

Explanation of Progress
Title III Parent & Teacher Literacy Project Fourth Year Interim Report
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May 16, 2011

1. Brief summary of Title III Parent & Teacher Literacy Project

A. General Overview of the Teacher & Parent Preparation Project: Purpose and Goals

The Applied Linguistics Department, in collaboration with the Center for World Languages and Cultures, was awarded a Title III grant in 2007 to implement a five year (2007-2012) two-prong collaborative program with Boston and Brockton public schools and community agencies. The dual purposes include (1) preparing urgently needed English as a Second Language (ESL) educators to effectively collaborate their limited English proficient (LEP) students and their students' parents so as to tap and build upon already existing home cultural and linguistic funds of knowledge in school as a way to improve students' academic achievement, and (2) offering immigrant Haitian and Cape Verdean Creole-speaking parents in Boston and Brockton ESL instruction that is simultaneously culturally relevant, linked to their children's schooling, and effective for preparing them for more advanced English-language GED and Citizenship classes. As of academic year 2010-2011 the project objectives and objectives have been met or have been partially met.

Teacher Preparation Component

The purpose of the teacher education component of the grant is to prepare a minimum of 25 pre- and in-service teachers (for a total of 125 teachers during the five year duration of the project) each year in Boston and Brockton to specialize in parent/community involvement in schools. Scholarship recipients take coursework in the MA/ESL Licensure Program in the Department of Applied Linguistics at UMB. Department coursework provides scholarship recipients with the necessary ESL competencies required by Massachusetts (MA) State standards for ESL licensure.

Each academic year, a cohort of a minimum of 25 ESL in-service and pre-service teacher (for a total of 125 over five years) is selected from a pool of candidates who work in the consortium schools leading to MA degrees in Applied Linguistics with concentrations in ESL and/or endorsement in ESL licensure in K-5 and 6-12. As well, a number of scholarships are also awarded to teachers from non-consortium school systems that also serve significant numbers of English language learners from Cape Verdean and/or Haitian backgrounds. In addition, a limited number of scholarships are awarded to students interested in teaching or currently teaching adult ESL.

Finally, in an effort to improve the ESL teacher pipeline, scholarships are also awarded to undergraduate students interested in pursuing future MA degrees in Applied Linguistics and ESL teacher licensure. Preference is given to undergraduate students who are proficient in Cape Verdean or Haitian Creole, knowledgeable about Cape Verdean and Haitian culture, and who are also seriously considering a career as ESL teachers.

Parent Education Component

A second key purpose of this program is to provide a minimum 30 parents each year in Boston and Brockton with parent education and ESL instruction so that they develop English language proficiency in order to better assist their children with academic school work as well as to prepare the parents for future U.S. citizenship classes and, if interested, GED training.

Project Goals

There are three general project goals. Goals 1 and 3 reflect teacher education outcomes and Goals 2 and 3 reflect parent education outcomes.

Goal 1: Improve the academic success of LEP students in Boston and Brockton Public Schools by increasing the capability of ESL teacher to work more effectively with parent as a means to meet LEP students' needs.

Goal 2: Increase the participation of LEP parents by establishing ESL classes and parent training so they can become more effective in helping their children learn.

Goal 3: Improve the English language acquisition of LEP students as demonstrated by verbal scores in the required State mandated MCAS test by training ESL teachers and parents on the importance of parent involvement in their children's education.

Organization of this Narrative

Please note that this the next section of this interim report, **B1-5**, focuses on the project's teacher preparation efforts (**Goals 1 and 3**). In this first section, I will provide the number of scholarship recipients and distinguish between pre-service, in-service, and undergraduate recipients (this project does not prepare paraprofessionals). Furthermore, information regarding course completion and students scheduled for graduation in May 2011 are also provided. Also, given that the characteristics of the scholarship recipients are extraordinarily diverse, the students' ethnic/cultural backgrounds will be discussed. Finally, the students' current teaching status will be listed.

The second part of this report, **C1-5**, describes other activities related to teacher preparation efforts (e.g., meetings, outreach, course descriptions, etc.). In addition, in this section I will list and briefly describe the various workshops and speakers invited to speak to scholarship recipients about English Language Learner (ELL) education and the need for greater parent education efforts. The third section of the report, **D1-9**, focuses

on the second project component, parent education and ESL (**Goals 2 and 3**). In this section of the report, I will list and discuss the parent workshops offered to parents participating in the two community ESL/Parent Education classrooms and the professional development opportunities in parent involvement and ESL teaching made available to the two parent educators who teach the community ESL/Parent Education classes. In the fourth and final section of the report, E1-2, other project-related accomplishments such as the creation and refinement of a project website and IRB approval to collect student and parent data are discussed.

B. Teacher Preparation Component

Goal 1: Improve the academic success of LEP students in Boston and Brockton Public Schools by increasing the capability of ESL teacher to work more effectively with parents as a means to meet LEP students' needs.

Status: Partially Met

Goal 1 has been partially achieved at this point in time—the four year of a five-year program. During the 2010-2011 academic year, a total of 26 graduate students and 21 undergraduate students (for a total of 47 scholarship recipients) received Title III scholarships during one or two semesters in order to better prepare themselves to effectively work with ELL students and communities (See Appendix for Table 1 which lists all 2010-2011 scholarship recipients.) The scholarship program is well publicized and the application process has become quite competitive. Nevertheless, we have been able to fully fund all applicants. Once applicants are selected and receive their scholarships, concerted efforts are made to advise them appropriately so that they secure their MA degree and/or ESL licensure as quickly as possible. Although undergraduate scholarship recipients do not necessarily take courses in ESL/ELL and parent education, all recipients are required to complete five hours of ESL/ELL and parent education work per semester and to submit proof of this work. (Please see scholarship brochure in Appendix which lists requirements for all scholarship recipients). In lieu of volunteer work, scholarship recipients have the option of attending the Title III Project Guest Speaker Series during which speakers discussed ESL/ELL and parent education challenges and remedies. Those recipients who opt to attend these sessions are required to submit a Title III Project “Attendance Form for Service Requirement.” (Please see attendance form in Appendix.)

B.1 Scholarship Recipient/Participant Numbers and Categories

As mentioned above, during the 2010-2011 academic year thus far, a total of 47 students--26 graduate students and 21 undergraduate students--received scholarships for course completion leading to eventual ESL licensure. (Please see Appendix for Copy of ESL Licensure Handbook for more detailed information regarding the ESL Licensure course of study.)

Of the graduate student scholarship recipients, eleven (11) are categorized as in-service teachers and fifteen (14) are categorized as preservice teachers. (Please see Appendix for Tables 2 and 3 for lists of In-service and Preservice scholarship recipients.)

Nine graduate scholarship recipients have expressed their intentions to obtain ESL Licensure. (Please see Table 4 in the Appendix for list of recipients interested in obtaining ESL licensure.) It is important to explain that scholarship recipients who state that they are NOT interested in pursuing PreK-12 ESL Licensure do so for chiefly two reasons: (1) They already possess one or more MA non-ESL teaching licenses; or (2) They are interested in teaching ESL to adults in local community agencies and private schools.

Scholarship recipients already licensed in a non-ESL area, can generally obtain ESL licensure by completing the MA course of study and passing the ESL MA Massachusetts Tests for Educator Licensure (ESL MTEL). In Massachusetts, there are three levels of teacher licenses: (1) Preliminary; (2) Initial; and (3) Professional. Individuals with a BA/BS degree, who can successfully pass the ESL MTEL, receive a Preliminary ESL teacher's license. Those who complete the MA/ESL Licensure course of study in Applied Linguistics receive an Initial ESL teacher's license. Professional licensing of ESL teachers takes place at the school district place of employment. Furthermore, teachers who already possess one or teaching licenses, in non-ESL content areas, who pass the MTEL ESL, receive an ESL teacher's license at the level of their current non-ESL teacher's license. For example, if a teacher possesses an Initial teacher's license in Elementary Education and passes the MTEL ESL, will automatically receive an Initial teacher's ESL license. If the teacher possesses Professional licensure in a non-ESL content area such as Math, he or she will receive a Professional ESL teacher's license upon passing the MTEL ESL.

Five recipients currently possess one or more non-ESL MA teaching licenses. Thus, they plan to complete the MA degree with an ESL concentration and successfully pass the MTEL in order to obtain their (Please see Table 4 in the Appendix for a list of these five scholarship recipients.)

Three other graduate scholarship recipients have similarly opted out of the ESL licensure course of study and are instead solely completing the MA degree in Applied Linguistics with a concentration in ESL because they intend to teach ESL to adult learners. (Please see Table 5 in the Appendix for a list of scholarship recipients interested in becoming ESL Adult Educators.)

One final group of graduate scholarship recipients identify themselves as "undecided" about pursuing ESL licensure. (Please see Appendix for Table 6 for the list of currently undecided students.) As discussed before in this report, given the flexible nature of the both the MA degree and ESL Licensure programs in the Department, graduate students can declare their intention to pursue State ESL Licensure at any point during their course completion. Given that the ESL Licensure course of study builds on the MA degree course of study (requires additional pedagogy and linguistic courses), graduate students

can opt to pursue ESL Licensure once they complete their MA coursework.

It is important to note that in working with undergraduate student scholarship recipients, the Project Staff works arduously to introduce and encourage them to consider entering the field of ESL and Parent Education. The expectation is that they will apply to our graduate program upon completing their BA/BS degrees. Particular attention is paid by Project staff to students in the liberal arts, education, and those who are undecided on a major. Undergraduates are expected to take at least one course in ESL during their senior year.

B.2 Course Completion Percentages

In regards to graduate scholarship recipient course completion rates, it is important to once again remind the reader that the MA program in Applied Linguistics with an ESL concentration is flexible in that it allows students to take the sequence of coursework and the number of classes that are most convenient for them. Thus, the number of courses taken each semester by scholarship recipients range from one course to four courses per semester.

The general student body in the Department is comprised of adult students who hold full-time employment who often request permission to take time off in order to balance their professional, personal, and university demands. This reality is similarly mirrored in the scholarship program with both graduate and undergraduate scholarship recipients.

Despite the varied life obstacles that our scholarship recipients face, the majority of them demonstrate progress in the percentage of coursework completed during the academic year 2010-11 thus far. (See Appendix for Table 7, for a list of student completion percentages, grade point average, and ethnicity.) Thus far, 13 of the 26 graduate students have completed 50 percent or more of their ESL coursework. Of these graduate students, one graduated in May 2010 and five are scheduled to graduate May 2011 (Please see Table 8 in Appendix for December 2010 and May 2011 graduates.)

Taking into consideration completion rates, a total of 14 graduate scholarship recipients have completing at least 50% of their ESL coursework (See Appendix for Table 7, Student Percentage of Coursework Completed):

- 3 students have completed 100% of their coursework
- 4 students have completed at least 90% of their coursework
- 3 students have completed least 70% of their coursework
- 4 have completed at least 50% of coursework

B.3 Current Graduates and Anticipated Graduates

One graduate student—Elisa Hidalgo—has completed all required coursework graduated in December 2010. Ms. Hidalgo has not yet secured a position as a PreK-12 ESL teacher yet but she is currently working as a paid 1st/2nd grade SEI classroom assistant at the

Tobin/Tobin Montessori School in the Cambridge Public School District. (Please see Appendix for Table 8.)

Five scholarship recipients slated to graduate in May 2011. All five are currently teaching and working with ELLs in a variety of capacities. William Cunningham is currently teaching as a long-term substitute teacher with the Boston Public Schools. Carla Rodrigues-DePina works as teacher's assistant in the Dual Immersion Portuguese-English bilingual program at the King Open School in the Cambridge Public Schools District where she tutors ELLs and special education inclusion ELL students. Both Debra Daddona-Berube and Armando Vieira have permanent teaching positions in the Brockton public schools and they teach primarily ELLs in sheltered English settings. As highlighted in Table 8, both teachers are already licensed in other content areas. Thus, it is sufficient for Debra and Armando to complete the MA degree in Applied Linguistics with an ESL concentration and successfully pass the MA State Teacher's Test in ESL (MTEL) in order to obtain their ESL teacher's license. Both students plan to take this route to ESL licensure. In the meantime, they will continue their teaching assignments in sheltered English classrooms in the Brockton Public Schools.

Finally, Garry Belizaire is currently teaching adult ESL learners in a Brockton community agency and plans to take the MTEL ESL this summer. He hopes to pass the test and obtain his first-level ESL teacher's license- Preliminary ESL PreK-12 Teaching Licensure in order to secure a permanent teaching position in the Brockton Public Schools. Upon securing an ESL teaching position, Garry plans to return to the Applied Linguistics program to complete his remaining three ESL licensure classes so as to obtain his second level ESL teacher's license-- Initial ESL PreK-12 Teaching Licensure.

A good number of undergraduate scholarship recipients are also slated to graduate. Two students: Enedia Da Costa and Eder Tavares graduated in December 2010. Although the number of students slated to graduate in May 2011 have not been confirmed, the following students, started the 2010-11 academic year with three remaining courses: (1) Antonio Alves, (2) Milton Cabral, and (3) Cara Pond. The Director of the Title III Scholarship program is scheduled to meet with these five graduates to follow-up on recruitment efforts into the MA Applied Linguistics program and ESL teacher's licensure program.

Goal 3: Improve the ESL language and literacy acquisition of LEP students as demonstrated in the required State mandated MCAS test by training ESL teachers on the importance of parent involvement in their children.

Status: Partially Met (on-going training)

As illustrated in Table 1 (please see Appendix), Goal 3 is partially achieved at this time. As mentioned in the previous discussion of goal 1, the primary focus has been to recruit high quality students into the graduate-level ESL teacher training program. As well, in order to meet Goal 3 two general efforts have been made: (1) to identify the in-service teachers who are scholarship recipients and who currently work with LEP students in

order to collect and analyze their LEP students' MCAS test scores; (2) to provide scholarship recipients with opportunities to learn about the benefits of involving parent in their ELL students' schooling efforts primarily through a guest-speaker series, workshops, and a new course, *Parent and Community Involvement: Linking Home to School Learning*. Both efforts are described in greater detail in the sections that follow.

B.4 Current Efforts to Institutionalize New Parent Education Course Developed and Taught in spring 2010

As reported in last year's final Title III report, during the spring 2010, a new course on parent/community involvement titled, *Parent and Community Involvement: Linking Home to School Learning* was first taught as a special topics course and offered to 15 students. (Please see Appendix for copy of course syllabus.) The special topics course explicitly exposed scholarship recipients and other students in the ESL program to the value of tapping and building on parent, and community resources in their instruction of LEP students. A key dimension of this new parent involvement course included a sequence of activities that helped teachers infuse parent and community resources as well as cultural resources into the teacher's ESL language and literacy instruction. In addition, teachers in the class focused on acquiring teaching strategies that use family stories and naturally-occurring language and literacy events in the students' homes for teaching academic language and literacy skills as well as for breaking "the intergenerational cycle of poverty and low literacy." As part of the new course requirements, pre- and post-test measures were developed to capture teachers' level of knowledge regarding parent involvement.

Students pre- and post-evaluations of the special topics course have been collected and analyzed and will be discussed in the final Title III report in July 2011. Preliminary analysis suggests that students found the course to be relevant and practical in their work with ELL and immigrant public school students.

Current Efforts to make *Parent and Community Involvement* a Permanent Course Offering in Applied Linguistics

Currently, efforts are being made to make the special topics course a permanent course offering the Department of Applied Linguistics. (Please see Appendix for copy of the Permanent Course Request Form and supporting documentation.) The permanent course request has been approved by the Applied Linguistics faculty and will be submitted to the Faculty Council and Senate for approval this summer with an expected fall 2011 approval decision. Plans are to offer the course as a permanent course offering beginning in spring 2012.

B.5 Infusing of Parent/Community Involvement Concepts into Existing Core Courses

In addition to working to institutionalize the new course on parent and community involvement, during the summer 2011, a parent/community involvement component will be developed and incorporated into two existing courses, **Appling 618 Teaching ESL:**

Methods and Approaches; and **Apling L673 Teaching Reading in the ESL Classroom.**

The first modified course, Apling 618, will be offered in fall 2011 and the second modified course, Apling L673, will be offered in the spring 2012. Efforts will also be made during the 2011-2012 academic year to work with instructors of other methodology courses (i.e., Teaching Writing in the ESL Classroom, Bilingual Education Methods) to incorporate a parent education component into their syllabi. Similar to the parent/community involvement course described above, these parent-focused components will offer resources and a sequence of strategies for helping teachers lower LEP students' resistance to learning while increasing their motivation to learn the English language and academic concepts and skills. By institutionalizing the course on parent/community involvement and incorporating parent education components to existing Applied Linguistics pedagogy coursework, this aspect of the project will become institutionalized and a permanent part of the department.

C. Other Activities Related to the Teacher Preparation Component of the Project

In the section that follows, I describe various project activities undertaken to support the completion of goals 1 and 3 discussed in the previous sections. These activities allow the Project to continue offering recruitment efforts and information sessions to scholarship recipients as well as establishing a guest speaker series to help train ESL teachers on the importance of parent involvement in their ELL students' education.

C.1 Title III Project Coordinator Meetings

Various informational and coordination meetings were held over the fall 2010 and into the spring 2011 semesters. Title III Project Coordinator meetings have been held on a regular beginning in September 30, 2010.

C.2 Meetings with Consortium School District Administrators

Regular communication was continued with Brockton Public Schools and the Boston Public Schools during the 2010-11 academic year.

C.3 Meetings with Scholarship Recipients and Undergraduate Student Recruitment Efforts

The project director and the project secretary maintain regular personal and email contact with all scholarship recipients. As well, the director schedules semester advising sessions during which ESL licensure requirements are explained to scholarship recipients. In addition, separate meetings are scheduled with the participating undergraduate students in order to make clear that they are expected to take at least one ESL-related course during their senior year. In an effort to begin recruiting undergraduates into our graduate program upon their completion of BA/BS coursework, efforts are made to familiarize them with the MA ESL program in Applied Linguistics and ESL Licensure requirements. Two sets of formal meetings were held during the fall semester (in October 2010) and during the spring (in February 2011). Efforts will also be made during late May 2011 to contact the various graduate and undergraduates' academic advisors in order to remind

them about the scholarship and student course requirements and to follow up on recruitment efforts.

Consistent efforts are made to advise all scholarship recipients in regards to MA degree and ESL Licensure course requirements (please see Appendix for copy of advising sheet). Scholarship recipients receive advising from both their Applied Linguistics advisor as well as the Title III Parent/Literacy Project Director (who is a tenured senior faculty member of the Department of Applied Linguistics).

All undergraduate scholarship recipients have voiced interest in possibly pursuing future graduate level preparation as teachers of ESL. These students are currently completing undergraduate course requirements in a variety of disciplines that range from economics, political science to math and history. They have been informed that, one condition for receiving the scholarship, is that during their senior year, they are required to take at least one course in ESL.

C.4 Guest Speakers Series with a Focus on ELL Students and Parent Education

Numerous events have been plan and carried out by the program director with the goal of exposing scholarship recipients as well as other graduate students in the Applied Linguistics/ESL Program to ELL and parent education issues and recommended practices. As discussed earlier in this report, scholarship recipients are required to complete five hours of volunteer work and/or attend these sessions. As proof of their attendance, they are required to submit an official attendance form. (Please see Appendix for Scholarship Service Attendance Form.)

The following is a chronology of events which took place during 2010-11 academic year. In most cases, events were solely organized and funded by this Title III Project and in other instances, the Project collaborated with other UMB Projects and Departments to sponsor the events.

- **October 26, 2010: Decolonizing Educational Research, Dr. Lee Stevens, Boston College.** (Please see Appendix for copy of flyer.) During this academic lecture, Dr. Stevens discussed the current state of educational research and explained the need for research on ELL and immigrant populations to utilize theoretical frameworks that reject deficit views of non-whites and poor populations. She then went on to discuss her own research on immigrant adolescents in Boston.
- **December 8 and 9, 2010: Learning about the Parent Institute for Quality Education (PIQE), Mr. David Valladolid, President.** (Please see Appendix for copy of PIQE flyer.) During this two-day presentation, Mr. Valladolid described the success of this 23 year organization in training and organizing immigrant parents to become proactive in their children's education. As the bullet points on the flyer explain, 90% of children of PIQE-trained parents go onto to two- and four-year colleges.
- **February 22, 2011: Developing of Pedagogy of Care for ELL Students. Floris**

Wilma Ortiz Marrero, EdD, 2011 Massachusetts Teacher of the Year.

(Please Appendix for Copy of flyer.) In her talk, Dr. Marrero discussed the various bodies of research on ELL students and highlighted the need to prepare teachers to “care” for ELL students who often differ from their teachers in terms of social class, language, ethnicity, and culture.

- **March 28, 2011: Latino Education & Advocacy Days (LEAD) Live Global Web conference in collaboration with the California State University San Bernardino (CSUSB).** (Please see Appendix for flyer and program). This second annual conference is held at CSUSB and hosts state and national leaders in the areas that include Latino education, immigration, and parent involvement. This webcast marked the first time that UMB, under the leadership of the Project Director, other departments and student associations, hosted the conference at UMB.
- **April 19, 2011: Educators’ Assumptions Regarding ELLs, Dr. Esta Montano, Director of English Language Acquisition and Academic Achievement for the Massachusetts Department of Elementary and Secondary Education (MA DESE).** (Please see Appendix for flyer). In her talk, Dr. Montano discussed demographic, political, and pedagogical matters related to effectively educating ELL students.

C.5 Completed and On-going Applied Linguistics ESL Coursework

Graduate student scholarship recipients (both pre-service and in-service) in the Department of Applied Linguistics have taken or are taking a variety of ESL-related courses. The following is a list of courses taken by scholarship recipients during the 2010-2011 academic school year:

1. **APLING 601, Linguistics:** This course examines the nature and origin of language, the history of linguistics, and new theoretical developments in the field. Principles of language analysis, phonology, morphology, syntax, and semantics are discussed. The course systematically compares the structure of English with a variety of other languages.
2. **APLING 605, Theories and Principles of Language Teaching:** This course is designed to present students with a theoretical background in the principles and methods of teaching English as a second language. It presents concepts from the fields of linguistics, sociology, anthropology, psychology, and education as they relate to language teaching theory. In addition to these influences on the field of ESL, the course will include a survey of major methodological approaches to ESL teaching in order to evaluate how well theory has been applied to practice.
3. **APLING 612, Integrating Culture into the Curriculum:** This course takes a hands-on approach and bridges the gap between theoreticians and classroom practitioners. Participants tie in their critical understanding of cross-cultural perspectives into numerous aspects of the language curriculum. They explore how culture has been taught traditionally and how cultural values are embodied in

authentic documents. They gain awareness of potential cultural conflicts between their own culture and the culture they teach or their students' cultures. Discussion and research are directed towards developing instructional units based on a large variety of authentic documents that reflect multicultural diversity and help students discover and resolve cultural conflicts.

4. **APLING 614 Foundations of Bilingual/Multicultural Education:** This course is designed to expose students to issues pertaining to the historical, philosophical, legal, and theoretical foundations of bilingualism, bilingual & multicultural education. Through the study of the relevant literature, students will develop a theoretical/philosophical framework that will enable them to better understand the politics of diversity and multiculturalism and their implications for education in the United States and across the globe.

5. **APLING 618, Teaching ESL: Methods and Approaches.** This course familiarizes students with methods of language teaching, such as audiolingualism, cognitive code and notional functionalism, and the more specific methodological models that represent extensions and adaptations of these differing perspectives. In addition, approaches to teaching English language skills and techniques that transcend skill areas will be studied and evaluated.

6. **APLING 621, Psycholinguistics.** Contemporary issues in the fields of first and second language development and bilingualism are addressed within the framework of the psychological development of the individual, from early childhood through adolescence. Theories of learning will also be addressed, particularly as they have been used to explain language development, including behaviorism, cognitive psychology, Piagetian constructivist theory, Vygotsky's Social Interactionism and Freirean critical consciousness and praxis.

7. **APLING 623, Sociolinguistics.** The course focuses on the study of language variation, and its social, political, and cultural significance. Students evaluate current sociolinguistic theory and research and conduct mini-projects of their own. Topics of study include language attitudes, language identity, and language and power.

8. **APLING 627, Phonetics/Phonemics:** This course will cover the sound system of English and the principles of phonetics and phonemics as well as provide an introduction to phonology. Students will practice using this knowledge to do error analysis and to teach aural/oral skills.

9. **APLING 629, The Structure of the English Language:** This course covers ways of describing the structure of English, starting with traditional methods used in many textbooks and finishing with alternative methods. It will discuss teaching methodologies and sociolinguistic considerations, and provide opportunities for practice in applying these theories and techniques.

10. APLING 635, Literacy and Culture: This course takes a sociolinguistics and anthropological approach to the analysis of discourse. It seeks to explicate both the nature of literacy practices in the academic context. The course addresses the distinction between “oral style” and “literate style” communication strategies. Participants look at so-called “oral cultures” and at those cultures influenced by writing, as well as at cross-cultural differences in orientation toward speech communication, language acquisition, and literacy. Emphasis is given to the analysis of “non-literary” texts, which may include interactions between teachers and young children during “show and tell,” and between writing instructor and student writers during writing conferences; narratives told in Black English Vernacular; and written texts produced by student writers from various non-mainstream backgrounds.

11. APLING 637, Ethnography of Language, Culture, and Learning: This course addresses the how and why of ethnographic inquiry. It introduces students to ethnographic approaches and research methodologies and most importantly, to the kinds of questions demographers ask. Participants read and critically assess a wide variety of ethnographic research which addresses issues in language, learning, and the enculturation process. They also implement ethnographic approaches and insights in developing and conducting their own qualitative research. As a final project, students are required to write a project proposal for ethnographic research.

12. APLING 669L, Writing Theories in Second Language Instruction: This course will consider the key issues in writing theory, research and pedagogy as they are specifically related to writing in a second language. It will introduce students to the existing research and developing theories on the composing process and examine, critique, and evaluate current traditional theories and practices by exploring the ways in which theory and research can be translated into instruction.

13. APLING 685, Internet in the Bilingual/ESL Classroom. This course introduces students to the role Internet and the World Wide Web can play in the Bilingual/ESL Classroom. As new technologies expand, language and literacy pedagogy must account for the growing variety of text forms associated with information and multimedia technologies as these shape new discourse communities. This graduate-level course introduces students to the role that technology can play in language and literacy education. It provides a theoretical background and practical. Themes covered in this course include-Internet in the Classroom, Finding the best resources on the Web, enhancing lesson plans with the Web,-Critical Use of Web resources in the Language Classroom & Technology tools evaluation and Quality Assurance, and Content Validity.

14. APLING 697, Special Topics: Parent and Community Involvement: Linking Home to School Learning. This course is designed to introduce

students to current schools of thought and approaches for organizing and working with immigrant and linguistic minority parents so that together they can more effectively help their children navigate and academically succeed in school. Students will critically analyze parent education literature and relevant educational/sociological theories, in particular Cultural Capital theory, in order to arrive at their own coherent parent education orientation. As part of this overview, students will analyze research studies that describe: successful parent education, effective community organizing efforts, specific cultural groups' beliefs about parenting and language and literacy practices (with emphasis on Latino, Cape Verdean, and Haitian linguistic minority parents) and working-class and low SES parents' perceptions of and interactions with schools. As well, students in the course will examine the work of Boston-area local parent education organizations. Finally, participants will submit a final report documenting their fieldwork experiences, learning, and exposure to relevant parent education/community organizing literature and theories.

15. APLING 698 Practicum/Field Experience. A supervised, on-site experience in the teaching of bilingual education or ESL on an elementary or secondary level, or in a social or educational agency serving limited English proficient students. Students must meet with their academic advisor to discuss available practicum options. Students interested in licensure practicum must meet with the licensure specialist to discuss options.

D. Parent Education Component

In addition to preparing in-service and preservice teachers to become more effective teachers of English language learners in general and Cape Verdean and Haitian students in particular, a second, equally important purpose of this program is to prepare a minimum of 30 parents each year in the Boston (Mattapan) and Brockton communities so that they develop English language proficiency and knowledge about school curricula in order to better assist their children with academic school work. In addition, the expectation is that once parents develop greater English language proficiency and master the parent education curriculum, the ESL teachers can begin to prepare the parents for taking and passing the U.S. citizenship test. As well, interested parents will receive instruction and preparation for GED certification.

Goal 2: Increase the participation of LEP parents by establishing ESL classes and parent training so they can become more effective in helping their children learn.

Status: Met

Goal 3: Improve the English language acquisition of LEP students as demonstrated by verbal scores in the required State mandated MCAS test by training parents on the importance of parent involvement in their children's education.

Status: Partially Met

D.1 Project personnel continued with the fourth year of parent education efforts at the Brockton site, the Brockton Cape Verdean Association with ESL teacher, Mr. Ben Leitao who teaches two ESL/parent education classes. Furthermore, we have completed a second year of collaboration with HAPHI (the Haitian American Public Health Initiative) in Mattapan, MA to offer parent education/ESL instruction to Haitian immigrant parents. One part-time ESL teacher, Mr. Jean Horthy Bourdeau, was hired to assume all the teaching at HAPHI. He currently teaches two parent ESL/parent education classes.

D.2 Numbers of Parent Participants in Mattapan (HAPHI) and Brockton (the Cape Verdean Association), MA

During the academic year 2010-2011, we more than doubled our minimum number of parent participants. A total of **63** parents participate in ESL/parent education instructional efforts at both community agency sites. **32** parents are taught at the HAPHI site and **31** receive instruction at the Brockton Cape Verdean Association site. (Please see list of parent participants in Appendix.)

Recruitment efforts have surpassed the 30 minimum number of parents initially proposed in the grant. However, it is important to point out that not all the adults this term are actually parents. Because of the tremendous demand in both communities for ESL instruction, many non-parent students have requested to take the classes. Although the teachers have allowed for small numbers of nonparents to take the courses, the teachers have been successful at linking their parent education efforts to these students' life experiences since many of them are students themselves or are related to school-age children and thus benefit from parent education instruction in addition to the ESL instruction they receive.

D3. Obtaining Parents' Children's MCAS Scores

In addition to recruiting and teaching Haitian and Cape Verdean immigrant parents and other adults, the project director has applied for UMB IRB (Institutional Research Bureau) permission to collect ELL student standardized test scores and parent information. On April 11, 2011, the IRB officially approved the Project's proposal to obtain parents' permission to collect their ELL children's MCAS scores. (Please see Appendix for copy of IRB Approval Letter.) Now that we have official permission, we are poised to request that parents provide the names of their children and the schools that they attend as well as their signed consent that the Project collect this confidential information. With the parent official consent, the project director intends to contact appropriate district personnel and request each student's MCAS history as well as current scores. Consistent collection of parents' children's MCAS student scores each school year will begin in late spring 2011 and will be collected retroactively for all the years during which the parents have participated in the community ESL/Parent Education courses. Furthermore, every effort will be made to share the students' test scores with parents and to explain the significance of their children's scores as well as to share strategies for improving the scores.

D4. Certified BEST Assessor—BEST Assessment of Parent ESL Language and Literacy Development

Ms. Rhode Milord has completed her second year with the project. Her principal responsibility is to assess all parent participants using the BEST language and literacy test measure. Ms. Milford conducted this year's pre-testing during October 2010 and is currently completing post-testing during May 2011. The BEST pre- and post-test scores for academic year 2010-2011 will be available by June 2011 for analysis and comparison to last year's baseline scores so as to measure parents' progress in English language development. Actual scores will be included in the final Title III report due in July 2011.

D.5 Parent Academic Portfolios

During the academic year 2010-2011, the two community ESL teachers, have received training in authentic assessment so as to gather assessment data that will complement parents' standardized BEST scores. Thus far, the teachers have received training in constructing rubrics for assessing oral language, reading comprehension, and writing. Teachers have also been trained in the importance on keeping individual portfolios for each of their parent learners. The teachers will begin to keep official portfolios for their students next year. This year the teachers will "try out" the various rubrics and authentic assessments. Each parent portfolio contains the following assessment measures: (1) Parent Information Sheet; (2) Advising Sheet; (3) Emergent literacy and numeracy skills; (4) Pre-Post BEST Test Scores; (5) Pre-Post Authentic Reading Assessment; (6) Pre-Post Authentic Writing Assessment; and (7) Pre-Post Parent Self-Assessment of Learning (ESL and Parent Education).

D.6 ESL/Parent Education Curriculum and Instruction

The project continues to collect all ESL/Parent Education lesson plans developed by the two teachers as well as the guest speakers. The teachers utilize published educational program such as--Parenting for Academic Success: A Curriculum for Families Learning English developed by the National Center for Family Literacy. and Learners' Lives as Curriculum: Six Journeys to Immigrant Literacy, by Gail Weinstein (editor)—to inform their teaching and curriculum development.

D7. Staff Meetings

Regular staff meetings have been an integral part of the project. Meetings and held are held every approximately every two months and attended by the project director, the three teachers, the university secretary, the two student researchers, and the community liaison. During the 2010-11 academic year, staff meetings are scheduled on Fridays, from 4-7 PM. The reason project personnel no longer meet on a monthly basis as has been the pattern is because, this year, a large part of the teacher training occurred in the teachers' classrooms with their students.

Future staff meetings will be dedicated to preparing the two community teachers to carry out activities linked to program objectives. For example, time will be dedicated to

finalizing: (1) ESL literacy activities for parents and children to interact around at home; (2) an on-going advising plan for participating parents; (3) the parent project handbook; (3) a parent evaluation protocol which asks parents for advice on how to modify and strengthen the parent education curriculum that they experienced during the 2010-2011 academic year; (4) a subsection in all lesson plans that the teachers utilize to allow parents the time to debrief, reflect, and modify aspects of the lesson that were effective; and (5) a plan for advising parents and enabling them to become instructional aides in the consortium schools.

D8. Community ESL/Parent Education Teacher Instructional Workshops— Academic Year 2010-11

Teacher workshops for the two community teachers have been scheduled approximately every two or three months during the 2010-2011 academic year. In addition, the teachers have had expert educators come into their classrooms and present on various topics ranging from standardized tests, understanding report cards, becoming familiar with the school district calendar, understanding the rights of ELL students, and learning how to utilize children literature so as to advance their children's English language and literacy as well as their critical thinking skills.

First, the UMB workshops will be discussed and then the on-site workshops carried out in the two teachers' classrooms will be described.

UMB In-Service Workshops. During the year, 4 in-services were held which focused on authentic assessment and developing and compiling oral language, reading, and writing rubrics into a student portfolio.

1. October 8, 2010 Richard Rakobane, Adult ESL Educator, Authentic Assessment
2. November 12, 2010 Richard Rakobane, Adult ESL Educator, Oral Language Rubric Creation
3. February 18, 2011, Richard Rakobane, Adult ESL Educator, Reading Comprehension Authentic Assessment and Rubric Creation
4. May 27, 2011, Richard Rakobane, Adult ESL Educator, Putting It All Together: Compiling Authentic Assessments and other Tests in the Student Portfolio.

On-Site Teacher Workshops: Opportunities for the community ESL/parent education teachers to observe experts work with their adult students.

Both teachers had the opportunity to observe Ms. Alice Levine, Boston Public Schools Family Education Coordinator and Children's Literature Expert, teach their adult students how to use culturally appropriate English language literature with their own children at home. During one visit, Ms. Levine modeled the instructional process and during the second visit, she observed and apprenticed the teacher. Ms. Levine worked with Mr. Ben Leitao in September and October of 2010. She worked with Mr. Jean Horthy Bourdeau on March 21st and 23rd, 2011.

In addition, Ms. Monica Gonsalves (Brockton School Teacher) and Dr. Lunine Pierre-Jerome (Boston Public Schools Literacy Coach) worked with Mr. Leitao and Mr. Bourdeau, respectively, to provide the parents with information regarding public school access, test schedules, language policy, language development stages, MCAS and other standardized tests, reading and interpreting reports cards, as well as other practical information such as bus schedule info and assistance filling out school-required documents. Ms. Gonsalves presented using the parents' native Cape Verdean Creole language in Mr. Leitao's Brockton adult classroom on October 12 and 13, 2010 and on March 16, 2011. Dr. Pierre Jerome presented using the parent's native Haitian Creole language in Mr. Horthy's Mattapan class on March 9 and May 10, 2011.

Finally, it is important to highlight that Mr. David Valladolid, President of the Parent Institute for Quality Education (PIQE) presented to both group of parents as well as other community parents about the success of this 23 year organization in training and organizing immigrants parents so that they can positively impact their children's education. Mr. Valladolid presented in Brockton on December 8, 2010 at the Arnove School to an audience of almost 300 that included Mr. Leitao's two ESL/parent education classes. (Please see Appendix for multilingual Brockton flyers.) On December 9, Mr. Valladolid presented at HAPHI center to Mr. Bourdeau's class as well as to other HAPHI parents and community members. (Please see Appendix for multilingual HAPHI flyer.)

D9. Other Plans for Academic Year 2011-2012

Guest speakers and workshop leaders will be brought in to continue to address various facets of parent education that include, helping parents assist their children with literacy activities and other homework, assisting parents in better understanding state language arts frameworks, standardized tests required of their children as well as report card grading practices. In addition, the workshops will focus on strategies for developing parents' English literacy skills and oral language proficiency via the use of culturally responsive instructional methodologies and assessment practices. The emphasis on authentic assessment will continue and participants will study and use various assessment protocols listed in the text, Authentic Assessment for English Language Learners by Michael O'Malley and Lorraine Valdez Pierce. Finally, special effort will be made to familiarize participants with already existing district parent education agencies, personnel, and activities.

In addition, plans are currently underway to develop a three-day fall institute carried out by Judith M. Y. Alexandre (Multilingual Action Council and Boston Parent Organization Network) to present participants with the opportunity to develop knowledge and skills to effectively work with parents in meeting the needs of their children in school.

A third three-day fall institute will be developed to review and implement parent education curricula-- Parenting for Academic Success by Janet M. Fulton, Laura Golden, Betty Ansin Smallwood, and K. Lynn Savage and Learners' Lives as Curriculum: Six Journeys to Immigrant Literacy by Gail Weinstein (Editor).

E. Other Accomplishments

E.1 Title III Project Website Created and Operational

Project staff members (made up of graduate students) spent most of the latter part of academic year 2008-2009 creating a website for the Title III Parent/Teacher Literacy Project. The website is linked to the Applied Linguistics faculty page of Dr. Lilia I. Bartolomé, the director of the project and was fully up and running during the 2010-2011 academic year.

The website address is http://faculty.www.umb.edu/lilia_bartolome/TitleIII.html. The website describes the project's purpose, members of the staff, and provides relevant educational resources and websites. During the academic year 2011-12, the project website will offer scholarship information, Cape Verdean Kriolu and Haitian Kreyol native language descriptions of the two project components. Furthermore, the parent education component will be expanded to include pictures of the parent education classes, samples of parents' work, teacher workshop materials, and teacher-developed ESL and native language parent education lesson plans as well as more detailed information regarding the teachers and other participants. Finally, general parent education information created by the two teacher presenters (Dr. Lunine Pierre-Jerome and Ms. Monica Goncalves) will be posted on the website. In addition to native language information regarding GED and Citizenship classes available in both Brockton and Mattapan. The expectation is to institutionalize the website and convert it into a general parent education and ELL student information website. In order to improve the visual quality of the website, a professional webmaster will be hired to refine and complete the website during the 2011-2012 academic year.

E.2 Approval by UMB Institutional Research Bureau (IRB) to Collect Parent and Student Data

One important data set -- ELL students' MCAS and other standardized tests—requires that the Project obtain parents' permission. Additional Project data collected include interviewing parents and learning about their beliefs regarding English language and literacy learning and their own children's educational experiences in the U.S. as well as to videotape their ESL/parent education learning, it has become necessary to secure Human Subjects approval from the UMB Institutional Research Bureau. Throughout the 2010-11 academic year, the Project Director has worked with the IRB to secure permission to collect these data. (Please see Appendix for IRB approval letter.)

APPENDICES

1. **Table 1: 2010-2011 List of Scholarship Recipients**
2. **Appendix 1: Updated Scholarship Brochure**
3. **Appendix 2: Scholarship Service Attendance Form**
4. **Appendix 3: ESL Licensure Handbook**
5. **Table 2: In-Service Scholarship Recipients**
6. **Table 3: Preservice Scholarship Recipients**
7. **Table 4: Scholarship Recipients Interested in ESL Licensure**
8. **Table 5: Scholarship Recipients Interested in Teaching ESL to Adult Learners**
9. **Table 6: Scholarship Recipients Undecided About ESL Licensure**
10. **Table 7: Completion Percentages, GPA, and Ethnicity**
11. **Table 8: December 2010 and May 2011 Graduation Rates**
12. **Appendix 4: Parent Education Course Syllabus**
13. **Appendix 5: Permanent Course Request Form and Addendum**
14. **Appendix 6: Advising Sheet**
15. **Appendix 7: Dr. Steven's flyer**
16. **Appendix 8: PIQE flyer**
17. **Appendix 9: Dr. Marrero's flyer**
18. **Appendix 10: LEAD flyer**
19. **Appendix 11: Dr. Montano flyer**
20. **Appendices 12a and 12b: List of Parent Participants**
21. **Appendix 13: IRB Approval Letter**
22. **Appendix 14: Brockton multilingual PIQE flyers**
23. **Appendix 15: HAPHI multilingual PIQE flyer**