

P116B08.0013

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission: <input type="radio"/> Preapplication <input checked="" type="radio"/> Application <input type="radio"/> Changed/Corrected Application		* 2. Type of Application: <input checked="" type="radio"/> New <input type="radio"/> Continuation <input type="radio"/> Revision		* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify) <input type="text"/>	
* 3. Date Received: 05/01/2008		4. Applicant Identifier: <input type="text"/>			
5a. Federal Entity Identifier: <input type="text"/>			* 5b. Federal Award Identifier: <input type="text"/>		
State Use Only:					
6. Date Received by State: <input type="text"/>		7. State Application Identifier: <input type="text"/>			
8. APPLICANT INFORMATION:					
* a. Legal Name: Arizona Board of Regents, University of Arizona					
* b. Employer/Taxpayer Identification Number (EIN/TIN): 74-2652689			* c. Organizational DUNS: 806345617		
d. Address:					
* Street1: Geronimo Bldg, 2nd Floor		<input type="text"/>			
Street2: PO BOX 210432		<input type="text"/>			
* City: Tucson		<input type="text"/>			
County:		<input type="text"/>			
* State: AZ: Arizona		<input type="text"/>			
Province:		<input type="text"/>			
* Country: USA: UNITED STATES		<input type="text"/>			
* Zip / Postal Code: 85721-0432		<input type="text"/>			
e. Organizational Unit:					
Department Name: Natl Ctr for Interpretation			Division Name: College of Humanities		
f. Name and contact information of person to be contacted on matters involving this application:					
Prefix: Dr.		* First Name: Roseann			
Middle Name: Due?as		<input type="text"/>			
* Last Name: Gonz?lez		<input type="text"/>			
Suffix:		<input type="text"/>			
Title: Principal Investigator					
Organizational Affiliation: Arizona Board of Regents, University of Arizona					
* Telephone Number: 520-621-3615		Fax Number: 520-624-8130			
* Email: rgonzale@u.arizona.edu					

Application for Federal Assistance SF-424

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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:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.116

CFDA Title:

Fund for the Improvement of Postsecondary Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-032108-001

*** Title:**

Fund for the Improvement of Postsecondary Education Comprehensive Program CFDA 84.116B

13. Competition Identification Number:

84-116B2008-2

Title:

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

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

Preparaci?n Online--Building Teacher Capacity for Latino Academic Success and Readiness for Higher Education through Online In-service: National Dissemination of Innovative Secondary Curriculum

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	157,433.00
* b. Applicant	(b)(4)
* c. State	(b)(4)
* d. Local	(b)(4)
* e. Other	(b)(4)
* f. Program Income	(b)(4)
* g. TOTAL	(b)(4)

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

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

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

- Yes
- No

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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Standard Form 424 (Revised 10/2005)
Prescribed by OMB Circular A-102

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

Attachments

AdditionalCongressionalDistricts

File Name

Mime Type

AdditionalProjectTitle

File Name

Mime Type



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Arizona Board of Regents, Univer...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 91,858	\$ 92,808	\$ 65,316	\$ 65,316	\$ 0	\$ 315,298
2. Fringe Benefits	\$ 28,714	\$ 28,750	\$ 20,319	\$ 20,319	\$ 0	\$ 98,102
3. Travel	\$ 450	\$ 450	\$ 500	\$ 500	\$ 0	\$ 1,900
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 24,750	\$ 37,500	\$ 39,000	\$ 39,000	\$ 0	\$ 140,250
9. Total Direct Costs (lines 1-8)	\$ 145,772	\$ 159,508	\$ 125,135	\$ 125,135	\$ 0	\$ 555,550
10. Indirect Costs*	\$ 11,662	\$ 12,761	\$ 10,011	\$ 10,011	\$ 0	\$ 44,445
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 157,434	\$ 172,269	\$ 135,146	\$ 135,146	\$ 0	\$ 599,995

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/11/2007 To: 6/30/2008 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): DHHS

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)?



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Arizona Board of Regents, Univer...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	(b)(4)					
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

ASSURANCES - NON-CONSTRUCTION PROGRAMS

OMB Approval No. 4040-0007
Expiration Date 04/30/2008

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

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

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

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

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

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Prescribed by OMB Circular A-102

Tracking Number: GRANT00456544

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

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Karen Smith</p>	<p>* TITLE Vice President for Research</p>
<p>* APPLICANT ORGANIZATION Arizona Board of Regents, University of Arizona</p>	<p>* DATE SUBMITTED 05-01-2008</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure.)

Approved by OMB

0348-0046

<p>1. * Type of Federal Action:</p> <p><input type="checkbox"/> a. contract</p> <p><input checked="" type="checkbox"/> b. grant</p> <p><input type="checkbox"/> c. cooperative agreement</p> <p><input type="checkbox"/> d. loan</p> <p><input type="checkbox"/> e. loan guarantee</p> <p><input type="checkbox"/> f. loan insurance</p>	<p>2. * Status of Federal Action:</p> <p><input type="checkbox"/> a. bid/offer/application</p> <p><input checked="" type="checkbox"/> b. initial award</p> <p><input type="checkbox"/> c. post-award</p>	<p>3. * Report Type:</p> <p><input checked="" type="checkbox"/> a. Initial filing</p> <p><input type="checkbox"/> b. material change</p> <p>For Material Change Only:</p> <p>year quarter</p> <p>date of last report</p>
<p>4. Name and Address of Reporting Entity:</p> <p><input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee Tier if known:</p> <p>* Name: N/A</p> <p>* Address: N/A</p> <p>N/A</p> <p>Congressional District, if known:</p>		<p>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</p>
<p>6. * Federal Department/Agency:</p> <p>N/A</p>	<p>7. * Federal Program Name/Description: Fund for the Improvement of Postsecondary Education</p> <p>CFDA Number, if applicable: 84.116</p>	
<p>8. Federal Action Number, if known:</p>	<p>9. Award Amount, if known:</p>	
<p>10. a. Name and Address of Lobbying Registrant (if individual, complete name):</p> <p>* Name: N/A</p> <p>N/A</p> <p>* Address:</p>	<p>b. Individual Performing Services (including address if different from No. 10a):</p> <p>* Name: N/A</p> <p>N/A</p>	
<p>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</p>		
<p>* Signature: Karen Smith</p> <p>* Name: Dr. Leslie P. Tolbert</p> <p>Title: Vice President for Research</p> <p>Telephone No.: 520-626-6000</p> <p>Date: 05-01-2008</p>		

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Public Burden Disclosure Statement

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503.

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require

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

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

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

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

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

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

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

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0007. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.

Attachment Information

File Name

Mime Type

4715-UA_NCITRP_FIPSE_2008-ED_GEPA_427_Form_Narrative.pdf

application/pdf

Section 427 of GEPA—Equitable Access Statement

The University of Arizona National Center for Interpretation Testing, Research and Policy is locally, regionally, and nationally known by its substantial and persistent efforts to improve access for Hispanic, Native American, and other language minority populations. The Center's existence is emblematic of the University's sincere commitment to diversity. Due to the nature of the Center's work, a large percentage of center staff, faculty, and students represent underrepresented minority groups. The nature of spoken interpretation may make the actual practice difficult for some individual's with speech or hearing impediments; however, this would not preclude them from pursuing the study of translation. The University of Arizona is committed to providing equal access to all students and all its current resources will be made available to any students, faculty, or staff with special needs.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION Arizona Board of Regents, University of Arizona	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: Dr. * First Name: Leslie Middle Name: P. * Last Name: Tolbert Suffix: * Title: Vice President for Research	
* SIGNATURE: Karen Smith	* DATE: 05/01/2008

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

* Name:

Dr.

Roseann

Dueñas

González

* Address:

Geronimo Bldg, 2nd Floor

PO BOX 210432

Tucson

AZ: Arizona

85721-0432

USA: UNITED STATES

* Phone Number:

520-621-3615

Fax Number:

520-624-8130

Email:

rgonzale@u.arizona.edu

2. Applicant Experience:

Yes No Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

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

Yes Provide Exemption(s) #: Exemption #1.

No Provide Assurance #, if available:

Please attach an explanation Narrative:

FileName

MimeType

2192-UA_NCITRP_FIPSE_2008-Human_Subjects_Narrativeapplication/pdf

Tracking Number: GRANT00456544

Human Subjects Exemption Narrative

The use of human subjects in the *Preparación Online* is exempt under Exemption (1) as defined on Form ED SF424.

All research activities involve a comparison of the effectiveness of two curricula: (1) standard Spanish class curriculum and (2) the experimental translation and interpretation curriculum implemented through this project in public high schools in six states. Student Outcome Data on the relative effectiveness of the experimental curriculum will consist of measures already gathered by schools and districts and provided to the investigators on an anonymous basis; i.e., no student identifying information will be gathered.

The University of Arizona is a Research I university that strictly adheres to national regulations on research involving human subjects. University of Arizona National Center for Interpretation Testing, Research, and Policy Director and *Preparación Online* Principal Investigator, Dr. Roseann Dueñas González, and Assistant Director Armando Valles have both completed the Rochester Program, "Protecting Study Volunteers in Research," through the University of Arizona Human Subjects Protection Program, and are certified in human subjects protection.

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: 2441-UA_NCITRP_FIPSE_2008_Abstract-one_page.pdf

Preparación Online— Building Teacher Capacity for Latino Academic Success and Readiness for Higher Education through Online In-Service: The National Dissemination of the FIPSE Preparación Translation and Interpretation Secondary Curriculum

Pervasive Latino educational underachievement and lack of participation in postsecondary education has its roots in the failure of school cultures to value and cultivate these students' unique bilingual and bicultural proficiencies as educational strengths. As the Latino population grows, this failure to capitalize on their heritage characteristics will further marginalize this population, limiting their access to higher education and employment, with profound implications for our society. Without access to culturally relevant curricula, this pattern of disengagement and poor academic performance will continue. Through its three previous translation and interpretation (T&I) FIPSE projects (including *Preparación*, featured on *NPR's Morning Edition*, 2-1-2008), The University of Arizona National Center for Interpretation Testing, Research and Policy (UA) has amassed substantial empirical evidence, consistent with current, extensive research, that curricular reform focused on T&I has a remarkable impact on Latino students' academic outcomes, engagement, and college readiness (e.g., +38% on reading comprehension; +.27 GPA; +300% college matriculation). Based on these successes, UA proposes, under Invitational Priority A, to develop an online in-service to train teachers nationwide in the content and delivery of the locally tested, cutting edge, comprehensive, multimedia T&I curriculum units developed under previous FIPSE grants for integration into existing high school Spanish curriculum. This blended synchronous/ asynchronous in-service will provide a more cost-effective and broadly available mechanism to disseminate this teacher-driven, rapid-student-impact curricular reform opportunity for Latino students throughout the United States. High Latino-enrollment schools and districts in Arizona, Nevada, Texas, and Illinois have enthusiastically committed to implement and test *Preparación Online*.

Project Narrative

Project Narrative

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Preparación Online— Building Teacher Capacity for Latino Academic Success and Readiness for Higher Education through Online In-Service: The National Dissemination of the FIPSE Preparación Translation and Interpretation Secondary Curriculum

1.0. PREPARACIÓN ONLINE PROJECT OVERVIEW

Pervasive Latino educational underachievement and lack of participation in postsecondary education has its roots in the failure of school cultures to value and cultivate these students' unique bilingual and bicultural proficiencies as educational strengths. As the Latino population grows, this failure to capitalize on their heritage characteristics will further marginalize this population, limiting their access to higher education, employment, and thus life opportunities, with profound implications for our society. Without the opportunity for culturally relevant curriculum, the pattern of disengagement and poor academic performance will continue.

While there do exist some programs geared to stimulate interest in higher education among Latinos, programs that introduce curricular reforms that are culturally relevant and ensure cognitive growth are rare. The strong correlation among student engagement, cognitive growth, and success in higher education is well-documented (see Section 2.2). Without cognitive readiness and academic growth, higher education remains an illusion, not a goal, for Latino students, as evidenced by the historic, disturbingly low Latino secondary and postsecondary enrollment, retention, and completion rates. Our own extensive experience developing and implementing a series of FIPSE-funded projects that focus on using translation and interpretation (T&I) to develop Latino students' cognitive and academic skills clearly demonstrate the power of using their underutilized bilingual and bicultural proficiency as a springboard to academic success (Fuentevilla, 2003; González, 2006; González & Levy 2003). Furthermore, these projects demonstrated maintenance of student learning and engagement after a six month follow-up period. Our student outcome data agree with current, compelling research that bilingualism

and biculturalism must be viewed as strengths (Anzaldúa, 1987; Genesee, Lindholm-Leary, Saunders & Christian, 2005; Valdés, 2003); and that the connection between prior knowledge and new learning is key to academic achievement (Brown, 2000; Nunan, 1999; Vygotsky, 1962).

UA's previous FIPSE-funded T&I projects have had a profound impact on Latino student outcomes, including significant improvement in academic confidence, reading comprehension (+38%), composition (+25%), GPA (+.27), and postsecondary enrollment (3 times UA Latino enrollment rate) and retention rates (dropout rate 14 times lower)¹(see Section 3.2, Table 1). Moreover, preliminary results of *Preparación*, our local curricular reform/in-service project, have shown remarkable improvement in students' learning and engagement (including attendance, class participation, and course grades) that have exceeded the classroom teachers' expectations (see Section 3.2, Table 1). NPR's Morning Edition recently (Feb 1, 2008) captured the excitement the *Preparación* T&I curriculum generates in both students and teachers alike and students' newfound academic engagement and aspirations towards higher education (<http://www.npr.org/templates/story/story.php?storyId=18599130>).

Based on these successes, The University of Arizona National Center for Interpretation Testing, Research and Policy (UA) proposes, under Invitational Priority A, to expand and rigorously evaluate its innovative high school curricular reform by developing a web-based platform for national dissemination of its secondary teacher T&I in-service to improve Latino students' academic performance, engagement, and college readiness nationwide.

This project, *Preparación Online*, requires: (1) the redesign of the *Preparación* in-service curriculum and the development of an online learning and delivery system for

¹ Outcomes based on Professional Language Development Project.

teacher training and curriculum implementation; and (2) a rigorous and broad evaluation of its impact on student outcomes that meets the quasi-experimental evidence requirements described in the Report of the Academic Competitiveness Council (U.S. Department of Education, 2007). *Preparación Online* will permit the replication of our local success at the national level, integrating our innovative T&I curriculum into existing Spanish classrooms to reach Latino students as early as possible in their academic careers. Development of an online learning approach is essential to UA's capacity to: (1) nationally disseminate *Preparación's* established methodology at reduced expense to participating school districts (see Section 3.3); and (2) broadly distribute the secondary and postsecondary materials developed under its previous FIPSE grants. Finally, the research design of this project will offer sound empirical evidence of the positive impact of T&I training on student outcomes (see Section 6.0).

2.0 GROWING NEED FOR LATINO-FOCUSED ACADEMIC INTERVENTIONS

2.1. The Growth and Language Use of the U.S. Latino Population

Between 2000 and 2006 the rapidly expanding Latino population in the U.S. grew 25.8% (to 44.3 million), while the U.S. population as a whole grew only 6.4% (Pew Hispanic Center, 2008a). Every state experienced tremendous Latino growth: 21 states had their Latino population grow by more than 40% in this six year span (Pew Hispanic Center, 2008a). Moreover, the U.S. Census projects that this population will triple between 2000 and 2050 (Pew Hispanic Center, 2008b). For Latinos, Spanish remains an essential aspect of their cultural identity. The 30 million Spanish speakers in the U.S. constitute a ratio of more than 1-in-10 household residents; and among those who speak Spanish at home, almost 50% say they speak English "less than very well" (U.S. Census, 2006).

2.2. The Educational Needs of Latino Students and Review of Pertinent Literature

Reflective of this national trend, English Language Learners (ELLs) are the fastest growing segment of the K-12 student population, significantly impacting public educational systems. From 1991 to 2001, the K-12 ELL population grew 85%, compared to a 12% increase in total enrollment (Genesee, *et al.*, 2005). In 2002-2003, 10.2% of the total public school enrollment in the U.S. were ELLs (Padolsky, 2004), 80% of whom are from Spanish-speaking families (Kindler, 2002).

Student outcomes for this group are dismal. For example, Latino high school graduation rates are extremely low—lower still is the number of Latino graduates who are minimally qualified for college. Only 54% of all Latino students (compared to 78% of Whites) graduate from high school and of these only 16% are college ready; in contrast with White students who are more than twice as likely to be college-ready (Greene & Forster, 2003).

Taken together, these data paint a picture of a rapidly increasing, limited English proficient Latino community with a profound need for educational opportunities. Ironically, Latino school-age children are not given an opportunity to cultivate their bilingualism. Instead, they grow up to be low-level bilinguals whose language and cultural talents are never fostered within our educational system (Valdés, 2001), and thus are educationally disengaged and lack the cognitive readiness for academic and career opportunities. In contrast, Genesee *et al.* (2005) report that developed bilingual proficiency correlates strongly with Latino academic achievement and educational expectations.

Nevarez (2001) confirms that poor secondary school preparation accounts for the underrepresentation of Latinos among college students. Green and Forster (2003) note that “the main reason [*emphasis added*] [Latinos] are underrepresented in college admissions is that these students are not acquiring college-ready skills in the K-12 system.”

Student engagement is another salient variable linked to postsecondary success, it has been identified as one of the strongest predictors of long-term academic performance (Johnson, Crosnoe & Elder, 2001; Shernoff, Csikszentmihalyi, Schneider & Shernoff, 2003; Shernoff & Schmidt, 2008). The poor social and institutional climate found in many secondary and postsecondary environments (which undervalue Latinos' heritage language and culture) alienates Latinos and extinguishes interest in learning and the pursuit of higher education (Aparicio, 1998; Edwards, 1985; Krashen, Tse & Mcquillan, 1998; Nevarez, 2001; Samaniego & González, 1999; Sanchez, 1993; Shorris, 1992; and Valdés 2003).

Few programs address the need to **increase students' intellectual or cultural connection to their studies and their emotional connection to the academic institution—to make the school *their school*** (Nieto, 2003). T&I curricular programs bridge the gap for Latinos by offering an engaging curriculum that values bilingual proficiency and promotes cognitive growth. Angelelli, Enright, and Valdés (2002) note:

The development of a curriculum designed to nurture the special linguistic abilities of young interpreters offers to such youngsters an opportunity to see themselves as **uniquely talented individuals who are recognized by the school as outstanding [and] . . . may very well make a difference between continued engagement and school abandonment [emphasis added].** (p. 6)

Further, Valdés found that **young interpreters gain considerable cognitive benefits in terms of their linguistic, metalinguistic, analytical, creative, and executive functioning.**

Valdés (2003) urges:

(a) . . . the development of new instructional approaches designed to build on students' strengths rather than perceived weaknesses; [and] (b) the establishment of . . . schoolwide programs or clusters (aimed at developing the linguistic/analytic abilities) . . . [of these children]. (pp. 187-188)

UA's proposed T&I project, *Preparación Online*, builds on Valdés' insights to enable students to see themselves as individuals with valuable skills, fostering their self-esteem and academic engagement while jumpstarting their cognitive growth.

3.0. UA'S FIPSE-FUNDED T&I PROJECTS PROVIDE A SOLUTION

Latino academic underperformance and the above-cited research underscore the need for curricular reform that is culturally relevant and promotes cognitive flexibility and literacy. Our FIPSE-funded programs, including most recently *Preparación*, use curricular innovation—through T&I training—to offer students the opportunity to use their language and cultural assets dynamically for the purposes of: (1) enhancing cognitive skills, academic performance, and motivation; (2) increasing the relevance of learning and academic engagement; (3) improving college readiness; and (4) increasing enrollment and academic success in college.

3.1. Brief Review of Designs and Outcomes of Previous UA FIPSE-funded T&I Initiatives

Beginning in 1999, UA applied its 20 years of experience in the field of T&I (González, Vásquez & Mikkelsen, 1991) to the issue of Latino educational underperformance. UA is now in the midst of its third inter-related, FIPSE-funded T&I project (below), all of which have demonstrated the transformative impact of T&I on Latino students' motivation and improved cognitive/academic skills necessary for higher education:

- 1) *Professional Language Development Project (PLDP) (1999-2002) Grant #: P116D990357*—Developed and implemented three-week summer institute in T&I for high school juniors and seniors. Institutionalized and held annually at UA.
- 2) *The Arizona Initiative (2003-2006) Grant #: P116B031416*—Developed and implemented (a) the only interdisciplinary T&I major and minor in the U.S.; and (b) a turn-key introductory course in T&I that has been exported to 22 postsecondary institutions in six states.

- 3) Preparación (2006-2009) Grant #: P116B060067—Developed and implemented (1) three-week onsite in-service to build middle and high school teacher capacity to deliver T&I curricula effectively in the classroom; and (2) turn-key legal, medical, business, media, community service, and education T&I units for integration into existing Spanish curricula in middle and high schools.

3.2. Outcomes of UA FIPSE-funded T&I Projects

Table 1, below, is a summary of these projects' profound impact on student learning, teacher quality, and student engagement, organized according to the national goals outlined in the Report of the Academic Competitiveness Council (U.S. Dept. of Ed., 2007, pp. 17-18):

TABLE 1: Evidence of Effectiveness of UA FIPSE-Funded Projects

	Professional Language Development Project	Arizona Initiative	Preparación ² (local project to be disseminated nationally)
# Students Served:	190+	460+ additional students at other institutions	275+
Student Learning	<p>1) Pre-/Post-Testing:</p> <ul style="list-style-type: none"> ▪ +33% in interpreting skill. ▪ +46% in translating skill. ▪ +25% in academic writing skills. ▪ +10% in cognitive academic language proficiency. ▪ +38% in reading complex academic texts. <p>2) +.27 increase in GPA in first semester post-intervention.</p> <p>3) Student Comments:</p> <ul style="list-style-type: none"> ▪ "My writing has improved and I'm more comfortable with my writing." ▪ "I learned a lot and became more interested in language and politics and better translation systems." ▪ "This is the first time I was ever taught to read." 	<p>1) Pre-/Post-Testing (Intro course):</p> <ul style="list-style-type: none"> ▪ +41% in interpreting skill. ▪ +57% in translating skill. ▪ +46% in academic writing skills. ▪ +25% in cognitive academic language proficiency (includes reading complex academic texts). <p>2) Student Comments:</p> <ul style="list-style-type: none"> ▪ "This class made me practice my Spanish more than regular Spanish classes and it made me understand English grammatical rules." ▪ 100% agreement that English proficiency improved. 	<p>1) Pilot Teacher Survey:</p> <ul style="list-style-type: none"> ▪ Rated average 4.5 out of 5: "Preparación has the potential to improve Latino enrollment and retention rates at the college level." ▪ Average 4.5 out of 5: "...capacity to improve academic outcomes is significant." ▪ Average 4.7 out of 5: "...promoted intellectual/ cognitive growth in students." <p>2) Teacher Observations:</p> <ul style="list-style-type: none"> ▪ Students' grades have improved. ▪ Students who usually do not participate in class became very vocal and participatory as well. ▪ Students completed more assignments than usual.
	Professional Language Development Project	Arizona Initiative	Preparación

² Note that *Preparación's* first year of piloting is in progress, so preliminary findings on its impact are based on pilot teachers' in-class observations, data collection, and survey data.

Teacher Quality	N/A	1) Training of Trainer Participant Survey: <ul style="list-style-type: none"> ▪ 100% agreement that training was "excellent" and "advanced the profession." 	1) Pilot Teacher Survey: <ul style="list-style-type: none"> ▪ 100% agreement in-service was "among the best ever taken." ▪ Rated average 4.5 out of 5: "The capacity of the <i>Preparación</i> project to improve teacher quality is significant." ▪ Average 4.9 out of 5: "Training students in T&I can have an important impact on their academic performance." ▪ Average 4.8 out of 5: "<i>Preparación</i> has the potential to improve foreign language instruction."
	Professional Language Development Project	Arizona Initiative	Preparación
Student Engagement	1) Self-Report: <ul style="list-style-type: none"> ▪ Increased confidence in academic ability and prospects. 2) UA Matriculation Rate: PLDP = 36% Tucson Latino HS = 11% 3) Dropout Rate during Pilot Period: UA = 36% PLDP = 2.6% 4) Student Comments: <ul style="list-style-type: none"> ▪ 90% felt that the PLDP improved school performance. ▪ 90% felt the increased motivation to attend college. ▪ "Learned what benefits came from being bilingual in today's society." 	1) Self-Report: <ul style="list-style-type: none"> ▪ Increased confidence in academic ability and prospects. 2) At UA, almost 400% increase in enrollment in 4 semesters; department chairs report unprecedented growth in a new major. 3) Student Comments: <ul style="list-style-type: none"> ▪ "It's a much bigger profession than I ever knew; eye opening, as a matter of fact!" ▪ 100% agreement that courses will improve job competitiveness. ▪ "I am more sure now what word power is!" 	1) Pilot Teacher Survey: <ul style="list-style-type: none"> ▪ Rated average 4.8 out of 5: "promoted an interest in learning." ▪ Average 4.4 "Promoted academic confidence/motivation." ▪ Average 4.3 "promoted interest in higher education." ▪ Average 4.7 "...has expanded students' career interests and recognition of the employment value of their bilingual abilities." 2) Teachers Observations: <ul style="list-style-type: none"> ▪ Students had many "eureka" moments. ▪ Student attendance increased. ▪ Increase in number and complexity of questions asked by students. ▪ Dozens of students now interested in PLDP summer program and UA major/minor.

What these projects have in common is relevant, cognitively challenging curricula that inspire students to tap into their language and culture, empowering them to excel academically, and enable them to pursue postsecondary education. Our FIPSE-funded programs succeeded not only in motivating students and accelerating cognitive growth, they did so by fostering institutional change in a way that is visible to Latino students and the community, thus promoting Latino academic achievement through diversity, inclusion, and collaboration (Nevarez, 2001; Cummins, 1986). *Preparación Online* will expand the reach of the

Preparación high school curricular reform project nationally and provide empirical data for schools, school districts, and legislators to consider in their educational policies and programs.

3.3. *Preparación Online's* Target Population

For purposes of initial implementation and evaluation, *Preparación Online* will target high schools with at least 35% Latino enrollment in six states with a Latino population that approaches or exceeds the national average (14.8%). Table 2 clearly summarizes the high proportion of Latinos in these states, their extensive use of Spanish, and the documented poor secondary outcomes for Latinos in the six states that will be targeted by this project:

TABLE 2: Latino Profile in Targeted High Latino Population States

State	Total Population ³	% Hispanic ²	Rank Hispanic % ⁴	% Speaking Spanish at Home ²	Rank Spanish at Home ³	Rank English "less than very well" ³	% Hispanic K-12 Enrollment ⁵	Hispanic H.S. Graduation Rate % ⁶	White H.S. Graduation Rate % ⁴
AZ	6,166,318	29.2%	4	21.8%	4	5	38%	50%	70%
NV	2,495,529	24.4%	5	19.4%	5	4	30%	40%	65%
TX	22,507,783	35.7%	3	29.2%	1	2	45%	56%	76%
CA	36,457,549	35.9%	2	28.9%	3	1	48%	55%	78%
FL	18,089,889	20.1%	6	19.0%	6	7	23%	52%	63%
IL	12,831,970	14.7%	10	12.8%	9	10	18%	55%	89%
U.S.	299,398,485	14.8%		12.4%			19%	54%	78%

Table 2 demonstrates the scope of the problem and the urgent need for curricular reform for Latino students. Table 3 profiles the targeted Latino-dominant schools and school districts in Arizona, Illinois, Texas, and Nevada that have already committed, or are in the process of securing a commitment, to participate in *Preparación Online*; and Dr. Glen Martinez, Chair of Modern Languages and Literature, University of Texas Pan American, has committed to

³ U.S. Census, (2006). (Rank of six selected states out of fifty in terms of number of Latinos who report speaking Spanish at home and speaking English "less than very well.")

⁴ U.S. Census (2007)

⁵ National Center for Education Statistics (2007).

⁶ Greene (2002).

recruiting and coordinating schools and districts in Texas (see Appendix C, Letters of Support, for commitments from schools, districts, and Dr. Martinez).

TABLE 3: Participating Schools and School Districts To Date

State	School/District (%Hispanic)
Arizona	Amphitheater Public SD(50.2%); North HS-Phoenix Union SD (73.5%); Sunnyside Unified SD (82.2%); Tucson Unified SD (53.5%)
Illinois	Morton East High School-Chicago, District 201 (95.2%)
Nevada	Clark County SD (38%--largest single group)
Texas	Business, Education & Technology Academy (BETA)-South Texas Independent SD (78.3%)

After initial implementation and evaluation, *Preparación Online* in-service training will be opened to all school districts in all states.

4.0 REVIEW OF LITERATURE ON EFFECTIVENESS AND BEST PRACTICE OF ONLINE LEARNING AND RELEVANCE TO PREPARACIÓN ONLINE

UA's current approach to the *Preparación* teacher in-service has already proven effective in advancing the project's overarching goal of building teachers' linguistic and instructional capacity to increase students' cognitive academic language proficiency, academic achievement, confidence, and college readiness. It has been unanimously ranked as one of the best in-service trainings ever attended by participating teachers (see Section 3.2, Table 1).

However, it has become clear that: (1) the traditional in-person approach to teacher in-service is too costly for school districts; and (2) that the complexity of the T&I content requires a practical method for ongoing access to materials and support from a community of learners. UA proposes to address these concerns by redesigning the *Preparación* in-service as a web-based platform to train teachers nationally in the content and delivery of this cutting edge T&I curriculum. This complex project involves redesigning and developing four teacher in-service components (see Section 5.0 for complete project design).

A significant body of research validates the effectiveness of online learning. Properly adapted, online delivery of instruction is *at least* as effective as traditional in-person delivery

(McDonald, 2002; Roby, 2007; Scheines, Leinhardt, Smith & Cho, 2005; Twigg, 2003, 2005; Zhao, Lei, Yan, Lai & Tan, 2005). In fact, Maki and Maki (2003) found that a well-designed, technology-inclusive online course often produces results superior to traditional instruction.

To maximize the effectiveness of instruction, the adaptation of existing curricula for use in online learning must consider (1) learner-centered instruction; (2) the establishment of a continuing online community; (3) usability; (4) continuity of feedback; and (5) ongoing instructor involvement (McCombs & Vakili, 2005; Riverin & Stacey, 2008; Trinkle, 2005; Twigg, 2003). Considerable research-based guidance is now available on the efficacy of online course redesign, including the FIPSE-funded National Center for Academic Transformation and the Sloan Consortium's series, *Elements of Quality Online Education* (see Appendix D, List of References). The UA University Information Technology Services (UITS) is fully committed to contributing its technical support to this project during the grant period and beyond, including (1) the development of a dedicated web portal (to facilitate access to disparate applications); (2) assessment of user functionality; (3) re-coding and adaptation of online delivery software (e.g., D2L, OLE Board, Adobe Connect/WebEx) to ensure maximum applicability; and (4) ongoing maintenance of the web portal.

The innovation of the technological capacity for synchronous learning makes this uniquely complex project feasible. The nature of interpretation requires real-time interaction between the participants. Unlike translation (which involves written skills), interpretation involves the oral rendering of meaning from one language into another in real-time, which requires immediate feedback. To allow for this critical and unique feature of interpretation, synchronous learning is paramount. Synchronous delivery of instruction is also required for real-

time simulation of classroom instruction, which is critical to ensure the reliability of the in-class implementation of the T&I units.

While these unique features of the *Preparación Online* in-service demand synchronous delivery of instruction, asynchronous learning networks are also essential for the full development of a sustainable, learner-centered community (Riverin & Stacey, 2008; Moore, 2005; McDonald, 2002). Zhao, *et al.* (2005) assert that combining synchronous and asynchronous interactions results in more effective learning. *Preparación Online* will provide quality opportunities for improving teachers' linguistic and interpreting content knowledge and skills, and an active forum for teachers to share their learning and teaching experiences. Moreover, it will allow for greater on-going support for teachers implementing these innovative curricula nationally, including the continued growth and curricular refinement.

Finally, *Preparación Online's* broad dissemination will reach a substantially larger target population, potentially in the thousands. We predict that this project will offer strong empirical evidence that T&I training produces measurable gains in Latino students' academic outcomes. The net result will be an easily distributed and accessible program with substantial promise to improve college readiness among Latino students nationwide, thereby increasing enrollment, retention, and completion rates at the postsecondary educational level.

5.0. GOALS AND PROJECT DESIGN OF PREPARACIÓN ONLINE

The main goal of *Preparación Online* is the redesign and online dissemination of the *Preparación Spanish/English T&I* in-service to a national group of high-school teachers in six states (see Table 2) with large Latino high-school enrollments. *Preparación Online* will: (1) redesign the T&I in-service for online application; (2) develop a web-based platform to deliver the T&I training to teachers; (3) employ multiple training levels through a train-the-

trainer approach to prepare qualified interpreters to act as instructors and facilitators for participating high school teachers, ensuring the integrity of the in-service and increasing the reliability of the evaluation; and (4) evaluate the classroom implementation of in-class T&I units in terms of (a) teacher quality and content knowledge, and (b) improved student learning and engagement using metrics described in Section 5.1 and Appendix A, Evaluation Chart.

5.1. Measurable Goals and Metrics

Preparación Online project activities support the following measurable goals regarding student learning and engagement, as well as teacher quality (as measured by improved content knowledge and teacher satisfaction) (Ebel & Frisbie, 1991).

Goal 1—Student Learning: At least 50% of students who complete the intervention will show improvement on at least one student outcome measure compared to the control group when instructed by a teacher who has demonstrated 70% mastery of T&I content knowledge⁷ (Goal 3). Metrics include: (1) state mandated, standards-based exams; (2) GPA and individual course grades; (3) district-mandated language benchmarks⁸; and (4) quarterly progress reports.

Goal 2—Maintenance of Student Learning: At least 25% of students who complete the intervention will maintain their improvement on at least one student learning outcome measure at the end of the semester following the intervention. Metrics include: (1) GPA; (2) district-mandated language benchmarks; and (3) quarterly progress reports.

Goal 3—Student Engagement: At least 50% of students who complete the intervention will show improvement in engagement compared to control group when instructed by a teacher who has demonstrated 70% mastery of T&I content knowledge. Metrics include: (1) attendance records; (2) Indiana University’s High School Survey of Student Engagement (HSSSE), a

⁷ 70% is a mastery level that is consistent with the level required by professional accrediting bodies.

⁸ Specific benchmark measures will vary depending on district requirements.

validated, national survey that measures student engagement, including class participation, study habits, and postsecondary goals and readiness (Indiana University, 2008); and (3) randomized student exit interviews.

Goal 4—Teacher Quality/Content Knowledge: Teachers selected to carry out the intervention will achieve a score of at least 70% on the content knowledge post-test, ensuring consistency of classroom instruction. Teachers will also show at least a 20% average gain in pre- and post-test scores. The metric will consist of a 100-item multiple-choice test, to be developed and validated under the grant, covering specialized legal and medical terminology, T&I pedagogical methods and techniques, and concepts central to legal and medical interpreting.

Goal 5—Teacher Satisfaction with In-Service (Formative): 75% of teachers who complete the in-service will report satisfaction with training, quality of instruction, and high opinion of the program’s potential, as measured by a randomized open-ended exit interview.

Goal 6—Teacher Satisfaction with Project: 75% of teachers who complete the intervention will report improved professional practice, quality of instruction, and positive student impact, as measured by a randomized open-ended exit interview.

5.2. Critical Program Activities of *Preparación Online*

To achieve project goals, *Preparación Online* will undertake the following seven primary activities (See Appendix A, Evaluation Chart, for detailed project timeline):

5.2.1. Redesign of *Preparación* In-Service Curriculum and Materials: *Preparación’s* in-service, as well as materials from the PLDP and the UA’s Agnese Haury Institute for Interpretation, will require extensive redesign and adaptation for online learning of detailed syllabi, activities, and materials.

5.2.2. Development of New Materials and Activities for Interactive Online Delivery:

Interactive teaching tools, assessments, and student activities that support the existing curriculum will be developed, including an estimated minimum of 40 hours of audiovisual content.

5.2.3. Development of Web-based Platform for Online Learning:

The project will develop a dedicated web portal that will provide streamlined access to the disparate software needed to deliver the redesigned in-service online in the requisite synchronous/asynchronous formats (e.g., D2L, OLE Board, Adobe Connect/WebEx).⁹

5.2.4. Teacher Recruitment:

Eight teachers in each of the six targeted states will be recruited to participate in the 120-hour online in-service, based on the criteria in Section 6.1.

5.2.5. In-Service Trainings:

During the summer of Year 2, teachers will participate in the 120-hour online in-service. To ensure their capacity to implement the T&I in-class curriculum in Year 3, the online in-service must meet four goals: (1) building teachers' high register legal and medical language proficiency and T&I skills; (2) building T&I theory and practice; (3) introducing conceptual content central to delivering the legal and medical in-class T&I units; and (4) introducing T&I pedagogical methods and collaborative and culturally-based teaching techniques that spur Latino academic achievement and cognitive growth.

The online in-service will focus on interactive practice exercises that will be conducted (1) synchronously through live T&I training using expert modeling, student video conferencing, T&I performance and critique and analysis, and microteaching exercises with feedback and peer review; and (2) asynchronously through self-paced reading, lecture, and recording assignments on T&I theory and practice, required participation in discussion boards, and access to T&I resources as needed. Synchronous interactions will be set as benchmarks that will require completion of relevant asynchronous modules prior to participation. In the fall of Year 3, a six-

⁹ Final decisions on specific software will be made based on UA UTTS decisions on licensing and other factors.

hour, online “Refresher” will be held prior to the in-class T&I unit implementation (spring of Year 3) to reinforce the teachers’ earlier training and ensure the reliability and integrity of implementation and evaluation of the in-class T&I units.

5.2.6. Training of Trainers—Instructors and Facilitators: Instructors are certified interpreters with five or more years of T&I teaching experience, who will receive a one-week, onsite training during Year 1 in the technical and methodological aspects of online learning. Facilitators are highly qualified legal and medical interpreters and translators from the target states who will receive a two-week training focused on the T&I curriculum, pedagogy, and use of the online platform, to be held in the summer of Years 1 and 2. Facilitators will support school districts in the implementation of the in-class T&I units, by contracting with schools and districts to provide onsite assistance, observation, and consultation to teachers as needed.

5.2.7. Classroom Implementation: Upon completion of the online in-services,, teachers will implement the 12-week legal and medical T&I units to student populations.

5.3. Preparación Online Development Team

UA National Center for Interpretation. led by director Dr. Roseann Dueñas González, will be primarily responsible for the implementation of the *Preparación Online* in-service. The National Center has 30 years of experience in the theoretical and practical aspects of specialized interpreter training and testing. The National Center will work with an extensive network of subject matter experts, including e-learning specialists, key staff of UITS and external evaluator, Stephen Powers, Ph.D., in implementing this initiative. It will also convene an Advisory Board, including *Preparación* teachers, curriculum leaders, community representatives, and consultants to advise and formatively review the ongoing development of the project.

6.0 PROJECT EVALUATION

6.1. Design and Implementation

The project will measure the impact of the *Preparación* pedagogy and curriculum on a national sample of Latino high school students who will receive a 12-week legal and medical T&I curriculum. As specified by the Academic Competitiveness Council Report, *Preparación Online* will assess: (1) student learning (as measured by state mandated, standards-based exams; GPA and individual course grades; district-mandated language benchmarks; and quarterly progress reports); (2) maintenance of student learning as measured by six-month follow up data (see Table 4); (3) student engagement (as measured by attendance records; Indiana University's (HSSSE); and randomized student exit interviews); and (4) teacher quality (as measured by a test of content knowledge and teacher satisfaction exit interviews) (see Section 5.1).

In each participating school, a quasi-experimental approach using a non-equivalent group design will be used to measure this project's impact on student learning and engagement (Cook & Campbell, 1979).¹⁰ Intact groups of Latino high school students will be used for treatment and control groups. States were selected for this study using a non-probability survey method that gives priority to high Latino population states, approaching or exceeding the national average of 14.8%. High schools within the targeted states will be selected for inclusion on the following criteria: (1) a Latino enrollment of at least 35%; (2) offering a curriculum that includes Advanced or AP Spanish, Spanish for Heritage/Native Speakers, or equivalent courses; and (3) sufficient enrollment in those Spanish courses to offer at least two sections of any targeted course. Individual schools and/or their districts will be surveyed to determine their ability to implement and maintain the integrity of the project through adequate teacher support and access to necessary data to determine project impact on students. Partnering schools and/or districts

¹⁰ Use of a quasi-experimental field design required us to pay close attention to possible threats to valid causal inference including: mortality, history and diffusion effects, experimenter bias, sufficiency of cell size, and student and teacher maturation effects, among others.

will have to commit to providing the following: (1) recertification credit for in-service completion or financial support for participating teachers during the in-service (as incentives for teacher participation); (2) provision of non-identifying student academic and attendance data, pre-/post-intervention; (3) reasonable assurance that participating teachers will be assigned to two sections of target classes. Once participating teachers are identified, course sections will be randomly assigned to the experimental (receiving the T&I intervention) and control conditions.¹¹

In the fall semester of Year 3 (the intervention year), students enrolled in the targeted course sections (experimental and control) will be identified. From these groups, a cohort of students who attended the same school the previous year will be identified to permit data collection at all scheduled points outlined in Table 4. We anticipate recruiting 8 teachers per state (48 total), and identifying 10 to 20 students per course section that meet these criteria, resulting in experimental and control groups of 240 to 480 students.

6.2. Data Collection Schedule and Statistical Analyses of Data

Student outcome data will be collected according to the schedule in Table 4 below:

TABLE 4: Student Data Collection Schedule

	YEAR 2 (2009-2010)		YEAR 3 (2010-2011)		YEAR 4 (2011-2012)		
PHASE:	Baseline		Intervention		Maintenance		
GROUP	Spring	Summer	Fall	Spring	Summer	Fall	Spring
EXP.	Baseline Data	In-Service	Pre-Intervention Data	T&I Int. + Post-Intervention Data		Post-Intervention Maintenance Data	Data Analysis
CONTROL	Baseline Data	x	Pre-Intervention Data	Post-Intervention Data		Post-Intervention Maintenance Data	Data Analysis
Data to be Collected	<ul style="list-style-type: none"> ▪ State standards-based tests ▪ Semester GPA ▪ District benchmarks ▪ Attendance 		<i>Baseline +:</i> <ul style="list-style-type: none"> ▪ Quarterly progress reports ▪ HSSSE (Dec.) 	<i>Pre-Int. +:</i> <ul style="list-style-type: none"> ▪ Course grade ▪ HSSSE (May) ▪ Teacher/Student Exit Interviews 		<ul style="list-style-type: none"> ▪ Semester GPA ▪ District benchmarks ▪ Quarterly progress reports ▪ Attendance 	

¹¹ Teachers will be instructed to debrief their control group students and encourage them to take classes where the legal and medical units are offered in the coming year to ensure ethical treatment of control group subjects.

Quantitative data gathered during the baseline phase will be compared with post-intervention data obtained during the intervention phase. Paired samples *t* tests will be used to determine if a significant difference attributed to the intervention exists between the experimental and control groups (Rosenthal & Rosnow, 1991). Additional analyses comparing post-intervention data to maintenance phase data will also be conducted (see Table 4 for outcome measures) (Shadish, Cook & Campbell, 2005).

Quarterly progress reports and curriculum-based language benchmarks will be analyzed in Year 3 and Year 4 using a two-factor analysis of variance: one factor will be experimental v. control and the other factor will be time (i.e., a within groups factor of the four measures that are collected during the school year). Follow-up post hoc tests, e.g., Neuman Keuhls, will also be used to test for the significance of the findings (Rosenthal & Rosnow, 1991). Teacher content knowledge pre-/post-data will be evaluated using descriptive statistics to determine the percent change. Qualitative data will be analyzed through the identification of salient trends. Formative evaluation methods will also be used to evaluate project products (Rossi, Lipsey & Freeman, 2003). Methods will include regular input and review by subject matter experts, *Preparación* teachers, Advisory Board members, and other stakeholders (Patton, 2001).

7.0 SUSTAINABILITY AND REPLICABILITY

Preparación Online offers the opportunity to extend a culturally responsive, empirically sound curriculum to a national population of Latino students. It is the logical extension of *Preparación*. All of UA's previous T&I FIPSE-funded projects have found permanent homes at the University, reflecting its commitment to innovation, academic excellence, and service to the Latino community. The substantial support for *Preparación Online* already pledged by the UA Office of Research, Office of the Provost, College of Humanities, and University Information

Technology Services (UITTS) makes its sustainability a reality. After the grant period, the institutionalization of *Preparación Online* at the University will be supported by UITTS' commitment to maintain the technical infrastructure and software licenses. This institutional support, along with community and school district support, makes this a national collaboration of UA, school districts, and the community, including a generous contribution by Mrs. Agnese Haury, a local philanthropist and longtime advocate of language minority access (see Appendix C, Letters of Support). Five major high-Latino population schools and school districts have begun securing approval to participate or have already pledged financial support for teacher participation. The commitments from these stakeholders lend support to the sustainability of *Preparación Online* following the initial grant period.

Expected positive findings demonstrating *Preparación Online's* impact on student outcomes will predictably lead to increased interest by schools districts nationwide. UA will focus on expanding the national dissemination of *Preparación Online* through continued networking with high Latino population schools and districts, and partnerships with national professional associations such as the National Council of Teachers of English, the National Assn. for Bilingual Education, the American Translators Assn., and the International Medical Interpreters Assn., all of which have pledged their support (see Appendix C, Letters of Support). In addition to standard dissemination practices (e.g., journal publications and conference presentations), UA will seek to form strategic partnerships with private and public entities to further solidify *Preparación Online* as the framework for online T&I education. With the addition of *Preparación Online*, UA's four complementary FIPSE-funded projects will provide a cost effective, pedagogically efficient, and comprehensive pipeline of T&I that ensures equal access and improved post-secondary educational outcomes for Latinos.

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: 1189-Mandatory_UA_NCITRP_FIPSE_2008_Appendix_A-Evaluation_Chart.pdf

Attachment 2:

Title: Pages: Uploaded File: 3576-UA_NCITRP_FIPSE_2008_Appendix_B-Project_Personnel_Summarie%E2%80%A6.pdf

Attachment 3:

Title: Pages: Uploaded File: 6043-UA_NCITRP_FIPSE_2008_Appendix_C-Letters_of_Support.pdf

Attachment 4:

Title: Pages: Uploaded File: 4934-UA_NCITRP_FIPSE_2008_Appendix_D-List_of_References.pdf

APPENDIX A—EVALUATION CHART

Preparación Online
University of Arizona

Year 1: 2008-2009

Program and Research Goals	Measures
<ol style="list-style-type: none"> 1. (a) Redesign <i>Preparación</i> T&I in-service curriculum and materials for online delivery to Spanish high school teachers in six states, and (b) develop interactive teaching tools, assessments, audiovisual content, and student activities that support online curriculum. 2. Develop necessary technological infrastructure to offer online in-service T&I modules, including identifying and acquiring necessary hardware, software, and personnel with competencies to build and maintain the infrastructure. 3. Identify high schools with at least 35% Latino enrollment from districts in six states with a Latino population that approaches or exceeds the national average (14.8%). Schools will have sufficient intervention and control group enrollment (10-20 students per course) in Advanced or AP Spanish or Spanish for Heritage/Native Speakers courses and will commit to the project and dedicate a district researcher to assist in research and evaluation activities in Years 3 and 4 of the study. 4. Identify eight qualified teachers in each of six targeted states from high schools meeting established criteria who are instructors of Advanced or AP Spanish or Spanish for Heritage/Native Speakers courses. 5. Identify and recruit instructors and facilitators who have requisite skill and experience to successfully instruct and support the online in-service for teachers. 6. Deliver one-week Online Learning Training Institute for in-service instructors in the summer. 7. Deliver two-week facilitator training in the summer at Agnese Haury Interpreter Institute in necessary content, pedagogy, and skills to support online in-service participants. 	<ol style="list-style-type: none"> 1. Ongoing qualitative and quantitative formative review by subject matter experts, <i>Preparación</i> teachers, and Advisory Board. 2. Qualitative evaluation and quantitative ratings by subject matter experts. 3. Use non-probability survey method to select high schools with at least 35% Latino enrollment and that are located in six states with a Latino population that approaches or exceeds the national average (14.8%). High schools must meet criteria of sufficient intervention and control group enrollment in Advanced or AP Spanish or Spanish for Heritage/Native Speakers courses and must provide access to required research data. 4. Ensure that teachers' high schools meet enrollment and research support criteria and that selected teachers meet Highly Qualified Status to teach Spanish as defined by the No Child Left Behind criterion. 5. Ensure that the Advisory Board reviews qualifications and verifies that (a) instructors are certified and have five or more years of T&I teaching experience, and that (b) facilitators are highly qualified legal and medical interpreters and translators from the target states. 6. Administer post-training survey to verify acquisition of knowledge required to manage online in-service instruction for teacher participants. 7. Administer post-test content examination to verify acquisition of necessary T&I pedagogy and content knowledge at 70% level of mastery to support teacher participants.

APPENDIX A—EVALUATION CHART

Preparación Online
University of Arizona

Year 2: 2009-2010

Program and Research Goals	Measures
<ol style="list-style-type: none"> 1. Complete following Year 1 goals: (a) Redesign <i>Preparación</i> T&I in-service curriculum and materials for online delivery to Spanish high school teachers in six states; (b) develop interactive teaching tools, assessments, audiovisual content, and student activities that support online curriculum; (c) build technological infrastructure; and (d) recruit high schools and teachers from six states. 2. Deliver one-week Online Learning Training Institute for in-service instructors in the summer. 3. Deliver two-week facilitator training in the summer at Agnese Haury Interpreter Institute in necessary content, pedagogy, and skills to support online in-service participants. 4. Develop six-hour T&I "Refresher" for online delivery to teachers in fall of Year 3 to ensure reliability and integrity of in-class implementation of legal and medical units in spring of Year 3. 5. Deliver 120-hour legal and medical online in-service modules to teacher participants in 2nd half of the summer to ensure capacity to implement T&I in-class curriculum in Year 3. Online in-service will (1) build legal and medical language proficiency and T&I skills; (2) build T&I theory and practice; (3) introduce conceptual content central to delivering legal and medical in-class T&I units; and (4) introduce T&I pedagogical methods and collaborative and culturally-based teaching techniques to spur Latino academic growth. 	<ol style="list-style-type: none"> 1. Continue Year 1 evaluation activities for Goals 1 - 4. 2. Administer post-training survey to verify acquisition of knowledge required to manage online in-service instruction for teacher participants. 3. Administer post-test content examination to verify acquisition of necessary T&I pedagogy and content knowledge at 70% level of mastery to support teacher participants. 4. Ongoing qualitative and quantitative formative review by subject matter experts, <i>Preparación</i> teachers, and Advisory Board. 5. After the online in-service teachers will achieve a score of at least 70% on content knowledge post-test and show at least a 20% average gain in pre- and post-test scores. The 100-item multiple-choice test will cover specialized legal and medical terminology, T&I pedagogical methods and techniques, and concepts central to legal and medical interpreting. 75% of teachers who complete the in-service will report satisfaction with training, quality of instruction, and high opinion of the program's potential, as measured by a randomized open-ended exit interview. UA instructors evaluate teacher microteaching using standardized scoring guide.

APPENDIX A—EVALUATION CHART

Year 3: 2010-2011

Program and Research Goals	Measures
<ol style="list-style-type: none"> 1. Identify students enrolled in targeted course sections that will be randomly assigned to intervention and control groups. Gather baseline data from cohort who attended the school the previous year, including state-mandated standards-based tests; semester GPA; district mandated language benchmarks; and attendance. 2. Gather pre-intervention data on identified students, including state-mandated standards-based tests; semester GPA; district-mandated language benchmarks; attendance; quarterly progress reports; and student engagement data from the HSSSE (Indiana University). 3. Deliver two-week facilitator training in the summer at Agnese Haury Interpreter Institute in necessary content, pedagogy, and skills to support online in-service participants. 4. Administer six-hour teacher "Refresher" prior to in-class implementation to ensure that teacher participants retain content knowledge of specialized legal and medical vocabulary and concepts, T&I skills, T&I theory and practice, and teaching techniques. 5. In-service teachers deliver twelve-week legal and medical T&I units to students in experimental group (spring semester) 6. Gather post-intervention data from identified students in May, 2011, including state-mandated standards-based tests; semester GPA; district-mandated language benchmarks; attendance; quarterly progress reports; student engagement data from the HSSSE; course grade; and teacher/student exit interviews. Student Learning Goal is for at least 50% of students who complete intervention to show improvement on at least one student outcome measure compared to the control group Student Engagement Goal is for at least 50% of students who complete intervention to show improvement in engagement compared to control group. 	<ol style="list-style-type: none"> 1. Prepare and aggregate data for qualitative and quantitative statistical analysis. 2. Prepare and aggregate data for (a) qualitative and quantitative statistical analysis, and (b) qualitative and quantitative statistical analysis of HSSSE. 3. Administer post-test content examination to verify acquisition of necessary T&I pedagogy and content knowledge at 70% level of mastery to support teacher participants. 4. Track teacher participation and completion of course. 5. 75% of teachers who complete the intervention will report improved professional practice, quality of instruction, and positive student impact, as measured by a randomized open-ended exit interview. 6. Quantitative data gathered during baseline phase will be compared with post-intervention data obtained during the intervention phase. Paired samples <i>t</i> tests will be used to determine if a significant difference attributed to the intervention exists between the experimental and control groups. Curriculum-based measures, such as language benchmarks and quarterly progress reports will be analyzed using a two-factor analysis of variance: one factor will be experimental v. control and the other factor will be time (i.e., a within groups factor of the four measures that are collected during the school year). Follow-up post hoc tests, e.g., Neuman Keuhls, will also be used to test for the significance of the findings.

APPENDIX A—EVALUATION CHART

Year 4: 2011-2012

Program and Research Goals	Measures
<ol style="list-style-type: none"> 1. Gather post-intervention maintenance data on student learning in Dec. 2011, including semester GPA; district-mandated language benchmarks; and quarterly progress reports. Maintenance of Student Learning Goal is for at least 25% of students who complete the intervention will maintain their improvement on at least one student learning outcome measure at the end of the semester following the intervention. 2. Begin expansion and future adoption of T&I modules through continued networking with schools in high Latino population states and districts, and continued partnerships with professional associations such as the National Council of Teachers of English; the National Association for Bilingual Education; the American Translators Association; and the International Medical Interpreters Association. 3. Write Final Report detailing results of <i>Preparación Online</i>, including teacher quality and student learning, engagement, and maintenance of learning due to curriculum reform efforts. 4. Exercise commitments from stakeholders to begin institutionalization of <i>Preparación Online</i>, including commitments from UITS to maintain the technical infrastructure and software licenses, and additional institutional and community support. 5. Form strategic partnerships with private and public entities to further solidify <i>Preparación Online</i> as the framework for online T&I education. 	<ol style="list-style-type: none"> 1. Conduct statistical analyses comparing post-intervention data to maintenance phase data. 2. Maintain records of pertinent school districts nationwide. Disseminate results through publications and at national conferences, and offer web-based training to schools nationwide. 3. Organize and publish all results of project. Review final data with subject matter experts, <i>Preparación</i> teachers, and Advisory Board. 4. Track provision of commitments from UA and other institutional and community partners. 5. Continue extensive outreach activities and research to identify and involve strategic partners from public and private sectors.

Dr. Roseann Dueñas González, PROJECT DIRECTOR: Dr. González (Ph.D. Linguistics) is a Professor of English and Director of the National Center for Interpretation Testing, Research and Policy. In addition to her 30 years of teacher training in English as a Second language and bilingual education, she has had secondary teaching experience at a predominantly Hispanic high school. She has had 29 years of successful leadership in leading multi-disciplinary teams to the final completion of federal, state grant, and private deliverables in the design, development, implementation, and validation of foreign language interpreter examinations and specialized rapid-acquisition educational programs designed to build linguistic/cognitive skills. As primary consultant to the Federal Court Interpreter Certification Program (1979-2000), Dr. González saw the critical need for training and created the nationally recognized Agnese Haury Institute for Interpretation in 1983—an intensive program focusing on the acquisition of higher order language skills and mastery of multiple registers of Spanish and English basic to interpreting in federal court and other venues. During her 25 years of experience as Director of this Institute, she has accumulated a wealth of knowledge and experience regarding the significant impact studying translation and interpretation has on the cognitive and linguistic growth of students of all ages. As Director of the FIPSE-funded *Professional Language Development Project (1999-2002)*, the *Arizona Initiative (2003-2006)*, and *Preparación (2006-2009)*, Dr. González used her years of experience in the field of translation and interpretation to develop and implement two successful programs with unprecedented community and University support and significant learning outcomes for Latino high school students. *Preparación Online* promises to advance these pioneering efforts, through an even a higher level of collaboration from the University and school districts, by developing the first online T&I training to meet the critical goal of improving Latino educational access and success at a national level.

Dr. Linda Haughton, Interpretation Curriculum Consultant: Linda Haughton received her doctorate in Spanish Language and Literature from the University of Arizona in 1976, has more than sixteen years of teaching experience at the post-secondary level, and continuing education level, and has served as a staff interpreter in the federal court in Texas for twenty years. She is federally certified as a court interpreter and is an ATA-accredited Spanish translator. Dr. Haughton has been on the faculty of the Agnese Haury Institute for Interpretation since 1987, and has served as its lead faculty member since 1995. She was a major contributor to the development and implementation at the Federal Court Interpreter Certification Examination from 1985-2000.

She is a beloved teacher, and a dynamic lecturer and trainer, well respected by her colleagues. Over the years, she has also been a much sought after lecturer and instructor on all facets of interpretation. She recently served as a consultant in the development of the M.A. program in Legal Translation at the University of Charleston. She has worked closely with the National Center on many projects over the years, including the FIPSE-funded Professional Language Development Project, and the *Arizona Initiative* as a materials writer, curriculum developer, and post-secondary teacher trainer. She brings to *Preparación Online* a fundamental understanding of the process of helping students of all ages acquire high register language and analytic skills required for performing translation and interpretation that she has acquired through both academic pursuit and years of practice. She has also pledged her assistance with all of the facets of the proposed work in this application and will be one of the instructors of the online course.

Yvette Citizen, Materials Development Consultant: Yvette Citizen is a staff interpreter for the U.S. District Court in Tucson, Arizona, and is completing a Master's Degree in Bilingual Education. Ms. Citizen has 17 years of experience working for the U.S. Courts, and has been a federally certified Spanish/English interpreter for 12 years. Additionally, Ms. Citizen has translated various legal and business documents for the governments of Peru and Mexico and worked on interpreter certification examinations for medical, legal, and business interpreters in California, medical interpreters in Arizona, and for state court interpreters in Texas.

Ms. Citizen has developed legal, medical, and business materials for courses in Spanish/English translation and interpretation at both the University of Veracruz, Xalapa, Mexico, and the University of Arizona through her extensive contributions to the development of curriculum and materials for the FIPSE-funded *Professional Language Development Project*, the *Arizona Initiative*, and *Preparación* projects.

Ms. Citizen has extensive experience in teaching interpretation and translation courses at the secondary, postsecondary, and professional levels. She has been a faculty member of the Agnese Haury Institute for Interpretation for seven years, and is a regular instructor at the FIPSE-funded *Professional Language Development Project*, which introduces bilingual high school students to the theory and practice of translation and interpretation. Ms. Citizen has also taught numerous introductory and advanced skill building seminars for aspiring and practicing interpreters in the U.S. and Mexico, including a recent one-week intensive training program for educational interpreters in Nevada. In addition, Ms. Citizen was a full-time instructor for three years in the undergraduate Spanish/English translation and interpretation degree program at the University of Veracruz. She will contribute to the development of materials and serve as an online instructor for the teacher in-service.

Patty Matthews, Ed.S.: Ms. Matthews is a certified school psychologist who has worked in a public school setting for over fifteen years. In this capacity she is responsible for the collection and analysis of data from a variety of sources that is used to make critical decisions about educational programming and resource management. She has an Educational Specialist degree from the University of Arizona, with coursework and experience in research design and application in educational settings.

In addition to her experience working in public educational settings she has served as a consultant with the National Center on a number of Title VII Bilingual Education (1999-2000) program outcome evaluations. More recently, she has collaborated with the National Center in the development of FIPSE-funded grant writing projects over the past two years (2006-2008).

Prior to working as a consultant with the National Center, Ms. Matthews worked as a graduate research assistant (1996-2000), then as a program coordinator at the Center. Through this experience she has gained a strong knowledge of the pedagogy of interpreting and translating professional practice. She applied her knowledge to the development of middle and high school appropriate T&I curricular materials for the FIPSE-funded *Preparación*.

Additionally, Ms. Matthews has assisted with the development and implementation of the University of Arizona's Agnese Haury Institute for Interpretation for the past ten years. She is familiar with the rigorous curriculum offered by this high quality training program and with pre- and post-test data analysis procedures used to document the program efficacy. She is committed to online learning and will lend her expertise on ensuring that the online in-service is interactive and stimulating to ensure its success. Ms. Matthews will bring her educational and evaluative expertise to *Preparación Online*, helping to ensure that it meets the high standards it has set for itself.

APPENDIX C – LETTERS OF SUPPORT

Preparación Online
University of Arizona

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April 30, 2008

Competition Coordinator
Fund for the Improvement of Postsecondary Education

Dear Competition Coordinator:

I am writing to voice the University of Arizona's enthusiastic support for an innovative FIPSE initiative to be submitted by Dr. Roseann Dueñas González, Director of the National Center for Interpretation, Testing, Research and Policy: *Preparación Online: Building Teacher Capacity for Latino Academic Success and Readiness for Higher Education through Online In-Service for the National Dissemination of the FIPSE Preparación Translation and Interpretation Secondary Curriculum.*

Meeting the needs of Arizona's growing Hispanic population and becoming an institution that serves a significant number of Hispanic/Latino students is a major goal of the University of Arizona. Currently, the Spanish-speaking population faces numerous obstacles preventing them from fully realizing their employment, education, and civic opportunities. Programs that speak to the needs, skills, and abilities of Spanish-speaking students are a key factor in solving these problems. We believe that the solutions proposed in *Preparación Online* are sure to help build the capacity of high school teachers to enhance the academic preparation of Latino and other high school students on a national scale. It will focus on building Spanish and ESL teachers' Spanish linguistic repertoires in medical, legal, and business linguistic registers through the instruction of pedagogical principles, methods, and techniques required to deliver such curriculum in an effective and cost efficient method – thus promoting an unprecedented impact on Latino student academic outcomes on a national level. While there are some programs already in existence geared toward stimulating interest in higher education, programs that introduce curricular reform to ensure that cognitive growth occurs are rare. This cognitive readiness and academic growth stimulated by the *Preparación* curriculum will significantly improve the chances of matriculation and retention for Latino students at institutions of higher education.

The National Center for Interpretation (NCITRP) is known both nationally and internationally as leaders in the area of interpretation through a long record of accomplishments here at the University of Arizona. These include the Federal Court Interpreter Project, which developed and administered the Federal Court Interpreter Certification Examination to ensure quality court interpretation and to protect civil rights; the Agnese Haury Institute for Court Interpretation, a three-week program which has consistently trained the national leadership in the interpreting field; the Navajo Interpreter Institute, which trains and certifies Navajo interpreters for the Arizona and New Mexico courts, among others; most recently a great success in the Professional Language Development Project (PLDP), a program to develop community college pathways to higher education; the *Arizona Initiative to Improve Latino Access and Academic*

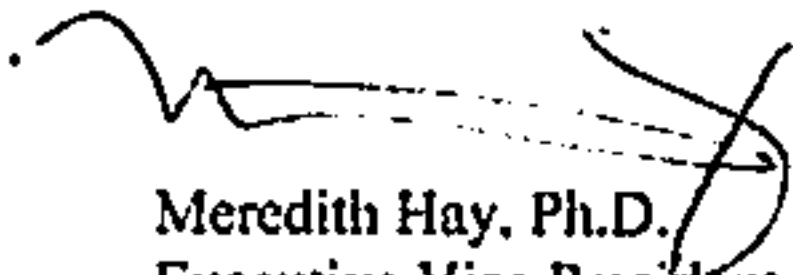
Success, which entailed the establishment of an undergraduate major in translation and interpretation at the University of Arizona, disseminated nationally through a series of seminars; and **Preparación**, which has developed the first high school translation and interpretation curriculum, holding a three-week intensive in-service for high school and middle school teachers, and pilot testing these units in eight high schools and middle schools in Tucson, Arizona.

The three programs have shown remarkable results in terms of student achievement, as measured by pre and post proficiency tests, and other important metrics, and the major has been met with wide and enthusiastic support by the University community, the students, and the community. These past efforts have been institutionalized here at the University with Provost and college support. We are proud of the new undergraduate major concentration in translation and interpretation, its quality, and its high attraction to students who may have otherwise not opted for higher education. Thanks to FIPSE, we now have an undergraduate major in Translation and Interpretation which now has 165 students, 60 of which are majors spread over 2 departments.

Several parts of the University have committed to sharing support during the term of the proposed FIPSE grant. Most importantly, after the initial federally funded development is completed, the UA will help sustain the work of this initiative in collaboration with others. We are delighted that three national major high-Latino-population school districts have agreed to collaborate with this effort by paying the stipends for their participating teachers during their professional development/curriculum work in the summers of 2010 and 2011, and will pilot the curriculum in their classrooms.

We urge FIPSE to support this highly deserving, innovative, and collaborative effort that has had remarkable results, as it will develop teacher capacity, infuse the teaching of high school Spanish with translation and interpretation in our major high-Latino-population school districts nationally, and impact Latino students nationally, providing them true access to higher education.

Yours sincerely,



Meredith Hay, Ph.D.
Executive Vice President and Provost

Cc: Roseann Gonzalez
Chuck Tatum
Leslie Tolbert
Jerrold Hogle
Juan Garcia
Ed Frisch
Nancy Milburn

Vice President for Research, Graduate
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April 28, 2008

Competition Coordinator
Fund for the Improvement of Postsecondary Education

Dear Competition Coordinator:

I am writing to offer my hearty support for the University of Arizona's National Center for Interpretation, Testing, Research and Policy (NCITRP) proposed project: *Preparación Online: Building Teacher Capacity for Latino Academic Success and Readiness for Higher Education through Online In-Service for the National Dissemination of the FIPSE Preparación Translation and Interpretation Secondary Curriculum.*

This innovative grant proposal will address the critical needs of the nation's growing Hispanic population and will deliver technological reform to bilingual professionals and students. Specifically, NCITRP's proposed project will directly address teacher capacity to meet these needs in a broad scale reaching school districts in six states and then expanding nationally. Further, *Preparación Online* will build on the success of a current FIPSE Grant, *Preparación*, which is already delivering remarkable results in improving Latino student academic outcomes here in Tucson. *Preparación Online* will focus on building Spanish and ESL teachers' Spanish linguistic repertoires in medical, legal, and business linguistic registers, imparting translation and interpretation pedagogical principles, methods, and techniques required to deliver fully developed translation and interpretation curricula in an effective and cost efficient way.

The National Center for Interpretation has established itself as the leader in the field of professional, specialized interpretation and translation, and is transforming the way we approach education for bilingual/bicultural Hispanics via proven successes here at the University of Arizona. Dr. Gonzalez has successfully developed and implemented three key programs that improve access for Hispanics into higher education: Professional Language Development Project; Arizona Initiative - the establishment of an undergraduate degree in translation and interpretation; and *Preparación*, which has developed the first high school translation and interpretation curriculum. All of these projects have demonstrated remarkable student learning and engagement outcomes and significantly increased Latino student postsecondary enrollment and persistence. As with NCITRP, The University of Arizona is committed to serving the Hispanic population and improving postsecondary opportunity and access for under-served populations.

The Office of the Vice President for Research will share with other university entities in providing support during the term of the proposed FIPSE grant. We are very enthusiastic about all the support already in place for this proposed project, including pertinent international and national professional

organizations, school districts around the country, and key departments here at the University; this level of support speaks to the likelihood of the project's success and continuation. We add \$5,000 per year for operations and have approved indirect cost revenue of 8%.

I urge FIPSE to support this highly deserving, innovative, and collaborative effort, as it will not only continue to develop teacher capacity, infuse the teaching of high school Spanish with translation and interpretation in our major high Latino population school districts here in Arizona beyond Tucson, but also create an online platform for ready national dissemination, providing a solution for improving Hispanic access and academic success for institutions of higher learning throughout the United States.

Yours sincerely,



Dr. Leslie P. Tolbert
Vice President for Research, Graduate Studies, and Economic Development

April 29, 2008

To: Competition Coordinator, Funds for the Improvement of Post-Secondary Education

Dear Competition Coordinator;

I am writing in support of the University of Arizona proposal: *Preparación Online: Building Teacher Capacity for Latino Academic Success and Readiness for Higher Education through Online In-Service for the National Dissemination of the FIPSE Preparación Translation and Interpretation Secondary Curriculum*. As Chief Information Officer for the University of Arizona, I consider this project central to our long term mission of diversifying our institution. This project has great promise to develop a national pool of Latino students who are academically ready for the challenges of higher education and have a real opportunity to succeed.

I have committed support for the four-year grant period that will provide *Preparación Online* with part of the necessary technological elements to carry out its goals. Support from my department will come in the form of software licenses, web development, web hosting, programming and customization for the project for four years. Furthermore, I understand that this project will require minimal support in the form of maintenance, hosting, and technical assistance beyond the four-year grant period, and I pledge that assistance.

Online in-service learning for teachers in order to increase student academic outcomes through curricular reform is a cost-effective and efficient solution to disseminating this worthy project nationally. Because of the nature of translation and interpretation skill building and pedagogical requirements, this is a challenging undertaking that deserves all the support it can garner. Developing this online learning opportunity for a profession or setting where it's currently unavailable speaks greatly for the National Center for Interpretation and the University of Arizona's commitment to innovative research and development.

I hope that you will favorably consider this proposal as it has tremendous promise to dramatically increase Latino student readiness for and access to higher education on a national level.

Sincerely,



Michele Norin
Chief Information Officer

Cc: Dr. Eugene Sanders
Dr. Leslie Tolbert, Vice President for Research
Dean Charles Tatum, College of Humanities
Dr. Roseann Duenas Gonzalez, Director National Center for Interpretation

May 1, 2008

FIPSE Competition Coordinator
Fund for the Improvement of Postsecondary Education

Dear Competition Coordinator,

I am writing to express my support for *Preparación Online: Building Teacher Capacity for Latino Academic Success and Readiness for Higher Education through Online In-Service for the National Dissemination of the FIPSE Preparación Translation and Interpretation Secondary Curriculum*, FIPSE program proposed by Dr. Roseann Dueñas González, Director of the National Center for Interpretation Testing, Research and Policy (NCITRP).

After reviewing the preliminary results of the FIPSE grant *Preparación*, which focuses on the piloting of the legal and medical translation and interpretation in eight high schools and middle schools in Tucson, it is clear this curriculum has a salutary impact Latino student engagement and learning, as teachers report higher grades, more participation, higher attendance, an increase in questions and in the complexity of questions, more expressions of interest in higher education, and professional careers.

Preparación Online will focus on disseminating this high school legal and medical high school translation and interpretation curriculum at a national level and testing the impact of the curriculum on Latino student learning and engagement. These goals require re-designing the teacher in-service for online learning, as it is not cost effective to provide on-site in-services to teachers scattered throughout different states. Preparing the teachers to prepare the curriculum is an essential component of producing improved student learning and engagement outcomes. Therefore, time must be invested in upgrading teachers' language skills and knowledge of translation and interpretation. This means redesigning the in-service materials already developed and developing new materials required for online delivery. This will allow the dissemination of the teacher in-service in cost efficient method to teachers in various states—thus promoting an unprecedented impact on Latino student academic outcomes on a national level.

Dr. Gonzalez and the National Center for Interpretation Testing, Research, and Policy have a long record of accomplishments here at the University of Arizona. These include the Federal Court Interpreter Certification Program, which developed and administered the Federal Court Interpreter Certification Examination to ensure quality court interpretation and to protect civil rights; the Agnese Haury Institute for Court Interpretation, a three-week program which has consistently trained the leadership in the interpreting field; and the Navajo Interpreter Institute that trains and certifies Navajo

interpreters for the Arizona and New Mexico courts. NCITRP has had recent success with the Professional Language Development Project, a program to develop community college pathways to higher education; and the *Arizona Initiative to Improve Latino Access and Academic Success*, which entailed the establishment of an undergraduate major in translation and interpretation at the University of Arizona, disseminated nationally through a series of seminars; along with *Preparación*, which involved the development of the first high school translation and interpretation curriculum, a three-week intensive in-service for high school and middle school teachers, and pilot testing of these units in eight high schools and middle schools, the remarkable results of which were discussed in a previous paragraph.

Based upon the tremendous results of Preparacion legal and medical translation units, I believe that the proposed *Preparación Online* is realistic and achievable. I strongly encourage the funding of this meritorious project. It is clear that *Preparación Online* will strongly complement and benefit from the lessons of the previous FIPSE-funded projects that continue to develop the cultural and linguistic capital of Hispanic students and fulfill a national need for qualified interpretation, translation, and bilingual skills. The College of Humanities is happy to contribute Dr. Gonzalez half faculty salary to this endeavor for the grant period.

Sincerely,



Charles Tatum, Dean
College of Humanities

ARIZONA PUBLIC MEDIA™

KUAT 6 • KUAS 27 • KUAZ 1350 AM / 89.1 FM • KUAT 90.5 FM • UA Channel

April 25, 2008

To: Competition Coordinator, Funds for the Improvement of Post-Secondary Education

Dear Competition Coordinator:

I am writing in support of the University of Arizona proposal: *Preparación Online: Building Teacher Capacity for Latino Academic Success and Readiness for Higher Education through Online In-Service for the National Dissemination of the FIPSE Preparación Translation and Interpretation Secondary Curriculum*. As Manager of Production Services for Arizona Public Media, I consider this project central to our long term mission of diversifying our institution. This project has great promise to develop a national pool of Latino students who are academically ready for the challenges of higher education and have a real opportunity to succeed. We will extend in-kind dollars for the use of our equipment during the *Preparación Online Grant*.

These rates will apply to the:

- Use of our ENG camera (SD)
- Use of our ENG camera (DV)
- Use of DV camera for remote
- Use of 1 In-studio Camera

This support will provide *Preparación Online* with part of the necessary audio visual elements to carry out its goals. Support from my department will come in the form of equipment usage and staff time.

I am hopeful that you will consider this proposal as it has considerable potential to significantly increase Latino student preparation and admittance to higher education across the country.

Sincerely,



Fran Sherlock
Manager, Production Services



THE UNIVERSITY OF ARIZONA
PO Box 210067 • Tucson, AZ 85721-0067 • T 520.621.5828 • F 520.621.3360
AZpublicmedia.org



Agnesa Nelson Haery
100 East Van Ness Street • Tucson, Arizona 85724 • (520) 227-4374

April 17, 2008

To: Christopher Coombs
Re: Fund for the Improvement of Postsecondary Education

Dear Competition Co-Chair:

I am writing in support of the University of Arizona proposal: *Preparation Online: Building Teacher Capacity for Latino Academic Success and Readiness for Higher Education through Online In-Service for the National Dissemination of the FIPSE Preparation Transition and Interpretation Secondary Curriculum*. This is, in my view, an extremely worthwhile and much needed effort. I view this curricular reform and/or teacher in-service project to increase the academic achievement and cognitive readiness and motivation for higher education of Latino students to be one of the most important efforts of the University of Arizona. I am very pleased with the results of the project implemented in three school districts here in Tucson, Arizona, and believe that it is an exemplary program whose national level dissemination and testing will have a tremendous impact on the national Latino secondary school population. I have committed support for the four-year grant period, totaling \$779,259 (Year 1, \$60,614; Year 2, \$63,667; Year 3, \$76,991, and Year 4, \$78,991) in concert with the one-share and in-kind contributions of various offices of the University of Arizona.

I would like to say that for the last 25 years, I have observed the quality of the work performed by Dr. Rossana Daniels Combs and her staff at the National Center for Interpretation and refer them to the high level of commitment and goal achievement of this department. Dr. Gonzalez and her associated faculty, staff, and consultants have forged the field of legal interpretation and are now applying that cumulative knowledge to better the academic outcomes of Latino students. There is no doubt that Dr. Gonzalez, her staff, and associated faculty, and consultants can be relied upon to meet their stated research and programmatic goals.

I am most happy to be part of this Department of Education, University, Community, and School Districts curricular reform initiative. I urge the Fund for the Improvement of Post Secondary Education to award funding to this unique and much needed national dissemination project to improve the academic opportunity and access to higher education for Latino students.

Sincerely,


Agnesa N. Haery

CC: President Robert Shelton
Office of the President
University of Arizona

Dean Charles Torres
College of Humanities
University of Arizona

Provost Eugene Sanders
Office of the Provost
University of Arizona



OFFICE OF THE SUPERINTENDENT

Vicki Balentine, Ph.D.

Superintendent
(520) 696-5205
(520) 696-5015

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Vicki Balentine, Ph.D.

April 24, 2008

Competition Coordinator
Fund for the Improvement of Postsecondary Education

RE: Support for Preparación Online: Building Teacher Capacity for Latino Academic Success and Readiness for Higher Education through Online In-Service for the National Dissemination of the FIPSE Preparación Translation and Interpretation Secondary Curriculum.

Dear Competition Coordinator,

As the Superintendent of Amphitheater Public Schools in Tucson, Arizona, I would like to voice my enthusiastic support for the current proposal by the University of Arizona to this worthy and much needed project to improve Latino high school student academic success and college readiness. Over the past 9 years, the Amphitheater Unified School District has participated in other UA FIPSE-funded projects which have demonstrated statistically significant grade average increases and higher than average college matriculation and persistence. This experience has led me to conclude that the study of translation and interpretation is a powerful stimulus for cognitive growth and serious engagement in school. Building teacher capacity in this area is absolutely the right approach to creating rapid change, and one that Amphitheater is ready to support.

I share Dr. Gonzalez' vision of redesigning the Preparación Translation and Interpretation Teacher In-service curriculum for online delivery as one of the most effective and efficient ways of disseminating this translation and interpretation high school curricular reform nationally. The goals of this project are as innovative as they are ambitious, and can significantly contribute to the improvement of Latino student academic success and the promotion of increased participation in higher education.

Amphitheater is ready to support 2 teachers who participated in the on-site Preparación in-service to participate 60 hours each in the piloting of the new Preparación Online in-service in 2009 and 2010, which translates into a contribution of a \$3,000 in 2009 and 2010, for a total of \$6,000. We also agree to teach the 12-week translation and interpretation module in the spring semester of 2011 in order to participate in the quasi-experimental national testing of the curriculum. We understand that we will need to involve at least 1 teacher in this experiment.

Amphitheater High • Canyon del Oro High • Ironwood Ridge High • Amphitheater Alternative
Amphitheater Middle School • Coronado K-8 School • Cross Middle School • La Cima Middle School • Wilson K-8 School
Copper Creek Elementary • Donaldson Elementary • Harelson Elementary • Holaway Elementary • Keeling Elementary
Mesa Verde Elementary • Nash Elementary • Painted Sky Elementary • Prince Elementary • Rio Vista Elementary • Walker Elementary
Rullko Center • El Hogar

10

Page 2
April 22, 2008

We understand that we are required to participate in the project evaluation to test this curriculum's ability to promote student gains in learning, engagement, and interest in higher education.

I strongly recommend that FIPSE fund this extraordinary curricular reform. We are particularly interested in participating in the quasi-experimental national testing of the curriculum in 2011, which will hopefully result in statically significant data that can be used to promulgate this unique relevant translation and interpretation curriculum. Even more than that, we are enthusiastic about the prospect of having a real, tangible impact on this growing and underserved group of students. If you have any further questions, please feel free to call me at 520 696-5205.

Sincerely,

A handwritten signature in black ink that reads "Vicki Balentine". The signature is written in a cursive style with a large, looping initial "V".

Vicki Balentine, Ph.D.
Superintendent

vtjcc



Office of the Superintendent
2238 East Ginter Road
Tucson, Arizona 85706
Telephone (520) 545-2024 or 545-2025
Fax (520) 545-2121

April 24, 2008

Competition Coordinator
Fund for the Improvement of Postsecondary Education

RE: Support for Preparación Online: Building Teacher Capacity for Latino Academic Success and Readiness for Higher Education through Online In-Service for the National Dissemination of the FIPSE Preparación Translation and Interpretation Secondary Curriculum.

Dear Competition Coordinator,

As Superintendent of Sunnyside School District in Tucson, Arizona, I would like to voice my enthusiastic support for the current proposal by the University of Arizona and to commit my school's financial resources to this worthy and much needed project to improve Latino high school student academic success and college readiness. Over the past 9 years, the Sunnyside School District has participated in other UA FIPSE funded projects which have demonstrated statistically significant grade average increases and higher than average college matriculation and persistence. These results have led me to conclude that the study of legal and medical translation and interpretation is a powerful stimulus for cognitive growth and serious engagement with school, and jumpstarting or solidifying their interest in higher education and professional goals. There are too few programs that focus on developing the intellectual acumen of Latino students in a culturally relevant way, yet these are precisely the sort of programs that are needed.

Moreover, online learning is undoubtedly the soundest approach to expanding teachers' capacity to deliver this innovative program directly to students. Based on Sunnyside's experience with the University of Arizona's translation and interpretation programs, I believe that this project will significantly contribute to the improvement of Latino student academic success and the promotion of increased participation in higher education.

Sunnyside School District is ready to commit resources to support the time of 2 teachers who will participate in the 120 hours of professional development and curriculum building in the summers of 2010 and implement the 12-week medical and legal curriculum in Spring of 2011. This commitment will result in the Sunnyside School District contributing \$6,000 in summer 2010. We will also support 3 teachers who participated in the on-site Preparacion in-service to participate 40 hours each in the piloting of the new Preparación Online in-service in 2009 and 2010, which translates into a contribution of a \$3,000 investment in 2009 and 2010. We understand that we are required to participate in the project evaluation to test this curriculum's ability to promote student gains in learning, engagement, and interest in higher education. To

April 24, 2008
Page 2

achieve this we will support a minimum of 4 teachers to continue implementing the 12-week legal and medical translation and interpretation units in Spanish classes for the duration of the grant period and we will fully participate in the data gathering and analysis process required.

I urge FIPSE to fund this timely and much needed project.

I see Sunnyside's participation as a wise investment in our students, and the opportunity to serve as a "laboratory" to test and measure the real, empirical impact of the program on students as a worthy investment in students nationwide. If you have any further questions, please feel free to call me at 520 545-2024.

Sincerely,


Manuel L. Isquierdo, Ed.D.
Superintendent

April 24, 2008

Competition Coordinator
Fund for the Improvement of Postsecondary Education

RE: Support for Preparación Online: Building Teacher Capacity for Latino Academic Success and Readiness for Higher Education through Online In-Service for the National Dissemination of the FIPSE Preparación Translation and Interpretation Secondary Curriculum.

Dear Competition Coordinator,

As Deputy Superintendent of Tucson Unified School District in Tucson, Arizona, I would like to voice my enthusiastic support for the current proposal by the University of Arizona to this worthy and much needed project to improve Latino high school student academic success and college readiness. Over the past 9 years, the Tucson Unified School District has participated in other UA FIPSE-funded projects which have demonstrated statistically significant grade average increases and higher than average college matriculation and persistence. This experience has led me to conclude that the study of translation and interpretation is a powerful stimulus for cognitive growth and serious engagement with school. Building teacher capacity in this area is absolutely the right approach to creating rapid change, and one that TUSD is ready to invest in.

I share Dr. Gonzalez' vision that redesigning the Preparación Translation and Interpretation Teacher In-service curriculum for online delivery is the most effective and efficient way of disseminating this translation and interpretation high school curricular reform nationally. The goals of this project are as innovative as they are ambitious, and will significantly contribute to the improvement of Latino student academic success and the promotion of increased participation in higher education.

Even more than that, we are enthusiastic about the prospect of having a real, tangible impact on this growing and underserved group of students. If you have any further questions, please feel free to call me at 520 225-4300.

Sincerely,



Dr. Patricia Lopez
Deputy Superintendent



**CLARK COUNTY
SCHOOL DISTRICT**

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5100 WEST SAHARA AVENUE • LAS VEGAS, NV 89146 • (702) 799-5000

April 29, 2008

Competition Coordinator
Fund for the Improvement of Postsecondary Education

RE: *Support for Preparación Online: Building Teacher Capacity for Latino Academic Success and Readiness for Higher Education through Online In-Service for the National Dissemination of the FIPSE Preparación Translation and Interpretation Secondary Curriculum.*

Dear Competition Coordinator:

As Deputy Superintendent of Instruction for the Clark County School District located in Las Vegas, Nevada, I am writing this letter of support for the current proposal by the University of Arizona. This letter of support comes with the following caveats from Clark County School District:

- 1) Pending approval of funding to support this proposal, CCSD would review appropriate district budgets and determine ability to move forward with identifying funding to support the training of teachers involved with this program.
- 2) Pending approval of funding to support this proposal, CCSD would solicit schools to determine interest in participating with Preparación Online.
- 3) CCSD would not incur in-direct costs potentially associated with this grant.

After having an opportunity to review the preliminary results of the local area project in Tucson, Arizona, CCSD is interested in further exploring the translation and interpretation studies training offered to teachers through Preparación Online. CCSD is interested as a result of the findings identified by University of Arizona personnel in which Tucson students are "showing increased learning, engagement and interest in higher education."

CCSD has had the pleasure of working with Dr. González and the University of Arizona in the past. In 2006, the English Language Learners Professional Development Department contracted with University of Arizona to deliver onsite educational interpreter training to our district interpreters for the purpose of ensuring a high quality of language services for our limited English proficient community (parents and other stakeholders). To date, we have held three training seminars with approximately 68 participants with another seminar scheduled for this coming June.

I recommend that FIPSE fund this curricular reform project.

Sincerely,

Dr. Lauren Kohut-Rost
Deputy Superintendent of Instruction
Clark County School District

C: Walt Ruffes
Charlene Green
Jhone Ebert

Phoenix Union High School District
EXCELLENCE • SUCCESS • COMMUNITY SUPPORT

North High School
1101 East Thomas Road
Phoenix, Arizona 85014
(602) 764-6500 FAX (602) 271-2765

Interim Superintendent
Arthur J. Lebowitz

Principal 
Edith Macklin-Isquierdo, Ph.D.

April 24, 2008

Competition Coordinator
Fund for the Improvement of Postsecondary Education

RE: Support for Preparación Online: Building Teacher Capacity for Latino Academic Success and Readiness for Higher Education through Online In-Service for the National Dissemination of the FIPSE Preparación Translation and Interpretation Secondary Curriculum.

Dear Competition Coordinator,

I would like to voice my enthusiastic support for the online teacher in-service project being proposed by the University of Arizona. This is a worthy and much needed project to improve Latino high school student academic success and college readiness. I am committed to participating fully in all phases of the Preparación Online project, including the in-service, classroom implementation, and evaluation.

After reviewing the preliminary results of the local area project in Tucson, Arizona in which students are showing increased learning, engagement, and interest in higher education, and reviewing data from other similar University of Arizona projects demonstrating significant grade average increases and higher than average college matriculation and persistence, the proposed project holds tremendous promise to effect change among Latino students. The impact of translation and interpretation on student outcomes is compelling, and the online model of teacher in-service is a very workable solution to the problem of reaching students in large numbers as quickly as possible.

I believe that the goals of this project are innovative and will significantly contribute to the improvement of Latino student academic success and the promotion of increased participation in higher education.

Towards this end, North High School is ready to commit resources to support the time of 3 teachers who will participate in the 120 hours of professional development and curriculum building in the summer of 2010 and implement the 12-week medical and legal curriculum in Spring of 2011. We will support our teachers at a rate of \$20-25/hour for the in-service, which translates into a contribution of approximately \$7,200 to \$9,000 invested in this curriculum in 2010. We understand that we are required to participate in the project evaluation to test this curriculum's ability to promote student gains in learning, engagement, and interest in higher education.

North High School's student body is roughly 73% Latino, and I am keenly interested programs that recognize the value of the cultural and linguistic heritage of these students and help them to recognize it as well. This recognition is essential, I believe, to the transformation of these students into engaged achievers. I look forward to contributing to the empirical evaluation of their student impact. I believe that participation in this project could have enormous benefits for my students. I would be proud to have my school contribute to a project with such national promise.

Revitalization of the Spanish curriculum and improving teacher capacity for the benefit of Latino students is an increasingly important goal and I am hopeful that the Funds for Post Secondary Education will feel as I do about this tremendous opportunity and fund this timely and essential project. If you have any further questions, please feel free to call me at 602-764-6511.

Sincerely,



Edith Macklin-Isquierdo
Principal, North High School



J. STERLING MORTON HIGH SCHOOLS
 MORTON EAST HIGH SCHOOL
 2423 SOUTH AUSTIN BOULEVARD, CICERO, IL 60804
 PHONE (708) 222-5700 FAX (708) 222-3090

April 24, 2008

Competition Coordinator
 Fund for the Improvement of Postsecondary Education

RE: Support for Preparación Online: Building Teacher Capacity for Latino Academic Success and Readiness for Higher Education through Online In-Service for the National Dissemination of the FIPSE Preparación Translation and Interpretation Secondary Curriculum.

Dear Competition Coordinator,

As Principal of Morton East High School in Cicero, Illinois, I would like to voice my support for the current proposal by the University of Arizona. This is a worthy and much needed project to improve Latino high school student academic success and college readiness.

After reviewing the preliminary results of the local area project in Tucson, Arizona in which students are showing increased learning, engagement, and interest in higher education, and reviewing data from other similar University of Arizona projects demonstrating significant grade increases and higher than average college matriculation and persistence, I agree that the study of legal and medical translation and interpretation is a powerful stimulus for cognitive growth and serious engagement with school, and jumpstarting or solidifying their interest in higher education and professional goals. I also concur, as both a principal and a former Spanish teacher, that building teacher competence in this area is requisite to delivering this complex legal and medical interpretation curriculum to ensure improved student outcomes.

Offering the Preparación Translation and Interpretation Teacher In-service curriculum online is unquestionably the best way (and very likely the only way) to disseminate this translation and interpretation high school curricular reform nationally. Increasing teachers' competence in high technical registers in Spanish and in pedagogical theory and techniques in teaching translation and interpretation will have an immediate and significant impact on the quality of Spanish teaching in our classrooms, and thus on hundreds and potentially thousands of both Latino and non-Latino students.

I believe that the goals of this project are innovative and will significantly contribute to the improvement of Latino student academic success and the promotion of increased participation in higher education.

Sincerely,

 Frank S. Zarate, Jr.
 Principal

1 1 18C 7M

WV66:6 RODZ'0E 7MAY



"Preparing Leaders for the 21st Century."

South Texas ISD
BETA High School
510 South Sugar Rd.
Edinburg, Texas 78539

April 24, 2008

Competition Coordinator
Fund for the Improvement of Postsecondary Education

RE: *Support for Preparación Online: Building Teacher Capacity for Latino Academic Success and Readiness for Higher Education through Online In-Service for the National Dissemination of the FIPSE Preparación Translation and Interpretation Secondary Curriculum.*

Dear Competition Coordinator,

As principal of South Texas Business, Education & Technology Academy (BETA), I would like to voice my enthusiastic support for the current proposal by the University of Arizona. This is a worthy and much needed project to improve Latino high school student academic success and college readiness. I intend to bring this proposal to the attention of my Board of Education and to lobby on its behalf. Pending their approval, and the commitment of my Spanish teachers, I am committed to participating fully in all phases of the Preparación Online project, including the In-service, classroom implementation, and evaluation.

After reviewing the preliminary results of the local area project in Tucson, Arizona in which students are showing increased learning, engagement, and interest in higher education, and reviewing data from other similar University of Arizona projects demonstrating significant grade average increases and higher than average college matriculation and persistence, I agree that the study of legal and medical translation and interpretation is a powerful stimulus for cognitive growth and serious engagement with school, and jumpstarting or solidifying their interest in higher education and professional goals.

*510 South Sugar Road
Edinburg, Texas 78539
<http://beta.edis.net>*

*Tel. 956.383.1684
Fax 956.383.8044*

Offering the Preparación Translation and Interpretation Teacher In-service curriculum online is unquestionably the best way (and very likely the only way) to disseminate this translation and Interpretation high school curricular reform nationally. Building teacher excellence is a certain way to impact as many students as possible, as quickly as possible. I believe that the goals of this project are innovative and will significantly contribute to the improvement of Latino student academic success and the promotion of increased participation in higher education.

BETA is overwhelmingly Latino (my district, South Texas Independent School District, is 78.3% Latino) and is founded on innovation, offering business, education, and technology programs. Students in all of these focal areas will have their educations and opportunities enhanced through this innovative complementary FIPSE project. For this reason, I expect this Interpretation and translation curricular reform to be extremely successful and important in students' lives here at BETA.

Moreover, I look forward to contributing to the empirical evaluation of their student impact. I would be proud to have my school contribute to a project with such national promise.

Revitalization of the Spanish curriculum and improving teacher capacity for the benefit of Latino students is an increasingly important goal and I am hopeful that my Board of Education will feel as I do about this tremendous opportunity. If you have any further questions, please feel free to call me at (956) 383-1684.

Sincerely,



Magdalena Gutierrez
Principal



April 28, 2008

Competition Coordinator
Fund for the Improvement of Postsecondary Education

Dear Competition Coordinator:

I am writing to offer my enthusiastic support for the University of Arizona's National Center for Interpretation, Testing, Research and Policy (NCITRP) proposed project: *Preparación Online: Building Teacher Capacity for Latino Academic Success and Readiness for Higher Education through Online In-Service for the National Dissemination of the FIPSE Preparación Translation and Interpretation Secondary Curriculum.*

As a recipient of a 2007 FIPSE Comprehensive Program grant myself (P116B070124), I am familiar with FIPSE's high standards and commitment to sustainable innovation. In my own work, I am developing medical Spanish curricula to improve the second language skills of health care professionals. As such, I am very familiar with the state of language learning at the secondary and postsecondary level, and I believe that the University of Arizona's Preparación Online project is the logical next step in language instruction generally, and an extraordinary opportunity for curricular reform in support of Latino students as well.

Dr. Roseann González, Director of NCITRP, has demonstrated her ability to achieve FIPSE's lofty goals through her previous three FIPSE funded projects. Her current proposal is more than equal to these previous projects in terms of its thoughtful application of current, extensive research to practical education issues. The results of Preparación have been remarkable in terms of marked increased academic achievement, engagement, and critical interest in higher education.

In the state of Texas, where I live and work, the importance of Dr. González' proposal cannot be overstated. I am committed to helping her implement Preparación Online in Texas, helping to identify schools and school districts in Texas where this project will do the most good and securing their commitment to seeing Preparación Online through implementation and evaluation in their schools.

In closing, I look forward to collaborating with Dr. González and her team in bringing Preparación Online to Texas. This project is important and deserving of support, and I am committed to doing everything I can to help make it successful. I urge FIPSE to support Dr. Gonzalez' proposal to expand this much needed high school curriculum reform to Latino students nationwide to improve student engagement and college readiness, thus improving postsecondary opportunities for this underrepresented population.

Regards,

Glen Martinez, Ph.D.
Chair, Department of Modern Languages and Literature
University of Texas Pan American



225 Reinekers Lane, Suite 590
Alexandria, VA 22314 USA

www.atanet.org
ata@atanet.org

Telephone: (703) 683-6100
Fax: (703) 683-6122

**american
translators
association**

Dear FIPSE Competition Coordinator,

I am writing to voice the enthusiastic support for the national dissemination of the University of Arizona's program entitled *Building Teacher Capacity for Latino Academic Success and Readiness for Higher Education through Online In-Service: The National Dissemination of the FIPSE Preparación Translation and Interpretation Secondary Curriculum*.

ATA is a professional association founded to advance the translation and interpreting professions and foster the professional development of individual translators and interpreters. Its 10,000 members in more than 90 countries include translators, interpreters, teachers, project managers, web and software developers, language company owners, hospitals, universities, and government agencies. This organization is keenly interested in the development of future professionals in translation, and we believe that it is in our best interests to ensure the availability of high quality translation.

Therefore, we see the efforts by Dr. Roseann Duenas Gonzalez to be of great value, in that often the very people who have inherent linguistic ability due to their language minority status, are unaware of the value of their linguistic and cultural assets that could be developed into a professional field of practice or used well in some professional sphere. We agree with Dr. Gonzalez that building on native skills and language is a motivational and intellectually stimulating strategy that can only have a positive impact on students who are alienated from higher education.

As an association, we have become more and more engaged in not only studying the translation process and improving its practice globally, but also in examining the process of interpretation and improving its practice as well. Therefore, we are interested in seeing both translation and interpretation become subjects of study and analysis and meet social justice goals. What better way than to develop young people's minds and language abilities to be able to handle the high demands of translation?

Exposing students to the practice of translation and interpretation will without a doubt promote cognitive growth, and assist students in understanding that higher education can indeed not only improve their nascent language skills, but prepare them for a professional life that is rewarding both financially and in terms of giving back to their communities to ensure access.

As the President of the American Translators Association, I find this project to be innovative, and right on target with the linguistic needs of the United States. I urge you to fund this unique project that will open up doors to greater academic engagement, higher academic performance, and greater access to higher education. I see the online-teacher training program as critical to disseminating this program, and I support the effort wholeheartedly. We look forward, as an association, to hear the progress of these pioneer efforts to train secondary students in translation and interpretation as a part of their high school Spanish curriculum.

Sincerely,

Jiri Stejskal
President



**INTERNATIONAL MEDICAL
INTERPRETERS ASSOCIATION**
Leading the advancement of professional interpreters

Dear FIPSE Competition Coordinator,

I am writing to voice the enthusiastic support for the national dissemination of the University of Arizona's program entitled *Building Teacher Capacity for Latino Academic Success and Readiness for Higher Education through Online In-Service: The National Dissemination of the FIPSE Preparación Translation and Interpretation Secondary Curriculum*.

The International Association of Medical Interpreters is a professional association founded to advance the medical interpreting and translation profession and foster the professional development of individual translators and interpreters. Its 1,500 members in more than 10 countries include translators, interpreters, teachers, project managers, web and software developers, language company owners, hospitals, universities, and government agencies. This organization is keenly interested in the development of future professionals in medical interpretation and translation for the betterment of medical interpreting and health care outcomes for linguistically diverse speakers. We believe that it is in our best interests to ensure the availability of high quality interpreting and translation by the development of native talents and abilities of language minority populations.

Therefore, we see the efforts by Dr. Roseann Gonzalez to be of great value, in that often the very persons who have inherent linguistic ability due to their language minority status, are unaware of the value of their linguistic and cultural assets that could be developed into a professional field of practice or used well in some professional sphere. We are also aware of the tremendous underachievement of Latino students in the United States and agree with Dr. Gonzalez that building on native skills and language is a motivational and intellectually stimulating strategy that can only have a positive impact on students who are generally alienated from higher education. The data on the current high school project are extremely promising, as teachers report higher academic performance, a significantly higher level of engagement as evidenced by higher attendance and a greater number of questions at a higher level of complexity posed by students; expressions of interest in higher education and attending university high-school development programs. On a national scale, the potential impact of the program is significant and could make the difference needed in the lives of many Latino students who would otherwise not choose the path of higher education.

As an association, we have become more and more engaged in not only studying the interpretation process and improving its practice globally. Therefore, we are interested in seeing both translation and interpretation become subjects of study and analysis and as vehicles towards the meeting of social justice goals. What better way than to develop young people's minds and language abilities to be able to handle the high demands of interpretation and translation?

Exposing students to the practice of translation and interpretation will without a doubt promote cognitive growth, and assist students in understanding that higher education can indeed not only improve their nascent language skills, but prepare them for a professional life that is rewarding both financially and in terms of giving back to their communities to ensure access.

As the International Medical Interpreters Association, I find this project to be innovative, and right on target with the linguistic needs of the United States, and the academic and motivational needs of Latino students. We are familiar with the work of Dr. Roseann Gonzalez and heartily support this undertaking. I urge you to fund this unique project that will open up doors to greater academic engagement, higher academic performance, and greater access to higher education. I see the online-teacher training program as critical to disseminating this program, and I support the effort wholeheartedly. We look forward, as an association, to hear the progress of these pioneer efforts to train secondary students in translation and interpretation as a part of their high school Spanish curriculum.

Yours sincerely,


Isabel S. Arucha, M.Ed.
IMIA President
www.imiaweb.org



Dear FIPSE Competition Coordinator,

I am writing to voice the enthusiastic support for the national dissemination of the University of Arizona's curricular reform program entitled *Preparacion Online: Building Teacher Capacity for Latino Academic Success and Readiness for Higher Education through Online IN-Service for the National Dissemination of the FIPSE Preparacion Translation and Interpretation Secondary Curriculum*.

The National Association for Bilingual Education is the only professional organization at the national level wholly devoted to representing both English language learners and bilingual education professionals. Along with our affiliate organizations in 23 states, we represent a combined membership of more than 20,000 bilingual and English-as-a-second-language teachers, administrators, paraprofessionals, university professors and students, researchers, advocates, policymakers, and parents. Our mission is to advocate for our nation's bilingual and English language learners and families and to cultivate a multilingual multicultural society by supporting and promoting policy, programs, pedagogy, research, and professional development that yield academic success, value native language, lead to English proficiency, and respect cultural and linguistic diversity.

Since 1976, The National Association for Bilingual Education has been advocating for adequate funding, well trained teachers, appropriate assessments, equal educational opportunity and other resources for English learner programs. Research in our field strongly supports the concept that development of native language proficiency results in faster and higher levels of proficiency in English, especially the English required for academic success. We see the efforts of Dr. Roseann Dueñas Gonzalez in the advancements of Latino students across the country to be in direct correlation with what we strive to achieve. As the population of the United States is ever changing, it is essential to ensure the education of children and educators alike to meet challenges together. Judging from the on-going high school program reports from teachers demonstrating more pronounced and complex in-class participation, improved academic performance, and higher than usual intentions to attend higher-education by students, we can only believe the proposed program would be of tremendous value to Latino students, no doubt resulting in higher academic achievement, higher motivation, and greater readiness for college.

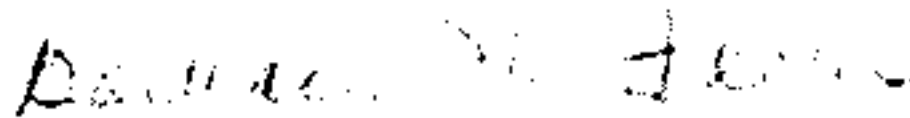
Infusing our students and teachers with interpretation and translation skills would help bridging the cultural and linguistic gap to higher education that currently exists in the Latino community. We strongly believe that the translation and interpretation curriculum will not only help foster a higher sense of purpose in our students but also prepare them to enter the professional world with highly specialized skills.

As the President of The National Association for Bilingual Education, I realize the potential of this project and find it to be on par with our mission and the needs of both the Latino and the Educational communities. I truly believe that funding this project will instill a better higher educational culture in our students, strengthening higher education commitment and accomplishment. The online-teacher training programs will play a decisive role in the dissemination of this project, and I strongly encourage this endeavor.

The National Association for Bilingual Education awaits results from this project as we see the teaching of translation and interpretation as part of the high school Spanish curriculum to have transformative potential on Latino student educational outcomes. Dr. Duenas Gonzelez has an impeccable reputation and has the proven track record to effectively produce and disseminate with outstanding results.

If you need any further clarifications, please do not hesitate to email me at bflores@csusb.edu or call me on my cell at 909 223-2356.

Sincerely,



Barbara M. Flores, Ph.D.
NABE President
1313 L Street NW Suite 210
Washington, D.C. 20005



A Professional Association of Educators in English Studies, Literacy, and Language Arts

National Council of Teachers of English

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Paul Beckwa

Senior Program Officer, PreK-12 Education

Barbara Cambridge

April 21, 2008

Dear FIPSE Competition Coordinator,

I am writing to recommend full funding for the University of Arizona's innovative curricular reform program entitled *Preparación Online: Building Teacher Capacity for Latino Academic Success and Readiness for Higher Education through Online In-Service for the National Dissemination of the FIPSE Preparación Translation and Interpretation Secondary Curriculum*.

The National Council of Teachers of English is devoted to improving the teaching and learning of English and the language arts at all levels of education. Since 1911, NCTE has provided a forum for the profession, an array of opportunities for teachers to continue their professional growth throughout their careers, and a framework for cooperation to deal with issues that affect the teaching of English. The Council promotes the development of literacy, the use of language to construct personal and public worlds and to achieve full participation in society, through the learning and teaching of English and the related arts and sciences of language. NCTE has over 50,000 members and subscribers in the United States and other countries. Individual members are teachers and supervisors of English programs in elementary, middle, and secondary schools, faculty in college and university English departments, teacher educators, local and state agency English specialists, and professionals in related fields.

Two years ago, the National Council of Teachers of English made the provision of research and materials for teachers of English language learners a primary goal. We have supported the development of professional development programming based on educational research that establishes that building upon students' cultural and linguistic assets and native language proficiency results in faster and higher levels of proficiency in English, especially the English required for academic success. The curricular reform program described in this grant is consistent with this research and holds great promise for teachers and English language learners alike.

Dr. Roseann Dueñas Gonzalez's proposal presents a well-designed plan to test and disseminate nationally a curricular reform project that entails integrating the study of Spanish-English translation into secondary classrooms nationwide. We applaud Dr. Gonzalez's efforts and believe that this proposal to FIPSE and her earlier ones are consistent with the mission and goals of NCTE. As the population of the United States changes rapidly, it is essential to ensure that teachers are well-prepared to assist children in the complex task of learning to use the English language fully—in "real world" situations and for academic growth. We are pleased to see that the current FIPSE program that the UA wishes to expand to a national level has produced such salutary preliminary results in student outcomes, including more

pronounced and complex in-class participation, improved academic performance, and higher than usual intentions to attend higher-education by students. We believe that preparing teachers to deliver this innovative curriculum focusing on translation and interpretation from English to Spanish and Spanish to English is of tremendous value to Latino students, no doubt resulting in greater English proficiency (as is shown in the data), higher academic achievement, higher motivation, and greater readiness for college. We strongly believe that the translation and Interpretation curriculum will not only help foster a higher sense of purpose in Latino students but help them view themselves as learners who have much to contribute as well as much to learn.

As the Executive Director of NCTE, I appreciate the potential of this project and believe it harbors great potential for enriching Latino students and the American educational system. It has proven to be effective in strengthening the academic orientation of our students, and in raising commitment to pursue accomplishments in higher education. The online-teacher training programs will play a decisive role in the dissemination of this project, a program feature that especially merits support. The National Council of Teachers of English eagerly awaits results from this project; we believe that the teaching of translation and interpretation as part of the high school Spanish curriculum could have transformative potential on Latino student educational outcomes. I strongly recommend funding this project for all the reasons mentioned. But I also believe it merits support on the basis of the consistent high quality of scholarship produced by principal investigator Dr. Roseann Dueñas Gonzalez. NCTE has recognized Dr. Gonzalez's valuable contribution to the education of English language learners by awarding her the Council's greatest honor—the prestigious Distinguished Service Award. A project as well conceived, well documented, and well executed as this one promises to be certainly merits support, even in the most competitive circumstances.

Sincerely,



Kent Williamson, Executive Director
National Council of Teachers of English

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April 24, 2008

FIPSE Competition Coordinator
2008 Competition

Dear FIPSE Competition Coordinator,

I am writing to voice the enthusiastic support for the national dissemination of the University of Arizona's program entitled *Preparacion Online Building Teacher Capacity for Latino Academic Success and Readiness for Higher Education through Online In-Service: The National Dissemination of the FIPSE Preparación Translation and Interpretation Secondary Curriculum*.

As a national consultant on access to limited and non-English speakers through quality interpretation and translation services, I see the efforts by Dr. Roseann Duenas Gonzalez to be of great value, in that often the very persons who have inherent linguistic ability due to their language minority status, are unaware of the value of their linguistic and cultural assets that could be developed into a professional field of practice or used well in some professional sphere. I am also aware of the tremendous underachievement of Latino students in the United States and agree with Dr. Gonzalez that building on native skills and language is a motivational and intellectually stimulating strategy that can only have a positive impact on students who are generally alienated from higher education. The data on the current high school project are extremely promising, as teachers report higher academic performance, a significantly higher level of engagement as evidenced by higher attendance and a greater number of questions at a higher level of complexity posed by students; expressions of interest in higher education and attending university high-school development programs. On a national scale, the potential impact of the program is significant and could make the difference needed in the lives of many Latino students who would otherwise not choose the path of higher education.

Exposing students to the practice of translation and interpretation will without a doubt promote cognitive growth, and assist students in understanding that higher education can indeed not only improve their nascent language skills, but prepare them for a professional life that is rewarding both financially and in terms of giving back to their communities to ensure access.

As someone involved in many national and local efforts to provide access to law enforcement and the legal system for limited and non-English speakers, I urge you to fund this unique project that will not only open up doors to greater academic engagement, higher academic performance, and greater access to higher education for Latino students but will also develop a pool of language specialists, translators, and interpreters who can serve the need of the US population in terms of language services. I see the online-teacher training program as critical to disseminating this program, and I support the effort wholeheartedly. I look forward to hearing the progress of these pioneer efforts to train secondary students in translation and interpretation as a part of

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Isabel Frazer

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their high school Spanish curriculum and am hopeful that Dr. Gorzalez will be sharing that news with us as it happens!

I heartily recommend that FIPSE fund this very worthwhile and much needed project. I find this project to be innovative, and right on target with the linguistic needs of the United States, and the academic and motivational needs of Latino students. I am very familiar with the work of Dr. Roseann Duenas Gorzalez, who is a 25-year national leader in the area of legal and medical interpretation training and testing, and can attest to the fact that she and her staff and associates will achieve the goals they have set out.

Yours sincerely,



Isabel Franer
Language Access Consultants, LLC.
Chair, National Association of Judicial Interpreters and Translators

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P-3

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Isabel Franer

Apr 22 08 05:36P

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Budget Narrative

Budget Narrative

Attachment 1:

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Attachment 2:

Title: Pages: Uploaded File: 4151-UA_NCITRP_2008_FIPSE_Itemized_Detailed_Budget.pdf

Preparación Online— Building Teacher Capacity for Latino Academic Success and Readiness for Higher Education through Online In-Service: The National Dissemination of the FIPSE Preparación Translation and Interpretation Secondary Curriculum

BUDGET NARRATIVE

YEAR ONE: 2008 - 2009

In year one, salaries and wages for Project Director, staff, GATs, student workers, faculty, and consultant time requested from FIPSE and contributed by the University of Arizona (UA) and Mrs. Agnese Haury, will support the process of conducting the major goals of the *Preparación Online* in the first year, which include:

1) Redesign of the *Preparación* T&I Teacher In-Service for online delivery and development of new materials for online learning including:

- Redesign of fundamentals of T&I theory & practice for web-based learning.
- Redesign of interpreter training materials to develop teacher specialized linguistic and interpreter skills online.
- Development of web-based delivery of T&I teaching methods & techniques and teacher practicum.
- Development of new materials and activities, assessments, and audio visual materials for interactive online delivery.

2) Redesign of the legal and medical high school translation and interpretation units for online in service and web-based learning. All units will:

- Include scope and use in sequence for complete translation and interpreting units.
- Conform to required skills and standards of the selected school districts in six states with a percentage of Latinos exceeding the national average (14.8%).
- Consist of complete set of necessary materials, including daily lesson plans, teacher's manual, and videos/audio materials, overheads or power points, pre-post test materials, and practice materials with glossaries, conceptual background materials, and supplemental activities.

3) Build the technical infrastructure necessary to offer the *Preparación Online* in-service, including identifying and obtaining (a) the required software licenses for web development and implementation; (b) the required software for image and video editing ; (c) the required software and hardware for hosting both web portals; and (d) technical assistance for web-based curriculum and media design.

4) Coordination of all staff, GATs, faculty, consultants, Advisory Board participants, University Information Technology Services, for the planning and redesign of all units for web-based learning.

5) Continuation of *Preparación* Advisory Board begun during the previous FIPSE *Preparación* grant, now *Preparación Online* Advisory Board.

6) Recruitment of and final agreement with schools and school districts that meet demographic prerequisites for participation in *Preparación Online* schools. School districts must agree to compensate teachers for the 120-hr T&I online in-service and be willing to pilot units during the 2010-2011 academic years (Year 3 of the grant) and cooperate by gathering required evaluation data.

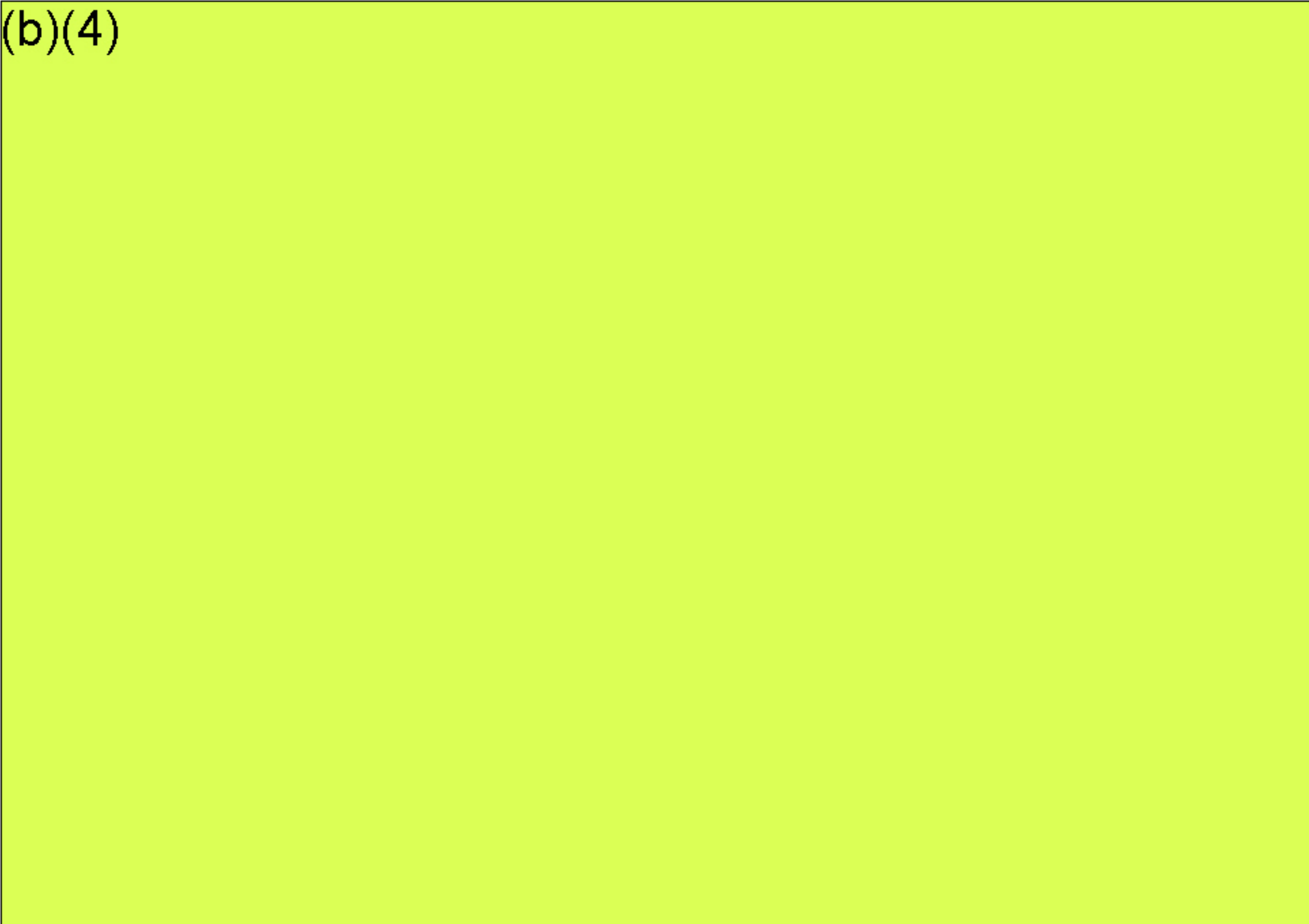
7) Coordination with participating school districts to ensure appropriate selection of teachers, who will participate in *Preparación Online* in July 2010 and the online in-service.

8) Recruit research populations necessary to conduct research and evaluation activities in Year 3 of the study.

9) Identify and recruit training facilitators and instructors with the requisite skills and experience to successfully facilitate the online training.

10) Ongoing formative qualitative and quantitative evaluation of the web-based curriculum materials by Advisory Board members and Amphitheater, Sunnyside, and TUSD high school teachers who participated in the original *Preparación* Tucson pilot of the T&I curriculum.

(b)(4)



(b)(4)

YEAR TWO: 2009 - 2010

In year two, salaries and wages for Project Director, staff, faculty, GAT and consultant time requested from FIPSE and contributed by the University of Arizona, and Mrs. Agnese Haury, will support the process of conducting the major goals of *Preparación Online*, which includes:

- 1) Continue Goals of Year One.
- 2) Coordination with participating school districts to ensure appropriate selection of teachers, who will participate in *Preparación Online* in-service.
- 3) Final selection of teacher participants of *Preparación Online* in-service.
- 4) Consultation with external evaluator to plan evaluation strategy for ongoing formative program evaluation and to ensure appropriate baseline data collection.
- 5) Consultation with external evaluator to plan ongoing formative quantitative and qualitative evaluation of *Preparación Online* in-service modules by *Preparación Online* Advisory Board and Pilot teachers. (See Year 1, #1).
- 6) Develop in-person instructor and facilitator training institutes to be implemented in July, 2010 and 2011.
- 7) Implement Instructor and Facilitator training in July, 2010, as part of the Agnese Haury Institute for Interpretation.
- 8) Coordination of all staff, faculty and Advisory Board members for the planning and development of all in-service modules offered online.
- 9) Establishment of web-based forum for teacher exchange to encourage networking, reflection, problem solving, and sharing lessons learned.
- 10) Implement 120-hr *Preparación Online* in-service to expand teachers' legal and medical high register repertoires in Spanish and English and translation and interpretation proficiency; T&I theory, practice; and pedagogical methods, and techniques applicable to legal and medical T&I classroom modules and culturally relevant techniques to accelerate Latino student learning.
- 11) Develop the T&I Online Refresher course for Year 3 curriculum implementation. Prior to implementation of T&I modules in the classroom, this refresher course will ensure maintenance of trainer knowledge and skills to ensure reliability of course delivery.

(b)(4)

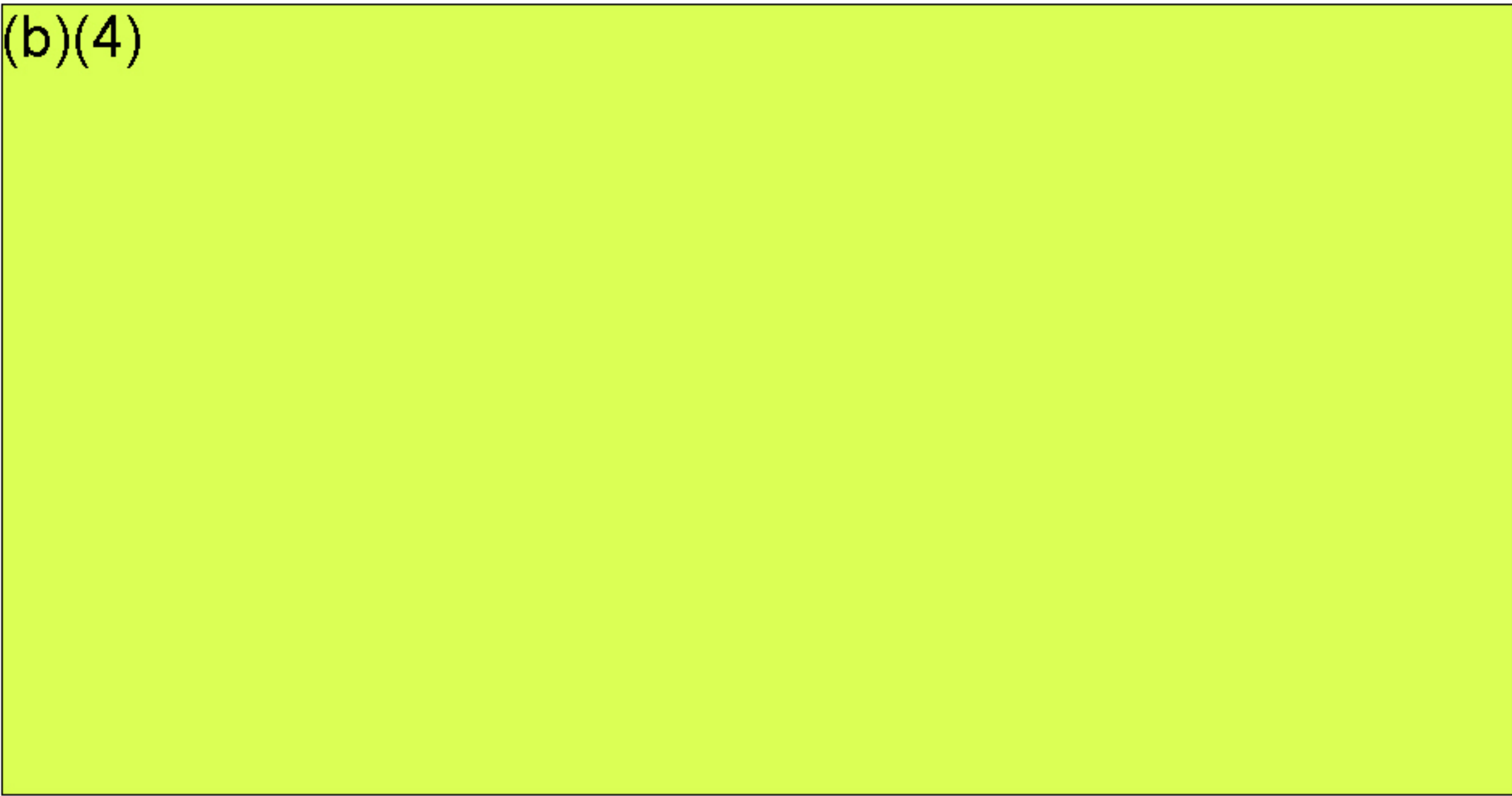
YEAR THREE: 2010 - 2011

In Year 3, salaries and wages for Project Director, staff, faculty, GAT and consultant time requested from FIPSE and contributed by the University of Arizona, and Mrs. Agnese Haury will support the process of conducting the major goals of *Preparación Online* in the third year, which includes:

- 1) Continue formative evaluation goals of Year 1 and Year 2.
- 2) Gather Year 2 Spring Semester baseline data in the Fall Semester, Year 3 for intervention and control class student participants.
- 3) Ensure teacher quality/readiness to teach T&I units in Spring Semester, 2011 by offering teacher Refresher web-based, module online in Fall, 2010.
- 4) Administer teacher content pre and post test, and submit to analysis to ensure adequate content knowledge of teachers before implementation.
- 5) Coordination of all consultants and teacher participants for the implementation of all *Preparación Online* learning modules and online ancillary materials.
- 6) Teacher participants will implement 12-week legal and medical T&I units, to target student populations in Spring Semester, 2011.
- 7) Qualitative and quantitative evaluation of intervention by (a) students of curriculum and materials and (b) teachers of online delivery of training.

- 8) Work with school districts to collect all baseline, pre, and post intervention data for control and experimental groups.
- 9) Analyze all student data, comparing pre and post data for control and experimental groups.
- 10) Continuation of web-based forum for teacher exchange to encourage networking, reflection, problem solving and sharing lessons learned.
- 11) Ongoing formative qualitative and quantitative evaluation of the web-based curriculum materials by Advisory Board members.
- 12) Consultation with external evaluator to plan evaluation strategy for ongoing formative program evaluation and to ensure appropriate pre and post intervention data collection.
- 13) Consultation with external evaluator to plan ongoing formative and summative quantitative and qualitative evaluation of *Preparación Online* in-service modules by participating *Preparación Online* teachers, *Preparación Online* Advisory Board and Pilot teachers. (See Year 1, #1).

(b)(4)



YEAR FOUR: 2011 - 2012

In Year 4, salaries and wages for Project Director, staff, faculty, GAT and consultant time requested from FIPSE and contributed by the University of Arizona, and Mrs. Agnese Haury will support the process of conducting the major goals of *Preparación Online* in the third year, which includes:

- 1) Analyze all pre-post student data to determine student learning outcomes after exposure to T&I units compared to an experimental control group with no exposure to the intervention, as measured by student improvement data.
- 2) Subject data to quantitative analysis using appropriate statistics for experimental design.
- 3) Determine whether there is a statistically significant difference in student learning engagement by students who were exposed to the intervention as compared to a control group. This will be achieved by:
 - Gathering student attendance data
 - Re-administering the High School Survey of Student Engagement to the experimental and control groups
 - Subject the attendance and High School Survey of Student Engagement to quantitative analysis using appropriate statistics for experimental design and sample size of the research program
- 4) Gather student learning maintenance data at the end of Fall Semester, Year 4 and subject to evaluation and analysis.
- 5) Conduct and analyze qualitative data obtained from student and teacher post exit interviews.
- 6) Write project evaluation report.
- 7) Begin expansion and national recruitment of school districts for future adoption of T&I modules.
- 8) Disseminate results of curriculum reform impact on student learning and student engagement.
- 9) Dissemination of results will be carried out through presentations at national conferences, preparation of journal articles, and regional and national promotion of the *Preparación Online* In-Service and FIPSE High School legal and medical T&I units in collaboration with sponsoring national and professional organizations.

(b)(4)

(b)(4)

POST-GRANT PERIOD

After the grant period, the institutionalization of *Preparación Online* will continue at the University of Arizona with the continuing support of the University Information Technology Services to maintain the infrastructure of web portals and software licenses. After finding positive evaluative outcomes for *Preparación Online*, the National Center for Interpretation will focus on expanding the national dissemination of *Preparación Online* through continued networking with schools in high Latino population states and school districts and partnerships with national professional associations such as the National Council Teachers of English, the National Association for Bilingual Education, and national and international interpreting and translation associations. The National Center for Interpretation will seek to form strategic partnerships with private and public entities to further solidify *Preparación Online* as the framework for online T&I education. The *Preparación Online* teacher in-service and T&I high school student units will not only have an unprecedented effect on Latino student outcomes and readiness for higher education but has tremendous potential to train a workforce to meet the growing language services demands of the U.S. and global economy.

National Center for Interpretation Cost Share Request for Building Teacher Capacity For Latino Academic Success through Online In-Service

APPENDIX, PAGE 1: PROJECT COSTS REQUESTED FROM FIPSE 2008-2012

	<u>Year One</u>	<u>Year Two</u>	<u>Year Three</u>	<u>Year Four</u>
Direct Costs:				
A. Salaries & Wages				
Classified Staff				
Paul Gatto, Project Co-Director FTE .50	\$24,022	\$24,022	\$19,218	\$19,218
Maria Jakubicki FTE .25	\$13,681	\$13,681	\$8,209	\$8,209
Sub total:	\$37,703	\$37,703	\$27,427	\$27,427
*ERE @ .446	\$16,816	\$16,816	\$12,232	\$12,232
Total	\$54,519	\$54,519	\$39,659	\$39,659
Appointed Personnel				
Armando Valles FTE .50	\$34,673	\$34,673	\$22,884	\$22,884
*ERE @ .295	\$10,229	\$10,229	\$6,751	\$6,751
Total	\$44,902	\$44,902	\$29,635	\$29,635
Classified Temporary				
John Bichsel, Research Specialist FTE .40	\$14,733	\$14,733	\$12,155	\$12,155
*ERE @ .101	\$1,488	\$1,488	\$1,228	\$1,228
Total	\$16,221	\$16,221	\$13,383	\$13,383
Student Workers @ \$9.50/hr				
*ERE @ .380	\$4,750	\$5,700	\$2,850	\$2,850
Total	\$4,931	\$5,917	\$2,958	\$2,958
Faculty-Jaime Fatas				
*ERE @ .295	\$0	\$0	\$0	\$0
Total:	\$0	\$0	\$0	\$0
Total Salaries & Wages	\$120,572	\$121,558	\$85,635	\$85,635
B. Operations				
Travel (Annual FIPSE Meeting)	\$450	\$450	\$500	\$500
New Technology				
Adobe Connect-Interface	\$0	\$0	\$0	\$0
Web Development & Hosting-Dynamic Portal-	\$0	\$0	\$0	\$0
Image & Video Editing Software	\$0	\$0	\$0	\$0
Web Design, Development, & Hosting-Static Portal	\$0	\$0	\$0	\$0
Technical Support-Curriculum Design	\$0	\$0	\$0	\$0
Technical Support-Media Design	\$0	\$0	\$0	\$0
Web Portal Programming	\$0	\$0	\$0	\$0
Teacher Piloting	\$0	\$0	\$0	\$0
New Technology Total	\$0	\$0	\$0	\$0
Materials & Supplies				
Consultants @ \$300/day (material writers and studio prod. audio/vid)	\$24,000	\$36,000	\$36,000	\$36,000
Other: External reviewer	\$750	\$1,500	\$3,000	\$3,000
Total Operations	\$25,200	\$37,950	\$39,500	\$39,500
C. Total Direct Costs	\$145,772	\$159,508	\$125,135	\$125,135
Indirect Costs: Overhead:8% (Excluding Equipment)				
Total Requested from FIPSE:	\$11,662	\$12,761	\$10,011	\$10,011
Total	\$157,433	\$172,268	\$135,146	\$135,146
FIPSE Proposal				
Year One	\$157,433			
Year Two	\$172,268			
Year Three	\$135,146			
Year Four	\$135,146			
TOTAL	\$599,994			
Total Institutional Support				
Year One		\$119,444		
Year Two		\$131,459		
Year Three		\$166,822		
Year Four		\$157,322		
TOTAL		\$575,048		

National Center for Interpretation Cost Share Request for Building Teacher Capacity For Latino Academic Success through Online In-Service

APPENDIX, PAGE 2: MATCHING UA AND MRS. AGNESE HAURY FUNDS-FIPSE PROPOSAL 2008-2012

	<u>Year One</u>	<u>Year Two</u>	<u>Year Three</u>	<u>Year Four</u>	
Project Costs Not Requested from FIPSE					
Direct Costs:					
A. Salaries & Wages:					
Classified Staff					
(b)(4)					
New Technology					
Adobe Connect-Interface-UIITS	\$0	\$0	\$0	\$0	
Web Development & Hosting-Dynamic Portal-UIITS	\$0	\$0	\$0	\$0	
Image & Video Editing Software (Mrs. Haury)	\$3,000	\$0	\$0	\$0	
Web Design, Development, & Hosting-Static Portal					
Technical Support-Curriculum Design (Provost)	\$20,000	\$20,000	\$10,000	\$5,000	
Technical Support-Media Design (Mrs. Haury)	\$18,500	\$11,500	\$7,500	\$4,500	
Web Portal Programming-UIITS	\$0	\$0	\$0	\$0	
New Technology Total	\$41,500	\$31,500	\$17,500	\$9,500	
Materials & Supplies (VP for Research)	\$5,000	\$5,000	\$5,000	\$ 5,000	
Consultants @ \$280/day (material writers and studio prod. audio/video)	\$0	\$0	\$0	\$0	
Other: External reviewer (Provost)	\$0	\$0	\$2,000	\$ 2,000	
High School Survey of Student Engagement-1000x\$175x2 (Provost)	\$0	\$0	\$3,500	\$0	
Total Operations (Funded by Provost, VP Research, UIITS, Mrs. Haury)	\$48,500	\$38,500	\$30,000	\$20,500	
C. Total Institutional and Mrs. Agnese Haury Support	\$119,444	\$131,459	\$168,822	\$157,322	
FIPSE Proposal					
Year One	\$157,433				
Year Two	\$172,269				
Year Three	\$135,146				
Year Four	\$135,146				
TOTAL	\$599,994				
Total Institutional Support Required					
Year One	\$119,444				
Year Two	\$131,459				
Year Three	\$168,822				
Year Four	\$157,322				
TOTAL	\$575,046				
Breakdown of Institutional Support & Mrs. Agnese Haury Support					
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>TOTAL</u>
Agnese Haury	\$60,614	\$65,463	\$78,591	\$78,591	\$279,259
UA Provost	\$6,000	\$7,500	\$22,000	\$22,000	\$57,500
UA VP Research	\$5,000	\$5,000	\$5,000	\$5,000	\$20,000
UA COH (In-Kind Gonzalez, 1/2 Academic Salary + ERE Year 2-4)	\$0	\$60,230	\$60,230	\$60,230	\$180,591
UA NCITRP (In-Kind Gonzalez NCI Salary Year 1 plus Misc)	\$37,229	\$0	\$367	\$0	\$37,596
TOTAL	\$108,843	\$138,193	\$164,188	\$163,821	\$575,046