Project ELLA: English Language and Literacy Acquisition

American Educational Research Association
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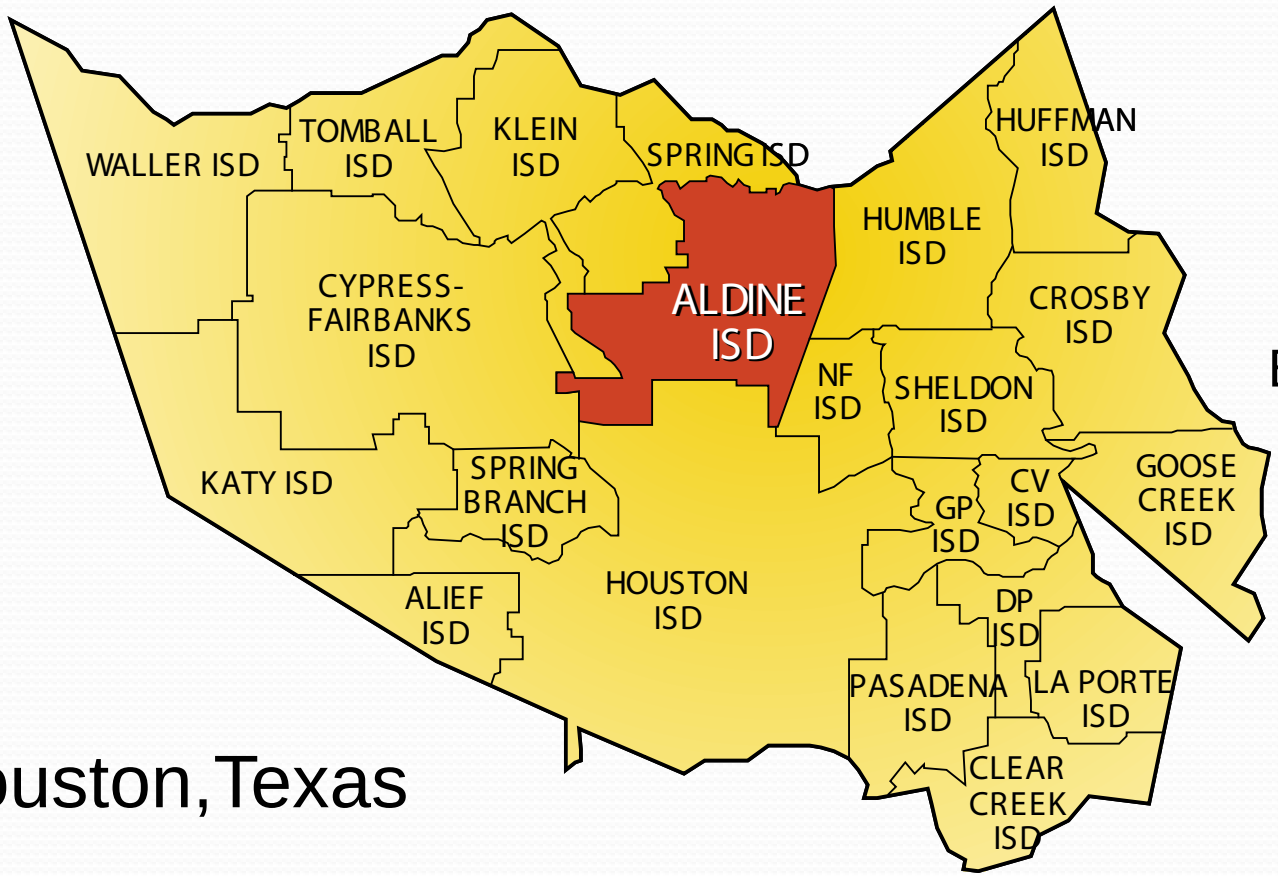
CONTEXT OF THE STUDY



Houston,Texas

Aldine ISD is a Learning First Alliance District and a Two-time Broad Finalist

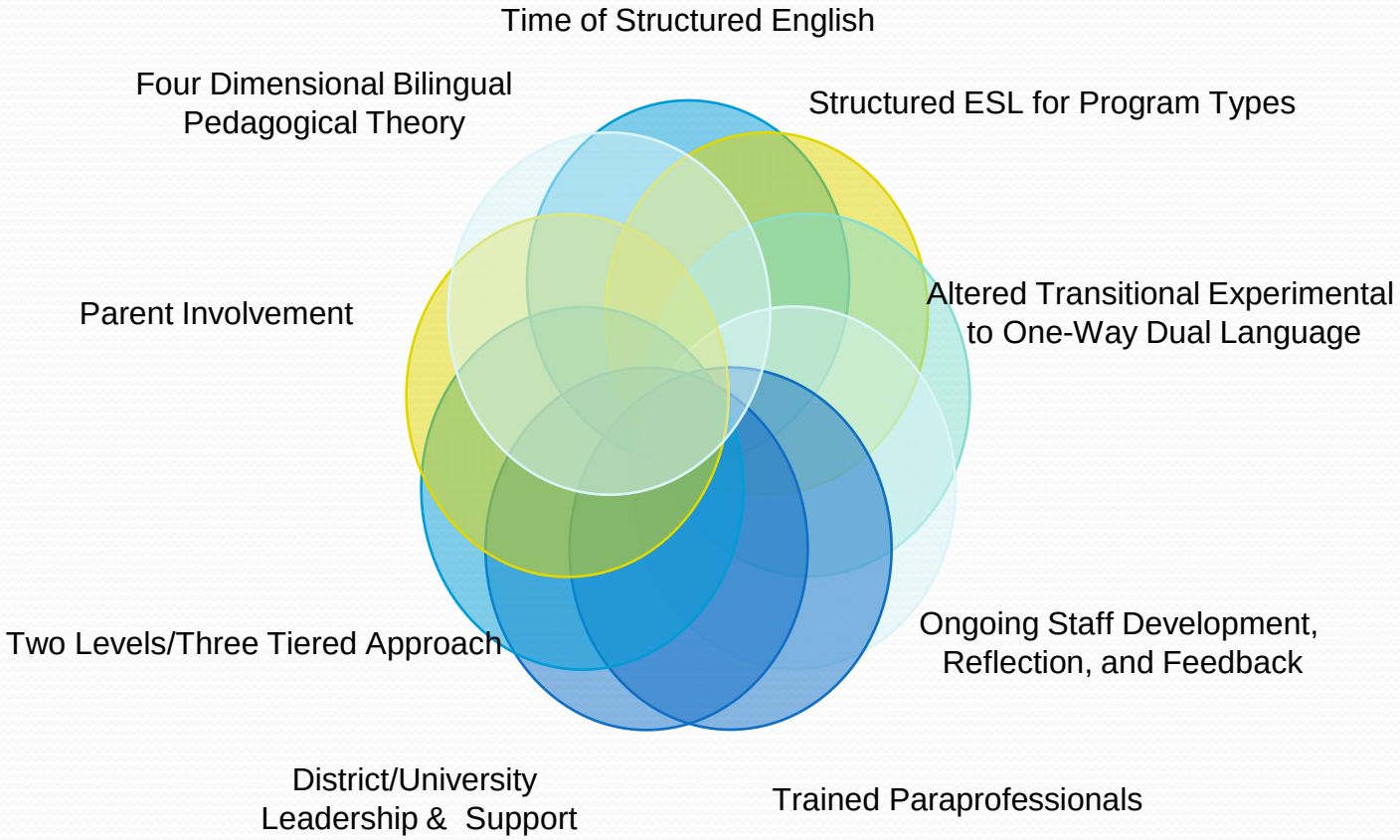
Aldine ISD

- Urban
- Recognized
- 65% Hispanic, 31.4% African American, 4.2% White, 2% Other
- 89-98% low socio-economic status
- 28.4% English Language Learners
- 23.8% Mobility Rate

Goals for Project ELLA

- To determine which instructional delivery model is most effective in promoting English language acquisition and literacy.
- To study under what circumstances certain students respond more favorably to a specific model.
- Follow children from kindergarten through grade 3.

ELLA MODEL

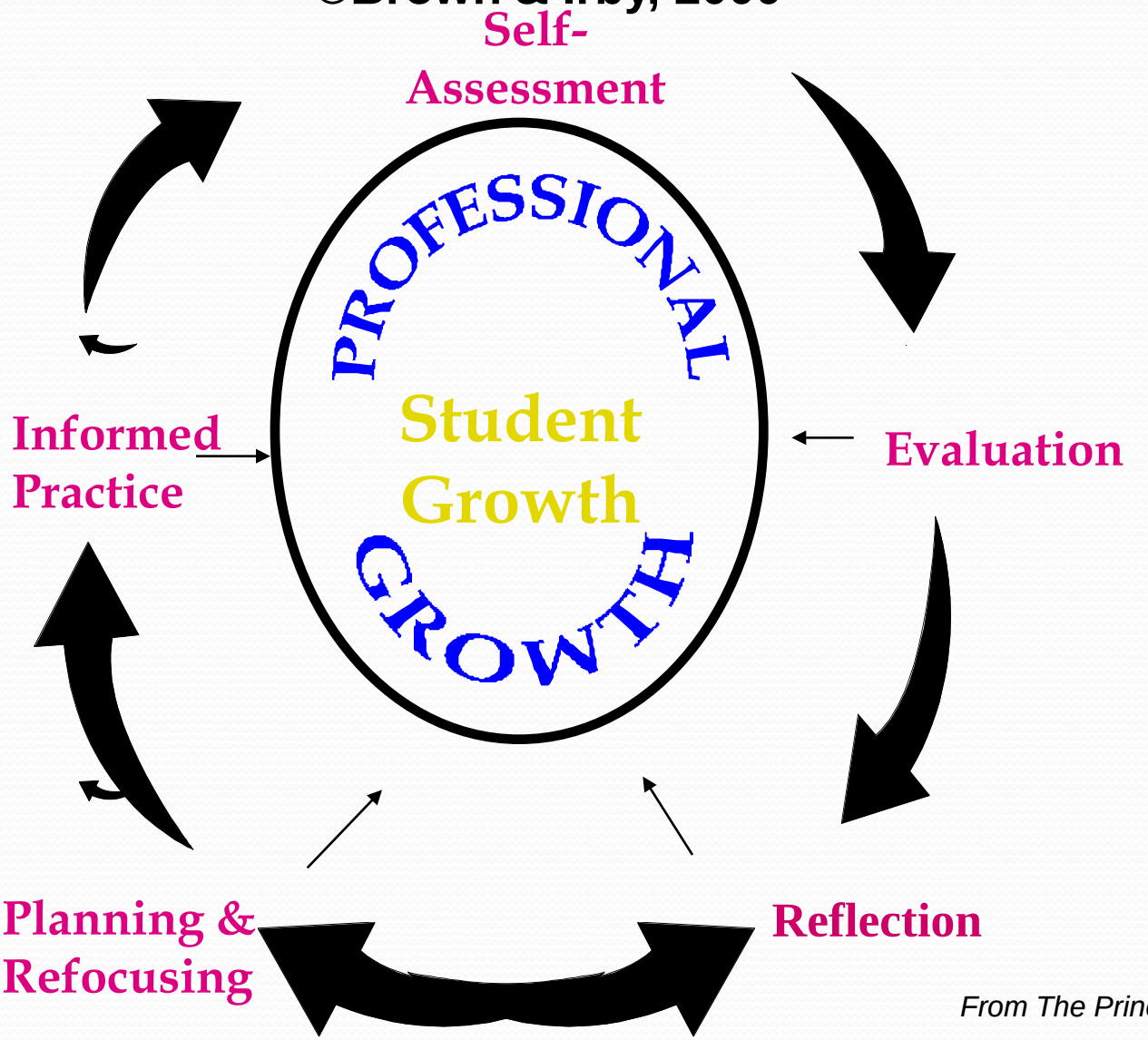

Time of Structured English
Four Dimensional Bilingual Pedagogical Theory
Structured ESL for Program Types
Parent Involvement
Altered Transitional Experimental to One-Way Dual Language
Two Levels/Three Tiered Approach
Ongoing Staff Development, Reflection, and Feedback
District/University Leadership & Support
Trained Paraprofessionals

Two Levels of Intervention

Level 1: Teacher Interventions

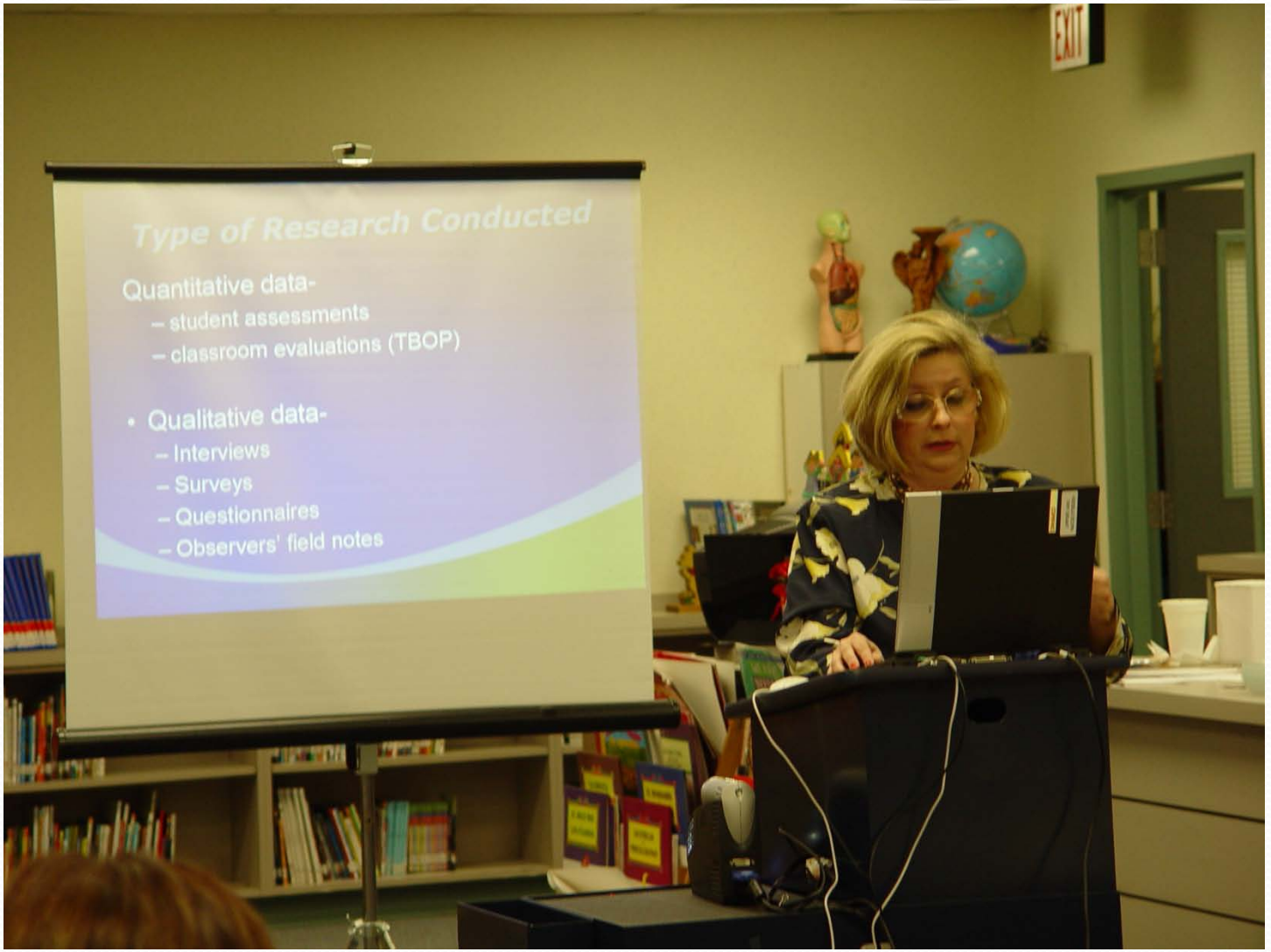
- Teachers attend bimonthly training sessions on:
  - program intervention components,
  - selected ESL strategies,
  - second language acquisition theory,
  - portfolio development, and
  - student assessments
- Bilingual paraprofessional attend monthly training sessions on:
  - Selected ESL strategies,
  - Small group instruction,
  - Interpersonal skills, and
  - Testing and data collection.
- Self-Assessment through reflection via Professional Portfolio model (Brown & Irby, 2000).

Professional Development Portfolio
The Reflection Cycle
©Brown & Irby, 2000



From The Principal Portfolio

Corwin Press


Type of Research Conducted
Quantitative data-
– student assessments
– classroom evaluations (TBOP)
• Qualitative data-
– Interviews
– Surveys
– Questionnaires
– Observers' field notes
EXIT


Research Questions
Effectiveness of structured English immersion and transitional bilingual education programs
Effectiveness of programs when enhanced with best practices
School, teacher, or student characteristics that predict success
Interaction between characteristics and program type to predict success


Q & A Session
Jennifer
Martha G.
Sticker Bonus Box

Level 2: Student Interventions

Four Conditions

	Structured English Immersion	Transitional Bilingual Education

Enhanced	• Kindergarten
	  • 75 minutes structured ESL Intervention
	• First and Second Grade:
	  • 90 minutes structured ESL Intervention
		▪ Kindergarten
		  ▪ 75 minutes structured ESL Intervention
		▪ First and Second Grade:
		  ▪ 90 minutes structured ESL

Typical	• 45 minutes ESL (instructional content varies)	▪ 45 minutes ESL (instructional content varies)

Change in TBE to reflect One-Way Dual Language Approach

- Two-Way Dual Language
  - Students from <u>both</u> language groups learn in <u>two</u> languages
  - Accommodates dominant English parents' wishes for language enrichment opportunities for their children

- ***ELLA: One-Way Dual Language***
  - Students from **<u>one</u>** language group learn in **<u>two</u>** languages
  - Provides most effective BE instructional program for ELLs with <u>none</u> or <u>very few</u> dominant English student participation

Level 2: Student Interventions

Structured ESL Program with Three-tiered Approach

- Tier 1:
  Regular Language Arts (Spanish and/or English)
- Tier 2:
  Structured ESL instruction
- Tier 3:
  Small group tutoring for struggling students

Level 2, Tier 1:

District Benchmarks Guide Curriculum

Instructional Management System

Page 1 of 36

TRIAND

USA » TX » HOUSTON » ALDINE ISD

District ▸ Profile ▸ Logout

Welcome: Gloria Cavazos

Scope and Sequence

Show the scope and sequence for a specific district course.

Grade: PK KG 01 02 03 04 05 06 07 08 MS HS

Instruction Level: I D M R T

Subject:
English Language Arts and Reading
Mathematics
Science
Social Studies
Language Other Than English

Course:
English Language Arts and Reading, Kindergarten
Reading, Kindergarten

Search For Text:

Find

Legend:
Taught
Scheduled
Not Taught

Include:
Vertical and Horizontal Alignments
Archived Standards

Show details:
Strands
Objectives
Student Expectations
Focus

Icon Legend:
Lesson Plans
Resources
Assessment Items

Order by:
District Sequence

English Language Arts and Reading, Kindergarten

Resources for English Language Arts and Reading, Kindergarten 45
These resources are applicable for the entire course.

Lesson Plan Units for English Language Arts and Reading, Kindergarten 0
All available lesson plan units.

▸ My lesson plan units. 0

1st Six Weeks IDMRT

The student listens attentively and engages actively in a variety of oral language experiences

KG.1A Determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate 1 2 2
S1 Comprehension - 1 I
Use Think Aloud strategies to define purposes for listening.

KG.1B Respond appropriately and courteously to directions and questions 3 0 2
S1 Comprehension - 1 I
1. Introduce following one step directions (Simon Says).
2. Answering questions appropriately.

KG.1D Listen critically to interpret and evaluate 3 0 2
S1 Comprehension - 1 I
In daily routine ask who, what, where, when, why, and how questions.

KG.1E Listen responsively to stories and other texts read aloud, including selections from classic and contemporary works 4 0 2
S1 Comprehension - 1 I
Give opportunities for students to respond to texts.
Resources: Kindergarten Teacher Reading Academy Teacher's Guide

The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures

KG.2A Connect experiences and ideas with those of others through speaking and listening 1 0 0
S1 Comprehension - 1 I
1. Students share comments about daily message(s).
2. Listen to others as they share.
3. Stimulate students' background knowledge, so that students verbalize personal experiences.
Align w/K.13A
Resources:Kindergarten Teacher Reading Academy Teacher's Guide

The student speaks appropriately to different audiences for different purposes and occasions

https://www.triand.com/tdi/S2/Curriculum.asp?tdTREE=false&seId2Add=0&lessonPlan... 10/22/2006

Level 2, Tier 2:
Kindergarten Intervention

- Curriculum components:
  - 10 min Academic Oral Language [AOL]: Question of the Day
  - 20 min Storytelling and Retelling for English Language and Literacy Acquisition [STELLA]

    (Irby, Lara-Alecio, Mathes, Rodriguez, Quiros, & Durodola, 2004)
  - 45 min Santillana Intensive English

    (Ventriglia & Gonzalez, 2000)

Level 2, Tier 2:
First Grade Intervention

- Curriculum components:
  - 10 min. Academic Oral Language in Science [AOLS]
  - 20 min. Storytelling and Retelling for English Language and Literacy Acquisition [STELLA]

    (Irby, Lara-Alecio, Quiros, Mathes, & Rodriguez, 2004)
  - 60 min. Santillana Intensive English

    (Ventriglia & Gonzalez, 2000)

Level 2, Tier 2:

Second Grade Intervention

- Curriculum components:
  - 10 min. Academic Oral and Written Language [AOWL]
  - 35 min. Storytelling and Retelling for English Language and Literacy Acquisition [STELLA]

    (Irby, Lara-Alecio, Quiros, Mathes, & Rodriguez, 2004)
  - 45 min. Early Interventions in Reading Level II

    (Mathes & Torgeson, 2005)

Intervention Components

Academic Oral Language

- Targets science vocabulary
- Provides sentence using words in context
- Asks a daily question using the target word
- Presents visual aides for comprehension
- In second grade, this component became Academic Oral and Written Language (AOWL)

How would you move a large mass of dirt?

wagon	bucket	box
		


Este

STELLA

- Uses authentic children's literature
- Utilizes Bloom's Taxonomy for questioning
- Integrates science concepts & vocabulary
- L1 clarifications (paraprofessional)
- 5-Day scripted lesson (1 book/week)

STELLA

- **Day 1**
  - Introduce vocabulary
  - Introduce book
  - Make connections to previous lessons & activates prior knowledge
  - Topic Web
- **Day 2:**
  - Review vocabulary
  - Introduce new words and main characters
  - Read story
  - Leveled questions
- **Day 3:**
  - Review vocabulary
  - Introduce new words
  - Story review
  - Story critique
  - Story mapping
- **Day 4:**
  - Review vocabulary Introduce new words
  - Interactive group retelling
  - Story Circle
  - Vocabulary Mapping Chart
  - Word Wall
- **Day 5:**
  - Reread story
  - Science activity
  - Writing activity

STELLA

Project ELLA
STELLA
Story–retell Time for English Literacy and Language Acquisition

Little Rabbit's Journey

By: Beverly J.Irby/ Rafael Lara Alecio

Illustrated by Eva Vagretti Cockrille

Materials:

- Little Rabbit's Journey
- Picture Word Cards
- Chart Paper for Rabbit Topic Web
- Story Mapping Chart
- Story Map/Dry Erase Marker
- Vocabulary graphic organizer
- Picture of a rabbit or a stuffed rabbit

ESL Strategy: Interactive Read Aloud, Visual Scaffolding, Preview/ Review, Advance Organizer

Science: Chemistry – Earth Science/Landform

Language Arts:

- **Objective 1:** Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms
- **Objective 2**: To develop student's comprehension through the use of higher order questioning and thinking strategies.
- **Objective 3:** To expand student's vocabulary, listening and speaking skills.

Vocabulary:

boulder	**sigh**	**stream**
wisest	**steep**	**journey**

Day 1

Introduce Vocabulary

(Point to the title.)
Say This book was read to you while you were in Kindergarten last year.
Say Who remembers the title of the book?

- Say Yes the title of our story is **Little Rabbit's Journey.**

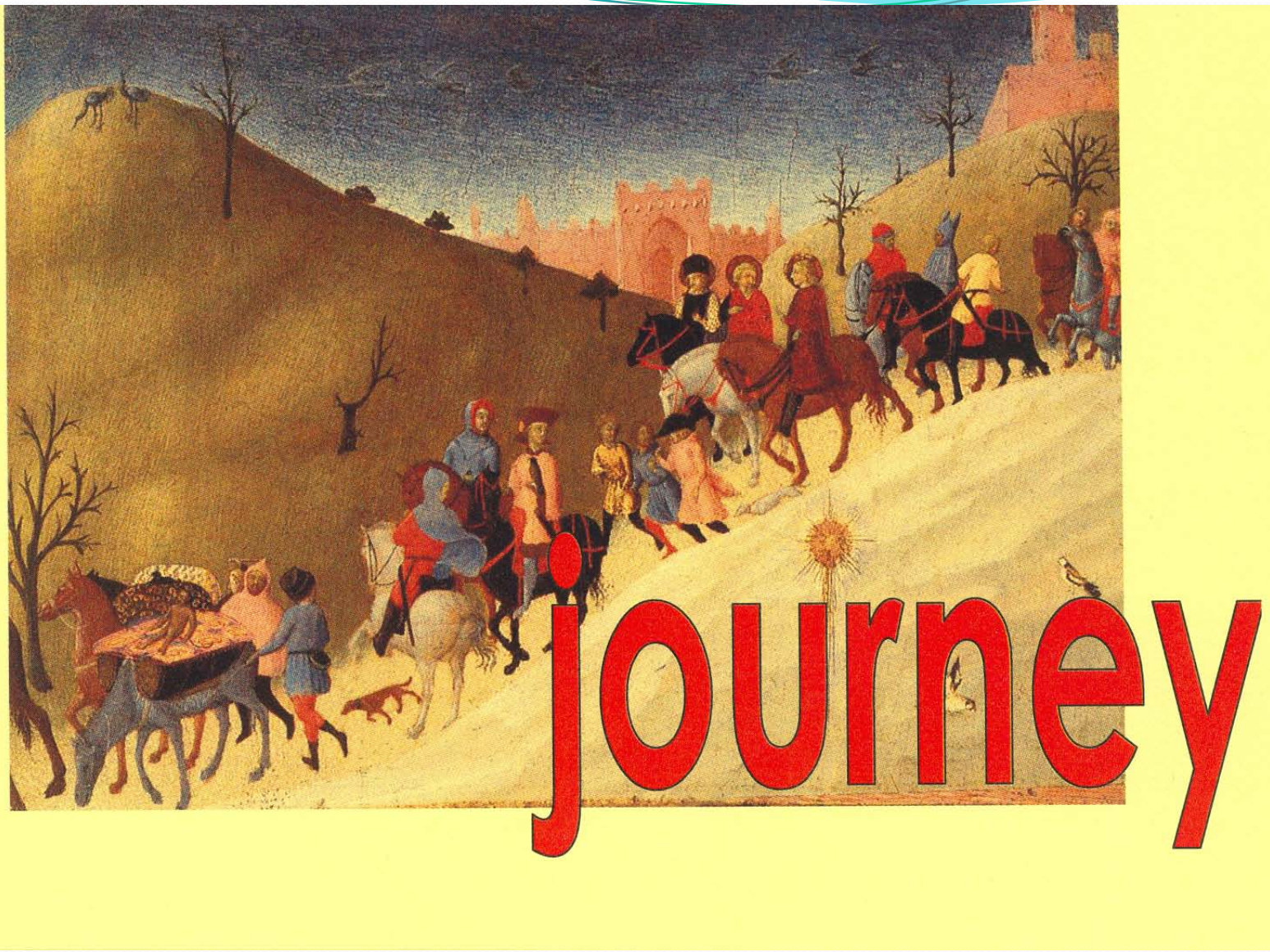
(Point to the author's name.)

- Say The **authors** of the book are **Beverly J. Irby and Rafael Lara-Alecio**. Say Does anyone remember another story written by **Beverly J. Irby and Rafael Lara-Alecio**? (The Cowboy Mouse)
- Say Let's pretend you are authors, what would you write about?
- Say Now, the title of the story is **Little Rabbit's Journey.**
- Say Do you know what a **journey** is?
- L1 Clarification: ¿Saben ustedes lo que es salir de viaje?
  (Wait for students to respond.)
- Say Looking at the cover of the book and by the title of the story, who can tell me one word we are going to learn? (Journey) (Wait for students to respond)
- Talk about any personal journey you enjoyed and ask the students about their experiences during any particular journey.
- Say Today we are going to go over three words. One of them you learned in Kindergarten. Let's see if you remember which one.

- (Show the picture card **stream**.)
- Say This is our first vocabulary word for the story.
- Say This is the picture for **stream**.
  (Read the sentence on the back of the card.)
- Say A **stream** is a body of running water that is smaller than a river.
- L1 Clarification: "Stream" es como un arroyo, una corriente de agua. Una corriente de agua que no es tan grande como un río.
- (Model answer using the following stem "**I could find _____ in a stream."** found on the back of the card. Wait for students to respond with their own sentences using the stem. Students should answer in a complete sentence. If students do not answer in a complete sentence, you need to model for them and ask them to repeat after you.

- Say I could find … **I could find..**.many pebbles in a stream.
  Say What else can you find in a stream? Your turn, I could find…
  _____ in a stream.
  (Wait for students to respond. Students should answer in a complete sentence.)

  (Show the picture card for **boulder**.)
- Say Who can tell me what this is?
  (Wait for students to respond)
- Say This is a picture of a **boulder.** This is not really a new word for you, but I want to see how many of you remember what a boulder is.
  L1 Clarification: Esta es la lámina de una roca.
  (Read the sentence on the back of the card.)
- Say **A boulder is a large rock.**
- LI Clarification Una roca es como una piedra grande en un riachuelo.
- Say Have you seen a **boulder** before? Where?


journey

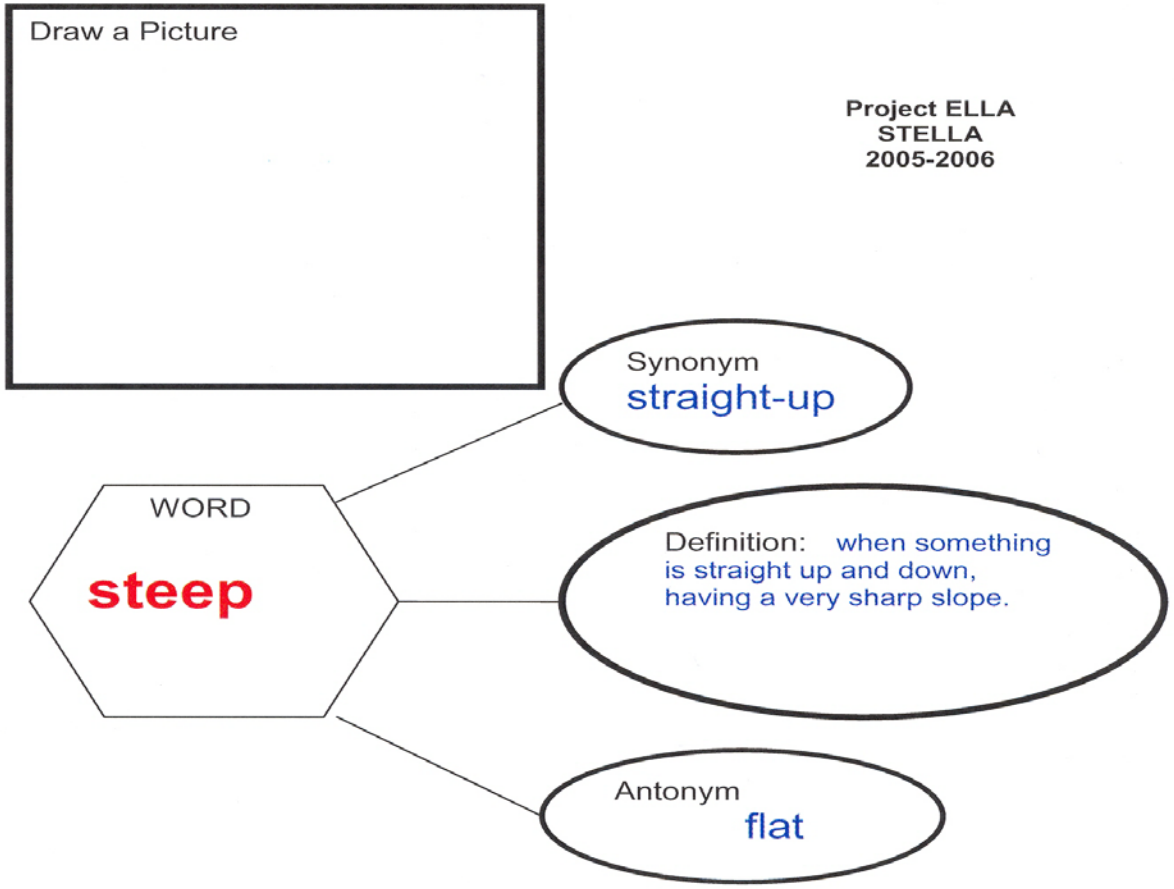
Title: Little Rabbit's Journey
Author: Lara-A;ecio & Irby

Project ELLA
STELLA 2005-06

Definition:
A journey is when you travel from one place to another.

Stem:
I would like to go on a journey to…,

Vocabulary Mapping Chart



Write a sentence using the new word.

Santillana Intensive English
(Kindergarten and First Grade)

- Promotes oral language development
- Models syntax and sentence structure to encourage students to speak in complete sentences
- Helps students build social and academic language
- Integrates content-based instruction
- Incorporates small group/pair activities
- Supports phonemic awareness


Lupita

Homes Long Ago

Teach

You may wish to review previous vocabulary using the Lesson Cards, Vocabulary Cards, and student Word Banks. **WORD BANK**

- **Vocabulary Cards** Introduce Personal Vocabulary Cards 186-190. Pass the cards around the group and ask *Are you hungry? Are you thirsty? Are you hot? Are you cold? Are you tired? Are you dizzy?* Have each student take turns choosing the card that describes the response he or she would like to give and respond by saying *I'm* _____. Have students trace the letters and color the pictures on Personal Vocabulary Cards 186-190.
- Help students relate personal past events. Ask each student *What did you do yesterday?* Elicit varied responses. Then ask *What are you doing today?* and *What are you going to do tomorrow?* Have students offer ideas for the timeline by noting what the class did yesterday, is doing today, and will do tomorrow.

Yesterday	Today	Tomorrow

- Review Vocabulary Cards 17-18 and 62-63. Ask students *How do people change over time? How have cars changed over time? How have clothes changed over time? How do places change over time?*
- **Lesson Card 1.59** Introduce the Lesson Card by explaining that ancestors include grandparents or great-grandparents. Review with students what they have learned about change over time. Then say *Houses have changed. Your grandparents and great-grandparents (the mothers and fathers of your grandparents) had a different house than you have today. Look at the house. Does it look like your house? This is what houses looked like long ago. Have you ever seen a house like this one?* Say *Look and listen*. Then read the story.

My ancestors had to cook their food every day. They had no refrigerator to store it away.

My ancestors had to wash their clothes by hand and hang them to dry. No washing machine could they buy.

My ancestors had to go to the bathroom outside. They had no indoor plumbing inside.

My ancestors had no electric lights. They had only a candle to light at night.

My ancestors had no phone. They had no way to call their friends when they were home alone.

Homes long ago were very different from the homes today, in almost every way.

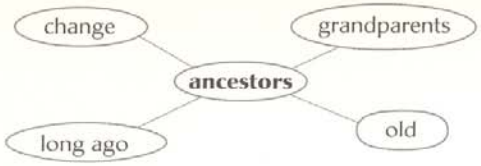
- Ask listening comprehension questions, such as *What are ancestors? Where did Sara's ancestors live? What's a log cabin? How did Sara's ancestors warm their feet? Did they have a heater? Why not? Did Sara's ancestors have bathrooms inside the house?* (Explain outhouses.) *Did Sara's ancestors have electric lights? What did they use for light? What is the story mainly about?*

Practice and Apply

- **Paired/Collaborative Activity** Have students work with a partner to make a chart of three things that have happened in their lives. (You might wish to give examples to guide them as shown below.) Ask each pair to dictate their events and write them as sentences on the board.

My Life		
When I was a baby, I cried.	When I was little, I learned to walk.	When I was in kindergarten, I learned to read.

- Review the meaning of ancestors and make a word map with the word "ancestors" in the center.



Extend

- **Thinking** Compare and contrast homes today with homes long ago. Make a list of things that homes long ago didn't have, such as electric lights, washing machines, and TV.
- **Writing** Have students draw a picture and write or dictate sentences describing a home long ago.

Bridge to Reading

- **Phonemic Awareness** Practice oral blending of initial consonants. Say */b/ ig—what's the word?* Continue with the following words: bat, bank, boot, box, boat, bread, Bob, bird.
- **Phonemic Awareness** Practice listening for long vowel sounds. Say *I am going to say some words. You say the word and tell me which long vowel sound you hear: bake, beat, bone, boat, bike, bean.*
- **Phonics** Review the /b/ sound using Personal Vocabulary Card 204. Say *Bobby is bouncing the ball.* Have students identify other words they know that start with /b/. Using Personal Vocabulary Cards 4, 27, and 39-40, review the /b/ sound. Say *I am going to say some words. You hold up the picture of the word I say.* Then review all Personal Vocabulary Cards that start with "b." Have students write the "b" words and underline the /b/ sound in

Early Interventions in Reading Level II (Second Grade)

- Daily, explicit, and systematic instruction
- Incorporates five strand of reading:
  - Phonemic awareness
  - Letter-sound correspondence
  - Word recognition and spelling
  - Fluency
  - Comprehension
- Amount of new information is kept to a minimum so that children can assimilate
- Review is included in every lesson
- Students move through program as they master lessons


Ortografía
mover
estudio
cielo
olivia
jugar
tan...como
quieren
sientan
Mariana
pollo
oa_ eigh oa_ _igh
ee eer aw oa
oo kn_ ph _ew
au_ ou_
ow oa_ _mb
augh eigh a_e
TOSHIBA


Chapter 2
A Lot of Fish!
Tonle Sap is very important to the country of Cambodia. The lake is in the middle of the country, and it is one of the best neighborhoods in the world to fish. Hundreds of different kinds of fish live in the lake. That's a lot of fish!

Level 2, Tier 3:

Small Group Tutoring

- Paraprofessionals were extensively trained to give small group tutoring
  - Kindergarten: Communication Games
  - First Grade:
    - Fall: Communication Games
    - Spring: Early Interventions in Reading Level I
  - Second Grade: Continue Early Interventions in Reading Level I (Mathes & Torgeson, 2005)

Level 2, Tier 3:

Early Interventions in Reading

(SRA McGraw-Hill)

- Small Groups of 3-5 students
- 40 minute sessions
- 5 days a week
- In addition to core reading instruction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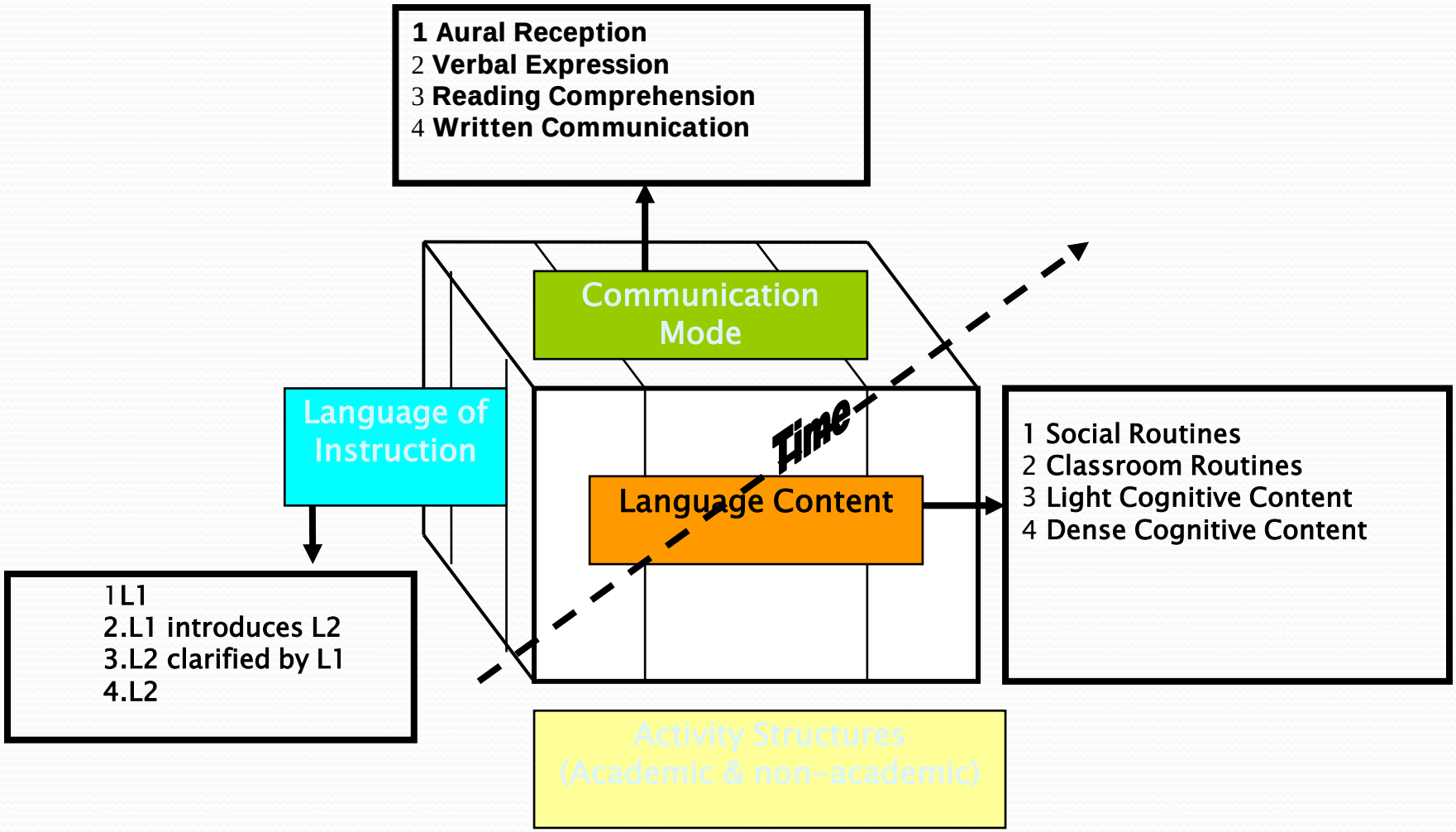
Collection of Data

Teacher Monitoring

- Teacher Observation Record
- Transitional Bilingual Observation Protocol
- Field Notes and Feedback
- Biweekly Staff Development

Teacher/Classroom Characteristics Theory

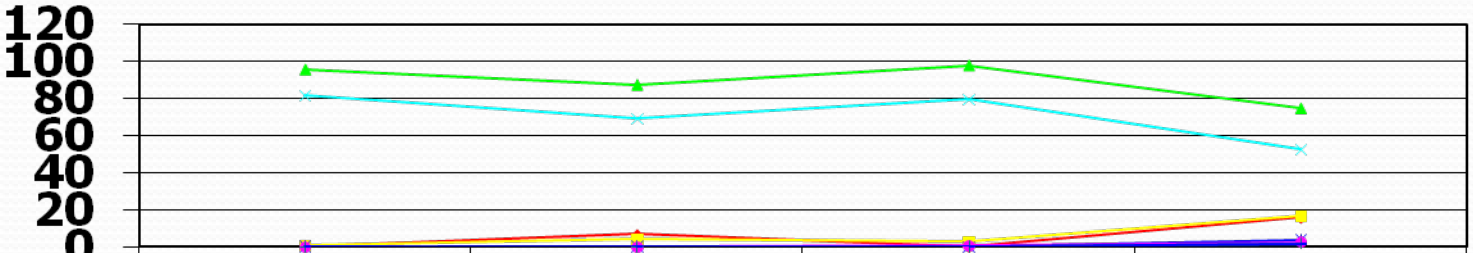


Four Dimensional Transitional Bilingual Pedagogical Theory (Lara-Alecio & Parker, 1994)

TBOP on PDA

Demonstration online: http://www.inlineresources.com/docs/tbop.swf

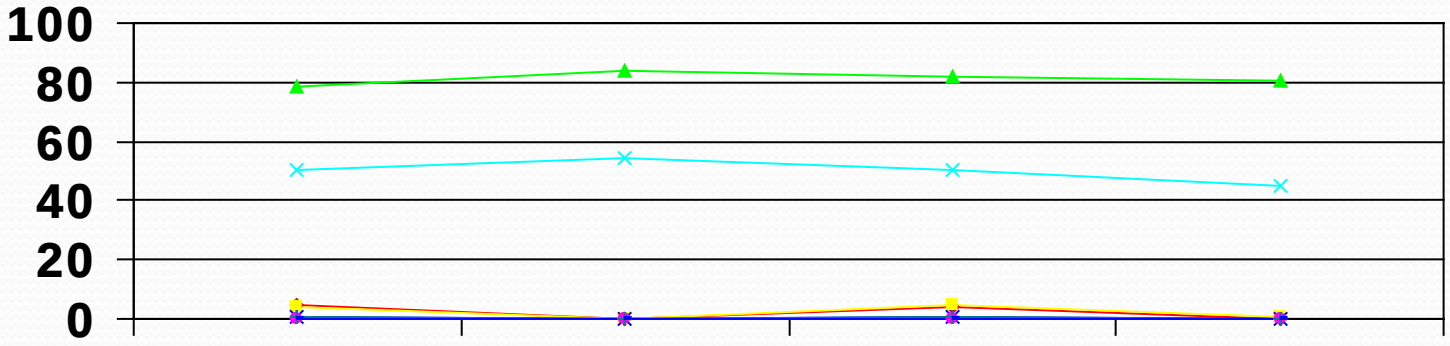
Comparison of Language of Teacher and Language of Student, Kindergarten



	SEI-E	SEI-T	TBE-E	TBE-T
L1T	0.26	6.64	0.14	15.8
L1S	0.44	3.86	2.25	16.52
L2T	95.42	87.26	97.72	74.5
L2S	81.43	68.87	79.24	52.49
L1-L2-T	0.04	0.05	0	3.78
L1-L2-S	0.02	0	0.47	2.41
L2-L1-T	0	0.02	0.26	1.74
L2-L1-S	0	0.09	0.05	1.57

The Language of the Student mirrored the Language of the Teacher.

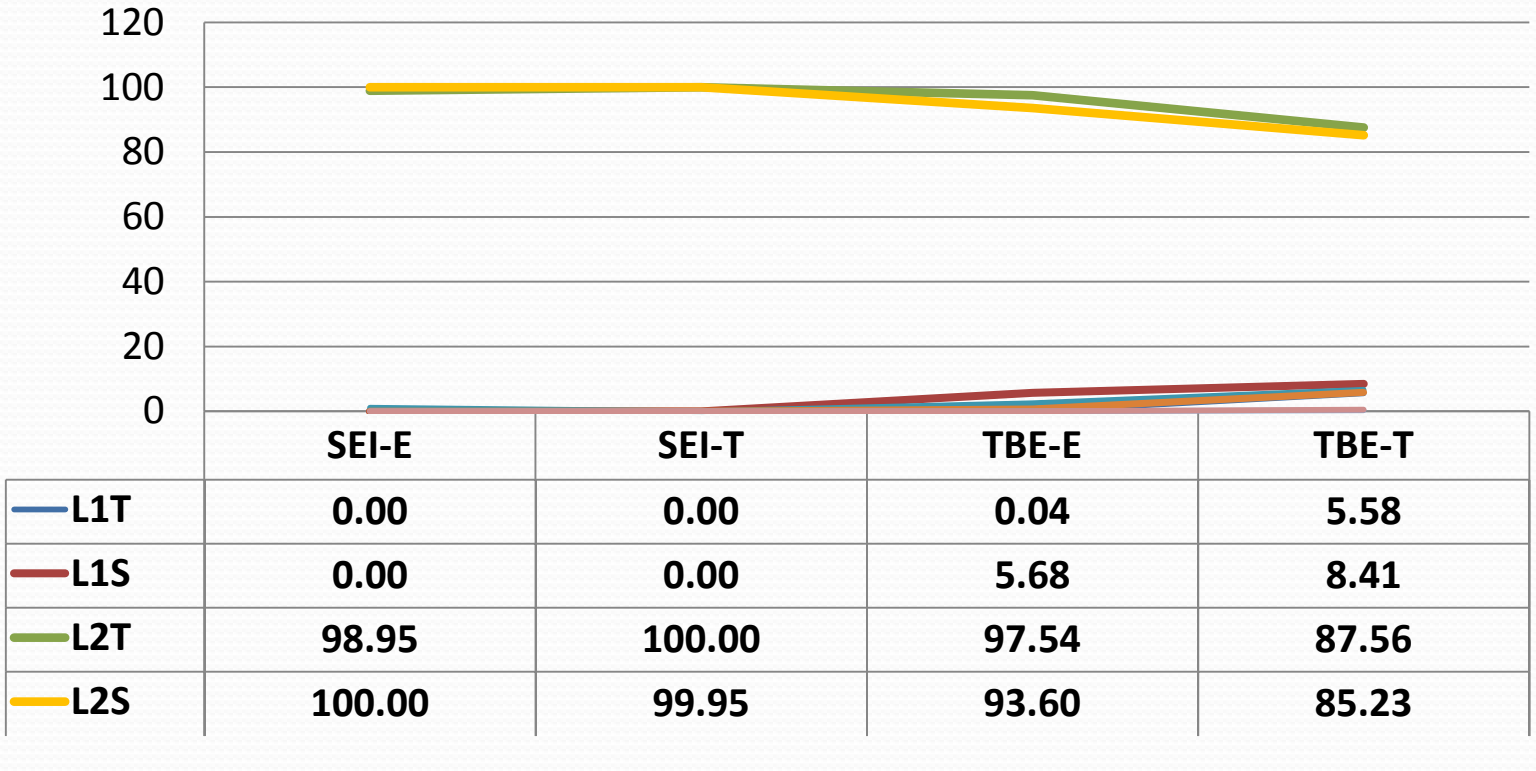
Comparison of Language of Teacher and Language of Student, First Grade



	SEI-E	SEI-T	TBE-E	TBE-T
L1T	4.61	0	3.93	0.19
L1S	4.3	0.08	4.8	0.42
L2T	78.22	83.56	81.98	80.51
L2S	50.44	54.57	50.2	45.22
L1-L2-T	0.56	0	0.6	0
L1-L2-S	0.17	0.11	0.24	0.09
L2-L1-T	0.89	0.08	0.87	0.09
L2-L1-S	0.06	0	0.16	0

The Language of the Student mirrors the Language of the Teacher.

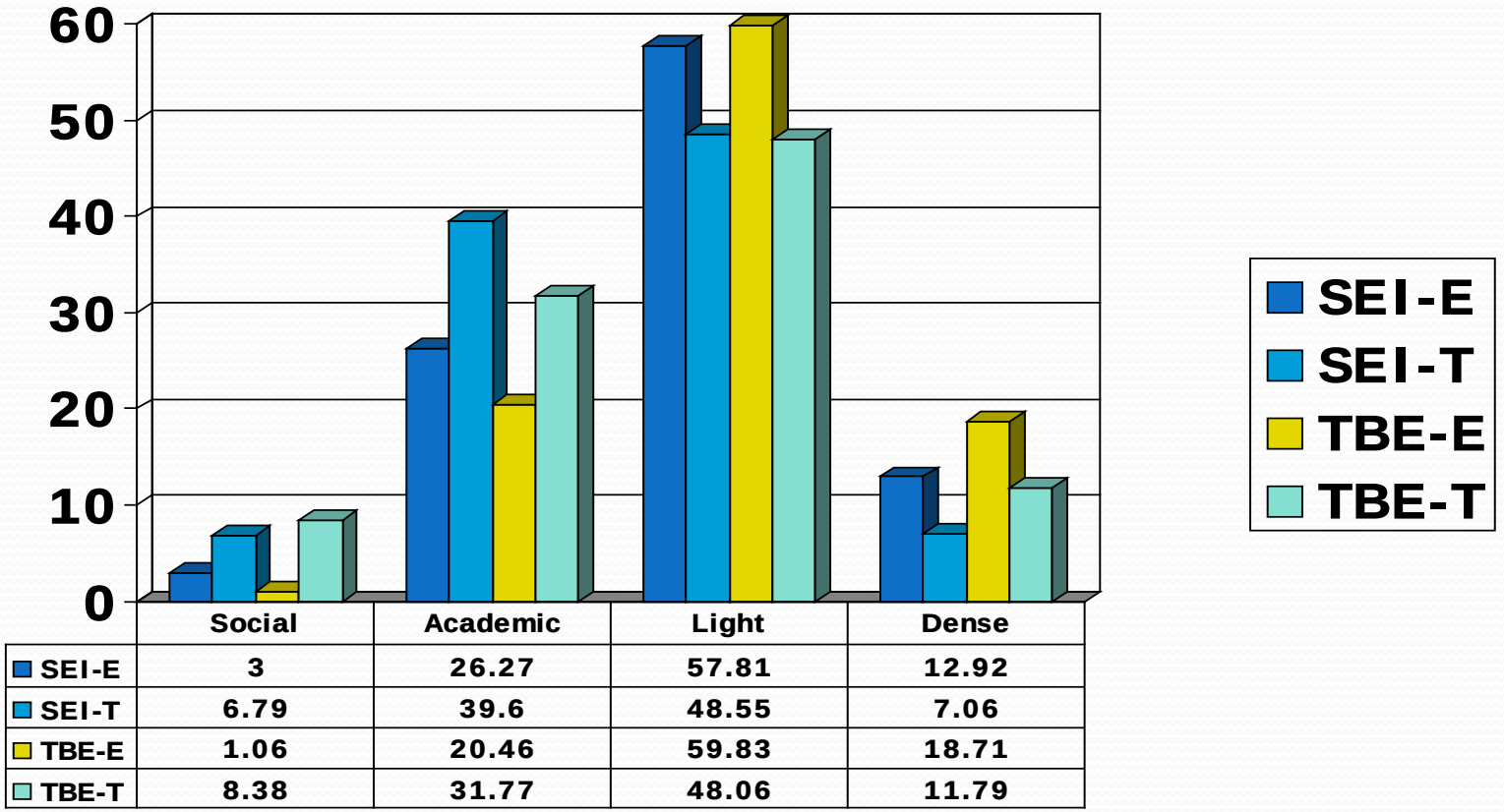
Comparison of Language of Teacher and Language of Student, Second Grade



	SEI-E	SEI-T	TBE-E	TBE-T
L1T	0.00	0.00	0.04	5.58
L1S	0.00	0.00	5.68	8.41
L2T	98.95	100.00	97.54	87.56
L2S	100.00	99.95	93.60	85.23

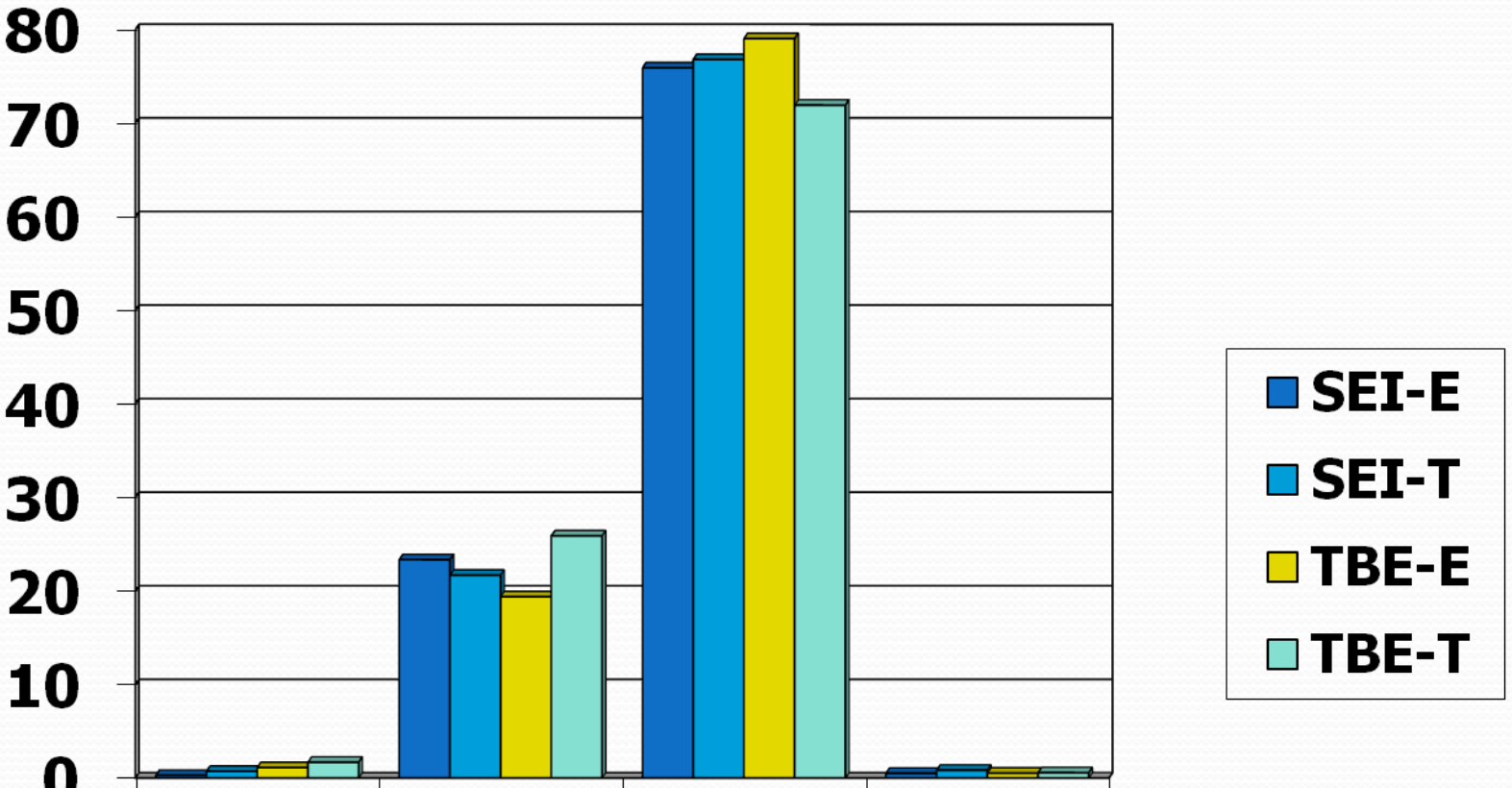
The Language of the Student mirrored the Language of the Teacher.

Language Content, Kindergarten



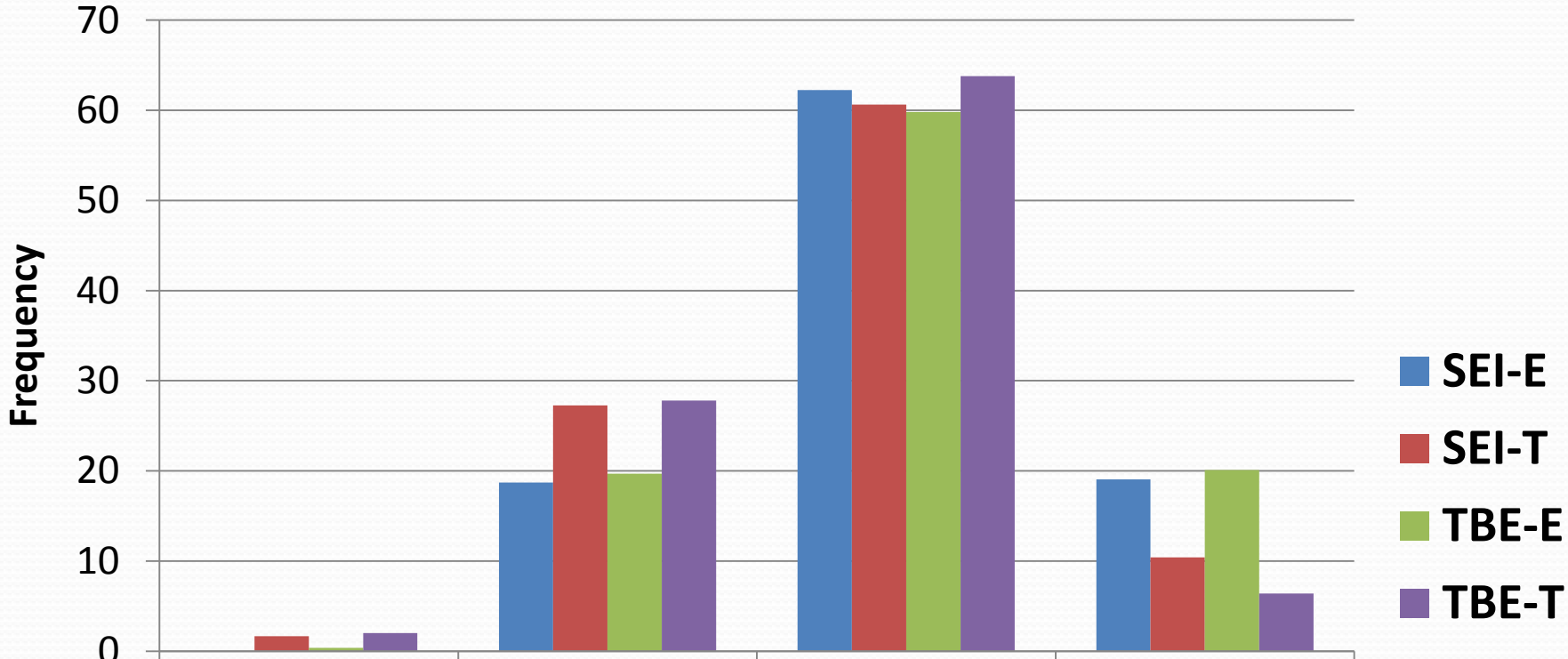
	Social	Academic	Light	Dense
SEI-E	3	26.27	57.81	12.92
SEI-T	6.79	39.6	48.55	7.06
TBE-E	1.06	20.46	59.83	18.71
TBE-T	8.38	31.77	48.06	11.79

Language Content, First Grade



	Social	Academic	Light	Dense
SEI-E	0.28	23.33	75.89	0.5
SEI-T	0.72	21.67	76.78	0.83
TBE-E	1.11	19.37	79.01	0.52
TBE-T	1.68	25.87	71.89	0.56

Language Content, Second Grade



	Social	Academic	Light cog	Dns cog
SEI-E	0.00	18.72	62.23	19.05
SEI-T	1.68	27.28	60.63	10.42
TBE-E	0.38	19.70	59.81	20.11
TBE-T	2.02	27.79	63.80	6.40

Emerging Findings that Support the ELLA Model

Quantitative Findings

Time of administration

Measures	Construct measured	1st-BOY	1st-MOY	2nd-EOY
CTOPP/TOPPS-Blending Words	Phonological processing	√		√
CTOPP/TOPPS-Segmenting Words		√		√
WLPB-R Picture Vocabulary	Oral language	√		√
WLPB-R Listening Comprehension		√		√
WLPB-R Oral Vocabulary		√		√
WLPB-R Memory for Sentences		√		√
WLPB-R Letter-word Identification	Decoding	√		√
WLPB-R Word Attack		√		√
WLPB-R Passage Comprehension	Comprehension	√		√
DIBELS Oral Reading Fluency	fluency		√	√

End of Second Grade – English Measures

SEI-Enhanced students on an average reduced the initial performance gap (at the pre-test) and *marginally* bettered in comparison with the SEI-Typical students in

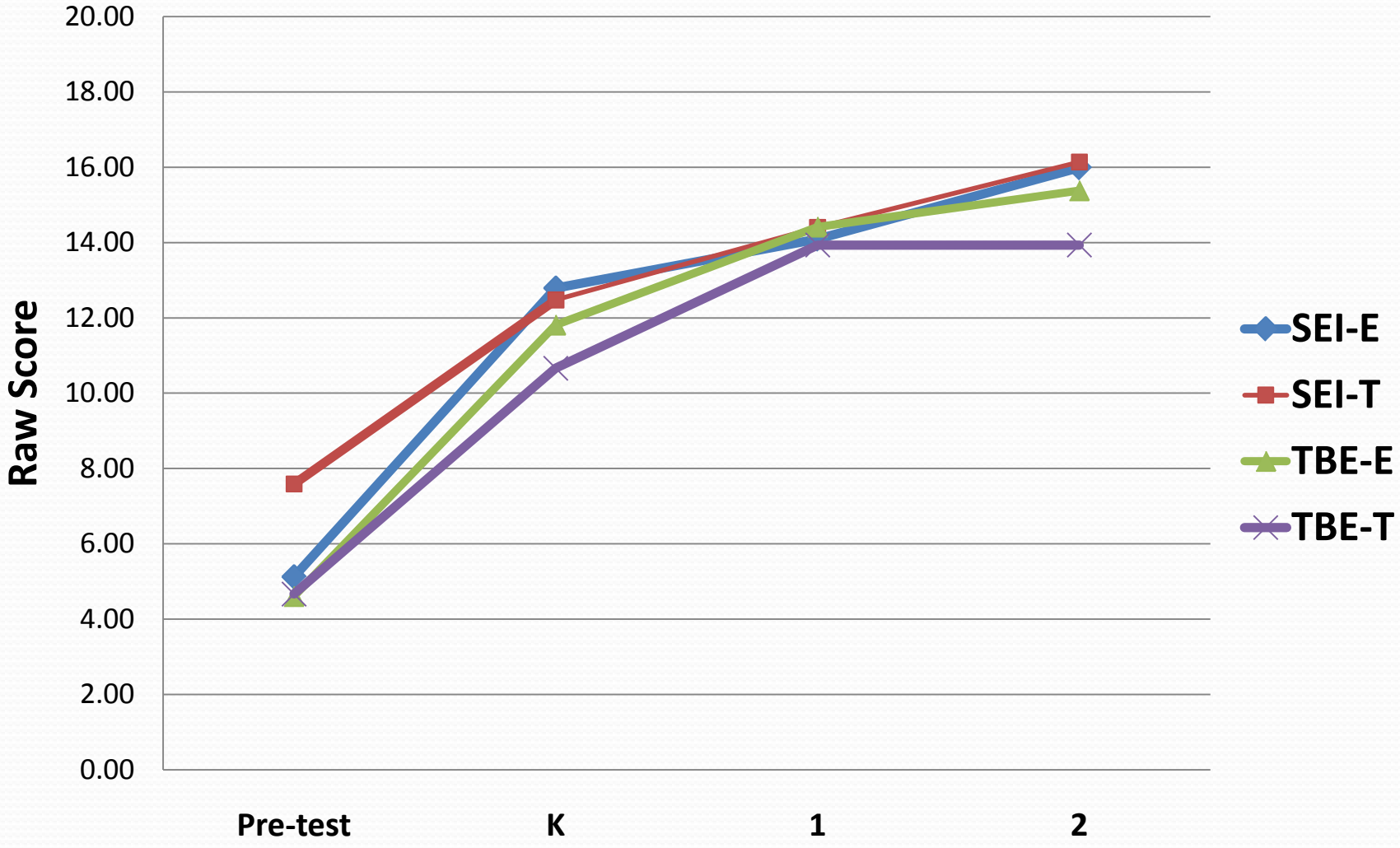
- CTOPP Blending Phonemes into Words
- WLPB Letter Word ID
- WLPB Passage Comprehension
- WLPB Word Attack

End of Second Grade – English Measures

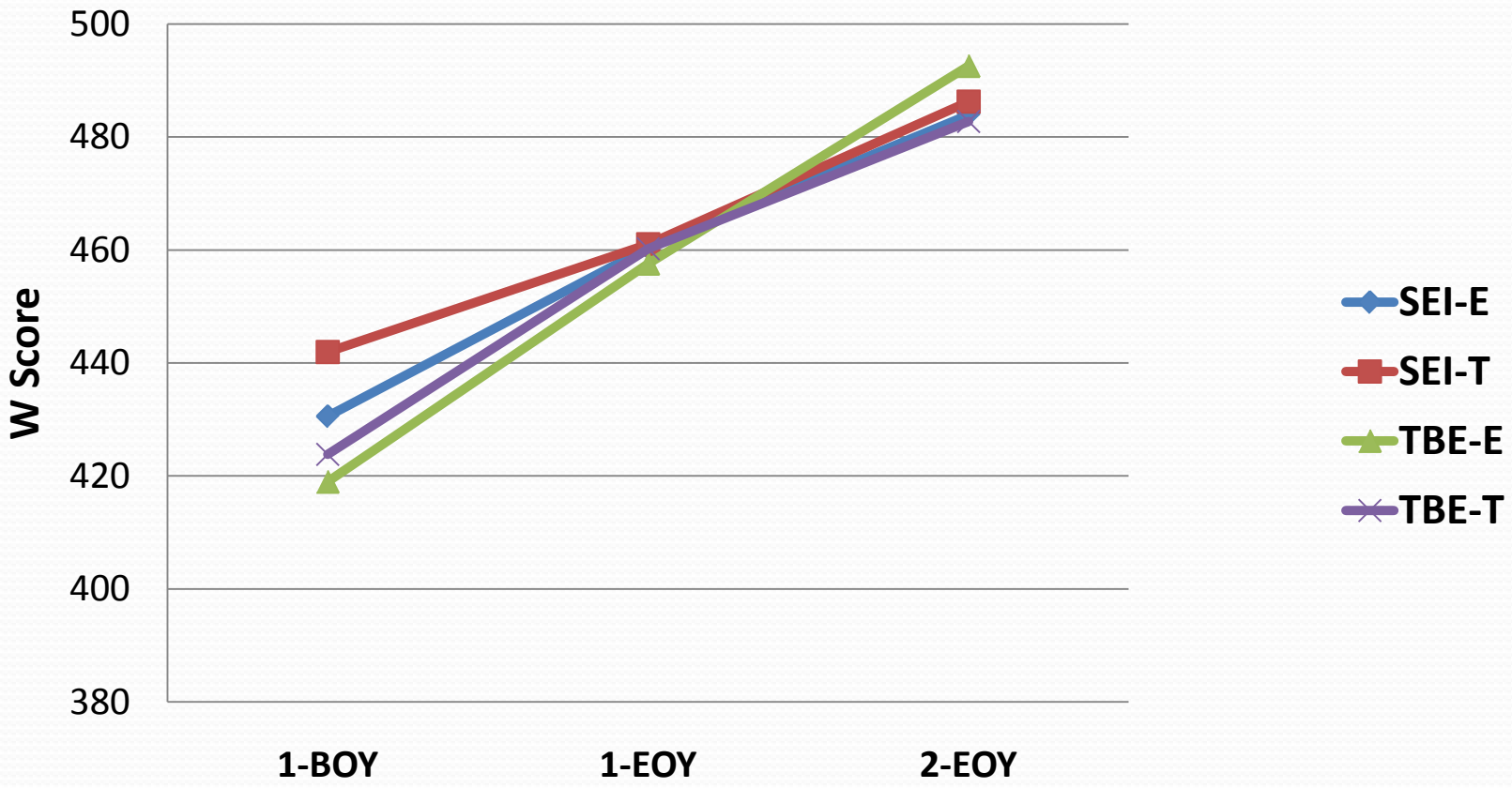
- TBE-Enhanced statistically outperformed TBE- Typical students on:
  - CTOPP Blending Phonemes into Words, effect size = 0.43
  - CTOPP Segmenting Words, effect size= 0.77
  - WLPB Picture Vocabulary, effect size = 0.53
  - WLPB Listening Comprehension, effect size = 0.46
  - WLPB Oral language composite, effect size = 0.44
  - WLPB Letter Word ID, effect size = 0.44
  - WLPB Passage Comprehension, effect size = 0.59
  - WLPB Word Attack, effect size = 0.30

- TBE-E children have caught up to SEI-E children in all English measures, and have outscored in WLPB Letter Word ID, effect size = 0.39.

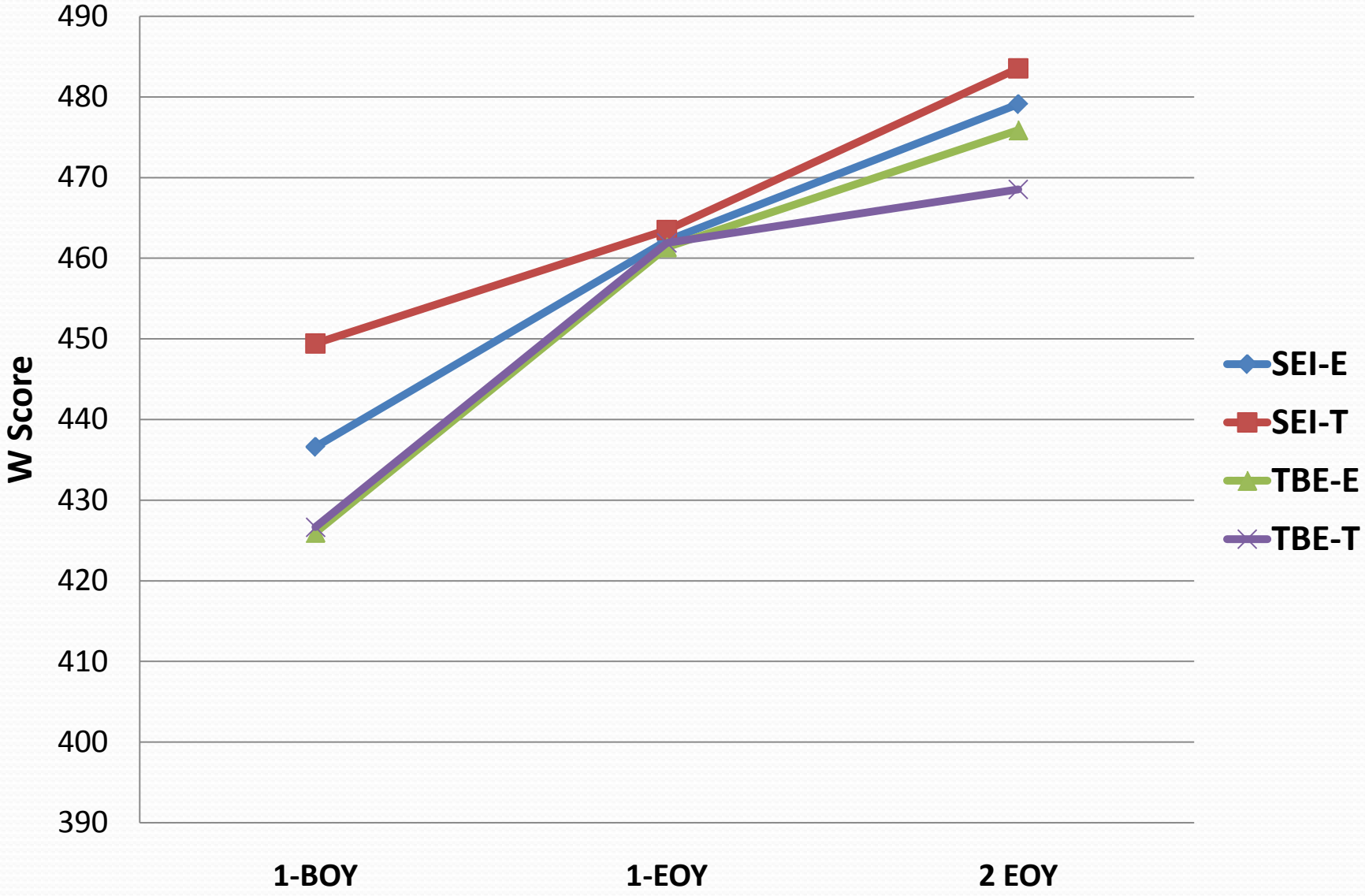
BPW-English


20.00
18.00
16.00
14.00
12.00
10.00
8.00
6.00
4.00
2.00
0.00
Raw Score
Pre-test
K
1
2
SEI-E
SEI-T
TBE-E
TBE-T

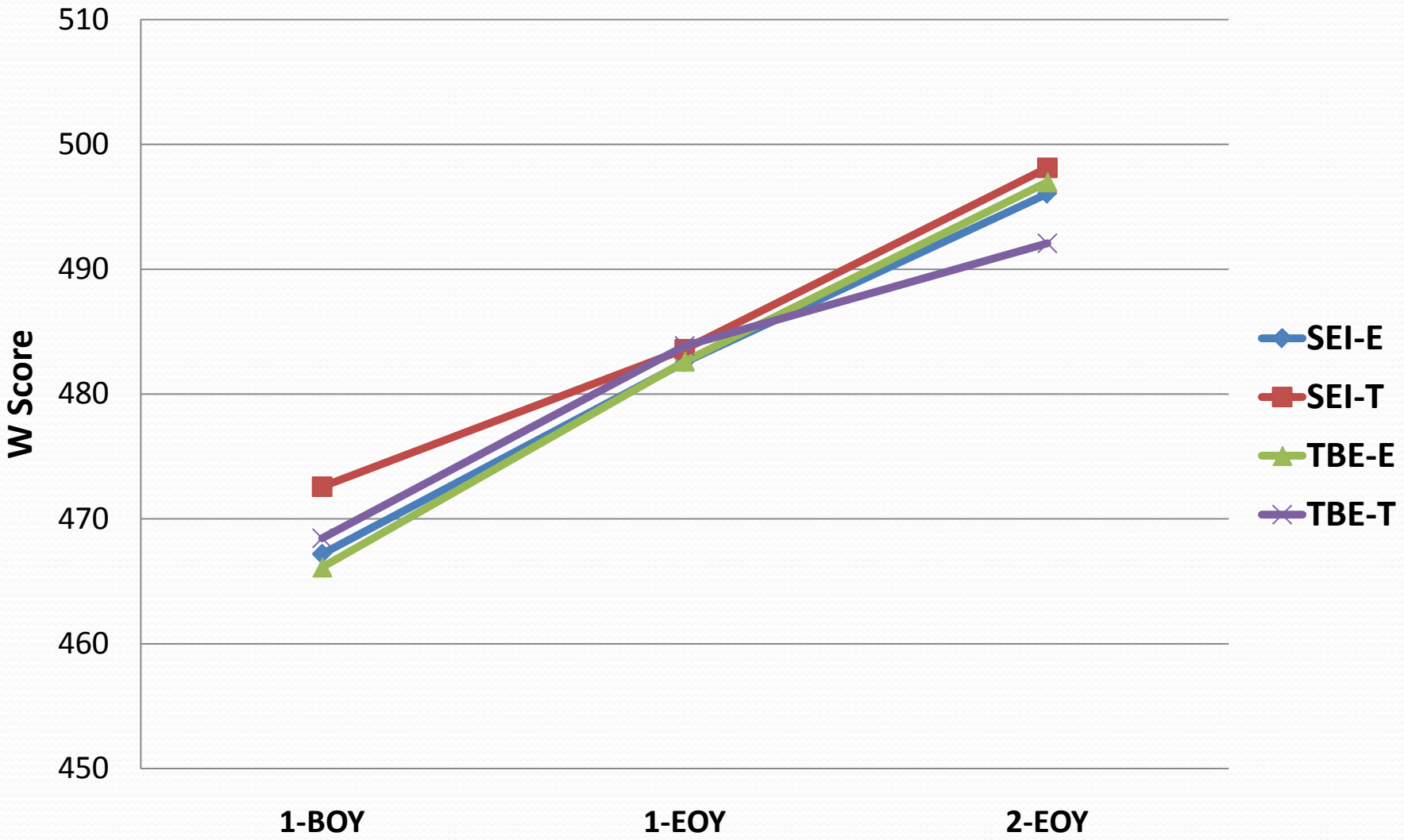
Letter Word ID-English



Passage Comprehension-English



Word Attack - English



End of Second Grade – Spanish Measures

SEI-Enhanced students scored statistically higher than SEI-Typical students on:

- TOPPS Blending Phonemes into Words, effect size = 0.31
- TOPPS Segmenting Words, effect size = 0.22
- WLPB Oral Vocabulary, effect size = 0.30

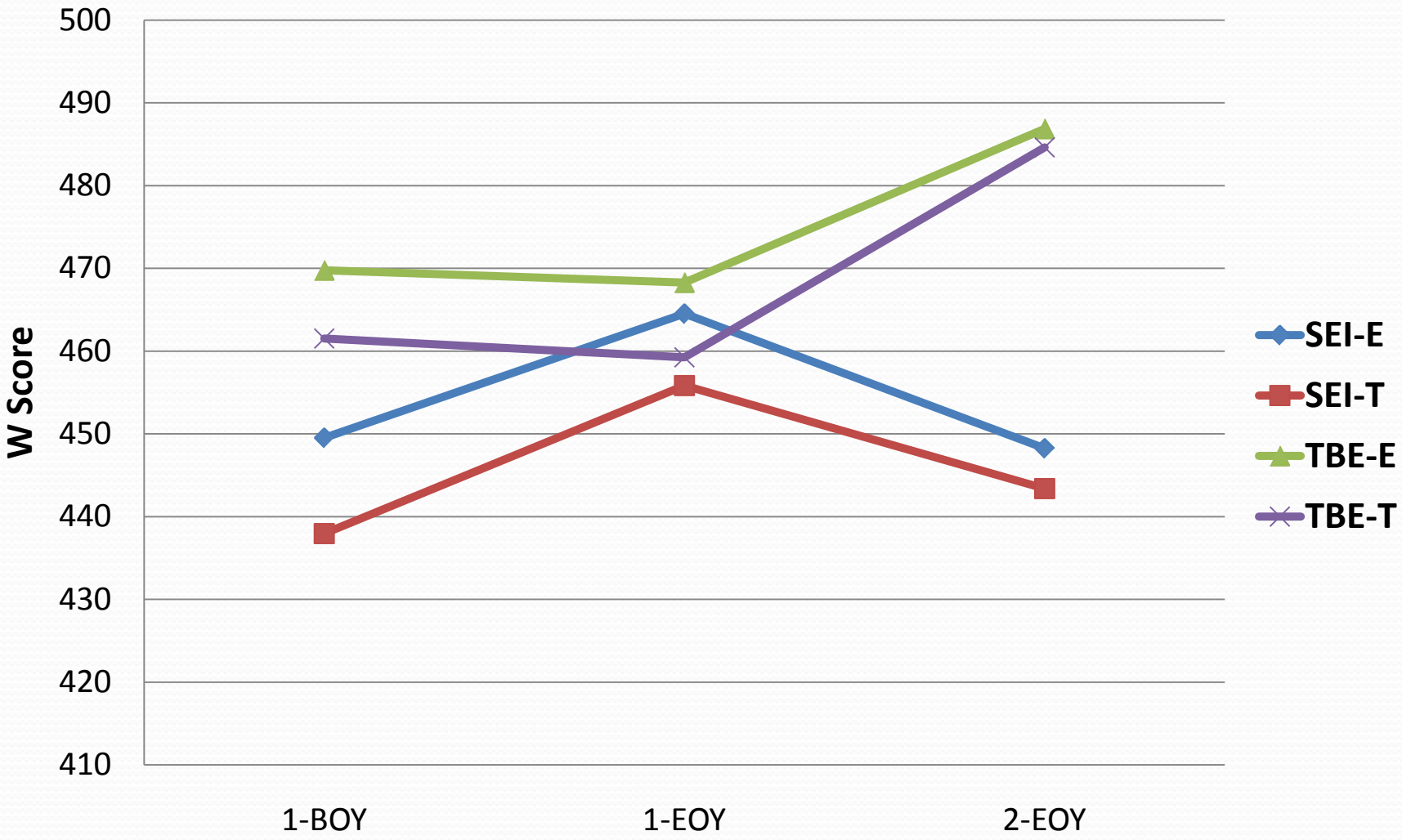
End of Second Grade – Spanish Measures

- TBE-Enhanced students outperformed TBE-Typical students on
  - STOPP Blending Phonemes, effect size = 0.38
  - STOPP Segmenting Words, effect size = 0.25

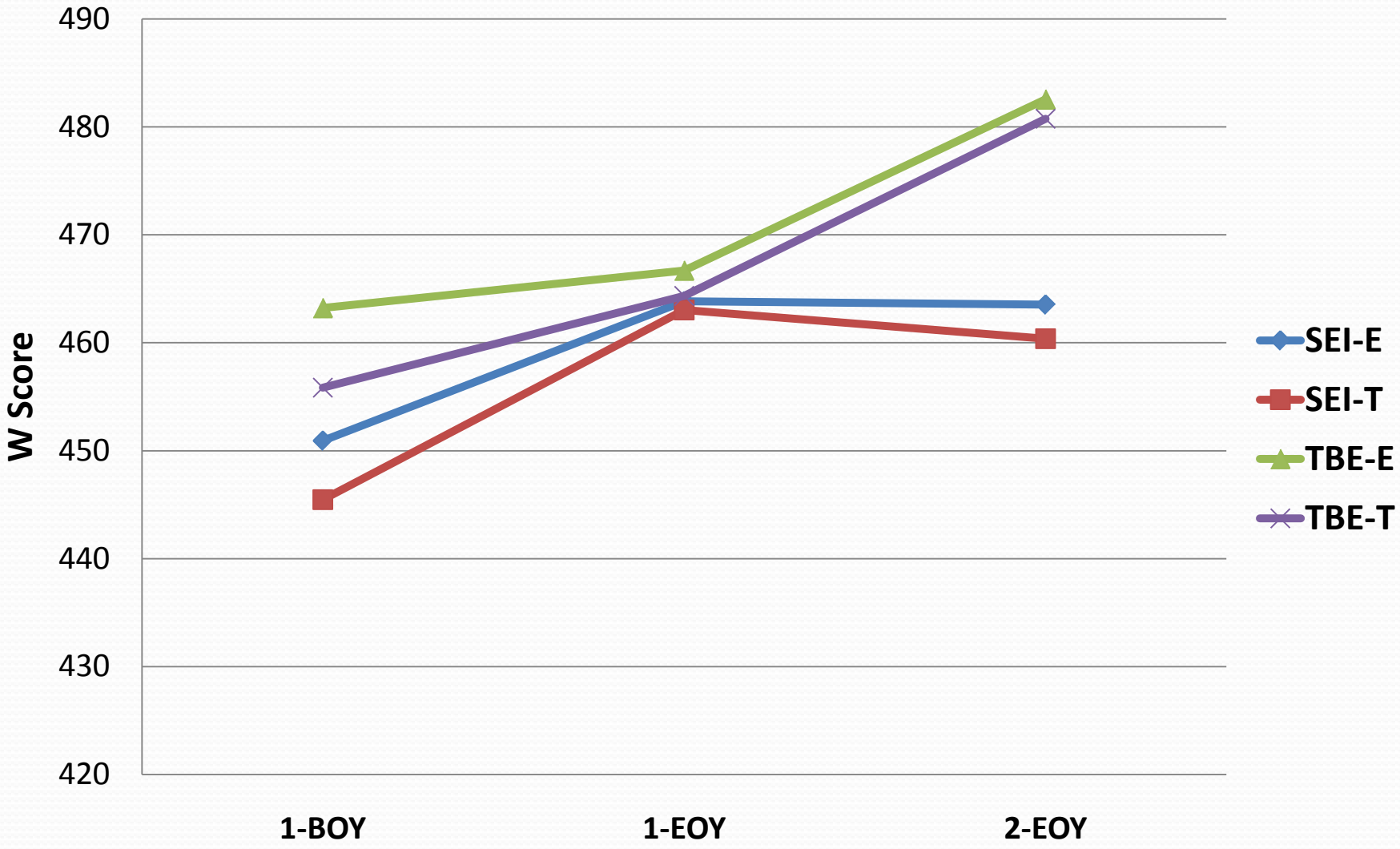
  and demonstrated an average of comparable scores on other measures.

- TBE groups on average performed better than SEI groups in all the subtests.

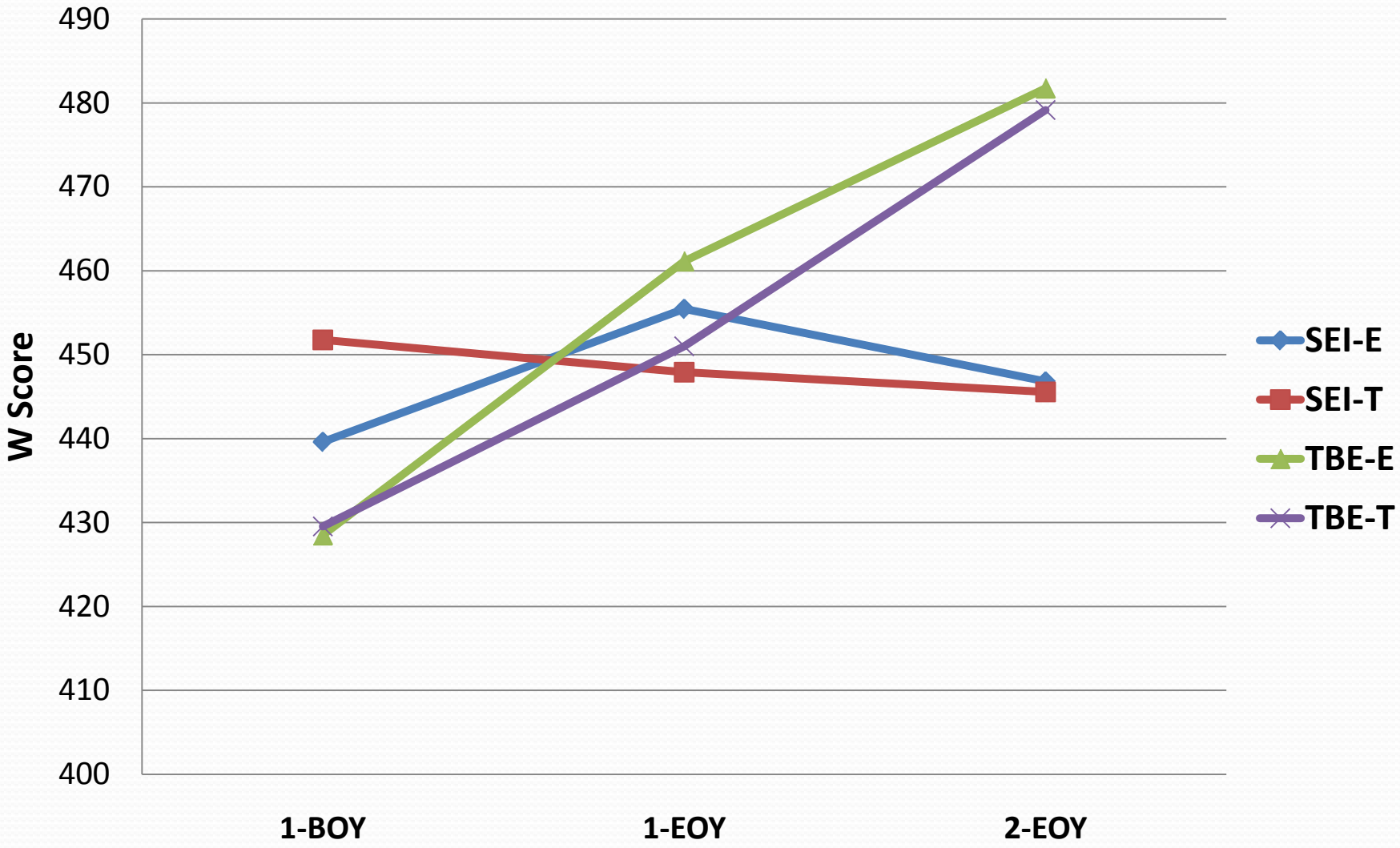
Picture Vocabulary-Spanish



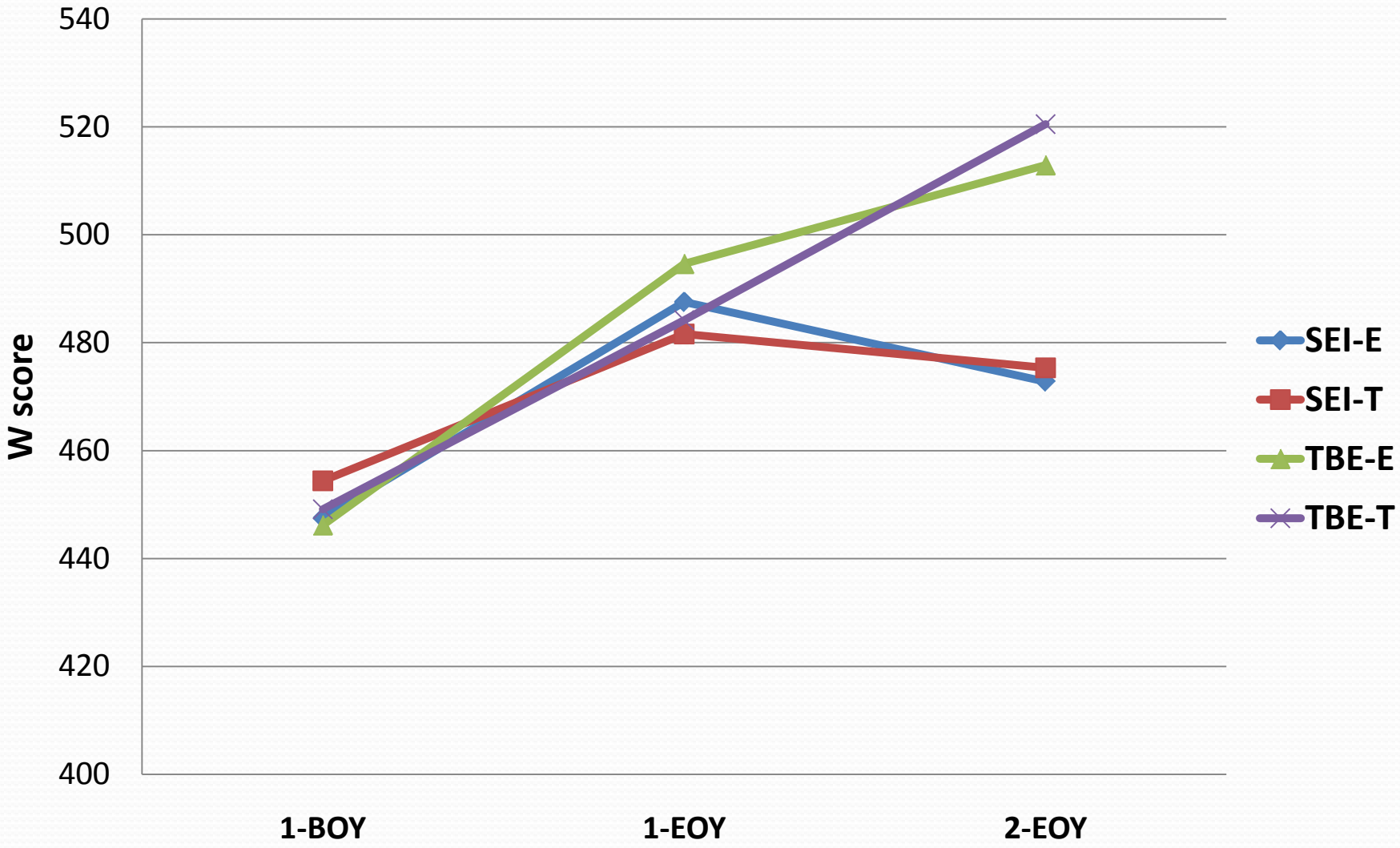
Listening Comprehension-Spanish



Passage Comprehension-Spanish



Word Attack-Spanish



Summary

- Students instructed in English achieved greater gains in English than students instructed in Spanish *without intervention*.
- Students instructed in Spanish achieved greater gains in Spanish than students instructed in English.
- TBE-E (*One-Way Dual Language*) children are catching up, or have caught up to Structured English Immersion children in English on all measures, and have outscored in broad reading skills.
- TBE-E (*One-way Dual Language*) children are maintaining their native language - Spanish while, at the same time, acquiring English.

Qualitative Findings

Student Attitudes and Abilities

- “Student’s self esteem is much higher. Students who were reluctant to read at the beginning of the year are now very willing to read. Their ability to comprehend is evident. Since a lot of emphasis is placed on finding the main idea, students are now more fully aware of what they have read.”

Professional Growth

- “Through the Project, I have learned ways that second language learners learn, and it has made me more sensitive to their needs as second language learners. I knew it was challenging for them to learn a second language, but didn’t quite know how to present lessons to them that were meaningful, so that they could make a real life connection.”

- “I have noticed that I am no longer second guessing myself. Working with Project ELLA has given me the confidence to know that my instruction is up to par.”

Words from the District

- Structured, Consistent ESL in Bilingual and English Immersion Classrooms
- Continued collaborations with University and District
- Importance of periodic classroom observations related specifically to bilingual classrooms—monitoring and feedback
- Data meetings with principals and teachers to review data and make changes in curriculum
- Thanks to the IES for supporting this type of research initiative