

**Collaborative Bilingual Administrator Training Grant (CBAT)
University of Houston-Clear Lake**

Nation Professional Development Program

Executive Summary-April 2004

The Collaborative Bilingual Administrator Training Grant (CBAT) has made substantial progress toward meeting the objectives listed in the original grant proposal since October 2002 when the University of Houston-Clear Lake received notice of the grant award. The first CBAT cohort, consisting of thirty-six participants, was established by May of 2003 and is projected to complete graduate studies by the end of May 2005. At the last CBAT Advisory Council meeting of February 12, 2004, members representing collaborating districts approved the timeline for the recruitment of the second cohort of CBAT participants who would begin the graduate program in January of 2005 with completion scheduled for May of 2007. Progress toward the attainment of specific CBAT goals is outlined below.

Goal 1- Increase the number of certified bilingual administrators

- 36 educators, bilingual and fully certified to teach in Texas, were identified for participation in CBAT Cohort I. Thirty-one are seeking a master's degree in Educational Management with principal certification. Five participants hold a master's degree and are seeking principal certification only.
- 606 graduate hours have been completed by CBAT Cohort I, and CBAT participants are currently enrolled in 198 hours for spring 2004.
- Recruitment materials for the selection of CBAT Cohort II have been revised and approved by the CBAT Advisory Council for distribution to all collaborating districts as well as individuals who have requested an application packet. CBAT application materials have also been posted on the CBAT Website.
- Information about the CBAT project continues to be disseminated through articles in local newspapers, by articles in internal communications, by members of the CBAT Advisory Council, at area and state professional meetings, and in response to individual inquiries.

Goal 2 – Provide professional development that addresses the issues surrounding the needs of ELLs for all candidates in the UHCL administrator preparation program.

- Three modules: *Language Acquisition, Assessment Issues Related to the Education of ELLs* and *Chapter 89-Rules for the Implementation of Bilingual/ESL Programs in Texas* have been developed and piloted with CBAT Cohort 1.

- Two other modules: *Conflict Resolution* and *Parental Involvement* are being developed for use with CBAT Cohort 1 during the summer of 2004.
- A plan for integrating these modules into the regular curriculum of selected graduate classes is being implemented.

Goal 3 – Provide mentoring and support for CBAT participants, UHCL administrator candidates, and novice administrators to reduce attrition.

- Mentors for CBAT participants have been recruited and the following items developed to support the mentoring process: CBAT Mentor Recruitment Packets, CBAT Mentor Handbook, Mentor/Mentee/University Agreement, and a system for documenting mentor/mentee interaction for payment of mentor stipends.
- A CBAT mentor survey was developed and distributed to CBAT mentors in December 2003 to collect demographic information as well as mentors' perceptions of the mentoring process based on their personal experiences.
- A CBAT participant survey was developed and administered to CBAT participants on November 18, 2003 for the purpose of collecting demographic information about Cohort I as well as participant's feedback about the strengths, concerns and suggestions for the CBAT program.
- Tutorial services for developing academic writing skills were provided to CBAT participants during summer sessions, 2003 and spring semester 2004. Tutorial services for statistics was provided in the fall 2003 semester.
- In addition to presentations of CBAT Modules 1-3, thirty-one CBAT participants, the CBAT Coordinator and one mentor principal attended a six-hour *Listening Skills Seminar* conducted by Dr. James W. Gibson on Saturday, October 11, 2003.

Goal 4: Provide professional development for current administrators who are leading schools with high populations of ELLs in seven school districts.

- A twelve-hour workshop, *Cognitive Coaching*, was presented by Dr. Anne Coppenhaver to the mentors of 23 CBAT participants as well as one of the members of the CBAT Advisory Council on June 30 and July 1, 2003.
- Thirty-five administrators from 12 area school districts, including the CBAT collaborating districts, and three staff members from the University of Houston-Clear Lake attended a three-hour workshop, *Compliance Update: Bilingual/ESL*, provided by the Region IV Education Service Center on March 30, 2004 at the University of Houston-Clear Lake.
- Three CBAT modules have been posted on the CBAT Website and are being integrated into the curriculum for training prospective administrators at the University of Houston-Clear Lake.

Goal 5: Increase communication and collaboration with the community, including local school districts.

- CBAT Advisory Council Meetings were held on October 8, 2003 and on February 12, 2004. Minutes from each meeting have been distributed to advisory council members.
- CBAT Advisory Council Members reviewed the CBAT Website, the *Mentor Handbook* and recruitment materials for the second cohort, approved all workshops offered to administrators by the CBAT grant and are assisting in the recruitment of participants for CBAT Cohort II.

Goal 6: Disseminate information on meeting the needs of ELLs to current administrators in school districts throughout the State of Texas and the United States.

- Presentations by the University of Houston-Clear Lake staff involved in the implementation of the CBAT Program were made at NABE (National Association of Bilingual Educators) in February 2004, and at the 2004 NAAAS (National Association of African American Studies) & Affiliates National Conference, also held in February 2004.
- The CBAT Website can be accessed at <http://cbat.cl.uh.edu/> and continues to be expanded as new modules are developed or additional information pertaining to the education of language minority students is added.
- Information about the program has been disseminated through university publications, local newspapers, and the CBAT Website.

External review of CBAT Program was completed by Evaluation and Training Consultants, Inc. for grant year one, September 29, 2002 to September 29, 2003.

“The evaluator commends the Project Directors of this grant for the progress they have made in addressing the project goals and objectives, namely to increase the numbers of bilingual teachers with principal certification that understand the needs of ELLs. Great strides have been made in achieving the planned activities.”