Title III
National Professional Development Program
Grantee Performance Report

Report Type: Annual Performance - Y1
Date: 3/30/2013
UserName: U120238

General Information

Project Information
Project Number: T365Z120238
NCES ID#: 123572
Project Title: The Accelerating Academic Achievement for English Learners Project

Grantee
Grantee Name: Sonoma State University -- School of Education
Street 1: 1801 E. Cotati Avenue
City: Rohnert Park
State: CA - CALIFORNIA
Zip: 94928

Project Director
Director Title: Associate Professor
Director First name: Kelly
Director Last name: Estrada
Phone: 707-664-2042
Fax: 707-664-2483
Email: kelly.estrad@sonoma.edu

Reporting Period Information

Reminder 1: Report on activities conducted from the beginning of the budget period until 30 days before the report is due.

From: 6/1/2012 To: 3/1/2013 (mm/dd/yyyy)

Budget Expenditures

Federal Grant Funds
a. Previous Budget: $

b. Current Budget: $81,520.71

NPD Project Budget Information (See instructions for Section C):
Explanation for why funds were not expended at the expected rate during the reporting period:

- Funds allocated to the Sonoma County Office of Education (SCOE) project partner ($45,668.00) were not expended in the timeframe originally established for the project. This was due to the unforeseen circumstance of the loss of the SCOE administrator delegated responsibility by the subcontracted entity who had oversight of the English Language Learner department (Annette Murray). Ms. Murray left her position in the fall of 2012 to take up a position with AVID. As this was the 2nd person to leave this position in the past 18 months and this circumstance (lack of adequate staffing of the EL administrative position) negatively affected the AAAEL Project, the subcontract we entered into with the Sonoma County Office of Education (SCOE) has been revoked by mutual consent. No funds were expended for the SCOE sub-contract for AAAEL Project activities for the first part of the budget period.

Budget Expenditures Follow-up through April 30, 2013 (budget period for Year 1):

- Funds Incurred Through March 31, 2013: The AAAEL project budget has incurred expenses in the amount of $8,380 through the end of March 2013. These expenses include personnel salaries and benefits, teacher stipend payments, administrative staff salaries and supplies purchases.
- Funds Incurred Through April 30, 2013: The AAAEL project budget will incur expenses in the amount of $27,798 through the end of April 2013. These expenses include personnel salaries and benefits, teacher stipend payments, administrative staff salaries and the remainder of equipment and supplies purchases.

Explanation for unexpended funds and plan for carryover

We intend to carry over funds in the amount of $51,656 to complete Year 1 activities. These activities, which consist of curriculum development for the EL summer institute and fall 2013 credential courses, Mentor Teacher recruitment and project assessment development and evaluation of project activities — by necessity — are being implemented over the course of the academic semester, which will commence May 15, 2013.

- The bulk of work on curriculum development for the project will be completed by late spring/early summer. Funds carried over in the amount of $17,600 has been allocated for teacher stipends in support of this work ($12,000) as well for teacher stipends in support of a pilot implementation of the Co-Teaching approach to student teaching ($5,600).
- The remainder of funds that have been reallocated to the North Bay Math Project subcontractor will be carried over and expended in support of the Learning Segment exemplar development that is taking place over the spring and summer of 2013 (amount of carry over funds for the NBMP partnership = $42,000).
- Funds allocated to the external project evaluator will be carried over and expended by late spring/early summer as the bulk of work associated with the development of project assessments and evaluation of the project activities to date (implementation of a Co-Teaching pilot in spring of 2013 to be concluded by May 15, 2013) will take place during this time period ($2,000).

Indirect Cost Information

a. Are you claiming indirect costs under this grant?
   - Yes
   - No

b. If yes, do you have an Indirect Cost Rate Agreement approved by the Federal Government?
   - Yes
   - No

c. If yes, provide the following information:
   - Period Covered by the Indirect Cost Rate Agreement:
     - From: 7/1/2010 To: 6/30/2014 (mm/dd/yyyy)
   - Approving Federal agency:
     - ED
     - Office of Health and Human Services
     - Office of Naval Research (ONR)
     - Other (Please specify):

Human Subjects

- Is the annual certification of Institutional Review Board (IRB) approval attached?
  - Yes
  - No
  - N/A

Supporting Files

Goals And Objective

AAAEL Project Goals & Objectives
Goal 1: Improve the instructional practices of preservice teachers to provide high-quality instruction to English language learners.

Objective 1. In Year 2 of the project (the first year of implementation) twenty (20) preservice teachers will learn to identify the language demands of learning tasks and assessments relative to the EL students’ current levels of academic language proficiency and to plan, implement, and assess instruction that supports EL students’ academic language development.

Objective 2. In each of Years 3-5, thirty (30) additional preservice teachers will learn to identify the language demands of learning tasks and assessments relative to the EL students’ current levels of academic language proficiency and to plan, implement, and assess instruction that supports EL students’ academic language development.

Goal 2: Improve the qualifications of inservice teachers to provide high-quality instruction to English Learners.

Objective 3. Twenty (20) inservice teachers will learn to identify the language demands of learning tasks and assessments relative to the EL students’ current levels of academic language proficiency and to plan, implement, and assess instruction that supports EL students’ academic language development.

Objective 4. In each of Years 3-5, thirty (30) additional inservice teachers will learn to identify the language demands of learning tasks and assessments relative to the EL students’ current levels of academic language proficiency and to plan, implement, and assess instruction that supports EL students’ academic language development.

Goal 3: Provide a sustained, collaborative professional development experience for preservice and inservice teachers designed to improve classroom instruction for English Learners (ELs).

Objective 5. Effectively implement a Co-Teaching model of clinical practice in support of Goals 1-2 of the project (Friend & Cook, 2003).

Objective 6. Effectively deliver EL-focused professional development to preservice and inservice teachers using a hybrid (face-to-face and online) approach.

Goal 4: Accelerate English Learner academic achievement in mathematics, science and English language arts.

Objective 7. Increase the acquisition of academic language fluency in mathematics, science and English language arts courses by EL’s.

Objective 8. Increase EL student achievement in mathematics, science and English language arts.

Summary of Progress

The A4AE Project is in Year 1 of project implementation and is engaged in developing the project activities associated with the four Project Goals (see Executive Summary, Goals & Objectives). The A4AE Project goal that is applicable to Year 1 – Project Development is the following:

Goal 3: Provide a sustained, collaborative professional development experience for preservice and inservice teachers designed to improve classroom instruction for English Learners (ELs).

The two project objectives associate with Goal 3 of the A4AE Project are the following:

- Effectively implement a Co-Teaching model of clinical practice in support of Goals 1-2 of the project (Friend & Cook, 2003).
- Effectively deliver EL-focused professional development to preservice and inservice teachers using a hybrid (face-to-face and online) approach.

To date, the following activities have been accomplished in the service of achieving Goal 3 of the A4AE Project:

- We have implemented a Co-Teaching pilot with a small cohort (10) of Mentor Teachers (MT’s) and Teacher Candidates (TC’s). The Co-T pilot cohort is comprised of various content areas (not just the target areas for the project) as the members recruited were drawn from our existing pool of Mentor Teachers for the 2012-13 academic year in order to ensure that there were enough participants to qualify for a pilot of this approach to student teaching. The pilot has allowed us to work through the logistics of implementing a Co-Teaching model prior to the first year of project implementation (Year 2 of the project). Some of these logistics include:
  - The provision of planning days for the MT-TC partners. The focus of planning days are to provide support for the development of the Co-Teaching partnership and of the development and implementation of high quality instruction that targets English Learner students.
  - In partnership with Public Works, Inc. (Patty O’Driscoll) we are developing data gathering instruments associated with implementing a Co-Teaching approach such as: 1) an observational protocol for use by University Supervisors that provides feedback to the MT-TC partners (as opposed to the existing observational protocol that focuses solely on the Teacher Candidate’s teaching performance during the observation); 2) a MT/TC debrief form used to focus the nature of the University Supervisors engagement with the partners following an observation so as to provide support for the development of the partnership relationship; 3) the development of survey instruments for MT’s and TC’s that gather data on the quality of the Co-Teaching experience; 4) the development of focus group interviews of MT’s and TC’s to collect data on the quality of the Co-Teaching experience.

- We have initiated a process of curriculum development in support of the English Learner Summer Institute professional development experience for our Year 2 MT-TC partners. This curricula will also serve as the basis for
aligning the Content Area Methods (EDJS 444) & Content Literacy Methods (EDJS 446) courses that UC's take as part of their credential coursework in the fall semester of their program.

- We have contracted with inservice teachers of English Learners in the areas of English language arts, mathematics and science in support of this curriculum development and alignment activity. Working in content area groups with faculty person responsible for teaching the content methods courses for the program (EDJS 447), each content area team has worked to review refining the SSU single subject content methods credential courses (EDJS 444) to reflect an emphasis on methods for developing academic literacy in the content area using the Common Core State Standards as the conceptual base. The main activity that comprises the work of the Content Method Work Groups (CMWG) is the development of learning segment exemplars (1-2 hours of EL-focused math, science and ELA instruction) to serve as models for both the summer institute for MT/TC partners and the full coursework professional development activities. These exemplars will follow a Universal Learning Segment Template that incorporates key elements of the Performance Assessment for California Teachers (PACT) that preserve teacher must successfully complete to obtain a California credential. These exemplars will be field tested by the teachers in their current classrooms and filmed for the purposes of modeling instructional strategies and methods for others.

- We have begun active recruiting of Mentor Teachers to serve as Co-Teaching partners for the AAAEL Project Year 2 (2013-14) via our partner school districts and teacher credential candidate placement office. Additionally, we are tapping the network of teachers working with us in our CMWG’s to recruit MT’s for Year 2. We plan to recruit 30 members to account for potential attrition and are offering a stipend for full year participation by MT’s with a percentage reimbursement based on levels of participation by MT’s over the course of the year of implementation (summer 2013, fall 2013 and spring 2014). As of the date of this report, our single subject credential program has admitted 84 candidates. We anticipate having a full cohort of MT/TC partners for Year 2 of the AAAEL Project (first year of implementation). One aspect of this process that we did not anticipate was lack of EL’s in target classrooms. Thus, through our placement office, we are seeking to expand our district partnerships to those districts with high EL populations in order to expand our access to math and science teachers with classrooms of EL learners for candidate placement.

- Core members of the AAAEL Project team are engaged in professional development activities that consist of conference and workshop attendance in support of gathering information and resources for our late spring/early summer work on developing the English Learner Summer Institute for MT/TC partners (20 partners in Year 2, 30 partners in each subsequent year). The AAAEL Summer Institute is scheduled for August 6-9, 2013. The institute will consist of 4 days of intensive face-to-face, hands-on workshop that focuses on high quality instructional practices for accelerating the achievement of EL’s and on developing the Co-Teaching partnership between MT’s and TC’s. The workshop experience will be enhanced by access to an online environment that will provide access to project resources and allow for asynchronous engagement in project activities by the MT/TC partners and AAAEL Project Team members. The following is a list of conferences/workshops that team members are attending (1 individual per):

- International Reading Conference, April 19-22, 2013, San Antonio, TX (focus on Common Core State Standards and English Learners; http://www.reading.org/annual_convention/2013/
- National Science Teachers Association, April 11-14, 2013, San Antonio, TX (focus on Common Core State Standards and English Learners; http://www.nsta.org/conferences/2013/ann/)
- WestEd QTEL Institute, July 15-19, San Francisco (http://www.wested.org/organize/print/docs/qtel-home.htm)

Measure Outcomes

- Description of how the project plans to measure the following outcomes:

  **Participant reaction to training:**
  - Pre post implementation survey of inservice inservice teachers on core elements of Co-Teaching.
  - Post implementation focus group interviews with inservice inservice teachers on core elements of Co-Teaching.
  - Pre post implementation survey of students (EL non-EL) in project classrooms on core attributes of Co-Teaching.
  - Post implementation individual student interviews on core attributes of Co-Teaching.
  - Participant surveys of the face-to-face (F2) Summer EL institute and full professional development online experience.

  **Participant learning:**
  - Independent scoring of the inservice teacher developed PACT Teaching Event (TE) by a calibrated scorer with content area expertise.
  - Independent scoring of a PACT Teaching Event (TE) by a calibrated scorer with content area expertise that was co-developed with the inservice teacher partner as part of the Co-Teaching experience.

  **Participant application of knowledge and skills:**
  - Achievement of scores of “2” or above on the PACT Academic Language performance standards (rubrics 11 & 12) by all inservice inservice teacher project participants.
  - Achievement of scores of “2” or above on the PACT Academic Language performance standards (rubrics 11 & 12) on all TE’s developed by all inservice inservice teacher project partners.

  **Completer effectiveness in instructional setting:**
  - Achievement of scores of “2” or above on the PACT Academic Language performance standards (rubrics 11 & 12) by all inservice inservice teacher project participants.
  - Achievement of scores of “2” or above on the PACT Academic Language performance standards (rubrics 11 & 12) on all TE’s developed by all inservice inservice teacher project partners.

**Impact on K-12 student achievement:**
- Redesignation of EL students in project participant classrooms using District measures (e.g. CELDT, CST scores, grades, etc.) as compared with non-project participant EL students.
- Improvement in California Standardized Test (CST) scores in mathematics, science and English language arts by EL students in project participant classrooms as compared with non-project participant EL students.
#### Performance Measure

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Quantitative Data</th>
<th>RawNumber</th>
<th>Ratio</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Independent scoring of the preservice teacher developed PACT Teaching Event (TE) by a calibrated scorer with content area expertise.</td>
<td>18/20</td>
<td>90</td>
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<tr>
<td>Explanation of Progress:</td>
<td>The AAEEL Project is in Year 1 which is a development year for the project. No participants will be served this reporting period.</td>
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<td>b. Achievement of scores of “2” or above on the PACT Academic Language performance standards (rubrics 11 &amp; 12) by all preservice teacher project participants.</td>
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<tr>
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<td>c. Independent scoring of the preservice teacher developed PACT Teaching Event (TE) by a calibrated scorer with content area expertise.</td>
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<tr>
<td>d. Achievement of scores of “2” or above on the PACT Academic Language performance standards (rubrics 11 &amp; 12) by all preservice teacher project participants.</td>
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<td>e. Independent scoring of a PACT Teaching Event (TE) by a calibrated scorer with content area expertise that was co-developed with the preservice teacher partner as part of the Co-Teaching experience.</td>
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<td>f. Achievement of scores of “2” or above on the PACT Academic Language performance standards (rubrics 11 &amp; 12) on all TE’s developed by all inservice preservice teacher project partners.</td>
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<td>g. Independent scoring of a Teaching Event (TE) by a calibrated scorer with content area expertise that was co-developed with the preservice teacher partner as part of the Co-Teaching experience.</td>
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<td>h. Achievement of scores of “2” or above on the PACT Academic Language performance standards (rubrics 11 &amp; 12) by all inservice preservice teacher project partners.</td>
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<tr>
<td>i. Pre/Post implementation survey of preservice/inservice teachers on core elements of Co-Teaching (Year 1).</td>
<td>18/20</td>
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<td>j. Post implementation focus group interviews with preservice/inservice teachers on core elements of Co-Teaching (Year 1).</td>
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<td>k. Pre/Post implementation survey of students (EL/Non-EL) in project classrooms on core attributes of Co-Teaching (Year 1).</td>
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<tr>
<td>l. Pre/Post implementation individual student interviews on core attributes of Co-Teaching (Year 1).</td>
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</tbody>
</table>
D. Additional Information

1. We are partnered on the grant with the Sonoma County Office of Education (SCOE). The (SCOE) administrator who had oversight of the English Language Learner department had left her position to pursue another with the AVID program. This was the 2nd person to leave this position in the past year. In consultation with the SCOE Assistant Superintendent, it was determined that there was a lack of personnel from SCOE who could facilitate AAAEL Project activities and she advised that we seek support services elsewhere. As a result, the subcontract we entered into with the Sonoma County Office of Education (SCOE) has been revoked by mutual consent.

2. In discussion with the SCOE Assistant Superintendent on the particular focus and needs of our project, she felt that our project would be better served through a partnership with the North Bay Math Project (NBMP). NBMP is administered by SCOE but independent of them in terms of the provision of curriculum and professional development to accelerate mathematics achievement.
3. Through the process of curriculum development that we have engaged in this past 6 months, we have determined that a focus on Common Core State Standards (CCSS) in ELA, Science and Mathematics is a core to our project. The main activity that comprises our project work this year is the development of core curricula focused on CCSS and strategies to accelerate ELA achievement. These curricula will provide the foundation for the 2013 Summer EL Institute for in-service/preservice teacher partners and will be integrated with our preservice credential coursework in the fall of 2013. In support of this core project activity, we have contracted with in-service teacher consultants in math, science and English language arts to develop learning segment exemplars (3-5 hours of EL focused math, science and ELA instruction) to serve as models for the summer institute and full coursework professional development activities. These exemplars will follow a Universal Learning Segment Template that incorporating key elements of the Performance Assessment for California Teachers (PACT) that preservice teachers must successfully complete to obtain a California credential. These exemplars will be field-tested by the teachers in their current classrooms and filmed for the purposes of modeling instructional strategies and methods for others.

4. To support this work—which includes both curriculum development and classroom field-testing of the Learning Segment Exemplars in math, science and ELA for the purposes of exemplification—we have met with Dr. Ben Ford, Professor of Mathematics at SUU and Project Director for the North Bay Math Project (http://www.northbaymathproject.com/projectlead/) with the goal of contracting with NBMP as our lead partner for years 1 and 2 of the project (in place of our partnership with SOCE). They have agreed to partner with the AACE Project in support of Year 1 project development activities and Year 2 project implementation activities with respect to the development and field-testing of the Learning Segment Exemplars (LSE’s). They will initially support the work of the mathematics curriculum development team with respect to the development of field-testing of the mathematics LSE’s with the goal of generalizing the lesson study curriculum development strategies from mathematics to science and ELA curriculum development and field-testing.

5. To date, no AACE Project funds have been paid to SOCE for services rendered (as no services were rendered by them to date). Thus, we will essentially transfer the budget from SOCE in roughly the same amount to NBMP for Year 1 of the project (see attached). As we anticipate that this work with overlap into Year 2 of the AACE Project, the NBMP has developed a budget and scope of work for Year 2 of the project with the intent to revise as needed (see budget and activities for Year 2 – attached).

Budget changes

6. No funds were expended by SOCE for AACE Project activities. These funds allocated to them have reverted back to the Sonoma State University AACE Project budget.

7. We have developed a budget for our partnership with the North Bay Math Project (NBMP) for Years 1 and 2 of the project (see attached).

8. We intend to transfer the SOCE budget amounts allocated to “teacher release time” (5,500) to Sonoma State University budget for AACE as “teacher stipends.” We are doing so because the teachers working with us currently to develop English language arts, mathematics and science learning segment exemplars as well as those who have been in contact with via our recruiting efforts have made it known to us that they do not desire to work with our project via a release time as doing so compromises the quality and continuity of their instruction. The total amount for teacher stipends for Year 1 of the grant will be $11,000 (SOCE amount of $5,500 + SUU teacher stipend amount of $5,500 = $11,000 total). Subsequent years of the grant will follow this revised formula (SOCE teacher release time budget amount converted to teacher stipend budget amount and added to the SUU line item amount for teacher stipend amount). This will be reported on the Performance Report budget expenditures that will be input online by April 1.

9. We have allotted $2,000 from the SUU Travel budget to pay for 1 unit of release for Dr. Megan Taylor, our newly hired, full-time, tenure track Math Educator at SUU. She is directing the work of the Mathematics Content Methods Work Group in developing learning segment exemplars for use in the Summer EL Institute we are planning and for use in the single subject credential program methods courses in mathematics that will be taught in the fall in Years 2-5 of the project. She will also be responsible for coordinating the partnership with the NBMP curriculum development team.

Supporting Files

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<th>Files</th>
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<tr>
<td>North Bay Math Project Budget &amp; Activities</td>
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GPRA Targets

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<th>Row #</th>
<th>Participant Type</th>
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<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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<td>Paraprofessional completers</td>
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<td>Paraprofessional completers who met state and or local qualifications</td>
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<td>8</td>
<td>In-service participants served in programs of study designed to lead to certification</td>
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<td>9</td>
<td>In-service completers in programs of study</td>
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</table>
The AAEEL Project is in Year 1 of implementation which serves as a development year for the project. We are not currently serving any participants in the categories of focus for the project (pre-service and in-service teachers of English Learners in English language arts, mathematics and science). All targets reported are based on the years of implementation of the project (Table 2-3 above).

Certification

Reminder 1: The authorized representative is the person who signed the grant application or has been officially designated to electronically sign this performance report.

Reminder 2: Before submitting the report, the Project Director should review the performance report and agree with the report data and narrative.

To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Electronic Signature (Name) of Authorized Representative:
Jeff Wilson

Title of Authorized Representative: Deputy Controller for Sponsored Programs Administration
Date of Certification: 3/30/2013