

Abstract

- IHE:** The Ohio State University-Office of Sponsored Programs 1900 Kenny Rd Columbus OH
- Partners:** OSU will partner with: **5 public** elementary & middle schools-Eakin & N. Linden ESs, Medina & Wedgewood MSs (OH) & Alcides Figueroa Bilingual School (PR); **4 charters**-Mundo Verde PC (DC); Energized for Excellence Schools (TX), Noble Academy Columbus (OH) & Walks-Webs Bilingual Active Learning (PR); 1 SEA-Harris County DoE (TX); **2 LEAs**-Alief & Aldine ISDs (TX); an **IHE** (University of Puerto Rico, Mayaguez); and **4 nonprofits/Community organizations/agencies**- Educational Solutions (DC); Family & Children First Council (OH); Get Cr8tive (OH) & Melissa Becce Coaching & Evaluation (CT).
- Title of Proposed Project:** Helping English Learners and Partners Excel with Research-based Practices and Support (**HELPERS**)
- Priorities:** **HELPERS** will meet the **Absolute Priority:** deliver 96 K-12 pre-service and 228 K-8 in-service teachers with professional learning to improve instruction for English learners; **Competitive Preference Priority 1:** implement a supplemental Response to Intervention (Tier 2) for ELs– small group instructional practice – which demonstrates WWC moderate evidence of effectiveness in *Teaching academic content and literacy to English learners in elementary and middle school* (<https://ies.ed.gov/ncee/wwc/PracticeGuide/19>); **Competitive Preference Priority 2,** promote literacy to improve parent, family, & community engagement - using *Foundational skills to support reading for understanding in kindergarten through 3rd grade* (NCEE 2016-4008), <https://ies.ed.gov/ncee/wwc/PracticeGuide/21> which recommends moderate evidence for foundational reading skills among students in grades K–3 and in diverse contexts when parents are trained to support their children’s reading and language at home (Sylva et al., 2008). **HELPERS** will prepare EL parents to implement 1-1 tutoring for early-reading intervention & vocabulary and reading comprehension instruction. **HELPERS** meets the **Invitational Priority** to improve teacher competency for dual language implementation with collaborative mentoring across project schools.
- Project Description and activities:** (1) Train K-12 paraprofessionals/preservice teachers for bilingual & ESL licensure; (2) expand K-8 in-service teacher capacity to advance ELs language & literacy proficiency with small group instruction intervention in hybrid & virtual learning contexts with coaching; (3) Support implementation with fidelity of EL evidence-based professional development to in-service teachers, instructional coaches & administrators for project-based learning expeditions-hybrid & virtual contexts; (4) Increase parent, family & community member engagement in the education of ELs using high impact evidenced-based practices: family-school connectors, 1-1 parent tutoring & adult English classes; (5) Model & disseminate effective practices using technology as an intervention to network EL school-parent-family-school-community.
- Number & type of participants projected served by HELPERS:** YR 1 Planning year. YRS 2-5, **HELPERS** will serve: 96 paraprofessional/pre-service teachers; 180 in-service teachers in YRS 2 & 3; 204 in YR 4, & 228 in YR 5 (228 unduplicated teachers); 2,960 EL K-8 students in YR 2-5; 160 parents /family/community members in YRS 2 & 3 and 240 in YRS 4 & 5 (total of 800); 30 instructional specialists & community educators in YRS 2-5; 16 school leaders in YRS 2-5.
- Project goals, objectives, & performance outcomes:** **HELPERS** 5 goals will improve English language & literacy proficiency & academic achievement among EL & bilingual students & build capacity for educators and families to implement evidence-based and technology-supported EL instructional practices with fidelity. **Project objectives:** teacher competency to deliver small group instruction & EL-specific RTI to improve academic vocabulary; & integration of oral/written EL instruction into content areas. **Performance outcomes:** 10% annual improvement in EL instructional skills in TSs YRS 2-5, and 15% in the comparison schools in YRS 2-5; increasing positive impact on students in the TS, reaching a minimum effect size of 0.3 by YR 5 on English language proficiency, 0.2 in Math, 0.25 in ELA, and 0.2 on attendance and behavior; & 95% of paraprofessionals-pre-service teachers program completers.
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