA taxes (Rice Doran= \$3,214; Martinez-Alba= \$3,003; Gerry= \$1,353; Knollman= \$1,120; Huggins= \$400; TBN Evaluator= \$667).
- Fringe benefits for the to be named TU faculty evaluator's academic year effort are calculated at TU's standard faculty academic year rate of 39% (\$5,850).
- Fringe benefits for the Project Implementation/Research Manager and Project PD Manager are calculated at TU's standard Contingent II employee rate of 27%, year-round (\$36,450).
- Fringe benefits for the Research Assistants (RAs) and TBN Summer Clinic Instructors are calculated at TU's standard student rate of 8%, year-round (\$1,792).

Total fringe benefits in Year 4: \$53,849

3. Travel

In Year 4 domestic travel is requested in the amount of **\$6,881**. Per diem for all travel will be calculated according to Towson University (TU), University System of Maryland (USM), and MD State rates and policies. All travel expenses will be spent according to TU Business Travel Office currently approved policies and procedures.

- Local Travel: \$3,000 is requested for domestic travel to school sites, including PD and continued partnership development, anticipating approximately \$750 per school site.
- Conference Travel: \$3,000 is requested for two team members to attend one national conference for purposes of project dissemination (\$1,500 per team member per conference, broken down as follows: \$300 hotel, \$500 registration, \$500 airfare, \$200 per diem expenses and taxi or miscellaneous additional travel costs).

- PI Meeting: \$881 is requested for the PI to travel to Washington, D.C. for the annual program meeting. A 3% increase is added to the Year 3 request to account for inflation.

4. **Equipment**: Not applicable.

5. **Supplies**: In Year 4 a total of **\$10,000** is requested for materials and supplies that will be used for printing and copying (\$2,000); and EBLI literacy materials to partner schools, students and faculty for instructional use (approximately \$2,000 per school site or \$8,000 total).

6. **Contractual**: Not applicable.

7. **Construction**: Not applicable.

8. **Other**

In Year 4, a total of **\$574,553** is requested in the category of Other Expenses.

- Tuition Remission: Tuition remission (**\$16,689**) for the Research Assistants (RAs) is included as a mandatory benefit and is charged in proportion to the amount of effort the graduate students will work on the project, consistent with standard budgetary practices at Towson University. A 5% tuition increase has been applied to account for yearly tuition increases.
- School System Data Analysis Costs: **\$2,000** is requested for data analysis costs incurred by school systems (\$1,000 each) in providing school-level or participant-level data to project evaluators.
- EL/ML Summer Clinic Instructor Background Checks: **\$800** is requested for background checks for clinic instructors per TU and State of Maryland requirements.
- Participant Support (Trainee) Costs

- *EL/ML Clinic Expenses:* **\$3,000** is requested for clinic expenses to include recruitment materials, parking for families or participants, facilities costs, supplies including literacy materials for participants as well as instructors, and activity costs.
- *Praxis Fees:* **\$9,720** is requested for Praxis Fees for participating graduate and undergraduate students in their final semester as described previously. Fees are estimated to cost \$360 per student and twenty-seven (27) students are anticipated to be in their last semester during Year 4 of the project.
- *Tuition & Fees:* **\$542,844** is requested for tuition & fees for participating students in Year 4. The following tables summarize the projected rate structures. When projecting for future years, anticipated costs include a 5% annual increase, based on Towson University standard financial practices. The grant will support three cohorts of undergraduate students throughout the five-year award period. Each cohort will be comprised of 15 undergraduate students (10 in-state and 5 out-of-state projected). Each cohort will receive support for two summer and two winter terms, with the first cohort beginning in summer 2027.

Winter 2030	Undergraduate In State	Undergraduate Out-of-State
Tuition	\$403	\$1,374
Auxiliary Services	\$139	\$139
Athletics	\$63	\$63
Student Government Association	\$12	\$12
Technology	\$15	\$15
Tuition & Fees*	\$632	\$1,603
Units	3	3
<i>Total Per Student</i>	<i>\$1,896</i>	<i>\$4,809</i>
# of Students – Cohort 2	10	5
# of Students – Cohort 3	10	5
<i>Total</i>	<i>\$37,920</i>	<i>\$48,090</i>

**Tuition & fees are charged per unit for summer and winter terms.*

Summer 2030	Undergraduate In State	Undergraduate Out-of-State
Tuition	\$416	\$1,443
Auxiliary Services	\$142	\$142
Student Government Association	\$9	\$9
Technology	\$18	\$18
Tuition & Fees*	\$585	\$1,612
Units	6	6
Total Per Student	\$3,510	\$9,672
# of Students – Cohort 3	10	5
Total	\$35,100	\$48,360

**Tuition & fees are charged per unit for summer and winter terms.*

The grant will also support three cohorts of graduate students enrolled in the Special Education M.Ed. program (SPED) and four cohorts of graduate students pursuing a Teaching English to Speakers of Other Languages (TESOL) endorsement. Each SPED cohort will be comprised of 15 graduate students and each TESOL cohort will have 12 graduate students. The SPED cohorts will receive support for two fall, spring, and summer terms with the first cohort beginning in fall 2027. The TESOL cohorts will receive support for one fall, spring, and summer term with the first cohort beginning in fall 2027.

Spring 2030	Graduate In State SPED Cohort 2	Graduate In State TESOL Cohort 3
Tuition	\$678	\$678
Auxiliary Services	\$131	\$131
Athletics	\$62	\$62
Student Government Association	\$8	\$8
Technology	\$17	\$17
Tuition & Fees	\$896	\$896
Units*	6	3
Total Per Scholar	\$5,376	\$2,688
# of Students	15	12
Total	\$80,640	\$32,256

**Tuition & fees are charged per unit for all graduate students.*

Summer 2030	Graduate In State SPED Cohort 2	Graduate In State TESOL Cohort 3
Tuition	\$712	\$712
Auxiliary Services	\$138	\$138

Student Government Association	\$9	\$9
Technology	\$17	\$17
Tuition & Fees	\$876	\$876
Units*	6	6
<i>Total Per Scholar</i>	<i>\$5,256</i>	<i>\$5,256</i>
# of Students	15	12
Total	\$78,840	\$63,072

**Tuition & fees are charged per unit for all graduate students.*

Fall 2030	Graduate In State SPED Cohort 2	Graduate In State TESOL Cohort 4
Tuition	\$712	\$712
Auxiliary Services	\$138	\$138
Athletics	\$65	\$65
Student Government Association	\$8	\$8
Technology	\$18	\$18
Tuition & Fees	\$941	\$941
Units*	6	3
<i>Total Per Scholar</i>	<i>\$5,646</i>	<i>\$2,823</i>
# of Students	15	12
Total	\$84,690	\$33,876

**Tuition & fees are charged per unit for all graduate students.*

9. Total Direct Costs

Total direct costs requested for Year 4: \$937,649.

10. Indirect Costs

Indirect costs are calculated at the ED training grant rate of 8% of the Modified Total Direct Costs (MTDC), or total direct costs less stipends, tuition and related fees, and capital expenditures of \$5,000 or more. Towson University will comply with applicable law and guidance governing indirect costs upon award.

Total indirect costs for Year 4: \$29,232.

11. Total Costs

The sum total of direct and indirect costs requested for Year 4 is **\$966,881.**

YEAR 5

1. Personnel

- *Dr. Rice Doran* will devote 3.0 summer months of effort (100% summer/25% annualized effort) at a cost of **\$40,177**.
- *Dr. Martinez-Alba* will devote 3.0 summer months of effort (100% summer/25% annualized effort), at a cost of **\$37,539**.
- *Dr. Gerry* will devote 3.0 summer months of effort (100% summer/25% annualized effort), at a cost of **\$16,917**.
- *Dr. Knollman* will devote 1.25 summer month of effort (41.67% summer/10.42% annualized effort), at a cost of **\$14,001**.
- *Dr. Huggins* will devote 0.57 summer months of effort (19% summer/4.75% annualized effort) at a cost of **\$5,000**.
- *TU Faculty Evaluator, to be named*, will devote 1.0 summer month of effort and 1.80 months of academic year effort (23.33% annualized effort), at a cost of **\$23,333**.
- *Project Implementation/Research Manager, to be named*, will continue in a full-time, Contingent II position for a total cost of **\$70,000**.
- *Project PD Manager, to be named*, will continue in a full-time, Contingent II position for a total cost of **\$65,000**.
- *Research Assistants, to be named*, Two Masters-level Research Assistants (RAs) will be hired to work on this project for two academic year terms, at a cost of **\$14,951**. These individuals will be considered part-time at 10 hours per week during the academic year, based on TU's Graduate Assistantship Schedule. A 5% increase is included annually to account for projected increases in the RA stipend.

- *TU Students, to be named*, Six (6) TU students will continue as EL/ML Summer Clinic instructors at an hourly rate of \$20 for approximately 68 hours (6 x \$20 x 68 = **\$8,160**).

Please see the description of personnel responsibilities in the Year 1 budget narrative above for documentation of continued effort on the part of the PI, Co-PIs, key personnel, and student employees for the entirety of the award.

Total salaries & wages in Year 5: \$295,078

2. Fringe Benefits

- Fringe benefits for all TU faculty summer effort are calculated at TU's standard faculty summer rate of 8% to cover mandatory FICA taxes (Rice Doran= \$3,214; Martinez-Alba= \$3,003; Gerry= \$1,353; Knollman= \$1,120; Huggins= \$400; TBN Evaluator= \$667).
- Fringe benefits for the to be named TU faculty evaluator's academic year effort are calculated at TU's standard faculty academic year rate of 39% (\$5,850).
- Fringe benefits for the Project Implementation/Research Manager and Project PD Manager are calculated at TU's standard Contingent II employee rate of 27%, year-round (\$36,450).
- Fringe benefits for the Research Assistants (RAs) and TBN Summer Clinic Instructors are calculated at TU's standard student rate of 8%, year-round (\$1,849).

Total fringe benefits in Year 5: \$53,906

3. Travel

In Year 5 domestic travel is requested in the amount of **\$9,907**. Per diem for all travel will be calculated according to Towson University (TU), University System of Maryland (USM),

and MD State rates and policies. All travel expenses will be spent according to TU Business Travel Office currently approved policies and procedures.

- Local Travel: \$3,000 is requested for domestic travel to school sites, including mileage for PD, workshops, and evaluation activities, anticipating approximately \$750 per school site.
- Conference Travel: \$3,000 is requested for two team members to attend two national conferences for purposes of project dissemination of final results and findings (\$1,500 per team member per conference, broken down as follows: \$300 hotel, \$500 registration, \$500 airfare, \$200 per diem expenses and taxi or miscellaneous additional travel costs.
- PI Meeting: \$907 is requested for the PI to travel to Washington, D.C. for the annual program meeting. A 3% increase is added to the Year 4 request to account for inflation.

4. Equipment: Not applicable.

5. Supplies: In Year 5 a total of **\$10,000** is requested for materials and supplies that will be used for printing and copying (\$2,000); and EBLI literacy materials to partner schools, students and faculty for instructional use (approximately \$2,000 per school site or \$8,000 total).

6. Contractual: Not applicable.

7. Construction: Not applicable.

8. Other

In Year 5 a total of **\$350,729** is requested in the category of Other Expenses.

- Tuition Remission: Tuition remission (**\$17,523**) for the Research Assistants (RAs) is included as a mandatory benefit and is charged in proportion to the amount of effort the graduate students will work on the project, consistent with standard budgetary practices

at Towson University. A 5% tuition increase has been applied to account for yearly tuition increases.

- School System Data Analysis Costs: **\$2,000** is requested for data analysis costs incurred by school systems (\$1,000 each) in providing school-level or participant-level data to project evaluators.
- EL/ML Summer Clinic Instructor Background Checks: **\$800** is requested for background checks for clinic instructors per TU and State of Maryland requirements.
- Participant Support (Trainee) Costs
 - *EL/ML Clinic Expenses*: **\$3,000** is requested for clinic expenses to include recruitment materials, parking for families or participants, facilities costs, supplies including literacy materials for participants as well as instructors, and activity costs.
 - *Praxis Fees*: **\$15,120** is requested for Praxis Fees for participating graduate and undergraduate students in their final semester as described previously. Fees are estimated to cost \$360 per student, and forty-two (42) students are anticipated to be in their last semester during Year 5 of the project.
 - *Tuition & Fees*: **\$312,786** is requested for tuition & fees for participating students in Year 5. The following tables summarize the projected rate structures. When projecting for future years, anticipated costs include a 5% annual increase, based on Towson University standard financial practices. The grant will support three cohorts of undergraduate students throughout the five-year award period. Each cohort will be comprised of 15 undergraduate students (10 in-state and 5 out-of-

state projected). Each cohort will receive support for two summer and two winter terms, with the first cohort beginning in summer 2027.

Winter 2031	Undergraduate In State	Undergraduate Out-of-State
Tuition	\$423	\$1,443
Auxiliary Services	\$146	\$146
Athletics	\$66	\$66
Student Government Association	\$13	\$13
Technology	\$16	\$16
Tuition & Fees*	\$664	\$1,684
Units	3	3
<i>Total Per Student</i>	<i>\$1,992</i>	<i>\$5,052</i>
# of Students – Cohort 3	10	5
<i>Total</i>	<i>\$19,920</i>	<i>\$25,260</i>

**Tuition & fees are charged per unit for summer and winter terms.*

The grant will also support three cohorts of graduate students enrolled in the Special Education M.Ed. program (SPED) and four cohorts of graduate students pursuing a Teaching English to Speakers of Other Languages (TESOL) endorsement. Each SPED cohort will be comprised of 15 graduate students and each TESOL cohort will have 12 graduate students. The SPED cohorts will receive support for two fall, spring, and summer terms with the first cohort beginning in fall 2027. The TESOL cohorts will receive support for one fall, spring, and summer term with the first cohort beginning in fall 2027.

Spring 2031	Graduate In State SPED Cohort 2	Graduate In State TESOL Cohort 4
Tuition	\$712	\$712
Auxiliary Services	\$138	\$138
Athletics	\$65	\$65
Student Government Association	\$8	\$8
Technology	\$18	\$18
Tuition & Fees	\$941	\$941
Units*	6	3
<i>Total Per Scholar</i>	<i>\$5,646</i>	<i>\$2,823</i>
# of Students	15	12
<i>Total</i>	<i>\$84,690</i>	<i>\$33,876</i>

**Tuition & fees are charged per unit for all graduate students.*

Summer 2031	Graduate In State SPED Cohort 2	Graduate In State TESOL Cohort 4
Tuition	\$748	\$748
Auxiliary Services	\$145	\$145
Student Government Association	\$9	\$9
Technology	\$18	\$18
Tuition & Fees	\$920	\$920
Units*	6	6
<i>Total Per Scholar</i>	<i>\$5,520</i>	<i>\$5,520</i>
# of Students	15	12
<i>Total</i>	<i>\$82,800</i>	<i>\$66,240</i>

**Tuition & fees are charged per unit for all graduate students.*

9. Total Direct Costs:

Total direct costs requested for Year 5: \$717,620.

10. Indirect Costs

Indirect costs are calculated at the ED training grant rate of 8% of the Modified Total Direct Costs (MTDC), or total direct costs less stipends, tuition and related fees, and capital expenditures of \$5,000 or more. Towson University will comply with applicable law and guidance governing indirect costs upon award.

Total indirect costs for Year 5: \$29,535.

11. Total Costs

The sum total of direct and indirect costs requested for Year 5 is **\$747,155.**

Total project cost over 60 months: \$4,316,585.

Minor discrepancies in total dollar amounts are due to rounding.

Abstract

An abstract is to be submitted in accordance with the following:

1. Abstract Requirements

- Abstracts must not exceed one page and should use language that will be understood by a range of audiences.
- Abstracts must include the project title, goals, and expected outcomes and contributions related to research, policy, and practice.
- Abstracts must include the population(s) to be served.
- Abstracts must include primary activities to be performed by the recipient.
- Abstracts must include subrecipient activities that are known or specified at the time of application submission.

For research applications, abstracts also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that the 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, and dependent, independent, and control variables, as well as 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

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

[Add Attachment](#)

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Advancing System Capacity for English Language Teaching (ASCENT) is a five-year professional development (PD) project proposed by the College of Education (COE) at Towson University (TU) in partnership with two large Maryland school districts, Anne Arundel County Public Schools (AACPS) and Baltimore County Public Schools (BCPS). TU will provide PD to support preservice, early career and experienced educators, enhancing their understanding of evidence based literacy instruction (EBLI) and providing coursework and experiences intended to prepare participants to meet Maryland requirements for English to Speakers of Other Languages (ESOL) endorsement. ASCENT provides high-quality PD to prepare educators to serve ELs (Absolute Priority 1), is grounded in evidence-based (EB) literacy approaches (Competitive Preference Priority 1) (Vaughn et al., 2009), and is also aligned with State priorities (Competitive Preference Priority 2). ASCENT also includes a focus on measuring effective pedagogical practice for teachers of ELs (Invitational Priority 1). Through integrated coursework, clinical practice, leadership development, and induction and school-based PD, ASCENT develops educators capable of implementing EBLI with fidelity across educational settings. Project goals are listed below and are aligned with measurable objectives and outcomes. Goal 1: Develop 93 preservice and early career inservice educators eligible for English to Speakers of Other Languages (ESOL) endorsement who can effectively implement EBLI for ELs. Goal 2: Strengthen knowledge of ESOL, expertise in EBLI for ELs, and leadership capacity of 30 experienced inservice educators to serve ELs along the continuum of needs and gain ESOL endorsement. Goal 3: Increase district and regional capacity to sustain EBLI for English learners along the continuum of needs through collaborative school-university partnerships. All project goals are aligned with measurable objectives and outcomes specified in the proposal narrative.

U.S. Department of Education Supplemental Information for the SF-424
Application for Federal Assistance

OMB Number: 1894-0007
Expiration Date: 04/30/2026

1. Project Director and Applicable Entity Identification Numbers:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr.	Patricia		Rice Doran	Ed.D.

* Project Director Level of Effort (percentage of time devoted to grant): 25

Address:

* Street1:	8000 York Road
Street2:	
* City:	Towson
County:	Baltimore
* State:	MD: Maryland
* Zip Code:	21252-0001
* Country:	USA: UNITED STATES

* Phone Number (give area code) Fax Number (give area code)

410-704-3891	
--------------	--

* Email Address:

pricedoran@towson.edu

Alternate Email Address:

OPE ID(s) (if applicable)

NCES School ID(s) (if applicable)

NCES LEA/School District ID(s) (if applicable)

2. General Education Provision Act Section 427 Assurance:

☒ I assure that the proposed project complies with the requirements in section 427 of the General Education Provisions Act (20 U.S.C. 1228a). Compliance can be found on the following page(s) of the application:

185

3. New Potential Grantee:

☒ N/A. This item is not applicable because the program competition's notice inviting applications (NIA) does not include a definition "New Potential Grantee." This item is not applicable when the program competition's NIA does not include the definition.

For NIA's that include a definition of "New Potential Grantee," complete the following:

Are you a new potential grantee as defined in the program competition's NIA?

☐ Yes ☐ No

4. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☒ Yes ☐ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #(s): ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

☒ No Provide Federal Wide Assurance #(s), if available:

FWA00003648

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Human Subjects Narrative.pdf

Add Attachment

Delete Attachment

View Attachment

5. Infrastructure Programs and Build America, Buy America Act Applicability:

If the competition Notice Inviting Applications (NIA) in section III. 4. "Other" states that the program under which this application is submitted is subject to the Build America, Buy America Act (Pub. L. 117-58) (BABAA) domestic sourcing requirements, complete the following:

☒ This application does not include any infrastructure projects or activities and therefore **IS NOT** subject the BABAA domestic sourcing requirements.

☐ This application **IS** subject to the BABAA domestic sourcing requirements, because the proposed grant project described in this application includes the following infrastructure projects or activities:

☐ Construction

☐ Remodeling

☐ Broadband Infrastructure

If this application **IS** subject to the BABAA domestic sourcing requirements, please list the page numbers from within the application narrative where the proposed infrastructure project or activities are described:

Expedited Research Narrative

Evaluation of this project and research into project findings for purposes of furthering knowledge and dissemination will be submitted to TU's Institutional Review Board (IRB) for expedited review as well as AACPS' and BCPS' IRB. The PIs will submit an application to the Towson University Institutional Review Board (IRB) for formal approval upon notification of a potential award. The PIs will provide confirmation of IRB approval status no later than 30 days after being notified that the application has been recommended for funding. Towson University holds a Federal-wide Assurance, #FWA00003648.

Aspects of the research are described below:

(1) **Human Subjects Involvement and Characteristics:** The proposed project involves up to 117 TU undergraduate and graduate students (over 18) who will participate in federally funded PD. Comparison group students may be recruited as well. In addition, 30 students per year, and their families 120 over the grant beginning in Year 2 and continuing through Year 5, will participate in TU's Literacy and Language Clinic. Last, school-based personnel and other stakeholders may be asked to participate in interviews and surveys. This project aims to contribute to the literature about the impact of PD on preservice teachers, inservice teachers, school stakeholders and students.

(2) **Sources of Materials:** The sources of data collected by participating adults (scholar, mentors, advisors, faculty) will include: 1) pre/post knowledge assessments from PD; 2) observations of participation in clinical and field experiences and assessment of candidate teaching and performance-based assessment; 3) interviews and surveys from stakeholders and school staff; 4) student achievement and language measures from the TU Literacy Clinic; and 5)

publicly available school-level data and, subject to school system IRB approval, school-level data.

(3) Recruitment and Informed Consent: During the planning year, formal IRB approval for the project will be sought by the project PIs. Additionally, a recruitment plan for scholars will be finalized. Once IRB approval has been obtained and scholars have been accepted into the training program, a formal consent process with PD participants will be conducted by the PIs, including verbal consent information, acknowledgement and signing of the IRB-approved consent forms as necessary. Students and families participating in TU's Summer Clinic will be recruited via IRB-approved flyers and announcements. Once recruited, a formal consent and assent process with clinic participants and families will be conducted by the PIs

(4) Potential Risks: During the consent process, we will explain the minimal risk associated with participation in this study. We will explain through the consent process that they may choose to discontinue participation in this research portions of the project at any time and that will not impact their educational experience at TU. The primary risk for participants in this study is loss of confidentiality through an inadvertent breach of data, and the research team will utilize multiple procedures to minimize or protect against this risk. It is not anticipated that participation in research through surveys, interviews or consenting to provide educational data will cause physical, psychological, social or legal risk to participants.

(5) Protection Against Risk: During the consent process explained above, we will also address how we minimize risk and the potential for effectiveness of the coaching system on improving the quality of scholar's implementation of EBPs. The formal and approved consent form will indicate what data/information will be collected and how participant's confidentiality will be

protected at all times, including the removal of all identifiable data and assigning an anonymous ID number that only the principal investigators will have access to on a password protected computer in a locked office.

(6) Importance of the Knowledge to be Gained: (6) Importance of the Knowledge to be

Gained: The knowledge gained from this research will have a significant impact on our understanding of the benefits of PD for teachers of ELs focused on EBLI. The risks associated with this research are minimal to none and we have put in appropriate responses to ensure that the participant is protected. The expected benefits of the information gained outweigh the minimal risk.

(7) Collaborating Site(s): The primary site of research is TU's COE. Collaborating sites will include TU's partners in this grant, AACPS and BCPS, pending research approval from those district's research offices.

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

Towson University

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Katherine Middle Name:
* Last Name: Nunan Suffix:
* Title: Senior Grant & Contract Administrator

* SIGNATURE: Completed on submission to Grants.gov

* DATE: Completed on submission to Grants.gov

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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Grant Application Form for Project Objectives and Performance Measures Information

See Instructions. Use as many pages as necessary.

Applicant Information

Legal Name: Towson University

1. Project Objective:

Objective 1.1: Prepare 45 preservice teachers who will complete an 18-credit preservice program with induction addressing language acquisition, EBLI for ELs, and supervised clinical experience.

1.1a. Performance Measure	Measure Type	Quantitative Data		
Outcome 1.1a: 45 preservice teachers (15 per cohort) will complete an 18-credit program addressing language acquisition, EBLIs, and supervised clinical experience with ELs.	Project	Target		
		Raw Number	Ratio	%
		45	/	

1.1b. Performance Measure	Measure Type	Quantitative Data		
Outcome 1.1b: 45 preservice teachers (15 per cohort) will complete 4 induction workshops focused on EB literacy practices for ELs in year one.	Project	Target		
		Raw Number	Ratio	%
		45	/	

1.c. Performance Measure	Measure Type	Quantitative Data		
Outcome 1.1c: 45 preservice teachers (15 per cohort) will meet requirements for Maryland ESOL endorsement, including ESOL content and reading proficiency.	Project	Target		
		Raw Number	Ratio	%
		45	/	

1.2. Project Objective:

Objective 1.2: Prepare 48 inservice teachers (12 per cohort), with priority for early-career teachers from non-traditional preparation programs, will complete a 12-credit inservice program addressing language acquisition, EBLI for ELs, and supervised clinical experience with ELs.

1.2a. Performance Measure	Measure Type	Quantitative Data		
Outcome 1.2a: 48 inservice teachers (12 per cohort), with priority for early-career teachers from non-traditional preparation programs, will complete a 12-credit inservice program addressing language acquisition, EBLI for ELs, and supervised clinical experience for ELs.	Project	Target		
		Raw Number	Ratio	%
		48	/	

1.2b. Performance Measure	Measure Type	Quantitative Data		
Outcome 1.2b: 48 inservice teachers (12 per cohort), with priority for early-career teachers from nontraditional preparation programs, will meet requirements for Maryland ESOL endorsement, including ESOL content and reading proficiency.	Project	Target		
		Raw Number	Ratio	%
		48	/	

1.3 Project Objective:

Objective 1.3: Incorporate elements of EBLI for ELs, to include a multi-component model focused on explicit instruction in vocabulary, multimedia resources with purposeful discussion, use of writing and graphic organizers for comprehension, and structured peer pairing (Vaughn et al, 2009), across TU preservice coursework, induction and clinical experiences in preservice programs.

1.3a. Performance Measure	Measure Type	Quantitative Data		
Outcome 1.3a: EBLI emphasizing the multi-component model (Vaughn et al, 2009) will be integrated into activities, materials and assessments for at least three courses within the six-course preservice Linguistic Diversity program.	Project	Target		
		Raw Number	Ratio	%
		3	/	

1.b. Performance Measure	Measure Type	Quantitative Data		
Outcome 1.3b: EB literacy instruction emphasizing the multi-component model (Vaughn et al, 2009) will be integrated into activities, materials and assessments for at least two required courses within the four-course early-career inservice program.	Project	Target		
		Raw Number	Ratio	%
		2	/	

1.3c. Performance Measure	Measure Type	Quantitative Data		
Outcome 1.3c: Clinical practice activities emphasizing implementation of EBLI according to the multi-component model (Vaughn et al, 2009) will be integrated into at least two required preservice and early-career courses (4 total) through simulation and authentic teaching experiences.	Project	Target		
		Raw Number	Ratio	%
		4	/	

1.3d. Performance Measure	Measure Type	Quantitative Data		
Outcome 1.3d: Preservice and early-career participants will achieve an average score of at least 2.0 on a 3-point scale on TU's Observation Rubric for EBLI (OR-EBLI) during supervised clinical experiences focused on implementation of the multi-component EB model.	Project	Target		
		Raw Number	Ratio	%
		2	/	

2.1. Project Objective:

Objective 2.1: 30 inservice educators will complete a 36-credit graduate program emphasizing EBLI for English learners with disabilities including reading difficulties for ELs, assessment and identification of ELs with disabilities, and leadership experience.

2.1.a. Performance Measure	Measure Type	Quantitative Data		
Outcome 2.1a: 30 inservice educators will complete a 36-credit graduate program emphasizing EBLI, reading difficulties for ELs, assessment and identification of ELs with disabilities, and leadership experience.	Project	Target		
		Raw Number	Ratio	%
		30	/	

2.1.b. Performance Measure	Measure Type	Quantitative Data		
Outcome 2.1b: 30 inservice teachers will meet Maryland requirements for ESOL endorsement.	Project	Target		
		Raw Number	Ratio	%
		30	/	

2.1.c. Performance Measure	Measure Type	Quantitative Data		
Outcome 2.1c: At least 95% of participants completing the graduate program will successfully demonstrate competency in EBLI through program assessments and supervised clinical experiences.	Project	Target		
		Raw Number	Ratio	%
			/	95

2.1.d. Performance Measure	Measure Type	Quantitative Data		
Outcome 2.1d: MEd graduate participants will complete at least two leadership experiences integrated into the MEd program involving school-based needs assessment and mentoring, coaching, facilitation of professional learning, or instructional support of colleagues focused on EBLI.	Project	Target		
		Raw Number	Ratio	%
		2	/	95

2.2. Project Objective:

Objective 2.2: Towson University will integrate EBLI (Vaughn et al., 2009) into the MEd in Special Education (ML track) program to support ELs with and without reading difficulties throughout graduate coursework, leadership preparation, and clinical experiences.

2.2.a. Performance Measure	Measure Type	Quantitative Data		
Outcome 2.2a: EBLI emphasizing explicit academic vocabulary development, structured peer pairing, purposeful discussion and use of multimedia, and writing and graphic organizers will be integrated into at least 6 required MEd graduate courses.	Project	Target		
		Raw Number	Ratio	%
		6	/	

2.2.b. Performance Measure	Measure Type	Quantitative Data		
Outcome 2.2b: At least two clinical experiences emphasizing implementation of EBLI will be incorporated into graduate	Project	Target		
		Raw Number	Ratio	%
		2	/	

coursework through supervised teaching and coaching experiences.				
--	--	--	--	--

2.2c. Performance Measure	Measure Type	Quantitative Data		
Outcome 2.2c: Graduate participants will achieve an average score of at least 2.0 on a 3-point scale on TU's Observation Rubric for EBLI (OR-EBLI) during supervised clinical experiences.	Project	Target		
		Raw Number	Ratio	%
		2	/	

2.2.d. Performance Measure	Measure Type	Quantitative Data		
Outcome 2.2d: Simulation and authentic instructional experiences emphasizing implementation and leadership in	Project	Target		
		Raw Number	Ratio	%
		2	/	

supporting colleagues' use of EBLI will be integrated into at least two courses throughout the MEd program.				
---	--	--	--	--

3.1. Project Objective:

Objective 3.1: Provide targeted support through workshops, coaching, mentoring, and family engagement to at least 2 high-EL schools annually in each partner district (4 high-EL schools total).

3.1.a. Performance Measure	Measure Type	Quantitative Data		
Outcome 3.1a: Each year, at least two high-EL schools in Anne Arundel County Public Schools and two high-EL schools in Baltimore County Public Schools (4 total) will participate in project-supported coaching, workshops, mentoring, or family engagement activities supporting EBLI based on school input and identified needs.	Project	Target		
		Raw Number	Ratio	%
		2	/	

3.1.b. Performance Measure	Measure Type	Quantitative Data		
Outcome 3.1b: School-based professional learning activities will be developed collaboratively and offered at least once per quarter (4 times), per school (4) to address identified instructional priorities related to EBLI for English learners.	Project	Target		
		Raw Number	Ratio	%
		16	/	

3.2. Project Objective:

Objective 3.2: Develop and disseminate multimedia and virtual professional learning resources supporting EBLI for English learners.

3.2.a. Performance Measure	Measure Type	Quantitative Data		
Outcome 3.2a: At least three virtual or multimedia real-time professional development opportunities for effective instruction of ELs will be developed and offered annually to educators throughout Maryland.	Project	Target		
		Raw Number	Ratio	%
		3	/	

3.2.b. Performance Measure	Measure Type	Quantitative Data		
Outcome 3.2b: At least three multimedia professional learning resources will be developed each year to emphasize EBLI, explicit academic vocabulary development, language acquisition for ELs with and without disabilities, and instructional practices that support English learners' access to grade-level content.	Project	Target		
		Raw Number	Ratio	%
		3	/	

3.3. Project Objective:

Objective 3.3: Develop teacher leadership by preparing 30 inservice participants to serve as school-based facilitators of EBLI.

1.a. Performance Measure	Measure Type	Quantitative Data		
Outcome 3.3a: 30 graduate participants will each design and implement at least one professional learning activity, coaching cycle, mentoring experience, or family engagement event supporting EBLI within schools.	Project	Target		
		Raw Number	Ratio	%
		30	/	

1.b. Performance Measure	Measure Type	Quantitative Data		
Outcome 3.3b: 30 graduate participants will document implementation of EBLI in their school settings through leadership artifacts, reflective practice, and performance-based evaluation.	Project	Target		
		Raw Number	Ratio	%
		30	/	

3.4: Project Objective:

Objective 3.4: Develop teacher capacity to implement EBLI through authentic clinical experience supporting EL students through TU's Language and Literacy Summer Clinic.

1.b. Performance Measure	Measure Type	Quantitative Data		
Outcome 3.4a: Over the life of the project, 123 preservice and graduate participants will collaboratively provide EBLI to English learners through the Language and Literacy Summer Clinic.	Project	Target		
		Raw Number	Ratio	%
		123	/	

1.c. Performance Measure	Measure Type	Quantitative Data		
Outcome 3.4c: 120 elementary-and middle-grade EL students from AACPS, BCPS and surrounding communities will participate in EBLI through TU's Language and Literacy Summer Clinic (30 per year beginning in Year 2).	Project	Target		
		Raw Number	Ratio	%
		120	/	

Outcome 3.4d: Student language and literacy growth during the Summer Clinic will be measured using curriculum-aligned pre/post assessments to document student learning and inform continuous improvement of project activities with an average score of 80% on curriculum-aligned post-assessments.	Project	Target		
		Raw Number	Ratio	%
			/	80

1. GPRA Measures

GPRA 1: Performance Measure	Measure Type	Quantitative Data		
GPRA Measure 1: The number of preservice program participants enrolled annually (Goal 1)	GPRA	Target		
		Raw Number	Ratio	%
		15	/	

GPRA 2: Performance Measure	Measure Type	Quantitative Data		
GPRA Measure 2: The percentage of participants who have attained initial State certification/ licensure or endorsement in EL instruction (Goals 1, 2)	GPRA	Target		
		Raw Number	Ratio	%
			/	95

GPRA 3: Performance Measure	Measure Type	Quantitative Data		
GPRA Measure 3: The percentage of participants receiving initial certification or endorsement who demonstrate an increase	GPRA	Target		
		Raw Number	Ratio	%
				95

in student achievement as measured by district grade level learning objectives (Goals 1, 2)			/	
---	--	--	---	--

GPRA 4: Performance Measure	Measure Type	Quantitative Data		
GPRA Measure 4: The number of participants completing the NPD funded PD (Goals 1, 2).	GPRA	Target		
		Raw Number	Ratio	%
			/	95

GPRA 5: Performance Measure	Measure Type	Quantitative Data		
GPRA Measure 5: Number of participants completing NPD funded PD who demonstrate use of EB instructional EL strategies, as measured by classroom observation, instructional artifacts, and student language and cultural efficacy (Goals 1, 2, 3).		Target		
		Raw Number	Ratio	%
			/	100

Position Descriptions of Key Personnel

Principal Investigator (PI): The ASCENT PI will be a tenured faculty member with an earned doctorate in a relevant field and expertise in second-language acquisition, instruction and intervention for ELs, and teacher professional development,. The PI will have peer-reviewed publications and presentations on topics related to ELs and will have experience with grant management, research and evaluation, and teacher professional development related to ELs.

Dr. Patricia Rice Doran will be the PI. Dr. Patricia Rice Doran, ASCENT PI, is PI of a current National Professional Development grant and has led additional prior NPD, State and private and internally-funded projects. She is also currently Chair of the Special Education Department, where she has led redesign of all initial-licensure programs to align with evidence-based literacy and learning sciences. In her capacity as current PI of an existing NPD grant, she oversees three school sites where extensive ongoing PD support is provided and has overseen the development and offering of multiple new courses related to ELs and special education including development of the MEd in Special Education with emphasis in ESOL/ EL issues. In addition, 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 from the George Washington University, an M.A. in English Language and Literature from the University of Michigan, and a B.A. in English with minor areas of study in secondary education and music from the University of Notre Dame. She has published and presented extensively on service delivery and identification of ELs, particularly those with disabilities. She has co-authored multiple books on supporting ELs with and without disabilities. She has led partnerships in multiple school systems to improve teacher knowledge around instruction and

interventions for ELs and has developed multiple courses for TU on related topics. As PI, Dr. Rice Doran will oversee implementation of the preservice, early-career, graduate, and school-based professional development components; oversee evaluation and direct collaboration with the evaluation team; oversee data collection, reporting and dissemination; coordinate the Project Advisory Board; supervise development of the Observation Rubric for Evidence-Based Literacy Instruction (OR-EBLI); and ensure successful implementation of the ASCENT School PD Model, the Language and Literacy Summer Clinic, and all project activities.

Co-PIs: The Co-PIs will be TU faculty members who have expertise in areas critical to the success of ASCENT. These areas include ESOL and second language learning and literacy; language development; supporting ELs across the continuum of needs; teacher professional development. The co-PIs will have expertise in program administration, course and program development, budget management, graduate and preservice teaching, and teacher professional development through school partnerships. Each of the co-PIs brings expertise in these varied areas along with extensive experience with collaborative partnerships and interdisciplinary work at TU.

Dr. Gilda Martinez-Alba, co-PI, is a Professor of Elementary Education. Her research revolves around literacy, technology, and English learners, and is reflected in multiple books on literacy for ELs as well as a forthcoming open-source book on linguistics. She has created and taught ESOL courses for the Graduate Reading Program at TU for 20 years, created TU's online post-baccalaureate certification program in ESOL, and collaborated with multiple LEAs in Maryland to develop and support PD for teachers of ELs. She received her Ed.D. in Teacher Development and Leadership, a Graduate Certificate in School Administration and Supervision, and a M.S. in

Education-Reading from the Johns Hopkins University. Her B.S. in Elementary Education-Science is from the University of Maryland and she is certified in ESOL. She is fluent in Spanish and frequently presents in Spanish to parents, families and community members. She will provide leadership for the undergraduate Linguistic Diversity minor and the early-career post-baccalaureate certificate (PBC) pathway, including course revision, integration of evidence-based literacy instruction across coursework, development of multimedia professional learning resources, and implementation of Mursion simulation and clinical experiences. She will collaborate with the PI and other project personnel to recruit and advise participants, coordinate preservice and early-career programming, oversee development of virtual professional learning resources, and disseminate project findings.

Dr. Margaret Gerry, co-PI, holds a Ph.D. in Special Education from the George Mason University and is an Assistant Teaching Professor at TU who serves as Graduate Program Director for the M.Ed. in Special Education. Her research is focused on special education teacher preparation, policy, and supporting learners who are dually identified as students with disabilities who are multilingual learners. Dr. Gerry holds an M.Ed in Special Education with an endorsement in Speakers for Other Language from the College of William and Mary, and a B.A in Anthropology from the College of William and Mary. She previously served as Project Director of a large NPD grant at TU focused on literacy and ELs. Prior to her work in higher education settings, Dr. Gerry worked as both a special education and ELD teacher. Her experience as a teacher has been in public schools in both the continental United States and overseas Military Base settings, serving students from various states. In her role as PD, Dr. Gerry will oversee implementation of the graduate M.Ed. program emphasizing evidence-based literacy instruction for English learners

across the continuum of need. She will help to coordinate advanced clinical experiences, mentor graduate participants, support implementation of the ASCENT School PD Model, supervise graduate leadership activities within partner schools, and collaborate with the PI and Co-PI on project implementation, participant support, and dissemination activities.

Additional Key Personnel:

Dr. Shelly Huggins, Clinical Professor of Elementary Education, will advise post-baccalaureate and linguistic diversity minor students and will oversee staffing and operations for the Summer Literacy Clinic. In that capacity, she will coordinate cohort administrative needs, coordinate course offerings, communicate with instructors, advise students, and support clinic operations. Dr. Huggins has extensive experience with clinic and tutoring program operations and clinical experiences. She is a recognized expert in literacy, including for ELs, and has published and presented nationally on topics related to literacy, reading instruction, and ELs.

Project Implementation and Research Manager: The project implementation and research manager (PM) will be an experienced educator with a strong background in research or evaluation, ESOL, literacy, and professional development. The PM will have experience with project implementation or evaluation, budget and project management, and teacher mentoring and support. The PM will have experience working with preservice and inservice educators and familiarity with teacher and curriculum frameworks in Maryland, particularly literacy. The PM will have strong interdisciplinary knowledge related to ESOL, evidence-based literacy, special education, and teacher professional development. The PM will have excellent communication and organizational skills as well as outstanding research and writing skills. The PM will oversee day-to-day project implementation, coordinate communication among project personnel and

partner districts, manage project purchasing and documentation, coordinate participant recruitment and enrollment, collaborate with the evaluation team to facilitate project research and evaluation, schedule project meetings, maintain project records and website content, organize Advisory Board meetings, and assist with preparation of required reports and dissemination activities.

Project PD Manager: The project PD (PDM) will be an experienced educator with a strong background in school-based PD, school capacity-building, collaboration and teacher development related to literacy and ELs. The PDM will have experience with project implementation or evaluation, budget and project management, and teacher mentoring and support. The PDM will have experience working with preservice and inservice educators and familiarity with teacher and curriculum frameworks in Maryland, particularly literacy. The PDM will have strong interdisciplinary knowledge related to ESOL, evidence-based literacy, special education, and teacher professional development. The PM will have excellent communication and organizational skills as well as outstanding research and writing skills. The PDM will implement the ASCENT School PD Model in collaboration with Anne Arundel County Public Schools and Baltimore County Public Schools. Responsibilities will include conducting school needs assessments, coordinating school-based professional learning, providing instructional coaching and mentoring, supporting implementation of evidence-based literacy instruction, coordinating family engagement activities, assisting with the Language and Literacy Summer Clinic, and collaborating with graduate participants as they develop instructional leadership within partner schools. The PDM has not been formally identified, but Mrs. Chelsea Massa is being considered for the role. Mrs. Massa is a Nationally Board Certified teacher in AACPS who

currently serves as team lead for ESOL and has served as a PD coordinator for a previous NPD grant. She has presented nationally and regionally on topics including academic support and coteaching for ELs. She has an Early Childhood license as well as ESOL and is knowledgeable in early literacy, teacher coaching, and professional development.

Research Assistants: The research assistants (RAs) will be graduate students in a Master's or doctoral level program in Reading/ ESOL, Special Education or a related field. The RAs will work 10 hours per week to provide administrative support for the grant, including assistance with correspondence, scheduling of PD and related activities, clerical and administrative support with course redesign, student recruitment and retention, website maintenance, and newsletter dissemination. They have not been identified but will have qualifications including a B.A. in a relevant field and a master's or doctoral degree in progress, along with strong administrative and communication skills and knowledge of variables impacting second-language acquisition and literacy.

Faculty Consultants: Faculty consultants will be TU special education or elementary education/ literacy faculty with expertise in ESOL, language acquisition and development, literacy, socioemotional wellbeing, and professional learning. Faculty consultants will work as indicated in the budget to adapt materials and activities to create new Special Topics courses for M.Ed. students and to align existing undergraduate and graduate coursework with the multi-component approach to evidence-based literacy identified in Vaughn et al (2009). Faculty consultants will also. Faculty consultants will also collaborate with the project manager to ensure clinical experiences for the Summer Language and Literacy Clinic are aligned to principles of evidence-based literacy, include relevant program components, and incorporate

meaningful clinical experiences and assessment tools. Faculty consultants will receive summer stipends of \$3000 per course and will work in the first two years of the grant, after which point course or materials revision will be completed. Faculty consultants have not yet been identified, but it is likely faculty consultants will include Mrs. Toni Guidi (ESOL and EB literacy); Mrs. Michelle Pasko (ESOL and special education); Dr. Vicki McQuitty (EB literacy and writing instruction); Ms. Ashley Burton (ESOL and special education); Dr. Ashley Gilman (EB literacy).

Evaluator Position and Qualifications: The members of the evaluation team will have expertise in a variety of research and evaluation methods and will utilize a mixed methods approach to gain qualitative and quantitative data on the project's outcomes and ability to meet its goals. The team will include a lead evaluator, at least one qualitative researcher, and a statistician. The lead evaluator will oversee evaluation design, activities and implementation, and the qualitative and quantitative specialists will assist with data collection and analysis as indicated. One RA will also support the evaluation team.

The formative and summative evaluation will be conducted by a team led by Dr. Gregory Knollman. Dr. Knollman is an associate professor at Towson University in the Department of Special Education and director of the College Office of Research and Evaluation (ORE). 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 multiple federal grants held by TU and other institutions as well as serving as a principal investigator and co-principal investigator on multiple state and federal personnel preparation projects.

Evaluation Team Members: Evaluation team members have not been definitively selected, but Dr. Ashley Gilman and Dr. Nathan Welker are being considered. Both are Assistant Professors of Special Education. Dr. Gilman has an Ed.D. in Educational Leadership and has expertise in qualitative evaluation and data analysis, practice-based teacher education, evidence-based literacy, and teacher development. She has conducted evaluation activities for multiple federal and state grants including prior NPD grant evaluation work. Dr. Welker has expertise in research and quantitative data analysis and serves on the evaluation team of a current NPD grant. The Faculty Evaluation Team Members will work collaboratively with the PI, Co-PIs, and Dr. Knollman to implement the project evaluation plan, coordinate collection and management of evaluation data, assist with analysis of quantitative and qualitative data, support annual and final reporting requirements, and provide formative feedback to strengthen implementation throughout the grant period.



June 4, 2026

Dr. Patricia Rice Doran
Towson University College of Education
8000 York Rd.
Towson, MD 21252

Dear Dr. Rice Doran:

As Assistant Superintendent for Professional Learning and Organizational Advancement (PLOA) for Anne Arundel County Public Schools (AACPS), I am delighted to provide this letter of support for your proposal submission of Towson University (TU) to the National Professional Development competition, "Advancing System Capacity for English Language Teaching (ASCENT)".

This project meets a critical need in the field, promising to increase capacity for serving English learners across systems as well as educator preparation programs. This grant will offer essential evidence-based professional development (PD) for in-service teachers and pre-service teachers, including non-traditional candidates working as teacher assistants or paraprofessional roles. In addition, this grant will provide embedded PD support focused on language acquisition and evidence-based, science-aligned reading instruction to selected AACPS schools through online and in-person professional learning opportunities. Through rigorous coursework, evidence-aligned professional learning, and strong ties to classroom practice, Project ASCENT will strengthen our school system's collaboration with TU and will build upon existing important initiatives in AACPS, including high-quality English language instruction and evidence-based approaches to literacy.

The English Language Development Office (ELD) at AACPS is committed to supporting this critical professional learning opportunity in multiple ways. First, they will collaborate with you and your colleagues at TU to support recruitment of teacher participants for both in-service school-based PD and TU coursework. They will also assist in final selection of schools to be offered PD opportunities through this project and provide input on project advisory and formative assessment activities.

ELD is supportive of your request for data for program evaluation, including de-identified WIDA ACCESS data and reading benchmark data for participating schools. Upon funding, they will communicate with the AACPS Accountability Office to express support for TU's research approval request for data collection and analysis. To further facilitate evaluation, upon research approval they will be glad to serve as a liaison to share information that facilitates teacher interviews and Likert scale surveys for qualitative evaluation.

We look forward to collaborating in this important and valuable endeavor to build our system's capacity in these critical areas of language and literacy development for AACPS students and teachers.

Sincerely,

A handwritten signature in blue ink, appearing to read "Heidi O'Gilvie".

Heidi O'Gilvie, Ph.D.
Assistant Superintendent

HO/alv

BALTIMORE COUNTY PUBLIC SCHOOLS

Dr. Myriam Rogers ♦ Superintendent ♦ 6901 North Charles Street ♦ Towson, MD ♦ 21204

June 10, 2026

Dr. Patricia Rice Doran
Towson University College of Education
8000 York Rd.
Towson, MD 21252

Dear Dr. Rice Doran,

I am happy to provide this letter of support from Baltimore County Public Schools (BCPS) for your proposal submission of Towson University (TU) to the National Professional Development competition, “Advancing System Capacity for English Language Teaching (ASCENT”).

This project meets an important need in the field, promising to increase capacity for serving English learners across systems as well as within TU’s educator preparation program. Through Project ASCENT, TU will provide in-service teachers with evidence-based professional development (PD) focused on literacy for English learners (ELs). Project ASCENT also provides access to PD for nontraditional candidates working in paraprofessional roles, improving access to professional skills and licensure opportunities. Furthermore, this valuable project provides selected staff and schools with PD support focused on language acquisition and evidence-based, science-aligned reading instruction. Through rigorous coursework, evidence-aligned professional learning and strong ties to classroom practice, Project ASCENT will strengthen our school system’s collaboration with TU and will build upon existing important initiatives in BCPS, including high-quality English language instruction and evidence-based approaches to literacy.

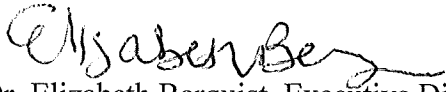
BCPS is committed to supporting this critical professional learning opportunity in multiple ways. First, we will collaborate with you and your colleagues at Towson to support recruitment of teacher participants for both in-service school-based PD and TU coursework. We will also assist in final selection of schools to be offered PD opportunities through this project and provide input on project advisory and formative assessment activities.

Our office is supportive of your request for data for program evaluation, including deidentified WIDA ACCESS for ELLs data and reading benchmark data for participating schools receiving targeted PD. Upon funding, we will be glad to serve as a liaison to facilitate your working with the BCPS Institutional Review Board (IRB) to request research approval for this data collection and analysis. To further facilitate evaluation, upon research approval we will work with school staff as needed to share information to facilitate teacher interviews and Likert scale surveys for qualitative evaluation.

We look forward to sharing in this important work and collaboratively identifying ways to build teacher and school capacity for providing effective, evidence-based literacy and language instruction to BCPS students.

Engage. Empower. Excel.

Sincerely,

A handwritten signature in black ink, appearing to read "Elizabeth Berquist". The signature is fluid and cursive, with a long horizontal stroke at the end.

Dr. Elizabeth Berquist, Executive Director
Baltimore County Public Schools
Department of Employee Training and Development
2034 Greenspring Drive
Timonium, MD 21093



DEPARTMENT OF HEALTH & HUMAN SERVICES

Program Support Center
Financial Management Portfolio
Cost Allocation Services

7700 Wisconsin Avenue, Suite 8100
Bethesda, MD 20814
PHONE: (301) 492-4855
FAX: (301) 492-5081
EMAIL: CAS-Bethesda@psc.hhs.gov

December 1, 2022

Brandon Cohn
Associate Vice President for Finance & Administration
Towson University
Comptroller's Office
8000 York Road
Towson, MD 21252-0001

Dear Mr. Cohn:

A copy of an indirect cost rate agreement is being sent to you for signature. This agreement reflects an understanding reached between your organization and a member of my staff concerning the rate(s) that may be used to support your claim for indirect costs on grants and contracts with the Federal Government.

Please have the agreement signed by an authorized representative of your organization and return to me by email, retaining the copy for your files. Our email address is CAS-Bethesda@psc.hhs.gov. We will reproduce and distribute the agreement to the appropriate awarding organizations of the Federal Government for their use.

An indirect cost proposal, together with the supporting information, is required to substantiate your claim for indirect cost under grants and contracts awarded by the Federal Government. Thus, your next proposal based on actual costs for the fiscal year ending 06/30/2025 is due in our office by 12/31/2025. Please submit your next proposal electronically via email to CAS-ethesda@psc.hhs.gov.

Sincerely,

Darryl W.
Mayes -S

Digitally signed by Darryl W. Mayes -
S
DN: c=US, o=U.S. Government,
ou=HHS, ou=PSC, ou=People,
0.9.2342.19200300.100.1.1=2000131
669, cn=Darryl W. Mayes -S
Date: 2022.12.07 12:15:41 -05'00'

Darryl W. Mayes, Deputy Director
Cost Allocation Services

Enclosure

PLEASE SIGN AND RETURN THE NEGOTIATION AGREEMENT BY EMAIL

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN:

DATE:12/01/222

ORGANIZATION:

FILING REF.: The preceding
agreement was dated
02/15/2018

Towson University

Comptroller's Office

8000 York Road

Towson, MD 21252-0001

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: Facilities And Administrative Cost Rates

RATE TYPES: FIXED FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%) LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2022	06/30/2026	49.62 On-Campus	All Programs
PRED.	07/01/2022	06/30/2026	22.12 Off-Campus	All Programs
PROV.	07/01/2026	Until Amended		Use same rates and conditions as those cited for fiscal year ending June 30, 2026.

*BASE

Modified total direct costs, consisting of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel and up to the first \$25,000 of each subaward (regardless of the period of performance of the subawards under the award). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of \$25,000. Other items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs.

ORGANIZATION: Towson University

AGREEMENT DATE: 12/01/2022

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s), the off-campus rate will apply. Actual costs will be apportioned between on-campus and off-campus components. Each portion will bear the appropriate rate.

Fringe Benefits include: FICA, Pension Costs, Workers' Compensation, Unemployment Insurance and Health Insurance.

Equipment means an article of non-expendable tangible personal property having a useful life of more than one year, and an acquisition cost of \$5,000 or more per unit.

Next proposal for FYE 6/30/2025 is due in our office by 12/31/2025.

ORGANIZATION: Towson University

AGREEMENT DATE: 12/01/2022

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

Towson University

(INSTITUTION)

(SIGNATURE)

BRANDON COHEN

(NAME)

ASSOCIATE VICE PRESIDENT, ADMINISTRATION
+ FINANCE

(TITLE)

1/26/23

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Darryl W. Mayes -S

Digitally signed by Darryl W. Mayes -S
DN: c=US, o=U.S. Government, ou=HHS, ou=PSC,
ou=People, ou=2242.1920300.100.1.1=2000131669,
cn=Darryl W. Mayes -S
Date: 2022.12.07 12:13:32 -0500

(SIGNATURE)

Darryl W. Mayes

(NAME)

Deputy Director, Cost Allocation Services

(TITLE)

12/01/02022

(DATE) 6842

HHS REPRESENTATIVE:

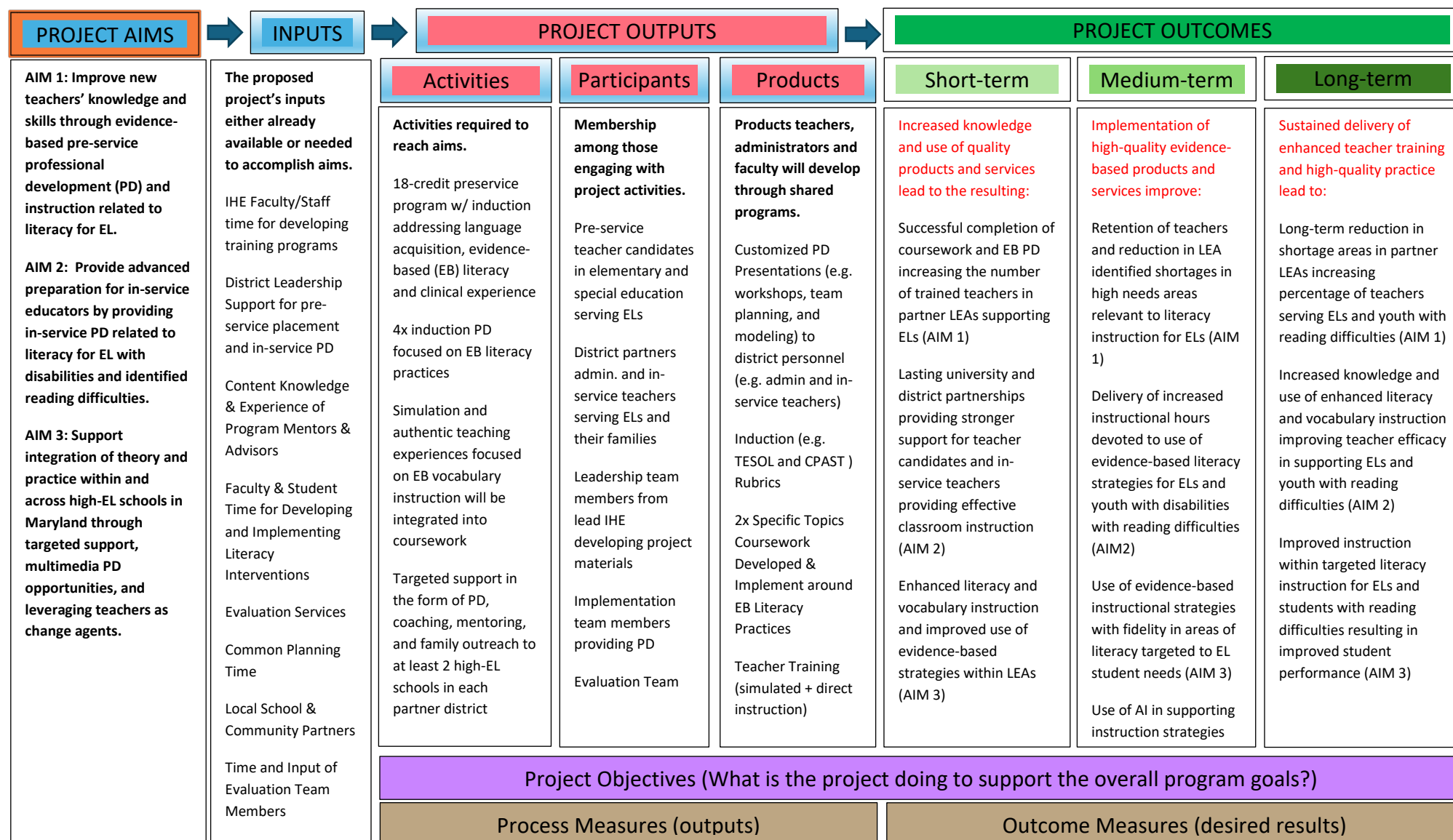
Wheatford Ashby

Telephone:

(301) 492-4855

The template was initially created for Technical Assistance and Dissemination Centers funded by the U.S. Department of Education and is often referenced as the general frame for U.S. DOED applications. The U.S. Department of Education website, now also includes a set of webpages to help applicants work through the development of the project evaluation. A link to that website is provided here: <https://ies.ed.gov/use-work/resource-library/resource/tooltoolkit/program-evaluation-toolkit>

VISION: The Advancing System Capacity for English Language Teaching (ASCENT) Project addresses the overarching need for high-quality, evidence-based, sustainable professional development so that pre-service teachers and in-service educators are prepared to provide rigorous, appropriately designed, linguistically scaffolded instruction to support EL student achievement.



Office of English Language Acquisition – National Professional Development Program Goals (84.365Z)

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Dean Laurie Mullen
Towson University College of Education
8000 York Rd.
Towson, MD 21252

July 10, 2026

Dear Dean Mullen:

I write in support of Towson University's submission to the United States Department of Labor's National Professional Development competition (ALN 84.365Z), Project ASCENT (Advancing System Capacity for English Language Teaching). Through this competition, the Department of Labor, on behalf of the United States Department of Education, proposes to fund projects that **"implement pre-service and in-service professional development activities intended to improve instruction for English learners (ELs) and assist education personnel working with ELs to meet high professional standards,"** with a competitive preference for projects focusing on **evidence-based literacy.**

Towson University's submission to this competition promises to invest essential resources in Maryland schools, teachers and students. Through this project, teacher candidates and inservice teachers will receive robust, effective professional development aligned to the principles of evidence-based literacy and language instruction. This professional development will be complemented by resources and support provided to Maryland schools and teachers, including partnership with two Maryland school districts, Anne Arundel County Public Schools (AACPS) and Baltimore County Public Schools (BCPS). These project components directly support Maryland's historic education legislation, the Blueprint for Maryland's Future, which prioritizes high-quality, evidence-based literacy instruction, teacher knowledge and professional development, and support for Maryland's growing population of language learner students.

Project ASCENT directly aligns with Maryland's educational goals and priorities, including up-to-date professional development aligned with current evidence and supporting achievement for EL students. As a result, I am pleased to support Towson University's proposal for funding. I wish you the best in your submission of this important application.

Sincerely,



Dr. Carey M. Wright
State Superintendent of Schools

ASCENT Evaluation Matrix:

Project Goal	Project Objective(s)	Proposed Project Outcome(s)	Proposed Guiding Evaluation Question(s)	Proposed Evaluation Activities	Proposed Evaluation Timeline
Goal 1: Prepare 93 preservice and early-career inservice educators eligible for ESOL endorsement who can effectively implement EBLI for ELs.	Objective 1.1: Prepare 45 preservice teachers who complete an 18-credit preservice program with induction addressing language acquisition, EBLI for ELs, and supervised clinical experience.	1.1a: 45 preservice teachers complete the 18-credit program. 1.1b: 45 preservice teachers complete 4 induction workshops. 1.1c: 45 preservice teachers meet Maryland ESOL endorsement requirements.	To what extent are preservice participants successfully completing program requirements and obtaining ESOL endorsement?	Review enrollment, course completion, workshop attendance records, transcripts, endorsement documentation, and participant surveys.	Annually, reviewed at end of each cohort year.

Goal 1	Objective 1.2: Prepare 48 inservice teachers who complete a 12-credit program addressing language acquisition, EBLI for ELs, and supervised clinical experience.	1.2a: 48 inservice teachers complete the program. 1.2b: 48 inservice teachers meet Maryland ESOL endorsement requirements.	To what extent do inservice participants successfully complete the program and earn ESOL endorsement?	Review course completion data, transcripts, endorsement records, participant surveys, and retention data.	Annually and at completion of each cohort.
Goal 1	Objective 1.3: Incorporate EBLI for ELs across coursework, induction, and clinical experiences.	1.3a: EBLI integrated into at least 3 preservice courses. 1.3b: EBLI integrated into at least 2 inservice courses.	To what extent is EBLI integrated into coursework and clinical experiences, and are participants demonstrating	Course syllabus review, curriculum mapping, assignment analysis, faculty reports, OR-EBLI observations, clinical performance assessments.	Each semester; observation data collected during clinical experiences.

		1.3c: EBLI integrated into at least 2 clinical practice experiences. 1.3d: Participants achieve average OR-EBLI score ≥ 2.0 .	competency using EBLI practices?		
Goal 2: Strengthen ESOL knowledge, EBLI expertise, and leadership capacity of 30 experienced educators and	Objective 2.1: 30 educators complete a 36-credit graduate program emphasizing EBLI, ELs with disabilities, assessment, and leadership.	2.1a: 30 educators complete graduate program. 2.1b: 30 educators meet ESOL endorsement requirements. 2.1c: $\geq 95\%$ demonstrate EBLI competency.	To what extent are graduate participants developing expertise and leadership capacity while meeting endorsement requirements?	Program completion review, assessment scoring, clinical evaluation data, leadership activity documentation, endorsement records, participant reflections.	Annually and upon program completion.

support ESOL endorsement.		2.1d: Participants complete at least two leadership experiences.			
Goal 2	Objective 2.2: Integrate EBLI into MEd coursework, leadership preparation, and clinical experiences.	2.2a: EBLI integrated into at least 6 required courses. 2.2b: Two EBLI-focused clinical experiences implemented. 2.2c: Participants achieve average OR-EBLI score ≥ 2.0 . 2.2d: Leadership-focused simulations	To what extent is EBLI systematically integrated throughout the MEd program and demonstrated during clinical practice?	Curriculum audits, syllabus review, faculty implementation logs, observation rubrics, clinical evaluations, participant portfolios.	Each semester and annually.

		and authentic experiences integrated into at least 2 courses.			
Goal 3: Increase district and regional capacity to sustain EBLI through collaborative school-university partnerships.	Objective 3.1: Provide support through workshops, coaching, mentoring, and family engagement to at least 2 high-EL schools per district annually.	3.1a: Four high-EL schools participate annually. 3.1b: Professional learning activities occur at least quarterly.	To what extent are school partnerships increasing access to EBLI-focused professional learning and support?	Participation records, workshop logs, coaching documentation, needs assessments, satisfaction surveys, school feedback.	Quarterly and annually.

Goal 3	Objective 3.2: Develop and disseminate multimedia and virtual professional learning resources.	3.2a: At least 3 virtual/multimedia professional development opportunities offered annually. 3.2b: At least 3 multimedia resources developed annually.	To what extent are professional learning resources developed, disseminated, and utilized by educators?	Resource inventory, attendance records, website analytics, participant evaluations, dissemination tracking.	Annually, with usage monitored continuously.
Goal 3	Objective 3.3: Develop teacher leadership by preparing 30 participants as school-based EBLI facilitators.	3.3a: Participants implement at least one leadership activity. 3.3b: Participants document EBLI implementation	To what extent are participants demonstrating leadership and supporting EBLI implementation within schools?	Leadership portfolios, mentoring/coaching logs, administrator feedback, reflective journals, performance-based assessments.	Each academic year and upon completion of leadership activities.

		through artifacts and evaluations.			
Goal 3	Objective 3.4: Develop teacher capacity through TU's Language and Literacy Summer Clinic.	3.4a: 123 participants provide EBLI through the Summer Clinic. 3.4b: 120 EL students participate over the project period. 3.4c: Students achieve an average score of 80% on curriculum-aligned post-assessments.	To what extent does the Summer Clinic increase participant capacity and improve EL student language and literacy outcomes?	Participant attendance records, clinical supervision ratings, student pre/post assessments, family feedback surveys, program evaluation reports.	Annually during and immediately following each Summer Clinic cycle.

Supplemental Charts and Figures

Table 1: Preservice Program Coursework, Standards, and Experiences

Courses	TESOL Standards	Aligned EB Literacy Practices	Clinical Experience
ELED 451: Assessment of Multilingual Learners	I, 4, 5	W, P	
ECED 457, Methods and Materials for Multilingual Settings	1, 2, 3, 4, 5	V, M, W, P. Explicit Vocabulary Instruction Simulation (Vaughn et al, 2009)	Clinical Experience I: Simulation Teaching of ELs
ELED 452: LINGUISTICS AND GRAMMAR FOR MULTILINGUAL AND MONOLINGUAL LEARNERS	1, 2	V, M . Semantic Analysis of Vocabulary (Vaughn et al, 2009)	
ELED 426, Literacy Instruction for Linguistically Diverse Learners	1, 2, 3	V, M, W, P. Emphasis on content-area vocabulary and language instruction (Vaughn et al, 2009)	Clinical Experience II: Clinic-Based Instruction for ELs
Foreign Language or Related Substitution	1	V.	
ECED 428: FIELD-BASED PRACTICUM EXPERIENCES	1, 3, 4, 5	V, M, W, P. Integrated into clinical practice.	Clinical experience for

IN CULTURALLY AND LINGUISTICALLY DIVERSE SETTINGS			traditional students; additional clinical experience for TELL PBC students integrated into REED 651
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Table 2: Early-Career Inservice Coursework, Standards and Experiences

Early-Career Program Course	TESOL Standards	Aligned EB Literacy Practices	Clinical Experience
REED 650, SOCIAL, CULTURAL, AND CURRICULAR CONTEXTS FOR SECOND LANGUAGE LEARNING	I, 2	V, M, W, P	
REED 651, INSTRUCTION AND ASSESSMENT FOR	1, 3, 4	M, W. Explicit Vocabulary Instruction Simulation (Vaughn et al, 2009)	Clinical Experience I: Simulation Teaching of ELs

SECOND LANGUAGE LEARNERS			
REED 652, INTRODUCTION TO LINGUISTICS FOR TEACHERS OF LANGUAGE AND LITERACY	1, 2, 5	V, P. Semantic Analysis of Vocabulary (Vaughn et al, 2009)	
REED 665, LITERACY IN THE CONTENT AREAS PREK-12	1, 3, 4, 5	V, M, W, P. Content-area vocabulary and language instruction (Vaughn et al, 2009)	Clinical Experience II: Clinic-Based Instruction for ELs

Table 3: MEd Strands, Coursework and Experiences

Strand	Program coursework addressing	Program elements	Assessment and dissemination components
EBLI for ELs including the multi-component model for vocabulary and comprehension (Vaughn et al., 2009)	SPED 670 SPED 671 REED 652	Literacy clinic coaching and oversight EB practices portfolio	Demonstration teaching Language sample analysis Language-based PD for colleagues EB practices portfolio

Support for ELs along the continuum of needs, including those with reading difficulties	SPED 646 SPED 631 SPED 632 SPED 607 SPED 601	ESOL endorsement Special education endorsement (via MD coursework); additional licensure examinations if necessary	Educational Achievement Report for an EL with a Disability Positive Behavior Intervention Plan for an EL with behavioral needs Multilingual IEP meeting and family engagement demonstration
Advanced clinical practice	SPED 641 SPED 646 SPED 525	Clinical experience I (simulation teaching) Clinical experience II (summer clinic instruction)	Clinical experience TESOL-Standards Aligned (TSA- PBA) Performance-Based Assessment Observation Rubric for EBLI (OR-EBLI) Multiingual IEP case study
Leadership development	REED 650 SPED 633 SPED 670 SPED 671	Leadership experience I Leadership experience II	Leadership portfolio School-based PD project Mentoring preservice and early-career teachers in Summer Clinic

Figure 1: ASCENT Components Leading to EL Achievement

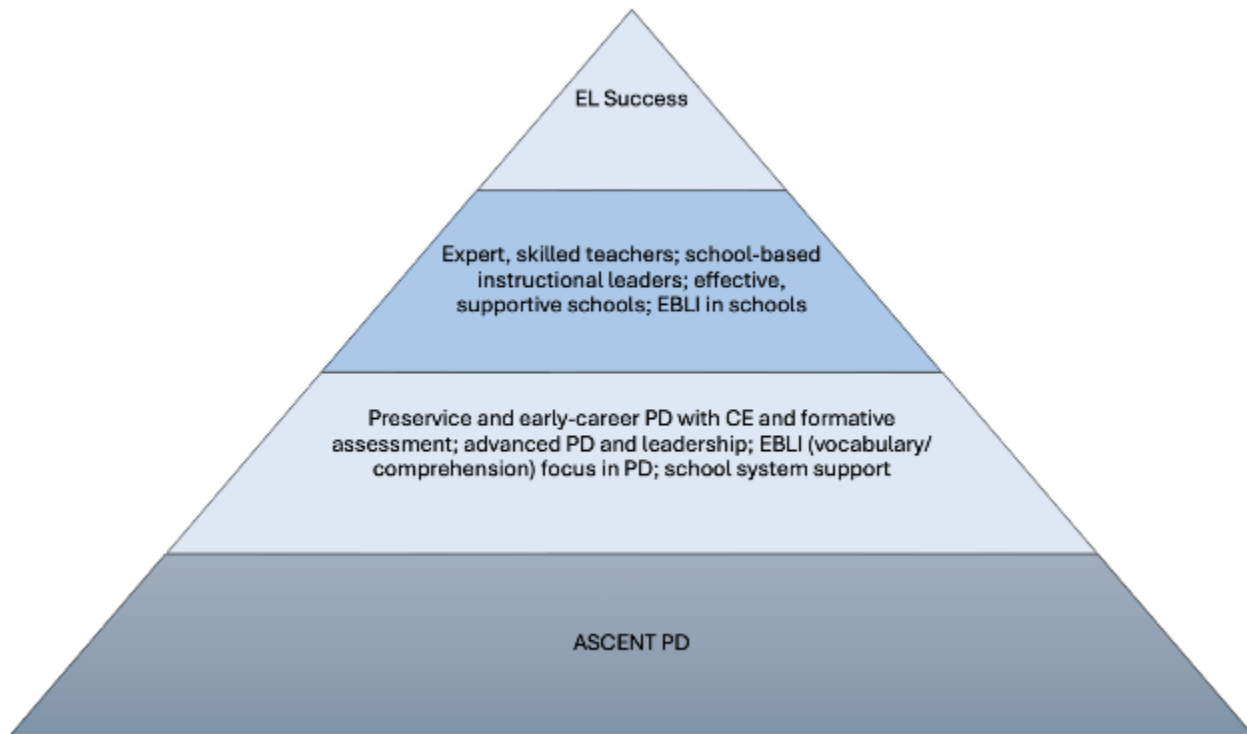


Table 4: Person Loading Chart: Effort in Days, as per %FTE (Days in parentheses)

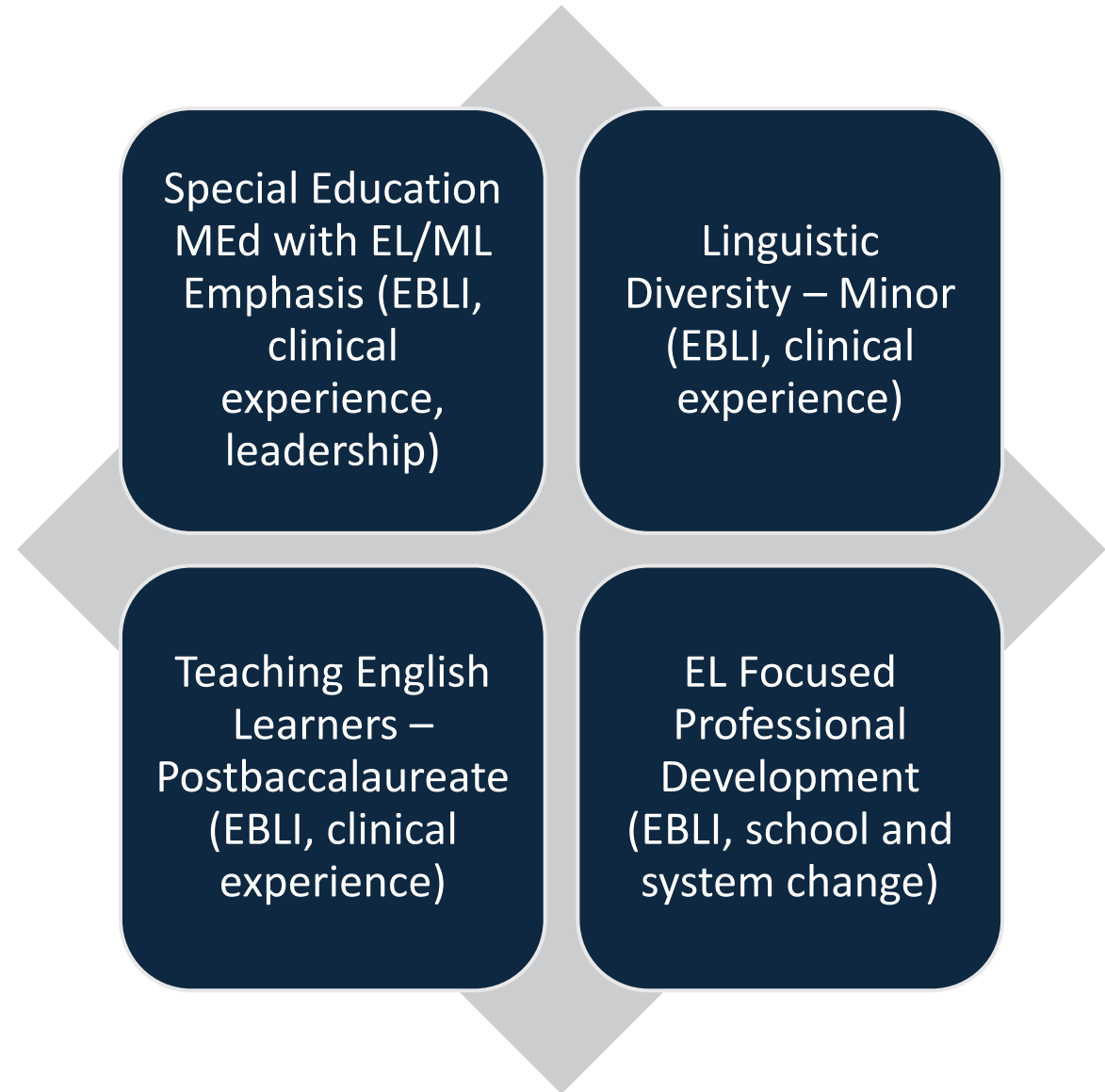
D= Dr. Rice Doran (66). G = Dr. Gerry (66). M = Dr. Martinez-Alba (66). K = Dr. Knollman (33). E =Evaluation Consultant/s (66). R= RAs (82.5). P = manager. (260). S = School-based PD coordinator (260). H = Dr. Huggins (12.5).

Task	D	G	M	H	K	E	P	S	RA
Project leadership and implementation oversight (planning and scheduling meetings, monitoring, task and timeline oversight, communication).	20	30	20				50	20	

Budget and financial stewardship, monitoring, purchasing, fiscal reporting	20	5	5				40		
Staff and GA supervision	5	3	3				20	20	
Curriculum development and course revision	1	5					20		
Student recruitment and support	1		5	1			20		10
Induction planning and delivery	.5	2	2				5	20	
PD planning and delivery	.5	6	10				5	80	2
School-based partnership coordination with AACPS/ BCPS	2		2					80	2.5
Clinic coordination, support and oversight, including recruitment, family communication, and consent		6	4	6			5	5	6
Clinic instruction oversight, including pairing of instructors/ mentors and TU students, curriculum and strategy integration, support for planning	1	6	6	5.5			5	5	8
Supporting MEd student leadership and PD activities			6				15	10	4

Course revision and oversight of TU faculty supporting course updates	2						30		4
Evaluation design, development and oversight					10	10	5		
Instrument refinement, design and development	1				5	10	5		10
Data collection	1	1	1		2	10	5	2	20
Data analysis, review, and recommendations		2	2		5	14	5		2
Stakeholder and advisory board communication	2				1	2	5	3	2
Website oversight, development and maintenance	1						5	5	4
Dissemination of findings	2				5	10	5	5	4
Quarterly, annual and summative reporting	6				5	10	10	5	4
TOTAL	66	66	66	12.5	33	66	260	260	82.5

Increasing teacher,
district and region
capacity in EBLI
for ELs through:



Patricia Rice Doran
8000 York Rd., College of Education
Towson University
Towson, MD 21252
pricedoran@towson.edu 410-704-3891

Education:

The George Washington University	Washington, DC
Doctor of Education in Special Education	2010
Emphasis Area: Bilingual Special Education	
University of Michigan	Ann Arbor, MI
Master of Arts in English Language and Literature	2001
University of Notre Dame	Notre Dame, IN
Bachelor of Arts, summa cum laude	2000
English Major, Secondary Education and Music Minors	

HIGHER EDUCATION EXPERIENCE:

Towson University	Towson, MD
Chair, Special Education Department	August 2022-present
• Demonstrate leadership in strategic planning, programming, assessment, faculty mentoring and support, budgetary oversight and student support for large academic department with tenured, tenure-track, lecturer, research and administrative personnel. • Oversee initiation of new partnerships and cohorts, increasing Master of Arts in Teaching (MAT) enrollment and launching first-in-College innovative paraprofessional cohorts for Bachelor's degree, in partnership with local school systems, despite national trends of decreasing enrollments. • Initiated and continue to support infusion of Teaching English to Speakers of Other Languages (TESOL) standards and competencies across undergraduate special education coursework in three preservice programs. • Support faculty in implementation of multiple state and federal grants, constituting approximately \$1 million annually, as well as partnership collaboratives and MOUs with four large school districts for preservice and inservice teacher education. • Support faculty and department in oversight of multiple sponsored projects in excess of \$6 million total budgets, with funders including private foundations, Maryland State Department of Education and other state agencies, and United States Department of Education. • Facilitate faculty professional learning on relevant topics, including University policies and procedures, resources for practice-based teacher education, evidence-based pedagogies, student growth and resilience, and responsive teaching for diverse learners.	

Professor of Special Education	August 2022-present
Associate Professor of Special Education	August 2017-August 2022
Assistant Professor of Special Education	August 2011-July 2017

- Provided program and course level leadership in supporting special education services for English learners, including course development, course lead service, and outreach to schools and school districts.
- Conceptualized, wrote, submitted and oversaw multiple funded state and federal grants with combined total funding over \$4.8 million, constituting the two largest federal grants in College history; developed and implemented innovative grant-funded partnerships with local school systems for teacher professional development; manage grant implementation and evaluation teams including multiple tenured and tenure-track faculty members, student workers and consultants.

The George Washington University
Research Associate/ Senior Research Associate

Washington, DC
September 2007-July 2011

- Designed and implemented program evaluation measures for federally funded special education certificate program; coordinated annual evaluation and reporting with sponsor agency.
- Collaborated with course instructors to develop and oversee curriculum and field experiences aligned with program NCATE benchmarks.
- Served as field-based collaborator for Institute of Education Sciences grant, collaborating with Educational Testing Service, investigating language adaptation for diverse learners.

SELECTED GRANTS AND SPONSORED RESEARCH:

Key Personnel, GREAT-Profession. Maryland State Department of Education. Pls Drs. Rachel Billman and Gregory Knollman. (Collaborating with Drs. Billman and Knollman to provide funding for working paraprofessionals from school systems to complete part-time coursework leading to a Special Education Bachelor of Science). July 1, 2024-June 30, 2025. Under review.

Principal Investigator, Enhancing Literacy for English Learners: Valuing Assets through Engagement (ELEVATE). United States Department of Education, Office of English Language Acquisition (Collaborating with Dr. Elizabeth Neville and Dr. Gilda Martinez-Alba, co-investigators, to support school-based partnerships, preservice teacher programming and graduate teacher preparation in literacy and English to Speakers of Other Languages (ESOL)). Sept. 1, 2021-August 31, 2026. \$2,661,365.

Principal Investigator, English Learners Moving to Proficient Outcomes with Engagement and Rigor (EMPOWER). United States Department of Education, Office of English Language Acquisition, National Professional Development Grant, September 2017-August 2022. (Collaborating with Drs. Elizabeth Neville and Gilda Martinez-Alba to support preservice and inservice professional development related to English learners through partnerships with selected contract schools in Anne Arundel County, Maryland.) \$2,221,723.

Principal Investigator, Collaborative Planning and Effective Interventions for All. Maryland State Department of Education Institution of Higher Education IDEA Grant, July 2016-

September 2017. (Collaborated with Dr. Amy Noggle to continue support of a Montgomery County elementary school serving culturally, linguistically and socioeconomically diverse learners; creating and disseminating professional development materials for teachers of diverse learners.) \$28,500.

Co-Principal Investigator, Teachers' Perceptions of Inclusive Practices for Students with Pediatric Autoimmune Neuropsychiatric Disorders Associated with Strep (PANDAS) and Pediatric Acute-Onset Neuropsychiatric Syndrome (PANS). Towson University France-Merrick Educational Foundation Award, April 2017. (Collaborated with Dr. Kandace Hoppin to investigate how teachers use inclusive practice to facilitate school success for students with PANDAS or PANS.) \$3,500.

Principal Investigator, Collaborative Planning for All Learners: A Professional Learning Initiative. Maryland State Department of Education Institution of Higher Education IDEA Grant Award, July 2015-September 2016. (Supported a Montgomery County elementary school serving culturally, linguistically and socioeconomically diverse learners through improved Response to Intervention and problem-solving processes; developed and disseminated teacher professional learning materials related to diverse learners.) \$30,000.

SELECTED PEER-REVIEWED AND OTHER WORK:

Rice Doran, P., Cruzado-Guerrero, J., Daniels, J., Price, Z., Richman, L., Jacobs, L., Hooks, S., Whitby, R. (non-ordered). Working Title: Coordinating Complexity: A Case Study of School-University Partnerships Supporting Teacher Recruitment Across Multiple Alternate Pathways at a College of Education. Invited full paper for submission to *School-University Partnerships*.

Rice Doran, P. (2025, May 4). Toward a renewed framework for teacher preparation. [opinion essay] *Public Discourse*. <https://www.thepublicdiscourse.com/2025/05/97796/>.

Hong, H. & Rice Doran, P. (eds.) (2022). *Preparing teachers for young and adolescent multilingual learners: The use of reflective narratives*. Springer.

Knollman, G., Hoppin, K. & Rice Doran, P. (2022). Considering the content and depth of reflective inquiry among pre-service teachers preparing to work with English learners. In Hong, H. & Rice Doran, P. (eds.) (in press). *Preparing teachers for young and adolescent multilingual learners: The use of reflective narratives*. Springer.

Hong, H., Knollman, G. & Rice Doran, P. (2022). Exploring alternative perspectives on millennial teachers' beliefs of and engagement with cultural and linguistic diversity: the use of reflective practice. *Reflective Practice* 23(3), 409-421, DOI: [10.1080/14623943.2022.2040011](https://doi.org/10.1080/14623943.2022.2040011)

Rice Doran, P., Noggle, A., with Wayson Wilson, H., Lucas Zillich, J & Knollman, G. (2019).
Supporting English learners with exceptional needs. TESOL International Press.

GILDA MARTINEZ-ALBA

+1 (410)404-2480 | Columbia, Maryland | gmartinez@towson.edu

EDUCATION

2005 Johns Hopkins University, Baltimore, Maryland. Ed.D. in Teacher Development and Leadership.

2005 Johns Hopkins University, Baltimore, Maryland. Graduate Certificate in School Administration and Supervision.

2000 Johns Hopkins University, Baltimore, Maryland. Master of Science in Education-Reading.

1996 University of Maryland, College Park, Maryland. Bachelor of Science in Elementary Education-Science.

TEACHING CERTIFICATIONS AND LICENSURES

- English to Speakers of Other Languages (ESOL) PreK – 12, Maryland State Department of Education, 2006.
- Administrator, Maryland State Department of Education, 2005.
- Reading Specialist, Maryland State Department of Education, 2000.
- Elementary and Middle School Teacher, Maryland State Department of Education, 1996.

SAMPLES OF AWARDS AND GRANTS

Office of English Language Acquisition – 2021.

Enhancing literacy for English learners: Valuing assets through engagement (ELEVATE). 2.6-million-dollar grant for a five-year period as the co-principal investigator.

Richman, L. J. (Principal Investigator), Mullen, L., & Martinez-Alba, G. (2020). Connecting Preservice Teachers and Students During COVID: An Innovative Approach to Providing Individualized, Targeted Tutoring to Address the Unique Needs of Diverse Learners, Innovative Approaches to Connecting with Students, Governor's Emergency Education Relief (GEER) Fund, MSDE. \$257,709 (2019-2021).

Towson University – Educator of the Year – 2018.

Office of English Language Acquisition – 2017.

English learners moving to proficient outcomes with engagement and rigor (EMPOWER). 2.2-million-dollar grant for a five-year period as the co-principal investigator.

EXPERIENCE

August 2006 – Present

Towson University

Positions Held:

Professor in the College of Education – January 2024 - Present.

Returned to teaching after almost 10 years in administrative positions to have more opportunities to engage with students. I am loving it!

Assistant Dean in the College of Education from August 2018 - January 2024.

Responsibilities included implementing college and university strategic plans, representing the college in professional meetings, writing reports for internal and external audiences, working with donors, serving on the Academic Advising Council (among various other committees in the university and out in the field), recruiting students, working with marketing, coordinating special events and student organizations, and serving as the building coordinator.

Interim Chair in the Department of Educational Technology and Literacy Fall 2016 – Summer 2018.

Responsibilities included leadership in online course development, management, advocacy, communication, governance, operations/budget, and outreach.

Graduate Reading Program Director – January 2015 – August 2018.

Responsibilities included internship placements, coordinating, teaching, mentoring, and advising for the Graduate Reading Program; participating on university committees; and scholarly work such as creating/teaching ESOL courses, research, and publishing.

Reading Clinic Director – Fall 2013 – January 2015.

Responsibilities included reviewing procedures, course projects, graduate assistants/work study students; working with the TU foundation, talking with donors, working with English learners and their families, and working with the College of Education Dean.

Accomplishments:

- Created a system for internship placements in the Graduate Reading Program
- Created/taught ESOL courses for the Graduate Reading Program teachers to obtain ESOL certification
- Created/taught an online Post-Baccalaureate Certification in ESOL
- Developed the TU Teacher Scholars Summer Institute for recruitment by connecting with Howard County, Baltimore County, Baltimore City and the

Archdiocese of Baltimore high schools

- Developed a research-based recruitment and retention plan for national accreditation to increase student enrollment
- Developed mentoring programs for faculty and students
- Partnered with the Maryland State Department of Education on elementary and secondary literacy initiatives

SAMPLE OF PUBLICATIONS

Peer-Reviewed Books

Pentón Herrera, L. J., Martínez-Alba, G., & Trinh, E. T. (Eds.) (2023). *Teacher well-being in English language teaching: An ecological pathway*. Routledge.

Martinez-Alba, G. (2017). *Developing vocabulary and idioms for intermediate English learners*. Barron's Educational Books.

Martinez-Alba, G., & Cruzado-Guerrero, J. (Eds.). (2015). *Wordless books: So much to say*. TESOL Press.

Peer-Reviewed Articles

Martinez-Alba, G. (2024). [Afterword: Building on global perspectives to move forward with SEL](#). *Anglica: An International Journal of English Studies*, 33(1), 179 - 183.

Martínez-Alba, G. & Pentón Herrera, L. J. (2023). Strength in storytelling: Peacebuilding via wordless books. *TESOL Journal*. <https://doi.org/10.1002/tesj.735>

Peer-Reviewed Chapter

Martinez-Alba, G. (under review). English language teaching associations and well-being. In G. Kormpas, A. Popovski, D. Suarez, C. Coombe, & B. Price (Eds.), *Leading the way: Empowering ELT communities through English language teaching associations*.

Cruzado-Guerrero, J. R. & Martinez-Alba, G. (2021). Supporting elementary age ELs with limited or interrupted formal education: Literacy events for families using wordless books. In L. J. Penton Herrera (Ed.), *English and students with limited or interrupted formal education*. Springer.

Cruzado-Guerrero, J., & Martinez-Alba, G. (2017). Responding to shifting demographic contexts. In H. Malone (Ed.), *The growing out-of-school time field: Past, present, and future* (pp. 61 – 70). Information Age Publishing.

GREGORY A. KNOLLMAN

Abbreviate Curriculum Vitae

EDUCATION

- | | | |
|--|------------------------------------|------------------|
| 2015 | University of South Florida | Tampa, FL |
| <ul style="list-style-type: none">■ Ph.D. in Curriculum & Instruction with a concentration in Special Education and cognate in Educational Leadership and Policy Studies | | |

SELECT EXPERIENCE IN HIGHER EDUCATION

- | | | |
|-------------------------------------|--------------------------|----------------------|
| 2017 – Present | Towson University | Baltimore, MD |
| <i>Associate Professor, Tenured</i> | | |

- Provide direct instruction of undergraduate and graduate sections of courses in curriculum and methods of instruction to support students with disabilities in grades K-21
- Serve as the director of the Towson University, Office of Research and Evaluation (ORE) designed to provide support for faculty in areas of research design and program evaluation.

- | | | |
|--|-------------------------------------|-----------------------|
| 2012 – 2017 | U.S. Department of Education | Washington, DC |
| <i>Education Program Specialist, Office of Special Education & Rehabilitative Services (OSERS)</i> | | |

- Managed a portfolio of \$85M in discretionary projects for the Office of Special Education Programs (OSEP), Research to Practice Division
- Served annually as a competition manager or panel manager to monitor grant competitions to ensure proper review of applications from an independent review panel and assist with the development of a funding slate for recommended awards

- | | | |
|---|------------------------------------|------------------|
| 2009 – 2012 | University of South Florida | Tampa, FL |
| <i>Presidential Fellow & Research Assistant</i> | | |

- Prepared and presented lessons and evaluated undergraduate pre-service teachers as a course instructor for a writing-intensive undergraduate special education course

SELECT LOCAL, STATE, & NATIONAL SERVICE

- Towson University, Faculty Development and Research Committee, COE Representative, 2025-2026
- Towson University College of Education, College Faculty Council, Co-Chair, 2020 – 2025
- Towson University Search Committee for Vice Provost & Dean of Graduate School, Committee Member, 2021-2022
- Maryland State Department of Education Secondary Transition Task Force, Member, 2021- 2024
- Towson University Health Campus Advisory Task Force, Committee Member, 2019-2022
- Maryland State Department of Education & National TIES Center Partnership, Institution of Higher Education, Committee Member, 2019-2024
- Maryland Developmental Disabilities Administration Community of Practice, State Leadership Team, Committee Member 2018-Present

HONORS/AWARDS

- American Speech-Language Hearing Association (ASHA), Travel Award, 2024, 2025
- Towson University, Office of Sponsored Programs & Research (OSPR) Fellowship, 2022 - 2023
- Towson University, Gloria A. Neubert Faculty Excellence in Teaching Award, 2018
- U.S. Department of Education, Office of the Assistant Secretary, OSERS, Special Act Award, 2014, 2015
- University of South Florida Presidential Fellowship, 2009 – 2012
- U.S. Department of Education, Office of Special Education Programs Scholar, 2009 – 2012

SELECT PUBLICATIONS

- Billman, R. H., Hoppin, K. M., **Knollman, G.**, Baer Chen, B., & Kouo, J. (2025). Innovations in Course Integration and Decision-Making in a Redesign of Preservice Special Education Coursework. *International Journal of Designs for Learning*, 16(2), 59–68.
<https://doi.org/10.14434/ijdl.v16i2.38334>
- Holman, K.C., Baer Chen, B., & **Knollman, G.** (2025). Teacher as Leader: An innovative training program for school-based professionals educating autistic students. *DADD Online Journal*, 12, 63-80
- Wilson, K. P., Marsack-Topolewski, C., Smith, D., & **Knollman, G.** (2023). Caregiver perceptions and experiences surrounding employment of their adult-aged children on the autism spectrum. *Family Relations*.
- Hoppin, K. M., **Knollman, G.**, Rice Doran, P., & Hong, H. (2023). Teacher trainees' perspectives on remote instruction for multilingual learners of English. *Languages*, 8(1), 85.
- Hong, H., **Knollman, G.**, Doran, P.R. (2022). Exploring alternative perspectives on millennial teachers' beliefs of and engagement with cultural and linguistic diversity: the use of reflective practice, *Reflective Practice*, 23:3, 409-421, DOI: 10.1080/14623943.2022.2040011
- Knollman, G.**, Hoppin, K., & Doran, P.R. (2021). Considering the content and depth of reflective inquiry among pre-service teachers preparing to work with English Learners. In Hong, H., Doran, P.R., & Zheng, Y. (Eds). *Using Reflective Narrative to Prepare Teacher for English Learners, Families, and Communities*.
- Rodl, J. E., Cruz, R. A., & **Knollman, G.** (2020, June). Applying Q methodology to teacher evaluation research. *Studies in Educational Evaluation*, 65 (ePub in advance of print)
(Link: <https://doi.org/10.1016/j.stueduc.2020.100844>)
- Lawson, J. E. & **Knollman, G.** (2017). Evaluating special education teachers: School administrators' perceptions of the process. *Journal of Special Education Leadership*, 30(1), 6-18.
- Hicks, T.A. & **Knollman, G.** (2015). Secondary analysis of National Longitudinal Transition Study (NLTS2) data: A statistical review. *Career Development and Transition for Exceptional Individuals*, 38(3) 182-190.

SELECT FUNDED PROJECTS

- Holman, K., **Knollman, G.**, Lankford, A., Day, K. (Co-Principal Investigator) (2025-2030). *Project LINC 2.0: Preparing School-Based Leaders in ASD through Interdisciplinary Networking and Shared Competencies*. U.S. Department of Education, Office of Special Education Programs, 325K Personnel Preparation Grant, \$1.1M.
- Billman, R., **Knollman, G.**, Cudmore, A., Doran, P.R. (2024-2025). (Grant Co-Author and Co-Investigator). *Project GREAT-PRO*. Maryland State Department of Education, \$140,710.
- Holman, K., **Knollman, G.**, Wilson, K., Pelatti, C., Neville, E. (Co-Principal Investigator) (2021 - 2026). *Project LINC: Preparing School-Based Leaders in ASD through Interdisciplinary Networking and Shared Competencies*. U.S. Department of Education, Office of Special Education Programs, 325K Personnel Preparation Grant, \$1.1M

Knollman, G. (Principle Investigator) (July 2020). *Incorporating a Person Centered Approach to Teacher Education with Support from Students & Families Across the Life Span*. Maryland State Department of Education Grant. \$40,000. (Funded)

Knollman, G. An Interdisciplinary approach to the development and implementation of a fitness to work program among high school students with disabilities. MSDE IHE Discretionary Grant. Principle Investigator: Greg Knollman. FY 2018-2019. \$25,017.

SELECT PEER REVIEW

Academic Peer Reviewed Journals

- *Studies in Educational Evaluation*
- *Career Development and Transition for Exceptional Individuals*
- *Humanties and Social Science Communications*

Academic Conference Review Panels

- American Education Research Association
- Council for Exceptional Children Annual Conference

Federal Grant Competitions

- National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR), Administration for Community Living, Health and Human Services (2018, 2019, 2024)
- Office of Special Education Programs (OSEP), U.S. Department of Education (USDOED) (2019, 2020, 2021, 2023, 2025)
- Expert Reviewer, Federal 3+2 Review for National Center for Parent Information and Resources, (USDOED) (2021)

INVITED ACADEMIC CONFERENCE PRESENTATIONS

- **Knollman, G.** (January 2023). *Results of a mixed method evaluation of the Maryland Ambassadors using person centered approaches to planning*. Presentation to the Maryland Developmental Disabilities Administration, Office of Programs.
- **Knollman, G.** (June 2022). *Teacher licensure and supports for youth with significant support needs*. Presentation to the Maryland State Department of Education, Division of Early Intervention and Special Education Services, TIES State Advisory.
- **Knollman, G.** (May 2021). *Education Innovation Area Breakout At the CtLC Showcase*. Invited panel member presenting at the National Life Course Nexus Virtual Showcase 2021.

SELECT RECENT ACADEMIC CONFERENCE PRESENTATIONS

- Holman, K., Chen, B., **Knollman, G.** (2026, March). *Use of Project ECHO® to Foster Interdisciplinary Collaboration and Neurodiversity Affirming Practices for Autistic Students*. Presentation to Council for Exceptional Children (CEC), Salt Lake City, UT.
- **Knollman, G.**, Billman, R., Hoppin, K., Noggle, A.K., Pasko, M., Guidi, T.L., Schnur, J.M., (2026, February). *Pathways Into the Profession: Highlighting Professional Practices That Promote the Transition into Teaching Within Areas of Acute Shortage*. Presentation to Association for Teacher Education (ATE), Arlington, VA.
- **Knollman, G.**, Holman, K., Wilson, K. & Beckman, R. *Project LINC: Preparation of SLPs and Special Educators to Collaborate in Serving Autistic Students*. (2023) Research Seminar Presentation to American Speech-Language Hearing Association (ASHA), Boston, MA.
- Doran, P., **Knollman, G.**, Hoppin, K., Turner, D., Martinez-Alba, G. (2023, April). *Imagining a World Anew: Designing Teacher Education to Support Expansive Visions of Multilingual Learners*. Multi-Paper Symposium Presentation to Division K – Teacher Education, Chicago, IL.
- **Knollman, G.**, Hoppin, K., Billman, R., Kouo, J. (March 2021). *Making the Case: Involving Educators and Families As Supports to Improve Pre-Service Instruction on the IEP*. Poster Session presented at the Council for Exceptional Children's 2021 International Virtual Conference.

Dr. Margaret Gerry

Alexandria, VA 22305 • mgerry@towson.edu • 703-822-1224

Professional Experience

Towson University, Assistant Teaching Professor

August 2025- Present

- Teach undergraduate and graduate courses in Special Education, integrating evidence-based practices related to dually identified ESOL and Special Education learners and special education policy.
- Supervise and mentor teaching interns and teacher candidates, providing feedback and support during field experiences and practicum placements.
- Collaborate with faculty, school partners, and interdisciplinary teams to support program goals, teacher preparation, and inclusive educational practices.
- Conduct, produce, and disseminate research focused on ESOL/Special Education intersectionality and special education policy through presentations, reports, and publications.
- Contribute to program development and professional learning by embedding research-informed practices into coursework and educator preparation.

Towson University, Grant Program Director

October 2024-August 2025

- Deliver course instruction through undergraduate and graduate level instruction while engaging students through communication, outreach, and academic support
- Collaborate with internal and external partners to advance best practices in ESOL and Special Education and support grant goals.
- Lead and facilitate professional development, trainings, and adult learning sessions for educators, school district personnel, and families.
- Conduct and disseminate research, including qualitative and quantitative data collection and analysis, conference presentations, and scholarly publications.
- Support grant implementation and administration, including reporting, IRB submissions, student recruitment and retention, and tracking student progress toward degree completion.

2Teach, Associate/Consultant

January 2023-Present

- Lead interactive professional development sessions and facilitate adult learning for in-service teachers.
- Lead and engage observations of adult learners who have engaged in professional developments
- Engage in public speaking to large groups of adult learners, provide and respond to feedback
- Author and publish blogs on topics related to best practices in special education.
- Produce conference presentations regarding High Leverage Practices in Special Education.

George Mason University & Towson University, University Supervisor

August 2024-Present

- Organize and facilitate supervisory observations of preservice teachers in current placement settings
- Respond to weekly student reflection logs, provide constructive, encouraging, or corrective feedback as necessary
- Collaborate with teacher candidate and mentor teacher to support observations and student growth in teaching practices throughout semester
- Maintain positive relationships between internal university teams and external school-based teams
- Provide insights and assist preservice teacher in meeting outlined objectives of teaching internship
- Complete observations of teacher intern in current placement, maintain log and record of observations

George Mason University & Towson University, Adjunct Instructor

August 2024-August 2025

- Develop and implement course syllabus, lectures, and course discussions to university students
- Directly communicate with students regarding progress and course expectations, provide constructive, encouraging, and corrective feedback as necessary

Dr. Margaret Gerry

- Collaborate with professionals to create coursework that specifically meets requirements for university standards
- Implement a variety of methods for engagement and assessment of students to facilitate learning process

George Mason University, *Graduate Research Assistant*.

August 2020 – August 2024

- Perform duties for qualitative, quantitative, and mixed methods research projects.
- Support presentations, manuscripts, literature reviews, and book chapters for publication.
- Engage in literature reviews and coding processes
- Edit and review journal submissions.
- Co-author research publications regarding special education teacher preparation, policy, and practice.
- Participate in qualitative and quantitative data analysis.
- Submit IRB applications.
- Engage in cooperative team settings, sometimes overseeing the training of other research team members.

Inclusive Development Partners, *Program Coordinator*

February 2024 – October 2024

- Support projects addressing disability access in different global settings
- Coordinate with clients and primes in specific program contexts
- Manage supporting documentation in line with donor requirements
- Develop project grant applications including financial and budgeting documents and technical support
- Location of country projects: Pakistan, Kenya, Uganda, Tanzania, El Salvador

George Mason University, *T/TAC Project Assistant*

September 2022 – May 2023

- Engage in project management for K-12 Educators (special education and general education).
- Disseminate email communications for co-teaching teams with important updates and reminders.
- Support two teams of K-12 educators in best practices of co-teaching.
- Develop high leverage practice informational guides for educators residing in American Territories.

AACTE, *Intern (In collaboration with GSoLen and Ashoka)*

June 2021-March 2022

- Collaborate with stakeholders involved in working groups and qualitative projects.
- Lead webinars, disseminate information regarding webinars, and lead planning sessions for webinar presenters.
- Interview stakeholders supporting works for written publication.

Hanover County Public Schools, *ESY Teacher*

June 2020-August 2020

- Deliver virtual instruction to students enrolled in Hanover County Public Schools extended school year services
- Planned lessons, modified lessons delivery for virtual format
- Collaborated with families to monitor student progress and document student needs
- Assess students based on specific IEP goals, gather data and provide progress reports as necessary

Department of Defense Education Activity, *Special Education Teacher*

August 2016- June 2019

- Provide individualized instruction based on Individualized Education Programs (IEPs) for students on caseload.
- Manage caseloads and document progress of 15+ students with different disability categories
- Lead co-teaching teams and support colleagues in best practices for meeting organization and planning
- Collaborate with families and educational professionals to create and implement IEPs for students
- Draft and produce confidential reports regarding student progress or referral for special education placement.
- Supervise teams of 1-3 paraprofessionals in educational settings, providing supplemental support to students with disabilities in K-5 settings.
- Collaborate with general education teachers to co-teach and co-plan instruction for students.
- Assess and modify instruction based upon student progress and feedback from IEP team.

Federal Way Public Schools, *ELL Teacher*

August 2015- June 2016

- Monitor English language development of English Language Learners (ELLs) in K-5 setting (The population of ELLs at

Dr. Margaret Gerry

this school was 100+). Provide instruction targeted at developing language proficiency.

- Plan and oversee testing schedule for 100+ students completing yearly English language exam.
- Review and monitor student language acquisition, collaborate with teams to include accommodations and modifications responsive to student language level in general education settings.
- Engage in collaborative meetings across grade level teams and instructional settings.
- Document student language acquisition and progress in four domains of language.

Professional Affiliations

American Association of Colleges for Teacher Education, Council for Exceptional Children (CEC), CEC Division of International Special Education and Services, CEC Teacher Education Division

Education

George Mason University

Fairfax, VA

PhD Candidate, Special Education Teacher Preparation, Policy, and International Education.

Graduation in Spring 2024

Policy and Research-Intensive Special Education (PRISE) Scholar. Helen Kellar Scholar. College of Education and Human Development Fellowship.

- Relevant Coursework: Mixed Methods Research, Advanced Qualitative Research, Quantitative Research, Qualitative Research, Education Policy: Process, Context, and Politics, Problems and Methods in Education Research, Current Issues in Special Education, World Perspectives of Teacher Education, Critical Perspectives on Families in Education Research and Practice
- Dissertation Title: Immigrant Family Cultural Conceptualizations of Disability and a Pathway for Special Education Teacher Preparation

The College of William and Mary

Williamsburg, VA

Master of Arts in Education, Special Education and English for Speakers of Other Languages

May, 2015

The College of William and Mary

Williamsburg, VA

Bachelor of Arts, Anthropology

May, 2014

- Magna Cum Laude

Study Abroad, SIT Samoa

Apia, Samoa

Study abroad coursework in research methods, social issues in Pacific Island communities, and personal research project regarding cultural perspectives of disability and influences on systems of special education.

January, 2013 – May, 2013

Skills & Interests

Technical: Microsoft Office, SPSS, Adobe Photoshop, Adobe Illustrator, MAXQDA, R Software

Specialized Training: Meta-Analysis Workshop, University Supervisor Training (Project FRAME Institute Pilot Session), Project GLAD

Language: Conversational German

Research Interests: International Education, Special Education Teacher Preparation, Special Education Policy, ESOL, Best Practices in Supporting Multilingual Learners, Fostering Partnerships Between Educators and Families

Shelly Solomon Huggins, Ed.D.
1402 Hilscher Court
410-322-6558
shuggins@towson.edu

Education:

2000	Ed.D. In Urban Educational Leadership	Morgan State University
1995	Master of Education in Reading	Towson University
1992	Bachelor of Science in Elementary Education	Salisbury University

Work:

2014-present	Director of the Towson University Literacy Center and Reading Clinic
2017 – 2020	Lecturer Department of Elementary Education for Towson University
2011 – 2017	Lecturer Department of Educational Technology and Literacy for Towson University
2008 - 2011	Reading Coach for Baltimore County Public Schools
2002 – 2008	Assistant Professor of Elementary Education for Towson University
1999 – 2002	Achievement Facilitator for Baltimore County Public Schools
1997 – 2002	Adjunct Professor in the Masters of Reading Program for Towson University
1999 – 2002	Adjunct Professor for Secondary Education Graduate Program for Towson University
1996 – 1999	Reading Specialist for Middle River Middle School of Baltimore County Public Schools
1995 – 1996	Reading Specialist for Loch Raven Academy of Baltimore County Public Schools
1993 – 1995	Mathematics and Science teacher for Loch Raven Academy of Baltimore County Public Schools

Curriculum:

2019	Integrating Literacy in Pre-K- 12 Content Areas (Undergraduate Course Redesign) Introduction to Linguistics for Teachers of Language and Literacy (Graduate Course Redesign)
2000	Baltimore County Public Schools Reading Guide
2000	Teaching Reading in the Content Areas (Graduate Course Design)
1997	Middle School Reading Guide for Baltimore County Public Schools

Grants:

2022 – 2023	Multilingual Learners Partnership (Kahlert Foundation)	\$27,000
	• <i>Wrote and appropriated funds to provide literacy services to support the needs of the growing multilingual learners in Baltimore County public schools concentrating on Translanguaging and sustainability of programs.</i> • <i>Created and communicated colorful, data based, post program brochures to share with stakeholders on the success of the programs.</i>	
2021-2022	Early Intervention & Elementary ML Literacy Support (Kahlert Foundation)	\$6,000
	• <i>Wrote and appropriated funds to provide literacy services to support the needs of the growing English Language Learner populations in local urban communities by establishing a partnership with Baltimore City Public Schools to serve early childhood populations.</i> • <i>Created and communicated colorful, data based, post program brochures to share with stakeholders on the success of the programs.</i>	
2018- 2019	English Language Learners Student Success Fund (Kahlert Foundation)	\$ 33,950
	• <i>Wrote and appropriated funds to provide literacy services to support the needs of the growing English Language Learner populations in local urban communities by establishing a partnership with Baltimore City Public Schools</i>	

	Created and communicated colorful, data based, post program brochures to share with stakeholders on the success of the programs.	
2006 – 2008	College Preparation Intervention Program	\$ 64,000
	- Wrote and appropriated the high school version of <i>The College Preparation Intervention Program</i> sponsored by The Maryland Higher Education Commission supporting GEAR UP efforts in Baltimore County Public Schools through higher education connections. - Coordinated this partnership with Dundalk High School.	
2002 – 2003	College Preparation Intervention Program	\$ 22,000
	- Wrote and appropriated middle school version of <i>The College Preparation Intervention Program</i> sponsored by The Maryland Higher Education Commission supporting GEAR UP efforts in Baltimore County Public Schools through higher education connections. - Coordinated this partnership with Dundalk Middle School.	
1997 - 2002	Gaining Early Awareness and Readiness for Undergraduate Programs	\$ 480,000
	Appropriated the federal grant, <i>The Gaining Early Awareness and Readiness for Undergraduate Programs</i>, offered through the Maryland State Department of Education coordinating students gaining readiness and knowledge about higher education through academic support, family support and teacher development.	

Scholarship:

Dissertation Huggins, S.S. (2000). *The relation between the Comprehensive Test of Basic Skills and the Maryland Functional Reading and Mathematics tests*. Doctoral dissertation, Morgan State University.

Publications:

- Tracy Johnson, Mary Hoch, Rachael Waller, Tiffany Gallagher, Rebecca Rogers, Pelusa Orellana, Catherine Susin, Barbara Vokatis, Brian Flores, Leslie, Cavendish & Shelly Huggins (17 Jun 2026): High-Impact Tutoring in Literacy Clinics: Evidence of Reading Gains in K-8 Students, *Literacy Research and Instruction*, DOI: 10.1080/19388071.2026.2684777
- Johnson, T., Cavendish, L., Waller, R., Hoch, M., Huggins, S., Gallagher, T., Orellana, P., Vokatis, B., & Flores, B. (2024). Recentering Students and teachers: Voices from Literacy Clinics. *The Reading Teacher*. 78(2). <https://doi.org/10.1002/trtr.2350>
- Gallagher, Tiffany L.; Orellana García, Pelusa; Vokatis, Barbara; Johnson, Tracy; Cavendish, Leslie; Hoch, Mary L.; Waller, Rachael; and Huggins, Shelly S. (2024) "Preparing Tutors for Assessment, Data-based Instruction, and Reflective Practice," *Literacy Practice and Research*: Vol. 49: No. 1, Article 2. <https://digitalcommons.fiu.edu/lpr/vol49/iss1/2>
- Deeney, T. A., Dozier, C. L., Laster, B., Gallagher, T. L., Waller, R., Rhodes, J. A., Milby, T. M., Gurvitz, D., Hoch, M., Cavendish, L., Solomon Huggins, S., Msengi, S., McAndrews, S. L., Gray, E. S., McCarty, R., & Ferrara, P. (2023). Family Perspectives of University Reading Clinic/Literacy Lab Experiences: What Matters. *Journal of Teacher Education*, 1. <https://doi-org.proxy-tu.researchport.umd.edu/10.1177/00224871231211266>
- Laster, B., Rogers, R., Gallagher, T., Scott, D. B., Vasinda, S., Orellana, P., Rhodes, J., Deeney, T., Waller, R., Hoch, M., Cavendish, L., Milby, T., Butler, M., Johnson, T., Msengi, S., Dozier, C., Huggins, S., & Gurvitz, D. (2024). Literacy clinics during COVID-19: Pivoting and imagining the future. *Contemporary Issues in Teacher Education*.
- Rogers, R., Dozier, C., Deeney, T., Elias, M., Huggins, S., Jorge, L., Msengi, S., Ferris, A., & Chileshe Chibamba, A. (2023). Reimagining Family Engagement in Online Literacy Clinics During the Pandemic. *Literacy Research: Theory, Method, and Practice*, 0(0). <https://doi.org/10.1177/23813377231183736>
- Laster, B., Butler, M., Waller, R., Vasinda, S., Hoch, M., Orellana, P., Rhodes, J., Deeney, T., Scott, D. B., Gallagher, T., Cavendish, L., Milby, T., Rogers, R., Johnson, T., Msengi, S., Dozier, C., Huggins, S., & Gurvitz, D. (2023). Literacy Clinics during COVID-19: Voices That Envision the Future. *Literacy Research and Instruction*, 62(2), 155–179. <https://doi.org/10.1080/19388071.2022.2134064>
- Deeney, T., Dozier, C., Butler, M., Waller, R., Laster, B., Huggins, S., Vasinda, S., Hoch, M., Gallagher, T. (2022). Assessment

and instructional pivots: literacy clinics during covid-19. Literacy Research & Instruction. doi: 10.1080/19388071.2022.2134064

- Huggins, S. (2016). "Whatever It Takes: A Case Study of Our Child's Alternative Path to Literacy". Journal of Unschooling and Alternative Learning, 10 (20), 20-30.
- Martinez-Alba, G., Wizer, D., Cruzado-Guerrero, J., Mogge, S., & Huggins, S. (2016). A Duck is a Duck is a Duck? The Roles of Reading Specialists. Literacy Issues & Practices, 20(1), 5-22.
- Laster, B., Tysseling, L., Stinnett, M., Cherner, T., Curwen, M., Ryan, T., & Huggins, S. (2016). Effective Use of Tablets (iPads) for Multimodal Literacy Learning: What We Learn from Reading Clinics/Literacy Labs. AppEd Review, 5-15.
- Huggins, S. & Wynkoop, E. (2007) Is everything relative? Maryland Association of Supervision and Curriculum Development Monograph, June 2007.
- Huggins, S. & Kenreich, T. (2004). Conquering boundaries: collaborating between two distinct districts. In J.E. Neapolitan, T.D. Proffitt, C.L. Wittman & T.R. Berkley (Eds.), Traditions, Standards, and Transformations: A model for Professional Development School Networks. New York: Peter Lang Publishing.
- Huggins, S. (2003). No Child (or Educator) Left Behind: Strategic Data Collection Focused on Analyzing Student Work. Maryland Association for Supervision and Curriculum Development Journal, 23.

Books

- Mogge, S., **Huggins, S.**, Knutson, J., Lobel, E.E., & Segal, P. (Eds.). (2022). *Multiple literacies for Dance, Physical Education and Sports*. Springer.
- Segal, P., & Huggins, S. (2018). *Goodnight Towson*. Baltimore, MD: Mascot Publishing.

Selected Presentations

- Dozier, C., Deeney, T., Laster, B., **Huggins, S.**, Elias, M., Jorge, L., Msengi, S., Rogers, R. (2025). *Making Space for Parents and Families on Literacy Clinic Websites: An Examination of Parent Voice*. Literacy Research Association: 74th Annual conference, Atlanta, Georgia, United States.
- Dozier, C., Deeney, T., Laster, B., Huggins, S., Gallagher T., Ferrara, P., Gurvitz, D., Waller, R. (2024). *Examining Hierarchies and Harvesting Change in Literacy Clinics*. Literacy Research Association: 73rd Annual conference, Atlanta, Georgia, United States.
- Dozier, C., Deeney, T., Laster, B., Huggins, S., Gallagher T., Ferrara, P., Gurvitz, D., Waller, R. (2024). *Examining Hierarchies and Harvesting Change in Literacy Clinics*. Literacy Research Association: 73rd Annual conference, Atlanta, Georgia, United States.
- Dozier, C., Deeney, T., Laster, B., Huggins, S., Gallagher T., Ferrara, P., Gurvitz, D., Waller, R. (2022, November 29 – December 3). *Examining complexities: enacting layered learning in clinical teacher preparation*. Literacy Research Association: 72nd Annual conference, Phoenix, Arizona, United States.

RACHEL HAMMER BILLMAN, PH.D.

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Associate Professor, Special Education (August 2019-current)

Towson University, Towson, MD

Relevant Publications

- Moallem, M., Vandiver, M., Loksa, D., Li, Q., Hararti, H., Kara, M., **Billman, R.**, Christenson, L. (Under Revisions) Co-Design as an innovative professional development model: Equipping PK-8 preservice teachers to learn and teach computational thinking
- Billman, R. H.**, Hoppin, K. M., Knollman, G., Baer Chen, B., & Kouo, J. (2025). Innovations in Course Integration and Decision-Making in a Redesign of Preservice Special Education Coursework. *International Journal of Designs for Learning*, 16(2), 59–68. <https://doi.org/10.14434/ijdl.v16i2.38334>
- Billman, R.H.**, Hoppin, K. M., & Murphy, J. (2024). Computational Thinking in Undergraduate Pre-Service Special Education Programs. *Journal of Technology-Integrated Lessons and Teaching*, 3(2), 10–18. <https://doi.org/10.13001/jtilt.v3i2.8559>
- Billman, R.**, Regan, K., Evmenova, A., Satsangi, R. (2023). Using virtual manipulatives with technology-based graphic organizers to support students in solving proportion word problems. *International Journal for Research in Learning Disabilities*. 6(1), 28-43. <https://doi.org/10.28987/ijrld.6.1.28>
- Satsangi, R., **Billman, R. H.**, Raines, A. R., & Macedonia, A. M. (2020). Studying the impact of video modeling for algebra instruction for students with learning disabilities. *The Journal of Special Education*, 55(2), 67–78. <https://doi.org/10.1177/0022466920937467> (Impact Factor: 2.262)

Other Scholarly Works and Evaluation Reports

- Billman, R. & Doran, P.** (2025) Towson University Foundation Evaluation Report: Helping Students on the Pathway to Becoming Teachers. Prepared for the Towson University Foundation’s TU Foundation Grant.
- Billman, R.**, Knollman, G., Gilman, A., & Hammill M. (2025). White Paper: The GREAT-Profession (GREAT-Pro) Project. Prepared for the Maryland State Department of Education’s ELEVATES Grant.
- Billman, R.**, Knollman, G. (2022). Incorporating a Person-Centered Approach to Teacher Education with Support from Students & Families Across the Life Span Final Evaluation Report. Submitted to the Maryland State Department of Education.

Relevant Grants

- Billman, R.**, Knollman, G., Cudmore, A. (2025). GREAT-PATHWAYS: Guiding Routes for Educational Advancement in Teaching Special Education. Submitted to the Maryland State Department of Education (MSDE), \$225,880. Awarded.
- Billman, R.**, Hoppin, K., Hrisseh, R. (2025) *Fostering ConneCTions in Special Education through IntraCTive Strategies for Computational Thinking*. Submitted to Maryland Center for Computing Education (MCCE), \$30,451. Awarded.
- Hoppin, K., **Billman, R.**, Hrisseh, R. (2025) Camp InSpECT: IntraCTive Strategies to Support Computational Thinking in Special Education. Submitted to Maryland Center for Computing Education (MCCE), \$49,884, Awarded.
- Billman, R.**, Knollman, G., Doran, P. (2024) *Growth, Responsiveness, Excellence, and Access to the Teaching Profession (GREAT-Profession)*. Submitted to the Maryland State Department of Education. \$140,710. Awarded
- Billman, R.**, Hoppin, K. (2023). *InSpECTing Pre-Service Teacher Education PraCTices*. Submitted to Maryland Center for Computing Education (MCCE), \$49,999. Awarded.
- Moallem, M., **Billman, R.**, Cai, Q., Christenson, L., Engbert, C., Harti, H., Li, Q., Loksta, D., Kara, M., Vandiver, M. (Co-PIs) (2022-2024). *An Alternative Pathway to Preparing PK-8 Preservice Teachers to Teach*

Computational Thinking and Computer Science (Co-PIs), Submitted to Maryland Center for Computing Education (MCCE), Sept. 2022 to Feb. 2024, \$49,940, Awarded.

Moallem, M. (PI) , **Billman, R.**, Cai, Q., Christenson, L., Engbert, C., Harti, H., Li, Q., Loksta, D., Kara, M., Vandiver, M. (Co-PIs) (2022-2024). *Preparing PK-8 Preservice Teachers to Teach Computer Science: An Alternative Pathway*, Submitted to Maryland Center for Computing Education (MCCE), Sept. 2021 to 2023, \$49,736.00. Awarded.

Relevant Peer-Reviewed Conference Proceedings

Hoppin, K.M., Nawash, R., **Billman, R.** & Martini, C. (2026). Empowering Special Education Teacher Candidates Through Practice-Based Approaches to Computational Thinking. In *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 44-50). Philadelphia, PA: Association for the Advancement of Computing in Education (AACE). Retrieved June 17, 2026 from <https://www.learntechlib.org/primary/p/2128950/>.

Nawash, R., **Billman, R.**, Hoppin, K. & De Leon, K. (2026). Lights, Code, Action! How Preservice Teachers Help Students Shine in Computational Thinking Camp Activities. In *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 2017-2024). Philadelphia, PA: Association for the Advancement of Computing in Education (AACE). Retrieved June 17, 2026 from <https://www.learntechlib.org/primary/p/2129244/>.

Martini, C., **Billman, R.**, Hoppin, K. & Nawash, R. (2026). Pioneering Preparedness: How a CT-Focused Field Experience Can Highlight Gaps in 2e Teacher Preparation. In *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 1989-1995). Philadelphia, PA: Association for the Advancement of Computing in Education (AACE). Retrieved June 17, 2026 from <https://www.learntechlib.org/primary/p/2129240/>.

Billman, R.H., Hoppin, K., Knollman, G., Baer Chen, B. (2024). Forging Ahead with Innovation and Alignment: Reinventing Preservice Special Education Coursework for Real-World Impact. In A. Markelz, (Ed.), TED 2024 Conference Proceedings: Forging Ahead (pp 8-10). Teacher Education Division of the Council for Exceptional Children, Pittsburgh, PA.

Billman, R. & Hoppin, K. (2024). AI and IEPs? Reflections on Practice-Based Experiences with Preservice Special Education Teachers. In J. Cohen & G. Solano (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 1912-1916). Las Vegas, Nevada, United States: Association for the Advancement of Computing in Education (AACE). Retrieved from <https://www.learntechlib.org/primary/p/224232/>.

Billman, R. & Hoppin, K. (2023). InspeCTing and ConneCTing Computational Thinking Concepts in Preservice Special Education Teacher Programs. In A. Markelz, (Ed.), TED 2023 Conference Proceedings: Seas the Day (pp 11-16). Teacher Education Division of the Council for Exceptional Children, Long Beach, CA. <https://tedcec.org/sites/default/files/2024-01/TED%202023%20Conference%20Proceedings.pdf>

Hoppin, K. & **Billman, R.** (2023). Utilizing Practice-Based Pedagogies to Prepare Special Education Teacher Candidates to Teach Computational Thinking. In E. Langran, P. Christensen & J. Sanson (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 1877-1882). New Orleans, LA, United States: Association for the Advancement of Computing in Education (AACE). Retrieved May 16, 2023 from <https://www.learntechlib.org/primary/p/222072/>.

Moallem, M., Loksa, D., Vandiver, M., Li, Q., Cai, Q., **Billman, R.**, Christenson, L., Kara, M., Engbert, C. (2022). Learning and Teaching Computational Thinking: A Cross-Disciplinary, Collaborative, User-Centered Design Model. Paper for the International Conference on Cognition and Exploratory Learning. Lisbon, Portugal. From https://www.celda-conf.org/wp-content/uploads/2022/11/2_CELDA2022_S_166.pdf

Relevant Presentations

Knollman, G., **Billman, R.**, Gilman, A., Guidi, T., Hoppin, K., Noggle, A., Pasko, M., Doran, P. (February 2026). *Pathways into the Profession: Highlighting Professional Practices that Promote the Transition into Teaching within Areas of Acute Shortage*. Association for Teacher Educators Annual Conference, Arlington, VA.

Knollman, G., **Billman, R.**, Gerry, M., Burton, A., Doran, P. (March 2026). *Advancing Teacher Preparation in Literacy and Language Development for Students with Disabilities and Multilingual Learners*. Council for Exceptional Children's Annual Conference, Salt Lake City, UT.

Billman, R.H., Hoppin, K.M., Knollman, G., Baer Chen, B. (2024). *Forging Ahead with Innovation and Alignment: Reinventing Preservice Special Education Coursework for Real-World Impact*. Paper Presentation. Teacher Education Division of the Council for Exceptional Children, Pittsburgh, PA.

Moallem, M., Loksa, D., Watson-Vandiver, M. J., Li, Q, Cai, Q, **Billman, R.**, Christenson, L., Kara, M., & Harati, H. (2024, April). *Promoting equity through computational thinking: A new teaching and learning professional development model for education faculty*. American Educational Research Association. Philadelphia, PA.

Billman, R. & Hoppin, K. (2024). AI and IEPs? Reflections on Practice-Based Experiences with Preservice Special Education Teachers. Society for Information Technology and Teacher Education's Annual Conference. Virtual Presentation. Las Vegas, NV.

Hoppin K., **Billman, R.** (2023, March). Utilizing Practice-Based Pedagogies to Prepare Special Education Teacher Candidates to Teach Computational Thinking. Society for Information Technology and Teacher Education's Annual Conference. Full Paper. New Orleans, LA.

Hoppin, K., Knollman, G., **Billman, R.**, Miller, M., Guidi, T. (2022, November). Building Bridges: Teacher Educators' Approach to Collaborative Course Design and Realignment. Teacher Education Division of the Council for Exceptional Children. Paper Presentation. Richmond, VA.

Relevant Service, University Teaching Experience, and Duties

Service

Co-President (2-year term) of the Maryland State Council for Exceptional Children (current), Faculty Academic Center for Excellence at Towson Board Secretary (23-24), College of Education's Faculty Development and Research Committee Co-Chair (23-24)

Teaching Experience and Duties

Advisor of the Special Education Major (current); Supervisor, MAT Special Education program (included on-the-job paraprofessionals and conditionally certified teachers; 2021-2022); Course Lead, SPED 441, *Curriculum and Methods for Instruction in Special Education* (current); Instructor of undergraduate and graduate courses: SPED 441/641 (Curriculum and Methods for Instruction in Special Education, SPED 413/646 (Universal Design for Learning)

Ashley Cudmore Gilman (formerly Ashley Cudmore)
Curriculum Vitae
443-417-8980
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EDUCATION

- Ed.D. Educational Leadership**
Specialization: Adult Learning Facilitation
Frostburg College – Frostburg, MD
December 2023
- M.Ed. School Improvement Leadership**
Goucher College – Towson, MD
May 2018
- B.S. Elementary Education**
Salisbury University – Salisbury, MD
May 2012

Higher Education Experience

- 2025- **Assistant Professor, Department of Special Education**
- 2022-2025 **Program Coordinator, Early Childhood and Special Education**
Towson University, College of Education, Department of Special Education
- 2019- **University Supervisor, Department of Special Education**
Towson University, College of Education, Department of Special Education
- 2019- **Lecturer, Department of Special Education**
Towson University, College of Education, Department of Special Education

Selected Grants

Gilman, A. C., & Holman, K. (2026–2027). *Hope and resiliency project*. Funded by the Towson University Faculty Development and Research Committee (FDRC), \$5,900.

Holman, K. (Principal Investigator), Roberto, A. (Co-Principal Investigator), Gilman, A. C. (Co-Investigator), & TBD (Co-Investigator). (2026–2027). *Mapping trauma-informed, well-being and thriving practices on campus: Phase II*. CAA Academic Alliance Well-Being and Engagement for Learning and Leadership (WELL) Grant. Total award: \$50,000 (\$8,700 awarded to Towson University).

Cudmore, A., & Holman, K. (2025). *Hope in Action, Resilience in Practice: A Pathway to Retention* [Funded grant]. France-Merrick Grant, \$4,680, academic year 2025–2026.

Billman, R. (PI), Knollman, G. (Co-PI), & Gilman, C. A. (Co-PI). (2025). *GREAT-PATHWAYS: Guiding Routes for Educational Advancement in Teaching Special Education*. Maryland State Department of Education. Funded grant: \$225,880 (2025–2026).

Hoppin, K. M. (PI), Noggle, A. (Co-PI), & Cudmore, A. (**Evaluator**) (2026, July). *ECSE Access: Supporting Accessible Degree Pathways for Maryland Child Care Personnel* [Funded grant]. Maryland State Department of

Education, Division of Early Intervention and Special Education Services (Maryland Elevates Grant), \$251, 324, 2025-2026.

Hoppin, K. M. (PI), Noggle, A. (Co-PI), & Cudmore, A. (Key Personnel). (2024, December). *ECSE Access: Strengthening and Sustaining Accessible Degree Pathways for Early Childhood–Special Education Personnel* [Unfunded grant proposal]. U.S. Department of Education, Office of Special Education Programs (84.325K), \$1.2 million requested, 2025–2030.

Hoppin, K. M. (PI), Noggle, A. (Co-PI), & Cudmore, A. (Key Personnel). (2024). *ECSE Access: Supporting Accessible Degree Pathways for Maryland Child Care Personnel* [Funded grant]. Maryland State Department of Education, Division of Early Intervention and Special Education Services (Maryland Elevates Grant), \$189,728, 2024–2025.

Billman, R. (PI), Knollman, G. (Co-PI), & Cudmore, A. (**Evaluator**). (2024). *GREAT Profession* [Funded grant]. Maryland State Department of Education (Maryland Elevates Grant), \$140,710, 2024–2025.

Selected Presentations

Gilman, C. A. (2026, June). *Hope and Resilience in Practice (HARP): Supporting educator well-being through hope and resilience*. Lightning talk presented at the CAA Academic Alliance WELL (Well-being and Engagement for Leadership and Learning) Research Collider, University of North Carolina Wilmington, Wilmington, NC.

Gilman, A. C., & Holman, K. (2026, March 11–14). *Hope in action, resilience in practice: A pathway to retention* [Poster presentation]. CEC 2026 Convention & Expo, Salt Lake City, UT.

Knollman, G., Gilman, A. C., & Billman, R. (2026, March 11–14). *Preparing nontraditional preservice special educators through alternative pathways to certification* [Poster presentation]. CEC 2026 Convention & Expo, Salt Lake City, UT.

Knollman, G., Hoppin, K. M., Billman, R. H., Guidi, T., Pasko, M. R., Schnur, J. M., Gilman, A. C., & Noggle, A. K. (2026, February 10). *Pathways into the profession: Highlighting professional practices that promote the transition into teaching within areas of acute shortage* [Symposium]. Association of Teacher Educators Annual Meeting, Crystal City Hyatt, Arlington, VA.

Hoppin, K., Gilman, C. A., & Noggle, A. (2025, November 11–14). *United in strength: Bolstering accessible degree pathways in early childhood-special education* [Paper presentation]. Multiple Paper Session 17, Teacher Education Division (TED) Conference, Kansas City, MO, United States.

Cudmore, A. (2025). *Hope in the Field of Education*. Council for Exceptional Children (CEC) Annual Conference, Baltimore, MD.

Billman, R., Knollman, G., Cudmore, A. (2025). *Pathways for Paras: Growing GYO Models Through University Pathway Programs*. Council for Exceptional Children (CEC) Annual Conference, Baltimore, MD.

Hoppin, K., Noggle, A., Cudmore, A., Guidi, T., & Belzner, K. (2025). *ECSE Access: The Inception of a ‘Grow Your Own’ Teacher Preparation Program*. Council for Exceptional Children (CEC) Annual Conference, Baltimore, MD.

Knollman, G., Billman, R., Cudmore, A., & Hammill, M. (2025). *A unified approach to empowering*

paraprofessionals and university faculty in special education licensure pathway programs [Roundtable discussion]. Association of Teacher Educators Conference, New Orleans, LA.

Selected Publications

Gilman, A. C. (2026). Why are you still here?: Analysis of elementary classroom teacher narratives using hope theory. *Journal of Education*.

Noggle, A., Hoppin, K. M., & Gilman, A. C. (2026). Redesigning traditional teacher preparation programs: Creating hybrid degree pathways in early childhood-special education. *International Journal of Designs for Learning*, 17(1).

Hoppin, K. M., Noggle, A., & Cudmore, A. (2025). From theory to practice: Utilizing inclusive, practice-based approaches in teacher education to support multilingual learners. In H. Hong & A. C. Da Silva Iddings (Eds.), *Empowering multilingual learners: Innovative approaches to foster equity and inclusivity in teacher education*. Routledge.

Cudmore, A. & Hoppin, K. (2025). From Preparation to Practice: Building Agency and Inclusivity in the Internship Experience. *Professing Education Journal*.

Program Evaluation and Qualitative Research Experience

Program Evaluator, GREAT-Pro (Maryland State Department of Education): Co-designed and implemented a mixed-methods evaluation to examine program implementation, participant outcomes, and grant objectives through surveys, interviews, and focus groups.

Program Evaluator, ECSE Access (Maryland State Department of Education): Contributed to the evaluation of an alternative teacher preparation pathway by developing evaluation measures, collecting qualitative and quantitative data, and engaging stakeholders to assess program effectiveness.

Co-Principal Investigator, Hope in Action, Resilience in Practice (HARP): Designed and implemented a mixed-methods evaluation examining preservice teacher hope, resilience, and well-being through surveys, reflective journals, ecological momentary assessment, and focus groups.

Co-developed the evaluation plan for a recent **U.S. Department of Education Office of Special Education Programs (OSEP)** personnel preparation grant proposal, including the development of qualitative and quantitative measures, data collection procedures, reporting timelines, and continuous improvement processes.

Program Evaluation Project, Frostburg State University (Doctoral Action Research, 2023):

- Conducted a comprehensive program evaluation of educator preparation programs as part of doctoral coursework in action research and program evaluation.
- Evaluated educator preparation programs with a focus on CAEP Standard 4.1 (Employer Satisfaction).
- Collaborated with university faculty, an advisory group, and district partners to develop measures of graduate impact and program effectiveness.
- Designed graduate surveys and conducted interviews with county administrators and personnel from the Office of Testing and Accountability.
- Obtained IRB approval from Washington County Public Schools to collect district-level outcome data.

Chelsea Moir Massa

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SKILLS / CERTIFICATIONS

National Board Certification - English as a New Language

Early Childhood: Pre-k - 3rd grade

English Language Development (ELD): all ages

Trained in the *Primary Years Programme* (PYP)

WORK EXPERIENCE

Towson University: Baltimore, MD June, 2024 - present

Professional Development Coordinator for the [ELEVATE Project](#)

- Collaborate with AACPS partner schools to provide resources, trainings and coaching support
- Guest lecture in Towson University undergrad education classes
- Co-developed an assessment tool for university supervisors to use for their undergraduate interns
- Presented at Towson's 2025 and 2026 Multilingual Learner Conferences

Monarch Academy Annapolis: Anne Arundel County, MD August 2017 – 2023, August 2025 - present

English Language Development Teacher

- Create engaging, hands-on lessons that develop students' language acquisition
- Differentiate instruction to reflect the needs of my students based on their proficiency levels
- Deliver language-rich instruction in whole-group and small-group settings
- Assess student growth and analyzed data to inform instruction
- Develop students' literacy skills by using evidence-based strategies to support multilingual learners

Walter S. Mills-Parole Elementary: Anne Arundel County, MD August 2012 – June 2017

Kindergarten Teacher

LEADERSHIP EXPERIENCE

- Presented at the National Association for Bilingual Education conference in Atlanta, GA - 2025
- Served as mentor for early childhood undergraduate interns at Towson University
- Served as ELD Team Lead and as a member of the school leadership team
- Developed and presented an ELD workshop for Towson University professors
- Created *Aprendamos Juntos*, a bilingual parent series addressing parent-requested topics
- Participated in MSDE focus group for the revision of the Kindergarten Readiness Assessment

EDUCATION

University of Maryland, Baltimore County Baltimore, MD May 2018 • Post-Baccalaureate Certificate in ESOL

Towson University, Towson, MD May 2012 • Master of Arts in Teaching, Early Childhood Education

Elon University, Elon, NC May 2010 • Bachelor of Arts, Communications, French

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:**

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Application Narrative

The American educational landscape has shifted dramatically in recent years, driven by increased linguistic and demographic diversity, widespread adoption of evidence-based literacy instruction (EBLI), and increasing emphasis on systematic adoption of effective instructional programs. Students who are English learners (ELs) continue to increase across the United States and in Maryland, the site of this project (NCES, 2024). These students bring new strengths to their communities while also creating a compelling need for schools to offer appropriate support and rigorous instruction. To offer these ELs the full promise of the American dream, it is essential to provide them high-quality instruction that responds to their unique linguistic and literacy needs (Baker et al., 2014) and prepares them for future learning and success (Blitz, 2025; National Center on Improving Literacy, 2025).

To provide such high-quality instruction, teachers of ELs must have a strong knowledge base, the ability to support schoolwide adoption of evidence-based practices, and the knowledge to appropriately assist those ELs who may need additional support. Continued teaching shortages in English to Speakers of Other Languages (ESOL) and related fields have heightened the need for educator professional development (PD) and illustrated the essential role of educators for students, schools and society at large (He & Bagwell, 2021). In response to these shortages, increasing numbers of educators are prepared through nontraditional pathways, creating an additional need for programming and PD that are accessible to those in nontraditional as well as traditional preparation pathways (Quezada, 2020).

Taken together, these developments create an urgent need for PD that is accessible to all professionals, focuses on evidence-based literacy and language instruction (EBLI) for ELs, and prepares educators to deliver explicit, systematic literacy instruction while meeting the unique linguistic and academic needs of English learners (ELs). Educators must know current research and have repeated opportunities to practice implementing effective instruction. Research demonstrates that even when evidence-based instruction is implemented, educators need PD to be able to implement it effectively (Vaughn et al., 2009). This requires PD with a strong clinical component, providing educators the opportunity to receive timely and actionable feedback on real-time instructional strategies (Hollins & Warner, 2021). Experienced inservice educators need differentiated preparation that continues to strengthen their conception of evidence-based practices (EBPs) and up-to-date language instruction, while preparing them to serve as teacher-leaders to move their school communities forward. These school communities then serve as incubators of effective practice, providing an environment in which teachers use ongoing professional learning to support their EL students' achievement (Benegas & Stolpestad, 2020).

Project ASCENT (Advancing System Capacity for English Language Teaching), based at the College of Education (COE) at Towson University (TU), the largest preparer of teachers in Maryland, will respond directly to these interrelated needs by preparing preservice and inservice educators to implement EBLI emphasizing explicit academic vocabulary and comprehension development as part of a system-wide approach to PD, in partnership with local school systems. ASCENT provides **high-quality professional development to prepare educators to serve ELs (Absolute Priority 1)** and is grounded in **evidence-based (EB) literacy approaches**

which leverage explicit, systematic vocabulary instruction, purposeful discussion, multimedia teaching and peer learning (**Competitive Preference Priority 1**) (Vaughn et al., 2009; Wen & Naim, 2023). ASCENT is also aligned with State priorities as demonstrated by **support from the Maryland State Department of Education (Competitive Preference Priority 2)**. ASCENT includes **collaboration to develop and implement methods and instruments to measure teachers' pedagogical knowledge to support ELs (Invitational Priority 1)**.

(a) Design: (i) The extent to which the goals, objectives, and outcomes are clearly specified, measurable, ambitious yet achievable, and aligned with the purposes of the grant program.

Goals, objectives, and outcomes are clearly specified and measurable as indicated below.

Goal 1: Prepare 93 preservice and early career inservice educators eligible for English to Speakers of Other Languages (ESOL) endorsement who can effectively implement EBLI for

ELs. Objective 1.1: Prepare 45 preservice teachers who will complete an 18-credit preservice program with induction addressing language acquisition, EBLI for ELs, and supervised clinical experience. Outcome 1.1a: 45 preservice teachers (15 per cohort) will complete an 18-credit program addressing language acquisition, EBLI, and supervised clinical experience with ELs.

Outcome 1.1b: 45 preservice teachers (15 per cohort) will complete 4 induction workshops focused on EB literacy practices for ELs in year one. Outcome 1.1c: 45 preservice teachers (15 per cohort) will meet requirements for Maryland ESOL endorsement, including ESOL content and reading proficiency. Objective 1.2: Prepare 48 inservice teachers (12 per cohort), with priority for early-career teachers from nontraditional preparation programs, who will complete a 12-credit inservice program addressing language acquisition, EBLI for ELs, and supervised

clinical experience with ELs. Outcome 1.2a: 48 inservice teachers (12 per cohort), with priority for early-career teachers from nontraditional preparation programs, will complete a 12-credit inservice program addressing language acquisition, EBLI for ELs, and supervised clinical experience for ELs. Outcome 1.2b: 48 inservice teachers (12 per cohort), with priority for early-career teachers from nontraditional preparation programs, will meet requirements for Maryland ESOL endorsement, including ESOL content and reading proficiency. Objective 1.3: Incorporate elements of EBLI for ELs, to include a multi-component model focused on explicit instruction in vocabulary, multimedia resources with purposeful discussion, use of writing and graphic organizers for comprehension, and structured peer pairing (Vaughn et al., 2009), across TU preservice coursework, induction and clinical experiences in preservice programs. Outcome 1.3a: EBLI emphasizing the multi-component model (Vaughn et al., 2009) will be integrated into activities, materials and assessments for at least three courses within the six-course preservice Linguistic Diversity program. Outcome 1.3b: EB literacy instruction emphasizing the multi-component model (Vaughn et al., 2009) will be integrated into activities, materials and assessments for at least two required courses within the four-course early-career inservice program. Outcome 1.3c: Clinical practice activities emphasizing implementation of EBLI according to the multi-component model (Vaughn et al., 2009) will be integrated into at least two required preservice and early career inservice courses through simulation and authentic teaching experiences. Outcome 1.3d: Preservice and early-career participants will achieve an average score of at least 2.0 on a 3-point scale on TU's Observation Rubric for EBLI (OR-EBLI) during supervised clinical experiences focused on implementation of the multi-component EB model.

Goal 2: Strengthen knowledge of ESOL, expertise in EBLI for ELs, and leadership capacity of 30 experienced inservice educators to serve ELs along the continuum of needs and gain ESOL endorsement. Objective 2.1: 30 inservice educators will complete a 36-credit graduate program emphasizing EBLI for English learners with disabilities including reading difficulties for ELs, assessment and identification of ELs with disabilities, and leadership experience. Outcome 2.1a: 30 inservice educators will complete a 36-credit graduate program emphasizing EBLI, reading difficulties for ELs, assessment and identification of ELs with disabilities, and leadership experience. Outcome 2.1b: 30 inservice teachers will meet Maryland requirements for ESOL endorsement. Outcome 2.1c: At least 95% of participants completing the graduate program will successfully demonstrate competency in EBLI through program assessments and supervised clinical experiences. Outcome 2.1d: MEd graduate participants will complete at least two leadership experiences integrated into the MEd program involving school-based needs assessment and mentoring, coaching, facilitation of professional learning, or instructional support of colleagues focused on EBLI. Objective 2.2: Towson University will integrate EBLI (Vaughn et al., 2009) into the MEd in Special Education (ML track) program to support ELs with and without reading difficulties throughout graduate coursework, leadership preparation, and clinical experiences. Outcome 2.2a: EBLI emphasizing explicit academic vocabulary development, structured peer pairing, purposeful discussion and use of multimedia, and writing and graphic organizers will be integrated into at least 6 required MEd graduate courses. Outcome 2.2b: At least two clinical experiences emphasizing implementation of EBLI will be incorporated into graduate coursework through supervised teaching and coaching experiences. Outcome 2.2c: Graduate participants will achieve an average score of at least 2.0 on a 3-point

scale on TU's TESOL Observation Rubric for EBLI (OR-EBLI) during supervised clinical experiences. Outcome 2.2d: Simulation-based and authentic instructional experiences emphasizing implementation and leadership in supporting colleagues' use of EBLI will be integrated into at least two courses throughout the MEd program.

Goal 3: Increase district and regional capacity to sustain EBLI for English learners (in elementary and middle schools) along the continuum of needs through collaborative school-university partnerships. Objective 3.1: Provide targeted support through workshops, coaching, mentoring, and family engagement to at least 2 high-EL schools annually in each partner district (4 high-EL schools total). Outcome 3.1a: Each year, at least two high-EL schools in Anne Arundel County Public Schools and two high-EL schools in Baltimore County Public Schools (4 total) will participate in project-supported coaching, workshops, mentoring, or family engagement activities supporting EBLI based on school input and identified needs. Outcome 3.1b: School-based professional learning activities will be developed collaboratively and offered at least once per quarter, per school to address identified instructional priorities related to EBLI for English learners. Objective 3.2: Develop and disseminate multimedia and virtual professional learning resources supporting EBLI for English learners. Outcome 3.2a: At least three virtual or multimedia real-time professional development opportunities for effective instruction of ELs will be developed and offered annually to educators throughout Maryland. Outcome 3.2b: At least three multimedia professional learning resources will be developed each year to emphasize EBLI, explicit academic vocabulary development, language acquisition for ELs with and without disabilities, and instructional practices that support English learners' access to grade-level content. Objective 3.3: Develop teacher leadership by preparing 30 inservice

participants to serve as school-based facilitators of EBLI. Outcome 3.3a: 30 graduate participants will each design and implement at least one professional learning activity, coaching cycle, mentoring experience, or family engagement event supporting EBLI within schools.

Outcome 3.3b: 30 graduate participants will document implementation of EBLI in their school settings through leadership artifacts, reflective practice, and performance-based evaluation.

Objective 3.4: Develop teacher capacity to implement EBLI through authentic clinical experience supporting EL students through TU's Language and Literacy Summer Clinic.

Outcome 3.4a: Over the life of the project, 123 preservice and graduate participants will collaboratively provide EBLI to English learners through the Language and Literacy Summer Clinic. Outcome 3.4b: 120 elementary-and middle-grade EL students from AACPS, BCPS and surrounding communities will participate in EBLI through TU's Language and Literacy Summer Clinic (30 per year). Outcome 3.4c: Student language and literacy growth during the Summer Clinic will be measured using curriculum-aligned pre/post assessments to document student learning and inform continuous improvement of project activities with an average score of 80% on curriculum-aligned post-assessments.

As indicated above, these goals, objectives and outcomes are **clearly specified and measurable**. They are ambitious yet achievable, as the project narrative details plans, timeframes and personnel responsible for achieving project goals; targets (specified in the Project Outcomes Chart) are realistic yet rigorous. They are tightly aligned to the purposes of the grant program as all goals and objectives focus on providing high-quality professional development “**intended to improve instruction for ELs and assist education personnel working with ELs to meet high professional standards.**” All goals and objectives are directly designed to

provide PD opportunities that will **“enhance classroom instruction for ELs and improve the qualifications and skills of educational personnel involved in educating ELs.”** ASCENT goals and objectives also promise to **“boost the effectiveness of teachers and school leaders in addressing the needs of ELs”** through the project’s focus on systemwide improvement, meaningful clinical experience, and implementation of EBLI practices for ELs for preservice and inservice educators (United States Department of Labor, 2026). The project’s goals are further aligned to **the Government Performance and Reporting Act (GPRA) measures** for the 2026 NPD Competition with targets below: **GPRA Measure 1:** The number of preservice program participants enrolled annually (Target: 15) (Goal 1). TU proposes to report on this measure using program enrollment data, course completion data, student transcripts, student course evaluations, student pre-post surveys, student coursework and PD artifacts. **GPRA Measure 2:** The percentage of participants who have attained initial State certification/ licensure or endorsement in EL instruction. Target: 95% of 123 participants, or 116). This project focuses on ESOL endorsement for educators with a primary license in another area. For educators with a primary licensure area, ESOL endorsement involves a) demonstration of reading proficiency via noncredit PD or examination and b) demonstration of ESOL proficiency through a passing score on the ESOL Praxis examination or completion of sufficient coursework (12-24 credits). ASCENT will provide participants with preparation to complete multiple options on these pathways to licensure, as the 18- and 36-credit hour programs include 12 credit hours in ESOL and participants will also receive ample preparation and support in completing the ESOL and TRE Praxis examinations. Licensure in Maryland is often processed via school system certification offices rather than universities or individual participants, with universities not always privy to

school system records regarding licensure. Therefore TU proposes to collect and report data on this measure representing participants who receive Maryland licensure or endorsement in EL instruction or who complete requirements for eligibility. TU will collect and report data using verification of certification or eligibility for certification through Maryland state licensure database records where available; participant self-report and documentation provided regarding licensure status; and review of transcripts, program completion and licensure examination scores to substantiate eligibility for licensure.

GPRA Measure 3: The percentage of participants receiving initial certification or endorsement who demonstrate an increase in student achievement as measured by district grade level learning objectives (Goals 1, 2): Target: 95%. TU proposes to report on this measure through the following data sources: participating school and teacher student-level data if approved by school system IRB; participant self-report without identifying information; summer program data from students taught by preservice and inservice participants demonstrating student achievement on researcher-created measures aligned with Maryland College and Career Ready Standards. **GPRA Measure 4:** The number of participants completing the NPD funded PD (Goals 1, 2). Target: 95%. TU proposes to report on this measure through data including participant transcripts, graduation rates and course completion data, course evaluations, pre-post survey data, and PD and coursework artifacts. **GPRA Measure 5:** Number of participants completing NPD funded PD who demonstrate use of EB instructional EL strategies, as measured by classroom observation, instructional artifacts, and student language and cultural efficacy (Goals 1, 2, 3). Target: 100%. TU proposes to report on this measure through performance-based

observation tools (OR-EBLI), review of artifacts using a rubric scoring for EB instructional strategies for ELs, and evaluation of student performance.

Each of these proposed GPRA targets is **ambitious**, as the applicant proposes to meet 95-100% of GPRA targets. These targets are also **achievable**, as the project narrative details specific timeframes and plans for attainment and the resources and management plan supporting the project. The applicant will use both **quantitative and qualitative data collection reporting methods**, which are referenced in the management plan and spelled out in the evaluation section, including surveys, observation, interview, analysis of graduation rates, and analysis of licensure eligibility and Praxis passage data. 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**. TU is a comprehensive university with a well-established Office of Research and Evaluation in the COE as well as a University Office of Research and Sponsored Programs, along with strong project management as described in this proposal, ensuring the capacity to collect and report this data. TU has successfully collected, analyzed and reported data for current and prior federal grants, including NPD grants and other U.S. Department of Education funded projects.

(ii) The extent to which the proposed project will provide support, resources, or services; or otherwise address the needs of the target population, including addressing the needs of underserved populations most affected by the issue, challenge, or opportunity, to be addressed by the proposed project and close gaps in educational opportunity. The target population of ASCENT is **Maryland educators serving ELs, including preservice and inservice**

teachers in a Maryland IHE and inservice educators in two high-EL Maryland school systems.

This **target population** is essential in meeting the needs of **ELs in Maryland, an underserved population** dramatically impacted by the need for qualified, knowledgeable ELD teachers.

ASCENT provides evidence-aligned **support, resources and services** that directly affect ELs' achievement in order to close gaps in educational opportunity.

ELs across the country, and in Maryland, are underserved and face gaps in educational opportunity and achievement. There are approximately 5.3 million ELs in the United States (NCES, 2024a) and 114,526 in Maryland (MSDE, 2025a). ELs constitute 10% of American students nationally and 13% of Maryland students, an increase over ten (7.7%) or even five years ago (10%). However, despite their growing numbers, ELs remain at risk for lower graduation, academic under-achievement, decreased access to challenging coursework, and decreased college attendance. The national graduation rate for ELs is 72%, in comparison to 87% for all students (NCELA, 2026), and only 7% of ELs are enrolled in Advanced Placement or other college-level coursework, a rate approximately half of non-EL students (United States Department of Education, 2021). Fewer than 20% of ELs attend college (Johnson, 2019) and ELs are at increased risk of being misidentified for special education services (IES, 2021).

These national disparities are replicated in Maryland as well. There are 121,985 ELs in Maryland, constituting 13.6% of Maryland students in 2025. Statewide in 2025, only 19.1% of ELs in third grade read at grade level, and by seventh grade only 7.5% of ELs read at grade level (MSDE, 2025b). Statewide graduation rates for ELs are 60.84%, in contrast to the overall graduation rate for all students of 86.44%. One contributing factor to ELs' challenges is persistent teacher shortages; in 2025 425,412 teaching positions across the country were

unfilled or filled by teachers not fully certified for their teaching assignments (Learning Policy Institute, 2025). Maryland reported 886 teacher vacancies in 2025-2026, with ESOL/ English Language Development being a consistent high-need area (MSDE, 2026). Vacancies are increasingly likely to be filled by conditionally licensed teachers who may enter the classroom with no formal preparation in language acquisition or EB instruction and who have not had the opportunity for mentored, supervised teaching practice before entering the classroom (NCES, 2024b). In response, institutions including TU's COE have begun to offer innovative programming to nontraditional teacher candidates. For example, in 2025-2026, 37% of undergraduate candidates in the Department of Special Education programs were completing nontraditional Bachelor's programs while working in school systems, and the COE currently has 8 distinct partnerships for nontraditional Bachelor's programs, including with AACPS and BCPS. These candidates often bring a strong understanding of student needs as well as a deep connection to their communities; however, their primary-licensure programs are often tightly sequenced and do not provide opportunity for additional coursework in areas such as ESOL. **ASCENT directly addresses these workforce development needs for the target population in order to close gaps in opportunity via EBLI-focused PD differentiated based on candidates' preparation and experience level.**

The national and statewide issues impacting EL achievement are reflected in AACPS and BCPS, the partner districts for this application. AACPS and BCPS are large Maryland districts which together account for 21.9% of Maryland's overall students and 19.2% of Maryland's EL students. BCPS (enrollment 107,983) surrounds the entire Baltimore metropolitan area and AACPS (enrollment 84,256) extends from southern Baltimore to Annapolis. Both districts

encompass urban, suburban and rural areas and include numerous high-poverty schools (MSDE, 2025b). In 2025, English learners (ELs) constituted 10.8% of AACPS students or 9,183 out of 85,029 students, with higher representation at the elementary level (12.4%) forecasting continued growth.

ELs are less likely to read proficiently than AACPS students as a whole; only 21.2% of 3rd-grade ELs, in contrast to 57% of all 3rd graders, read proficiently. About half (55.6%) of AACPS 6th graders and 68.2% of all 10th graders were proficient readers in 2025, but only 6% of ELs could read proficiently in 6th grade and only 12.8% of ELs in 10th grade could read on grade level (MSDE, 2025b). While the AACPS graduation rate for all students was 88.92%, the graduation rate for ELs was only 58.19%. The dropout rate for AACPS' overall student population was 7.39% in 2020, compared to a 32.49% dropout rate for the county's ELs. This sharp disparity continues through post-secondary education: 68.6% of AACPS students who graduated in 2024 enrolled in college within 16 months, compared to 21.7% of ELs who graduated (MSDE, 2025b). Within BCPS, English learners (ELs) constituted 12.5% of BCPS students or 13,794 out of 107,850 students, with higher representation at the elementary level 12.5% forecasting continued growth. ELs are less likely to read proficiently than BCPS students as a whole; only 18.7% of 3rd-grade ELs, in contrast to 47.3% of all 3rd graders, read proficiently. About half (40.4%) of BCPS 6th graders and 50.6% of all 10th graders were proficient readers in 2025, but only 5% of ELs could read proficiently in 6th grade and only 9.6% of ELs in 10th grade could read on grade level (MSDE, 2025b). While the BCPS graduation rate for all students was 84.3%, the graduation rate for ELs was only 55.8%. The dropout rate for BCPS' overall student population was 12.18% in 2025, compared to a 38.28% dropout rate for

the county's ELs. As in AACPS, ELs continue on to higher education at a much lower rate: 65.7% of BCPS students who graduated in 2024 enrolled in college within 16 months, compared to 35.9% of ELs who graduated (MSDE, 2025b).

ASCENT will address the needs of ELs in both these counties through targeted PD provided directly to high-EL schools in order to create schoolwide change and a model for improvement across districts. The chart below identifies key demographics for the potential target schools with high EL populations in AACPS and BCPS, substantiating their need for EB literacy support for ELs. As indicated, final school selection will be made based on needs assessment post-funding.

	District	% ELs	% meeting expectations in ESOL?	% 3 rd graders proficient in reading	% 3 rd grade ELs proficient in reading
Tyler Heights	AACPS	62.8%	10.8%	27%	13.6%
Eastport	AACPS	43.2%	7.7%	46.8%	31.6%
Colgate	BCPS	54.9%	5%	15.6%	6.5%
Padonia Elementary	BCPS	47%	13.8%	29%	15.4%

In providing targeted PD to the selected schools, TU will be able to draw on longstanding collaborative relationships with each of these districts. AACPS, BCPS and TU have strong existing relationships through multiple professional development partnerships for preservice and inservice teacher development. In particular, AACPS and TU partner on an existing National

Professional Development grant focused on family engagement, student well-being, and language and literacy support in high-EL elementary schools. This partnership, the ELEVATE project, has resulted in measurable gains: 33 preservice teachers thus far have completed requirements for ESOL endorsement; 25 inservice teachers are completing or recently completed training in literacy and ESOL for a reading specialist degree and ESOL endorsement; an additional five cohorts of candidates are completing advanced MEd training in ESOL and special education with ESOL endorsement or on track for it; and site-based PD has occurred at five schools with high EL populations. ELs and families in the target schools have participated in workshops and 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. In addition, ELEVATE faculty have developed a performance-based observation instrument, the TESOL-Standards-Aligned Performance Based Assessment, to measure teachers' implementation of standards-based instructional practices for ELs which has been deployed for two cohorts of teachers thus far (Gerry et al., 2026).

ASCENT builds on existing accomplishments, addresses needs of the target population, and **closes opportunity gaps for ELs** with an interrelated, systemic approach to PD focused on ELs and EBLI across multiple Maryland districts. Model components are described below:

I: Effective instruction for ELs: ASCENT focuses on EBLI for ELs using practices with moderate evidence of support (Vaughn et al, 2009), focused on explicit teaching of vocabulary; use of multimedia resources and purposeful discussion; use of writing and graphic organizers for comprehension; and structured peer pairing. Vaughn et al. found that this approach produced

gains in both language and content learning for ELs, but that teachers needed instruction and support in using these evidence-based approaches (2009), underscoring the benefit of high-quality PD aligned to evidence. This model will be integrated into TU's educator preparation and PD through coursework specifically focused on literacy for ELs and EB literacy practices at the preservice, early career, and advanced practice level. Clinical experiences in each program will provide candidates with timely and actionable feedback about their instructional practices, including EBLI practices. Clinical experiences will also incorporate observation and feedback using two instruments, the TESOL Standards-Aligned Performance-Based Rubric (TA-PBA) which has been developed and piloted at TU as part of a prior NPD grant, and a TU-designed observational rubric for implementing EBLI (OR-EBLI) to ensure effective and research-based instruction for ELs is supported and scaffolded across school-based settings, including AACPS target schools, BCPS target schools and any additional schools where MEd students work. These instruments will be utilized with collaborative input and support from stakeholders including school system partners, mentors and faculty who will be invited to provide input on instrument development where applicable and review results in order to make recommendations for program improvement.

Effective instruction for ELs is also supported, directly and indirectly, through the ASCENT Language and Literacy Summer Clinic. Each summer, ASCENT will offer a Language and Literacy Summer Clinic that will serve as both an intensive instructional program for elementary and middle-grade ELs, with priority to those from AACPS and BCPS site schools, and an authentic clinical experience for preservice and graduate participants. The Summer Clinic will last four weeks (4 half-day sessions per week) and be staffed by preservice and early career

participants, mentored by experienced MEd candidates, under the direction of TU faculty.

Teachers will provide EBLI for at least 30 elementary English learners annually to support content and vocabulary instruction which includes rich opportunities for purposeful discussion, meaningful writing, explicit language and vocabulary instruction, and peer pairing. (Vaughn et al, 2009) Candidates will receive ongoing mentoring, support and performance-based feedback from TU faculty including measurement of practice using the TA-PBA and the OR-EBLI. In addition to providing ELs with effective language and literacy instruction through this summer program, this clinic will provide teachers with direct, actionable feedback on teaching strengths and areas for improvement, which will carry over into supporting general instructional practice across settings.

II: Intensive PD and induction for preservice and early-career teachers centered on EBLI and language instruction for ELs. This intensive PD, accessible to preservice traditionally prepared teachers, early career teachers and including those completing nontraditional preparation programs, directly addresses the systemic issues underlying achievement and opportunity gaps through its focus on EBLI, academic language and content achievement; up-to-date knowledge regarding the learning process; guided and mentored clinical experiences for improvements in practice; and ongoing assessment of teaching practices. Taken together, these components provide a strong foundation which addresses educators' need to understand effective instruction for ELs and which equips them to close opportunity gaps so that their EL students can make gains in both language and content. Candidate status will be monitored prior to and during coursework to ensure continued eligibility. The preservice PD program for **traditional students** includes six courses (18 credits) leading to a minor in Linguistic Diversity and eligibility

for ESOL endorsement in Maryland. The **early-career inservice PD program for nontraditional program graduates employed in AACPS, BCPS or other local school systems** includes four courses (12 credits) taken immediately upon Baccalaureate degree completion and initial licensure and leading to a post-baccalaureate certificate (PBC) in Teaching English Language Learners (T-ELL). The program offered to nontraditional students is shorter in recognition of their existing knowledge and experience base and their prior experience with ELs in MD school systems. All candidates will complete embedded program experiences including emphasis on evidence-based literacy. Program elements also include simulation and authentic clinical teaching with ELs to support integration of language and content objectives and ongoing collaborative measurement of teaching practices to support effective instruction of ELs with input from university faculty, supervisors, candidates, school system partners and stakeholders, via TU's two performance-based instruments, the TA-PBA and the to-be-developed OR-EBLI. Elements of EBLI included in program coursework are indicated in the chart in the appendices (Appendix G) in specific program classes.

The preservice program timeline is described below. Participants will begin the ASCENT program in Year 3 at TU, or their pre-professional year, complete required TU courses for their primary degree in fall and spring, and complete ASCENT electives and preparation experiences in minimester and summer before and after their professional year. All candidates will be offered induction support in the year following the two-year preparation program, with Year 1 dedicated to planning and recruitment. Undergraduate preservice coursework for the Linguistic Diversity (LDIV) minor is listed below and represented in the sequence chart following. All listed courses are 3 credits. Courses include: Foreign language or other

substitution (A foreign language or other appropriate substitution is required for the LDIV minor and provides candidates a strong foundation in language elements, basics of intercultural communication and firsthand experience with language learning.); ELED 426, Literacy Instruction for Linguistically Diverse Learners; ECED 457, Methods and Materials for Multilingual Settings; ECED 458, Field-Based Practicum Experiences in Culturally and Linguistically Diverse Settings; ELED 451, Assessment of Multilingual Learners; ELED 452, Linguistics and Grammar for Multilingual and Monolingual Learners. UG1: Undergraduate preservice cohort 1. UG 2: Undergraduate preservice cohort 2. UG 3: Undergraduate preservice cohort 3.

	Year 1	Year 2	Year 3	Year 4	Year 5
Fall	Recruit UG1	UG 1: regular full-time TU preparation program Recruit UG2	UG1, UG2: regular full- time TU preparation program Recruit UG3	UG2, UG3: regular full-time TU preparation program Recruit UG3 UG1: 2 induction workshops	UG3: regular full-time TU preparation program UG 2 (2 induction workshops)
Minimester (Jan term)	Recruit UG1	UG 1: ELED 452	UG 1: ELED 451	UG 2: ELED 451 UG3: ELED 452	UG3: ELED 451

			UG2: ELED 452	UG1: 1 induction workshop	UG 2 (1 induction workshop)
Spring	Recruit UG1	UG1: regular full-time TU preparation program Recruit UG2	UG1, UG2: regular full- time TU preparation program Recruit UG3	UG2, UG3: regular full-time TU preparation program UG1: 1 induction workshop	UG3: regular full- time TU preparation program UG 2 (1 induction workshop)
Summer	UG1: ECED 457, ELED 426 Recruit UG2	UG1: Foreign language or related course; ECED 458 UG2: ECED 457, ELED 426 Recruit UG3	UG2: Foreign language or related course; ECED 458 UG3: ECED 457, ELED 426	UG3: Foreign language or related course; ECED 458	

Table 1: Undergraduate PD Courses and Program Sequence

Early-career (EC) inservice PD is described below. Candidates prioritized for this PD (EC Cohort 1, 2, 3 and 4) will be early-career (first-year) graduates of nontraditional programs, and ASCENT will provide valuable support in their first year of teaching. Coursework for the Teaching English Learners (T-ELL) Post Baccalaureate Certificate is listed below and represented in the sequence chart following; all courses are 3 credits. Courses include: REED 650, Social, Cultural, and Curricular Contexts for Second Language Learning; REED 651, Instruction and Assessment for Second Language Learners; REED 652, Introduction to Linguistics for Teachers of Language and Literacy; REED 665, Literacy in the Content Areas PreK–12.

	Year 1	Year 2	Year 3	Year 4	Year 5
Fall	Recruit EC 1	EC 1: REED 650	EC 2: REED 650	EC 3: REED 650	EC 4: REED 650
Minimester (Jan term)	Noncredit PD (explicit instruction)	Noncredit PD (multi-media resources and purposeful discussion)	Noncredit PD (writing and graphic organizers)	Noncredit PD: (peer learning opportunities)	Noncredit PD: (Academic language refresher: explicit content and language instruction)

Spring	Recruitment EC1	Recruitment EC2. EC 1: REED 651	Recruitment EC3 EC 2: REED 651	Recruitment EC4; EC3: REED 651	EC4: REED 651
Summer		EC 1: REED 652, REED 665	EC 2: REED 652, REED 665	EC 3: REED 652, REED 665	EC 4: REED 652, REED 665

Table 2: Coursework and sequence for early-career educators

PD for preservice and early-career inservice educators includes the following common elements aligned to research:

Coursework Focus on Second Language Acquisition and EBLI: Coursework prepares candidates to implement explicit, systematic literacy instruction, with emphasis on the benefits of a multi-component model addressed in Vaughn et al. (2009), which will be integrated into coursework, program assessments, clinical experiences and simulation teaching using Mursion to ensure candidates have a thorough conceptual understanding as well as the practical skills needed to implement EB practices. **This component closes opportunity gaps for English learners by ensuring educators have the knowledge and instructional skills to provide rigorous, EBLI that supports both language development and academic achievement.**

Additional Noncredit Professional Development Opportunities: In addition to credit-bearing coursework, participants engage in noncredit January-term or induction experiences, as appropriate for their status, to extend and continue learning. Each noncredit PD opportunity

will focus on a specific EB instructional practice for ELs' literacy instruction and provide candidates with opportunities to understand the research foundations, learn and practice strategies for implementing that aspect. **This component closes opportunity gaps for ELs** by ensuring educators remain current in evidence-based instructional practices and are prepared to respond to evolving student, school, and district needs.

Clinical Experiences with ELs: Throughout the program, participants engage in supervised clinical experiences with English learners in authentic school settings and structured simulation environments. Clinical experiences emphasize implementation of EBLI, including explicit vocabulary instruction, purposeful discussion, use of writing and graphic organizers, and structured peer pairing. Clinical experiences will be completed using Mursion simulation technology and authentic clinical practice in the TU Summer Language and Literacy Clinic, where preservice and early-career educators will collaborate with TU faculty and experienced educators participating in MEd-level programming. This component **closes opportunity gaps for English learners** by ensuring educators can effectively translate evidence-based instructional knowledge into high-quality classroom practice that improves student learning.

III: Intensive PD and advanced MEd preparation to inservice teachers to build knowledge, capacity, and leadership development for implementing EBLI for ELs along the continuum of needs. Systemic change relies upon knowledge and skills of early-career educators, but it is equally important to foster continued growth and develop leadership in experienced educators. Schools and ELs alike need experienced educators who understand the full continuum of ELs' needs and can provide effective instruction, assessment and interventions to those who may need additional support. Research has found that ELs with reading disabilities, in particular,

benefit from multi-component reading instruction and emphasis on elements such as vocabulary and oral language (Hall, Steinle & Vaughn, 2019). Accordingly, ASCENT will also fund a cadre of 30 **experienced educators (2 cohorts of 15)** who will complete an MEd in Special Education with ESOL-Multilingual Learner Emphasis. To support systemic change in partner districts, educators from AACPS and BCPS will be prioritized. This advanced preparation ensures educators are prepared to implement EBLI for all ELs, including those with literacy needs or disabilities, and have the skills and experience to become instructional leaders in their school communities to support colleagues in implementing effective instruction for ELs as well.

Courses and timelines for Advanced PD are listed below. All courses are 3 credits for a total of 36 program credits. SPED 525: Formal Tests and Measurements for Students with Disabilities (PreK–12); SPED 601: Transition Across the Lifespan; SPED 633: School, Family and Community Collaboration for Diverse Populations; SPED 607: Curriculum/Methods of Classroom Management for Students with Disabilities; SPED 631: Classroom Strategies and Interventions for Diverse Student Populations; SPED 632: Assessment Issues for Culturally and Linguistically Diverse Students; SPED 641: Education of Students with Disabilities (SWD): Methods of Instruction; SPED 646: Using Technology to Differentiate Instruction; SPED 670: Special Topics: Evidence-Based Literacy for ELs; SPED 671: Special Topics: Leadership in Content and Literacy Instruction for ELs; REED 652: Linguistics for Teachers of Language and Literacy; SPED 650: Social and Curricular Contexts for Second Language Learning.

Coursework begins in Year 2 to allow for a recruitment and planning year in Year 1.

	Year 2 (Cohort 1)	Year 3 (C1)	Year 4 (Cohort 2)	Year 5 (C2)
Fall	SPED 633 SPED 646	SPED 650 SPED 601	SPED 633 SPED 646	SPED 650 SPED 601
Minimester	Noncredit PD	Noncredit PD	Noncredit PD	Noncredit PD
Spring	SPED 525 SPED 632	SPED 607 SPED 631	SPED 525 SPED 632	SPED 607 SPED 631
Summer	SPED 641 SPED 670	SPED 671 REED 652	SPED 641 SPED 670	SPED 671 REED 652

Table 3: MEd program sequence.

Courses are aligned with essential program strands: EBLI (Vaughn et al, 2009); support for ELs along the continuum of needs (Burr, Haas & Ferriere, 2015), including those with reading difficulties (Hall, Steinle & Vaughn, 2019); leadership development; and advanced clinical practice. The chart located in the appendix demonstrates alignment of these strands with courses and program components. Assessment and dissemination of candidate learning is described in the final column as this is an important element of advanced educator preparation. Based on current MD endorsement requirements, the program contains 12 credits of ESOL content (SPED 631, SPED 632, REED 650, REED 652) and 12 credits of related content (SPED 633, SPED 670, SPED 671, SPED 646) aligned to Maryland ESOL endorsement requirements. Candidates may also satisfy licensure requirements via the ESOL and TRE Praxis examinations as described previously.

In addition to coursework focused on EBLI and the continuum of ELs' needs, participants also strengthen their capacity to serve as instructional leaders by facilitating professional learning in their schools, focused on EBLI and supporting ELs across the continuum of needs, via a School-Based PD project, mentoring preservice and early-career teachers in the Summer Clinic, and developing a Leadership Portfolio demonstrating their ability to lead EBLI in their school communities focusing on evidence-based practices such as explicit language and vocabulary instruction, writing, and purposeful discussion (Vaughn et al 2009; Hall, Steinle & Vaughn, 2019). This component **closes opportunity gaps for English learners** by building teacher and school capacity to provide EBLI, differentiate and program for ELs along the continuum of needs, and support colleagues and teams in doing the same. It further aligns with research (Watson & Donahue, 2025) finding that collaborative team-based PD for educators can improve outcomes for ELs with and without disabilities.

IV. ASCENT School Based PD: As a final core program element, to foster systemic change, ASCENT will provide targeted support to at least 2 schools per partner district (4 total) with high EL enrollment, with PD based on principles of EBLI for ELs. The school-based PD component of this project will be conducted in partnership with AACPS and BCPS (see attached letters of support) to create model sites for best practices implementation and dissemination. PD will focus on language acquisition for ELs, evidence-based literacy strategies for ELs, and capacity-building for teachers and staff. Through collaboration and partnership, TU, AACPS and BCPS will finalize the selection of participating schools based on enrollment and district-identified needs and priorities. The School-Based PD Coordinator will conduct informal and formal needs assessment and develop professional learning activities tailored to the needs of each school.

Professional learning activities will be offered at least once per quarter and will consist of workshops, instructional coaching or mentoring, collaborative lesson planning, book studies, and other appropriate follow-up support aligned to principles of EBLI as determined by school-based needs assessments. This support will provide school staff with support for explicit academic vocabulary development, language-content integration, comprehension instruction, and effective support for English learners across the continuum of need. In addition to school site-based activities, project faculty and the PD Coordinator will develop virtual learning opportunities such as webinars, workshops and conferences and multimedia PD resources such as website pages, blog posts, videos, Mursion simulation scenarios, digital books and resources for educators within and across school sites. As graduate participants develop instructional leadership skills, they will work with support from the Professional Development Coordinator to facilitate professional learning activities in their own schools, creating additional synergy with existing PD efforts in AACPS and BCPS.

(iii) The likely benefit to the intended recipients, as indicated by the logic model or other conceptual framework, of the services to be provided. ASCENT's logic model demonstrates a clear pathway through which the PD services will provide clear benefit to participants, partner schools and districts, and ultimately ELs. The model begins with strong institutional and district partnerships, experienced faculty, and existing educator preparation infrastructure that support implementation of evidence-based professional development. These inputs are translated into a coordinated continuum of services—including preservice preparation, induction, advanced graduate preparation, clinical practice, leadership development, and school-based professional learning—that progressively build educator expertise while strengthening district capacity to

sustain EBLI for ELs. The intended recipients include preservice teacher candidates, practicing educators, instructional leaders, partner schools in AACPS and BCPS, and ultimately the ELs they serve. In the short term, participants will increase their knowledge of second language acquisition and instruction, EBLI, clinical practice, and (for MEd participants) leadership and support for ELs across the continuum of needs. Participants will demonstrate improved implementation of evidence-based instructional practices through classroom observations, performance-based assessments, instructional artifacts, and leadership activities. The logic model further anticipates medium-term benefits through increased teacher effectiveness, stronger instructional leadership, and expanded school capacity to implement EBLI across classrooms and grade levels. Graduate participants will extend the impact of the project by mentoring colleagues, facilitating professional learning, and supporting implementation of evidence-based instructional practices within their schools, thereby multiplying the benefits of the project beyond individual participants. The collaborative partnerships among TU, AACPS, and BCPS further strengthen sustainability by embedding professional learning within district priorities and existing educator support systems. The long-term benefit of ASCENT is a sustainable increase in educator and district capacity to support ELs across the continuum of need through consistent implementation of EBLI. ELs will benefit from improved access to rigorous academic content, stronger language and literacy development, explicit vocabulary and comprehension instruction, and consistent implementation of EBLI by skilled teachers in supportive and effective schools. Because the project intentionally links educator preparation, leadership development, clinical practice, and continuous improvement within a unified theory of action, the benefits of the proposed services are anticipated to extend beyond the grant

period by effecting lasting changes in educator knowledge and pedagogical skills, teaching practices, and school, system and regional capacity.

(iv) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to build recipient and project capacity in ways that lead to improvements in practice among the recipients of those services. The professional development provided by ASCENT is of sufficient quality, intensity and duration to build capacity among preservice teachers, inservice teachers, and school-based staff and will therefore lead to improvements in practice as indicated below for each group of recipients of project services.

	Quality	Intensity	Duration	Capacity Building	Practice Improvements
Preservice teachers	Aligned to EBLI; rigorous coursework; integration of clinical experience; aligned to research and practice	18 credit program coupled with noncredit PD and clinical experience	Three-year program including coursework followed by induction	Preservice teachers once trained will improve capacity in local schools and systems by alleviating staffing shortages and	Direct connection to improvements in practice via clinical experience, supported implementation of EB literacy, support of EL

				implementing effective practice to close opportunity gaps for ELs	students in TU's summer clinic, ongoing focus on EB practices for literacy instruction of ELs
Early career inservice	Aligned to EBLI; rigorous coursework; integration of clinical experience; aligned to research and practice	12 credit program, noncredit PD, clinical experience	Programmin g begins immediately upon graduation and includes intensive support through first year of teaching	Early career educators will improve capacity in local schools and systems by alleviating staffing shortages and implementing effective practice to close	Direct connection to improvements in practice via clinical experience, support of EL students in TU's summer clinic, supported implementatio n of EB literacy, ongoing focus

				opportunity gaps for ELs	on EB practices for literacy instruction of ELs
Inservice teacher- leaders	Aligned to EBLI; rigorous coursework; integration of advanced clinical experience; leadership development ; aligned to research and practice	36 credit program over two years including advanced clinical experience and leadership developmen t	Two year program followed by continued support from program for AACPS/BCPS educators	Inservice educators will build capacity in their schools through leadership, collegial support, and implementatio n and modeling of best practices for ELs along continuum of need	Direct connection to practice improvements via support of colleagues in implementing EB practices
School- based staff and	Targeted support to at least two	Focused support to each school	Ongoing relationship over the	Capacity building activities will	Direct improvements in practice via

school systems	high EL schools per district; PD support for EBLI; mentoring, coaching and workshops/ book study	from dedicated PD coordinator; access to multimedia and digital resources; ongoing relationship	duration of the grant; sustained support from TU and PD coordinator	build staff knowledge and skills and empower teachers to support each other	TU coaching, PD, sharing resources and modeling best practices
ELs Impacted by ASCENT	Indirect support through preservice and inservice PD; direct and indirect benefits from school-based capacity-building; direct	Ongoing relationships with highly qualified teachers familiar with EB literacy practices; ongoing attendance at schools participating	Summer clinic: ongoing 4-week literacy clinic (4 days/week) for 30 students. School attendance and participation	Direct and indirect interventions benefiting ELs will enable students to access challenging curriculum, succeed in schools, and meet language	ELs benefit from educators' practice improvements, capacity-building within and across teacher workforce, and school/system improvement.

	benefits from clinic participation	in systemic PD. Summer clinic: ongoing 4- week literacy clinic (4 days/week) for 30 students.	in instruction: ongoing	acquisition and content goals.	
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(v) The likelihood that the services to be provided by the proposed project will lead to meaningful improvements in the achievement of students as measured against rigorous and relevant standards. Services to be provided by ASCENT will lead to meaningful improvements in student achievement (Figure 1, appendix G) through multiple mechanisms aligned to rigorous, relevant standards. The following program elements in particular provide robust support for EL achievement as measured against rigorous and relevant standards.

Emphasis on EBLI for ELs: ASCENT is designed to improve student achievement by strengthening educators' implementation of EBLI (Vaughn et al., 2009). This emphasis is further strengthened by systematic measurement of candidates' implementation of EBLI through the OR-EBLI instrument during Mursion simulation and clinical practice activities. Observation data will document educators' implementation of key instructional practices while providing evidence that professional development is translated into high-quality classroom instruction.

Evaluation of pedagogical strategies connected to student achievement: Specific teaching practices have a well-documented connection to student achievement, and ASCENT leverages these practices. Use of effective pedagogical techniques is positively associated with meaningful improvements in student achievement (Blitz, 2025; [Damyanov, 2024](#)). Preservice and inservice educator performance will be evaluated using performance-based assessments. Consistent with the Invitational Priority, ASCENT systematically observes and measures instructional practices associated with successful outcomes for ELs, based on collaboration with school system personnel and student mentors who will provide input. Observation data, instructional artifacts, participant reflection, and feedback from real-time interaction in simulation practice, summer clinic, and authentic school environments will provide ongoing evidence of changes in teacher practice while documenting relationships between EB pedagogy and student learning.

Clinical Experiences and Assessment of Student Performance: Participants apply evidence-based instructional practices throughout supervised clinical experiences, including simulation experiences using Mursion and the annual Language and Literacy Summer Clinic serving ELs. EL performance will be assessed in clinic using curriculum-based assessments aligned with Maryland's State College and Career Ready Standards, to which all Maryland district curricula also align. When available, district assessment data, school performance data, and English learner language proficiency measures will be incorporated into the evaluation to examine changes in student performance relative to rigorous district and state standards. Multiple sources of evidence will provide a comprehensive picture of student learning while allowing project personnel to monitor progress toward intended outcomes throughout the grant period.

Formative assessment of PD based on student achievement data from clinic and school data:

ASCENT incorporates continuous improvement by using educator performance data, observation results, instructional artifacts, participant feedback, and student achievement data to refine project implementation throughout the grant period. Project faculty, district partners, and the evaluation team will review these data regularly to strengthen coursework, clinical experiences, coaching, induction activities, workshops, and school-based professional learning. As reflected in the logic model, by systematically connecting educator preparation, instructional practice, and student outcomes, ASCENT provides a strong rationale that the proposed services will lead to meaningful improvements in student achievement.

(b) Quality of the management plan: The feasibility of the management plan to achieve project objectives and goals on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. The management plan is based on the project's Logic Model, found in the appendix, and is adequate to achieve all goals and objectives on time and within budget. The project's budget is reasonable and allocates a substantial percentage of resources (60%) to **direct student tuition support** in order to directly prepare educators to support ELs. Regular communication among all constituents, including the evaluation team, will ensure that project objectives are met on time and within budget. Activities, objectives, persons responsible and timelines are represented in the Activities Chart below. Items marked with a * repeat each year and are represented only once for space purposes. Project personnel are listed in the charts below; bios and job responsibilities are listed in the Position Descriptions appendix.

Table 6: Project Activities Chart: activities, persons responsible, outcomes.

D= Dr. Rice Doran. G = Dr. Gerry. M = Dr. Martinez-Alba. K = Dr. Knollman. E =Evaluation

Consultant. R= RAs. P = Project manager. S = School-based PD coordinator. H = Dr. Huggins,

Elementary Education program faculty. TU= other TU faculty. AA/BC= AACPS and BCPS School

system collaborators. UG: Undergraduate fellowship cohort 1, 2 or 3. PBC: PBC fellowship

cohort 1, 2, 3, or 4. MED.: M.Ed. cohort 1 or 2.

Year 1: September 2026-August 2027 (Months represented by initials: S=September,

O=October, etc.)

Key Activities	Objective	Person/s	S	O	N	D	J	F	M	A	M	J	J	A
Hire project staff	All	PIs	X	X										
Submit for IRB approval	All	PI, E, AACPS, BCPS	X	X										
*Recruit M.Ed. 1 and PBC cohorts	1.2; 2.1; 3.3	M, G	X	X	X									
*Recruit UG cohort	1.1	M, G				X	X	X	X	X	X	X		
*Convene advisory board including BCPS and AACPS reps	3.1; 3.2; 3.4	PIs, S, P, E, AACPS, BCPS	X						X					

Admit and advise MED/ PBC/ UG students*	1.1; 1.2; 2.1; 3.3	PIs, H				X	X	X	X	X	X	X	X	X
Monitor progress and make formative adjustments*	All	All	X	X	X	X	X	X	X	X	X	X	X	X
Develop SPED 670/671 courses	1.3; 2.2	PIs, TU							X	X	X	X	X	
Review and integrate multicomponent EBLI model across courses	1.3; 2.2	PIs, TU			X	X	X	X	X	X	X	X	X	X
Plan for and develop summer clinic	3.1; 3.4	PIs, H, GA					X	X	X	X				
Recruit and enroll summer clinic students*	3.1; 3.4	PIs, H					X	X	X	X	X			
Initial meetings with schools, AACPS/BCPS Research Offices	3.1; 3.3	PIs, K, P, E	X	X	X									
Develop and deploy research instruments	All	PIs, E	X	X	X					X	X	X	X	X

Hold monthly evaluation meetings*	All	PIs, E	X	X	X	X	X	X	X	X	X	X	X	X
Hold monthly project management meetings	All	PIs, P	X	X	X	X	X	X	X	X	X	X	X	X
Plan and begin school-based PD*	3.1; 3.3	P, S, PIs			X	X	X	X	X	X	X	X	X	X
Coordinate inservice PD activities, observations and workshops*	3.2; 3.3; 3.4	P, S, PIs			X	X	X	X	X	X	X	X	X	X
Refine and pilot OR-EBLI observation instrument for use in preservice and inservice settings	3.2	PIs, E, P							X	X	X	X	X	
Maintain website*	All	P, S, GAs	X	X	X	X	X	X	X	X	X	X	X	X
Supervise M.Ed. students in planning school-based leadership and PD*	1.3, 2.1; 2.2	PIs,D, MED							X	X	X			

Plan preservice and inservice and clinical experience activities*	1.3	PIs, P, G									X	X	X	X	X
Plan and offer Jan. noncredit workshops*	1.1; 2.1; 3.1	P, M, G`			X	X	X								
Plan and offer school-based PD in conjunction with school staff*	3.1; 3.3	P, M, G, AACPS, BCPS, PM, PD									X	X	X	X	X
Draft and submit conference press and papers*	3.2	P, PIs, E									X	X	X	X	
Design evaluation instruments, submit to IRB	All	E, GAs, PIs	X	X	X	X	X	X							
Collect/ analyze data*	All	E, PIs, GAs		X	X	X		X	X	X					X
Establish, maintain website/ contact lists*	3.4	P, D, GAs												X	
Manage budget*	All	D, P	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

Attend annual PD's meeting*	All	PIs, E			X									
Submit quarterly and annual reports*	All	PIs, E	X			X		X			X			

Year 2: September 2027-August 2028

Activity	Objective	Person/s	S	O	N	D	J	F	M	A	M	J	J	A
Recruit M.Ed. cohort 2*	1.2; 2.1; 3.3	P, D, M											X	X
Begin and continue PBC / MEd classes	1.2; 2.1; 3.3	P, M, D		X										
Offer school PD *	3.3	P, M, D, MEd	X	X	X	X	X	X	X	X	X	X	X	X
Continue CE refinement	2.2	P, M, D	X	X	X	X	X	X	X	X	X	X	XX	
Recruit PBC2	2.1	P, PIs		X	X	X								
Continue to offer UG, PBC and MEd courses*	2.1, 3.1										X	X		

Year 3: September 2028-August 2029

Activity	Outcome	Person/s	S	O	N	D	J	F	M	A	M	J	J	A
Recruit UG 3	1.1	P, D, N							X	X	X	X		

Develop and offer induction offerings*	1.1, 1.2	P, D, L	X	X	X	X	X	X	X	X	X	X	X	X
Follow up with program completers to monitor graduation, licensure status and post-program feedback*	1.1	E		X	X								X	X

Year 4: September 2029-August 2030

Activity	Outcome	Person/s	S	O	N	D	J	F	M	A	M	J	J	A
Continue all classes*	2.1	Pls, P	X	X	X	X	X	X	X	X	X	X	X	X

Year 5: September 2030-August 2031

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

Key project milestones associated with activities and outcomes are listed below.

Year 1 (2026–2027): Fall: Hire ASCENT Professional Development Coordinator and graduate assistants; convene Project Advisory Board; finalize partnership agreements with AACPS and BCPS; begin recruitment for MEd, PBC and UG cohorts; identify four partner elementary schools; conduct school needs assessments; develop school professional learning plans; submit

IRB applications; finalize evaluation instruments and plan to deploy as needed. January: Pre-assess Cohort 1; begin implementation of school-based PD; offer noncredit PD workshop; begin development of multimedia professional learning resources. Spring: Convene advisory Board; develop performance assessment instruments and procedures (administer TA-PBA); recruit Graduate Cohorts; implement quarterly school-based professional learning, coaching, and other school-based activities; continue development of ASCENT OR-EBLI; collect formative implementation data. Summer: Finalize recruitment and admissions for incoming students; offer 6 credits to UG1; review Year 1 implementation data; refine project activities for Year 2.

Year 2 (2027–2028): Fall: Matriculate Graduate Cohorts and begin graduate coursework; pre-assess graduate cohorts' knowledge and skills; continue implementation of school-based PD; expand coaching, mentoring, and school-based professional learning; support MEd student theory to practice and leadership activities; develop additional multimedia professional learning resources. Pilot ASCENT OR-EBLI. Convene Advisory Board. January: Offer noncredit PD; offer undergraduate coursework. Spring: Continue graduate coursework; convene Advisory Board; review Year 1 implementation data; implement quarterly professional learning and coaching in partner schools; support MEd student theory to practice and leadership activities; continue fidelity observations and formative evaluation; develop additional virtual professional learning resources; collect and analyze performance assessment data; recruit for Language and Literacy Summer Clinic. Summer: Offer undergraduate and graduate coursework; conduct Language and Literacy Summer Clinic; offer undergraduate coursework; analyze educator and student outcome data from academic year and from clinic; disseminate Year 2 professional learning resources; refine implementation for Year 3.

Year 3 (2028–2029): Fall: Continue Graduate Cohort 2 coursework; recruit Undergraduate Cohort 3; expand graduate participant leadership responsibilities; implement the ASCENT Evidence-Based Literacy Observation Protocol across program and school-based sites; convene Advisory Board; review Year 2 implementation data. January: Provide noncredit PD workshop; offer undergraduate coursework; facilitate winter professional learning workshops; graduate participants provide coaching and mentoring within partner schools; review project implementation. Spring: Continue coursework; implement quarterly coaching, mentoring, and professional learning; conduct fidelity observations; prepare conference presentations and dissemination materials. Convene Advisory Board; provide noncredit PD workshop; review Year 2 implementation data; collect and analyze performance assessment data. Summer: Conduct Language and Literacy Summer Clinic; offer undergraduate and graduate coursework; Undergraduate Cohort 1 completes ESOL endorsement requirements via coursework and Praxis; analyze Year 3 educator and student outcomes; disseminate project findings through presentations and publications.

Year 4 (2029–2030): Fall: Continue graduate and undergraduate coursework; continue implementation of school-based PD; collaborate with AACPS and BCPS on sustainability planning; expand teacher leadership activities; offer induction; convene Advisory Board; provide noncredit PD workshop; review Year 3 implementation data. January: Offer noncredit PD; offer undergraduate coursework; provide winter professional learning workshops; review implementation data. Spring: Convene Advisory Board; provide noncredit PD workshop; review Year 2 implementation data. Spring: Continue graduate coursework; graduate participants facilitate coaching, mentoring, and school-based professional learning; offer induction;

continue quarterly professional learning, coaching, mentoring, and family engagement; conduct formative evaluation; recruit for summer clinic; collect and analyze performance assessment data. Summer: Conduct Language and Literacy Summer Clinic; undergraduate and graduate coursework; Undergraduate Cohort 2 completes ESOL endorsement; disseminate project products through conferences, publications, and statewide professional learning opportunities.

Year 5 (2030–2031): Fall: Continue final year of implementation; complete participant preparation activities; continue school-based coaching and professional learning; collect final educator and student outcome data; convene Advisory Board and begin to plan for post-project sustainment; review Year 4 and summative implementation data; offer induction. January: Offer UG coursework; complete induction, coaching, mentoring, and professional learning activities; begin summative evaluation. Spring: Convene advisory board and continue plans for post project sustainment; offer induction; collect and analyze performance assessment data; complete project evaluation; finalize post-project dissemination plans, final conference presentations and manuscripts; recruit for summer clinic. Summer: Conduct Language and Literacy Summer Clinic; final graduate coursework; complete final student outcome analyses; draft final performance report. **Fall 2031:** Submit final performance report.

The comprehensive person-loading chart for the project, depicting effort in days per FTE for all key personnel, can be found in the appendix (Appendix G, Table 4).

(c) Significance. (i) The likelihood that the proposed project will result in systemic change that supports continuous, sustainable, and measurable improvement. ASCENT is designed to produce systemic change by strengthening educator preparation, instructional leadership, and

school-university partnerships in ways that will continue beyond the grant period. Rather than providing isolated PD experiences, ASCENT will embed EBLI throughout preservice preparation, graduate education, clinical practice, induction, and school-based professional learning. This approach not only supports ELs and teachers but creates and improves infrastructure, in schools and within TU, to support English learners across the continuum of need, aligned with state priorities, district needs and increasing the likelihood that evidence-based instructional practices will be sustained after grant funding ends.

Additionally, systemic change will occur through ASCENT's school-based PD, a replicable framework for job-embedded professional learning that combines collaborative needs assessment, instructional coaching, mentoring, and multimedia professional learning. Graduate participants will extend the project's reach by serving as teacher leaders who facilitate professional learning, coach colleagues, mentor beginning teachers, and support implementation of evidence-based literacy instruction within their schools. As these educators assume leadership roles, the project's impact will extend beyond individual participants to influence instructional practice across teams and grade levels within their schools. ASCENT will further support sustainable improvement by developing enduring resources that remain available after the grant concludes, including revised university coursework, multimedia professional learning modules, the OR-EBLI protocol, strengthened instructional materials, and the Language and Literacy Summer Clinic model for ELs. These products, together with strengthened partnerships among Towson University, AACPS, and BCPS, will provide an ongoing infrastructure for educator preparation, PD, and continuous improvement. These

interconnected program elements position ASCENT as a catalyst for sustainable, and measurable improvements long after the grant has ended.

(ii) The importance or magnitude of the results or outcomes likely to be attained **by the proposed project, especially contributions toward improving teaching practice and student learning and achievement.** ASCENT is designed to produce meaningful and lasting improvements in educator practice, instructional leadership, and English learner achievement by preparing educators to implement evidence-based literacy instruction across the continuum of need. The project's significance extends beyond preparing individual teachers to creating sustainable improvements in instructional quality through an integrated continuum of preservice preparation, graduate education, clinical practice, induction, and school-based professional learning. As participants develop expertise in evidence-based literacy instruction emphasizing explicit academic vocabulary development, language-content integration, and differentiated instruction for multilingual learners, they will strengthen their capacity to provide rigorous, linguistically responsive instruction that improves English learners' access to grade-level curriculum and academic success.

A distinguishing feature of ASCENT is its systematic measurement of changes in teaching practice using two complementary performance-based measures. Towson University's TESOL Standards-Aligned Performance-Based Addendum, developed and piloted through a previous National Professional Development grant, will assess participants' demonstration of the TESOL Professional Teaching Standards during authentic clinical experiences. To complement this broader measure of professional competence, ASCENT will develop and implement the Observation Rubric for Evidence-Based Literacy Instruction (OR-EBLI), a practice-based

observation rubric that measures implementation fidelity of the project's evidence-based literacy model. Drawing directly from current research, OR-EBLI will assess four observable pedagogical practices as implemented in authentic environments with EL students in Maryland educational settings: (1) explicit academic vocabulary instruction; (2) multimedia presentation of content accompanied by purposeful discussion; (3) strategic use of writing activities and graphic organizers to strengthen language and literacy learning; and (4) structured peer learning that promotes meaningful academic language use and collaborative learning. Together, these complementary measures will document educators' professional competence and their fidelity in implementing EBLI in authentic classroom settings. These measures also can be shared with partner districts and the field at large in order to contribute to the existing literature on performance-based assessment for instruction of ELs.

The project's ambitious yet attainable recruitment targets represent another avenue for ongoing systemic change and long-term impact. ASCENT proposes to train 93 preservice and early-career educators and 30 experienced educators, all of whom will receive high-quality preparation, guided and mentored clinical experience and meaningful feedback on teaching. Conservatively assuming that each of those candidates impacts 20 students each year of his or her career, it can be estimated that over the next 20 years ASCENT will positively impact the trajectories of over 40,000 Maryland EL students through improved teacher practice and EBLI implementation. Beyond improving outcomes for students and project participants, ASCENT will contribute a practical, replicable model for strengthening and measuring PD and implementation of EBLI. TU's role as the largest preparer of teachers in Maryland, coupled with enthusiastic support from the State Department of Education and the preparation of teacher-

leaders and teachers who will teach across multiple districts, will allow for improvement of instruction for ELs across districts throughout the state, implementation of EBLI to benefit students throughout Maryland, and improved school and district capacity, leading to sustained contributions to improving teaching practice and student learning.

(iii) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge and an evidence-based project component. ASCENT reflects current knowledge in instruction for ELs, evidence-based literacy instruction, educator preparation, and professional learning by integrating research-supported instructional practices throughout every component of the project. The central component of EBLI for ELs (Vaughn et al., 2009) is integrated throughout preservice, early career inservice, and advanced inservice PD as well as school-based PD. The project also reflects current knowledge regarding effective instruction for ELs, offering standards-aligned coursework based in current research on pedagogy, including explicit instruction in elements of language, integration of language and content, vocabulary and comprehension, and opportunities for quality discussion and peer interaction to build academic language for ELs with and without disabilities (Blitz, 2025; Brown, Ryoo & Rodriguez, 2009; Kieffer, Rivera & Francis, 2012; Hall, Steinle & Vaughn, 2019). Coursework-based PD leverages up-to-date practices such as simulation using Mursion, authentic clinical experiences, induction, and performance-based assessment, all of which are widely recognized as effective approaches for improving educator practice (Hollins & Warner, 2021; Mendelson, 2025; Teal et al., 2024). School-based PD reflects current knowledge on job-embedded professional learning by providing ongoing PD, coaching, classroom-based support, and continuous availability and feedback within partner schools rather than relying solely on workshop-based PD (Kraft, Blazar

& Hogan, 2018). ASCENT further reflects up-to-date knowledge and current evidence by preparing educators to support multilingual learners across the continuum of need (IES, 2021), including students requiring core instruction, targeted intervention, and specially designed instruction. Current research emphasizes the importance of appropriate assessment, identification, and integrated service delivery for ELs along the continuum of need, particularly those who may need intensive support (Gottlieb, 2024). Finally, ASCENT incorporates continuous improvement to ensure that services remain aligned with up-to-date knowledge throughout the project period.

(d) Quality of the project evaluation: (i) The extent to which the methods of evaluation or other evidence-building are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. ASCENT will deploy a comprehensive evaluation plan designed to assess implementation, participant outcomes, and progress toward each project goal while supporting continuous improvement throughout the five-year grant period. The project leadership and evaluation teams will address the evaluation by taking a utilization focused approach (Patton & Patton, 2022; Ramírez & Brodhead, 2013) to examine the following primary evaluation process and impact questions: 1) To what extent are the proposed project activities implemented as intended (process); 2) Given the project team’s proposed enrollment and retention targets, to what extent are project participants completing all program requirements (process); 3) Upon completion of the program specific elements including the evidence-based PD and induction supports, how have educators demonstrated growth in evidence-based instructional practice (impact); and 4) To what extent are the proposed short- and mid- term project outcomes achieved based on the implementation of the proposed

project activities (impact). These formative and summative evaluation questions will guide the development and deployment of a mixed-method design to gather feedback from project leadership and program participants throughout the life of the grant using data collection elements with managed use in mind (Ramírez & Brodhead, 2013). The adapted utilization focused approach includes steps that data collection elements are developed with the project leadership team with the intended user in-mind (Patton, 2012), ensuring the feasibility and use of the evaluation instruments, which could include pre- post- surveys, open-ended feedback, examination of developed course curriculum and PD materials, review of student course products, and participant interviews. Recognizing that use of evaluation tools and the provision of evaluation feedback does not often occur naturally, the utilization focused approach requires time set aside for the facilitation of evaluation activities (Ramírez & Brodhead, 2013) on a consistent basis throughout the grant. Members of the evaluation team will meet with the leadership team monthly to facilitate the review of project activities and key project deliverables.

Evaluation activities will be conducted with support from the COE's Office of Research and Evaluation in collaboration with project personnel using multiple sources of data aligned with the project's goals, objectives, and logic model. The evaluation team will follow an evaluation matrix (Appendix G), which is used to facilitate the use of the evaluation, offering proposed guiding evaluation questions and a sample of possible evaluation activities useful to offering formative feedback to the leadership team and the funder through quarterly and annual reporting requirements. The proposed evaluation questions and activities proposed in the evaluation matrix would be reviewed with the leadership during the first month of the

project and revised as needed to ensure that evaluation activities are useful, feasible, and appropriate to the needs of the project leadership and implementation team. Given the evaluation is integrated into routine project activities—including coursework, clinical experiences, school-based professional learning, and leadership development—it is both feasible and appropriate for documenting project implementation and outcomes while providing meaningful information to guide ongoing refinement of the project.

(d)(ii) The extent to which the methods of evaluation or other evidence-building include the use of objective performance measures related to the intended outcomes of the project and will produce quality data that are quantitative and qualitative. ASCENT will utilize multiple objective performance measures that are directly aligned with project objectives and expected outcomes. The project proposes activities that include the development and implementation of high-quality professional development and curriculum that incorporate evidence-based literacy practices. Given the emphasis on high-quality programming, the evaluation team recognizes the intensity of time and resources it takes to develop and implement professional development. Toolkits for evaluating PD such as those developed by the Health and Human Services, Centers for Disease Control (CDC) also offer additional resources to guide the evaluation and leadership team through practical steps for evaluating the process and impact of the PD, curriculum and instructional activities (Centers for Disease Control and Prevention, 2019). The leadership team also has a history of creating and implementing course curricula and professional development and has worked with faculty in the COE Office of Research and Evaluation to develop and deploy surveys, focus groups, and record reviews to evaluate the quality and impact of the instructional activities. Adapting instruments from prior experience, utilizing the available

resources from federal technical assistance centers focused on supporting the evaluation of PD, and consulting with faculty in the COE with experience leading and evaluating PD all strengthen the ability to collect, manage and analyze a mix of quality data and its use to further improve the project over the life of the grant. Evaluating the impact of preparation and professional development targets will require a mix of quantitative and qualitative measures to ensure the timely creation and effective implementation of proposed project deliverables along with an assessment of the quality and usefulness of the training in improving the teacher knowledge and applied practice.

Quantitative measures will include participant enrollment and completion, ESOL endorsement attainment, course performance, classroom observation scores, implementation of evidence-based literacy instruction including explicit vocabulary and comprehension development, and student language and literacy assessment data from summer clinic activities. Qualitative evidence will include participant reflections, instructional artifacts, mentor and faculty observations, interviews, and feedback from partner districts and schools, participants, families of ELs and other stakeholders. Together, these complementary measures will provide valid and meaningful information about educator learning, instructional practice, project implementation, and student outcomes while allowing project personnel to examine progress across multiple dimensions of project success.

(d)(iii) The extent to which the methods of evaluation or other evidence-building will provide performance feedback and provide formative, diagnostic, or interim data that is a periodic assessment of progress toward achieving intended outcomes. Emphasizing the importance of a utilization approach to evaluation, the team is specifically focused on the practical application

of evaluation activities to monitor and recommend changes as needed to maintain project success (Gottlieb, 2024). Therefore, the evaluation will be designed as a continuous improvement process that provides regular performance feedback throughout the project period. The evaluation team lead will meet monthly with the leadership team to review progress and gather documentation pertinent to proposed project activities and outputs. Semi-annually evaluation team including project staff and the evaluator will meet with the project advisory comprised of leadership and implementation team members and district partners to review implementation data, participant performance, classroom observations, instructional artifacts, and student outcome measures. These consistent intervals of evaluation check-ins are incorporated into the project management plan (Table 6, prior section) and personnel loading chart (Table 4, Appendix G) and designed to assess progress toward project goals and identify opportunities for improvement. These formative data will inform ongoing refinement of coursework, clinical experiences, induction, and school-based professional learning while supporting timely adjustments to project implementation as needed. Annual and summative analyses will document progress toward intended outcomes and provide evidence regarding the effectiveness of the project's professional development model in improving educator practice and supporting EL success.

GEPA Statement

The Principal Investigator(s) do not anticipate any barriers to participation due to race, sex, national origin, color, disability, or age. Towson University (TU) is a constituent institution of the University System of Maryland and does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, socio-economic status, national origin, race, sex, genetic predisposition or sexual orientation in its education and research programs, services and activities. It provides reasonable and appropriate accommodations to meet the learning and evaluation needs of students, faculty, and other participants. The project team is guided by a clear and thorough recruitment and program implementation plan and prioritizes compliance with federal nondiscrimination laws in recruitment and project implementation. Throughout the project, the project team will direct participants to appropriate University offices and resources to ensure accessibility and participation. For example, participants who are requesting accommodations can register with the TU Office of Accessibility and Disability Services (ADS). ADS is part of TU's commitment to promoting and supporting an inclusive campus to ensure equal opportunity and accessible educational experiences. TU's Title IX office provides support to participants who may require pregnancy-related accommodations or encounter other sex-related barriers or discrimination.



U.S. Department of Education
Evidence Form

OMB Number: 1894-0001
Expiration Date: 08/31/2028

1. Level of Evidence

Select the level of evidence of effectiveness for which you are applying. See the Notice Inviting Applications for the relevant definitions and requirements.

☐ Demonstrates a Rationale ☐ Promising Evidence ☒ Moderate Evidence ☐ Strong Evidence

2. Citation and Relevance

Fill in the chart below with the appropriate information about the studies that support your application.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
Vaughn, S., Martinez, L. R., Linan-Thompson, S., Reutebuch, C. K., Carlson, C. D., & Francis, D. J. (2009). Enhancing social studies vocabulary and comprehension for seventh-grade English language learners: Findings from two experimental studies. <i>Journal of Research on Educational Effectiveness</i> , 2(4), 297-324. doi:10.1080/19345740903167018	ELs benefit from a multi-component instructional model relying on explicit vocabulary and concept instruction (p. 299), (2) the use of media and purposeful discussion to build comprehension and content knowledge (p. 300), (3) the use of writing and graphic organizers to build comprehension (p. 300), and (4) structured peer-pairings and heterogenous grouping to foster peer assisted learning (p. 300-301). Implementation of this multi-component model leads to improvements in both comprehension and vocabulary (Table 3, p. 313; Table 5, p. 317).	Components: TU coursework focused on evidence-based literacy and content instruction infused throughout preservice, early-career inservice and advanced inservice programming (ELED 426, REED 651, SPED 670/671). TU noncredit January PD focused on explicit vocabulary instructional strategies, use of graphic organizers, use of purposeful discussion and use of heterogenous grouping and peer learning. Populations: ELs in TU clinical settings in upper elementary or middle grades; ELs in selected AACPS and BCPS schools where PD is provided. Settings: TU summer language and literacy clinic where explicit content and vocabulary instruction is provided using this four-step model to upper elementary and middle-grade learners; BCPS and AACPS schools where structured PD is implemented to support teacher skill development in each of these components; TU preservice and inservice coursework where this four-part model is explicitly taught, scaffolded and assessed using clinical practice and performance-based assessment.

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Instructions for Evidence Form

- 1. Level of Evidence.** Check the box next to the level of evidence for which you are applying. See the Notice Inviting Applications for the evidence definitions.
- 2. Citation and Relevance.** Fill in the chart for each of the studies you are submitting to meet the evidence standards. If allowable under the program you are applying for, you may add additional rows to include more than four citations. (See below for an example citation.)
 - a. Research/Citation.** For Demonstrates a Rationale, provide the citation or link for the research or evaluation findings. For Promising, Moderate, and Strong Evidence, provide the full citation for each study or WWC publication you are using as evidence. If the study has been reviewed by the WWC, please include the rating it received, the WWC review standards version, and the URL link to the description of that finding in the WWC reviewed studies database. Include a copy of the study or a URL link to the study, if available. Note that, to provide promising, moderate, or strong evidence, you must cite either a specific recommendation from a WWC practice guide, a WWC intervention report, or a publicly available, original study of the effectiveness of a component of your proposed project on a student outcome or other relevant outcome.
 - b. Relevant Outcome(s)/Relevant Finding(s).** For Demonstrates a Rationale, describe how the research or evaluation findings suggest that the project component included in the logic model is likely to improve relevant outcomes. For Promising, Moderate and Strong Evidence, describe: 1) the project component included in the study (or WWC practice guide or intervention report) that is also a component of your proposed project, 2) the student outcome(s) or other relevant outcome(s) that are included in both the study (or WWC practice guide or intervention report) and in the logic model (theory of action) for your proposed project, and 3) the study (or WWC intervention report) finding(s) or WWC practice guide recommendations supporting a favorable relationship between a project component and a relevant outcome. Cite page and table numbers from the study (or WWC practice guide or intervention report), where applicable.
 - c. Project Component(s)/Overlap of Population and/or Settings.** For Demonstrates a Rationale, explain how the project component(s) is informed by the research or evaluation findings. For Promising, Moderate, and Strong Evidence, explain how the population and/or setting in your proposed project are similar to the populations and settings included in the relevant finding(s). Cite page numbers from the study or WWC publication, where applicable.

EXAMPLES: For Demonstration Purposes Only (the three examples are not assumed to be cited by the same applicant)

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C.B., & Smither Wulsin, C. (2016). Teaching secondary students to write effectively (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: https://ies.ed.gov/ncee/wwc/PracticeGuide/22 . This report was prepared under Version 3.0 of the WWC Handbook (p. 72).	(Table 1, p. 4) Recommendation 1 ("Explicitly teach appropriate strategies using a Model – Practice – Reflect instructional cycle") is characterized as backed by "strong evidence." (Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 reported statistically significant and positive impacts of this practice on genre elements, organization, writing output, and overall writing quality.	(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 were conducted on students in grades 6 through 12 in urban and suburban school districts in California and in the Mid-Atlantic region of the U.S. These study samples overlap with both the populations and settings proposed for the project.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2017, February). Transition to College intervention report: Dual Enrollment Programs. Retrieved from https://ies.ed.gov/ncee/wwc/Intervention/1043. This report was prepared under Version 3.0 of the WWC Handbook (p. 1).	(Table 1, p. 2) Dual enrollment programs were found to have positive effects on students' high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college, and these findings were characterized by a "medium to large" extent of evidence.	(pp. 1, 19, 22) Studies contributing to the effectiveness rating of dual enrollment programs in the high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college domains were conducted in high schools with minority students representing between 32 and 54 percent of the student population and first generation college students representing between 31 and 41 percent of the student population. These study samples overlap with both the populations and settings proposed for the project.
Bettinger, E.P., & Baker, R. (2011). <i>The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring</i>. Stanford, CA: Stanford University School of Education. Available at https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf Meets WWC Group Design Standards without Reservations under review standards 2.1 (http://ies.ed.gov/ncee/wwc/Study/72030).	The intervention in the study is a form of college mentoring called student coaching. Coaches helped with a number of issues, including prioritizing student activities and identifying barriers and ways to overcome them. Coaches were encouraged to contact their assignees by either phone, email, text messaging, or social networking sites (pp. 8-10). The proposed project for Alpha Beta Community College students will train professional staff and faculty coaches on the most effective way (s) to communicate with their mentees, suggest topics for mentors to talk to their mentees, and be aware of signals to prevent withdrawal or academic failure. The relevant outcomes in the study are student persistence and degree completion (Table 3, p. 27), which are also included in the logic model for the proposed project. This study found that students assigned to receive coaching and mentoring were significantly more likely than students in the comparison group to remain enrolled at their institutions (pp. 15-16, and Table 3, p. 27).	The full study sample consisted of "13,555 students across eight different higher education institutions, including two- and four-year schools and public, private not-for-profit, and proprietary colleges." (p. 10) The number of students examined for purposes of retention varied by outcome (Table 3, p. 27). The study sample overlaps with Alpha Beta Community College in terms of both postsecondary students and postsecondary settings.

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