

# U.S. Department of Education

Washington, D.C. 20202-5335



RANK #1

## APPLICATION FOR GRANTS UNDER THE

FOREIGN LANGUAGE ASSISTANCE PROGRAM - LEA  
CFDA # 84.293B  
PR/Award # T293B090055

Closing Date: MAY 27, 2009

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424		Version 02
* 1. Type of Submission <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: * If Revision, select appropriate letter(s): <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation      * Other (Specify) <input type="checkbox"/> Revision	
* 3. Date Received: 5/26/2009	4. Applicant Identifier:	
5a. Federal Entity Identifier:	* 5b. Federal Award Identifier: NA	
<b>State Use Only:</b>		
6. Date Received by State:	7. State Application Identifier:	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: Alameda County Office of Education		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 941524922	* c. Organizational DUNS: 194044335	
<b>d. Address:</b>		
* Street1:	313 West Winton Avenue	
Street2:		
* City:	Hayward	
County:	Alameda	
State:	CA	
Province:		
* Country:	USA	
* Zip / Postal Code:	94544	
<b>e. Organizational Unit:</b>		
Department Name:	Division Name:	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix:	* First Name:	Rachelle
Middle Name:		

<b>Application for Federal Assistance SF-424</b>		Version 02
* 1. Type of Submission		
<input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		
* 2. Type of Application: * If Revision, select appropriate letter(s):		
<input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation      * Other (Specify) <input type="checkbox"/> Revision		
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Province:		
* Country:		USA
* Zip / Postal Code:		94544
<b>e. Organizational Unit:</b>		
Department Name:		Division Name:
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix:		* First Name: Rachelle
Middle Name:		

\* Last Name: DiStefano

Suffix:

Title: Director, Grant Development

Organizational Affiliation:

\* Telephone Number: (510)670-4147 Fax Number: (510)670-3147

\* Email: RDISTEFANO@ACOE.ORG

**Application for Federal Assistance SF-424**

Version 02

**9. Type of Applicant 1: Select Applicant Type:**

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

LEA-County Office of Education

**10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.293B

CFDA Title:

FOREIGN LANGUAGE ASSISTANCE PROGRAM - LEA

**\* 12. Funding Opportunity Number:**

ED-GRANTS-042109-002

Title:

Foreign Language Assistance Program--Local Educational Agencies CFDA 84.293B

**13. Competition Identification Number:**

Title:

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

County of Alameda, City of Hayward

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

Project Tui Dong Li (Momentum) is a dual-language Mandarin foreign language program designed to enhance and expand the new dual-language program at Stonebrae Elementary School in Hayward Unified School District.

Attach supporting documents as specified in agency instructions.

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

Application for Federal Assistance SF-424

Version 02

**16. Congressional Districts Of:**

\* a. Applicant: CA-013

\* b. Program/Project: CA-013

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

**Attachment:**

Title :

File :

**17. Proposed Project:**

\* a. Start Date: 9/1/2009

\* b. End Date: 8/31/2012

**18. Estimated Funding (\$):**

a. Federal	\$ 300000
b. Applicant	(b)(4)
c. State	
d. Local	
e. Other	
f. Program Income	
g. TOTAL	

**\* 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: Sheila  
Middle Name:  
\* Last Name: Jordan  
Suffix:

Title: County Superintendent of Schools

\* Telephone Number: (510)670-4140 Fax Number: (510)670-4101

\* Email: SHEILAJ@ACOE.ORG

\* Signature of Authorized Representative: \* Date Signed:

**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.

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev. 7-97)

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
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 sub-agreements.
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 (Clear Air) Implementation Plans under Section 176(c) of the Clear 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. "1721 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

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.

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.).

- 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 the 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.
- 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.

<b>Signature of Authorized Certifying Representative:</b>
<b>Name of Authorized Certifying Representative:</b> Sheila Jordan
<b>Title:</b> County Superintendent of Schools
<b>Date Submitted:</b> 05/20/2009

### Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

<b>1. Type of Federal Action:</b> <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	<b>2. Status of Federal Action:</b> <input type="checkbox"/> Bid/Offer/Application <input checked="" type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	<b>3. Report Type:</b> <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change <b>For Material Change only:</b> Year: 0 Quarter: 0 Date of Last Report:
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: N/A Address: N/A City: N/A State: CA Zip Code + 4: -  <b>Congressional District, if known:</b>	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b> Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	
<b>6. Federal Department/Agency:</b> N/A	<b>7. Federal Program Name/Description:</b> N/A  CFDA Number, if applicable:	
<b>8. Federal Action Number, if known:</b> N/A	<b>9. Award Amount, if known:</b> \$0	
<b>10. a. Name of Lobbying Registrant</b> (if individual, last name, first name, MI): N/A Address: N/A City: N/A State: Zip Code + 4: -	<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI): N/A Address: N/A City: N/A State: Zip Code + 4: -	
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 this 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.	Name: Sheila Jordan Title: County Superintendent of Schools Applicant: Alameda County Office of Education Date: 05/20/2009	
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

## 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 any 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 or 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.

<b>APPLICANT'S ORGANIZATION</b>	
Alameda County Office of Education	
<b>PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix:	First Name: Sheila
Last Name: Jordan	Middle Name:
Title: County Superintendent of Schools	
Signature:	Date:
_____	05/20/2009

ED 80-0013

03/04

## Section 427 of GEPA

### 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 **1894-0005**. 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:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

**Attachment:**

Title : 2009 ACOE FLAP GEPA statement

File : I:\---WORKING FILES---\Alameda COE\2009 FLAP Grant\upload PDFs\2009 ACOE FLAP GEPA 427 Response.pdf

2009 FOREIGN LANGUAGE ACQUISITION PROGRAM-*MANDARIN*

***GEPA 427 RESPONSE***

There are a variety of reasons why members of typically underrepresented groups may be denied equal access to education. Those that could potentially affect a dual language program like that at Stonebrae Elementary include the lack of language skills necessary to comprehend the core curriculum (often as a result of national origin), lack of appropriate cultural and multicultural content infused within the curriculum, the presence of learning disabilities, and the lack of parent ability to provide academic support due to lack of proficiency in English. Project Tui Dong Li has addressed each of these issues.

<b>Potential Barrier to Access</b>	<b>Project Tui Dong Li Solution</b>
Lack of language skills necessary to comprehend the core curriculum	The Tui Dong Li project design provides for equal amounts of instruction in all core subject areas in both English and Mandarin, ensuring that all students will have access to the core curriculum. Teachers will also use sheltered instructional techniques to enhance second language comprehension in all content areas.
Lack of appropriate cultural and multicultural content infused within the curriculum	The newly developed curriculum will be infused with cultural content. Books about Chinese culture will be purchased for classroom and school libraries. After school enrichment activities and school-wide assemblies will also celebrate Chinese culture.
Learning disabilities	A small percentage of children within any public school have learning disabilities that may impact their ability to receive the core curriculum. At Stonebrae Elementary, early identification screening processes will identify children in need of special education assistance. These procedures will include screening for students participating in the dual-language program. Teachers have been trained in identification of special learning needs. A child may be exited from the program if it is determined that his/her learning needs cannot be accommodated within the context of a dual-language classroom.
The lack of parent ability to provide academic support due to lack of proficiency in English	Parent education activities held in both English and Mandarin (with appropriate simultaneous translation services, as needed) will enhance parents' abilities to support their children's academic needs at home. All forms and notices sent home to parents will be available in the native languages of the parents (including English, Mandarin, and other native languages represented).

ALAMEDA COUNTY OFFICE OF EDUCATION  
**PROJECT TUI DONG LI-推動力**



## Project Narrative

**ABSTRACT NARRATIVE ATTACHMENT FORM (SEE COMPLETE INSTRUCTION LISTED TO THE RIGHT UNDER DOCUMENTS AND INSTRUCTIONS)**

Attachment 1:

Title: **2009 ACOE FLAP Abstract Pages: 2** Uploaded File: **I:\---WORKING FILES---\Alameda COE\2009 FLAP Grant\upload PDFs\2009 ACOE FLAP Abstract.pdf**

## 2009 FOREIGN LANGUAGE ACQUISITION PROGRAM-*MANDARIN*

### ***PROJECT ABSTRACT***

**APPLICANT:** Alameda County Office of Education (ACOE)

**TITLE OF PROGRAM:** *Project Tui Dong Li* Mandarin Language Acquisition Program

**TYPE OF PROGRAM:** Two-way Immersion

**LANGUAGE(S):** Mandarin Chinese

**SCHOOL(S):** Stonebrae Elementary School in the Hayward Unified School District

**GRADE LEVEL(S):** K-6

#### **TOTAL NUMBER OF STUDENTS**

- Served by the end of the project-**180**
- Served each year-Year 1, **100**; Year 2, **140**; Year 3 **180**

**The project will support foreign language learning primarily during the traditional school day, using a 50-50 simultaneous literacy model.**

**There is no Waiver of Matching Costs Requested.**

#### **PARTNERS**

ACOE has partnered on this project with Hayward Unified School District; University of California, Berkeley-National Center for K-16 Chinese Language Pedagogy; and California State University, East Bay-*Teaching Chinese as a Heritage or other Language Certificate Program*

#### **CONTACT INFORMATION**

**Alameda County Office of Education (ACOE)**

313 West Winton

Hayward, CA 94544

**Director, Grant Development, ACOE**

Rachelle DiStefano

510.670.4147

**Literacy Coordinator, Department of Language and Literacy Development, ACOE**

Nathalie Longree-Guevara

510.670.7735

#### **PROJECT DESCRIPTION**

Alameda County Office of Education in Hayward, CA, has designed *Project Tui Dong Li*, a dual-immersion, Mandarin Language Acquisition Program for K-6 students, to be implemented at Stonebrae Elementary School in Hayward. *Project Tui Dong Li* will be delivered through a 50-50 simultaneous literacy model in all core content subject areas (language arts, mathematics, social science, and science).

Currently, Stonebrae has a new Mandarin dual-language program in grades K-1. The program will expand and improve upon the current Mandarin Language acquisition activities at the school by expanding the program to a new grade level each year, developing a new standards-based curriculum and assessment process for Mandarin, assisting all teachers involved in the program in becoming highly qualified (Bilingual Cross-Cultural Language and Academic Development-Mandarin certification and CSUEB *Teaching Chinese* certification), and creating a school climate celebrating Chinese language and culture through new classroom and library materials, and afterschool enrichment activities highlighting Chinese activities (dance) and art (calligraphy).

In addition to implementing the research-based 50-50 model of instruction, key features of the program include professional development, recruitment, and parent involvement activities. The professional development activities will be implemented in conjunction with key project partners, the University of California, Berkeley and the California State University, East Bay (CSUEB). The UC Berkeley National Center for K-16 Chinese Language Pedagogy will provide assistance in curriculum and assessment development, teacher training, and teacher coaching; and all project teachers will participate in the CSUEB *Teaching Chinese* certificate program and become BCLAD-Mandarin certified.

Mandarin-speaking students will be recruited from other districts, in order to increase the percentage of native Mandarin-speakers enrolled at Stonebrae Elementary. Recruitment efforts will include community outreach presentations and publications, a *Project Tui Dong Li* presence at the California Association for Bilingual Education, and participation in the San Francisco Chinese New Year Parade.

Parent involvement will be encouraged through monthly parent education sessions, at-home online learning activities for parents and students, and the assistance of a parent liaison (Resource Teacher) at the school to encourage parent participation.

Grade	Year 1			Year 2			Year 3		
	Number of Students	Minutes per Day <sup>1</sup>	Minutes per Week <sup>1</sup>	Number of Students	Minutes per Day <sup>1</sup>	Minutes per Week <sup>1</sup>	Number of Students	Minutes per Day <sup>1</sup>	Minutes per Week <sup>1</sup>
K	40	100	500	40	100	500	40	100	500
1	40	140	700	40	140	700	40	140	700
2	20	140	700	40	140	700	40	140	700
3	---	---	---	20	140	700	40	140	700
4	---	---	---	---	---	---	20	150	750
<b>Total</b>	<b>100</b>	<b>380</b>	<b>1,900</b>	<b>140</b>	<b>520</b>	<b>2,600</b>	<b>180</b>	<b>670</b>	<b>3,350</b>

<sup>1</sup>-Minutes per week of *Mandarin* instruction.

The *Project Tui Dong Li* objectives are as follows:

- Objective 1 – Increase in Enrollment (GPRA 2.1)
- Objective 2 – Increase in Instructional Minutes (GPRA 2.2)
- Objective 3 – Student Advances in Mandarin Oral Language Proficiency (GPRA 3.1)
- Objective 4 – Student Progress in Mandarin Academic Language Proficiency (GPRA 3.1)
- Objective 5 – Professional Development
- Objective 6 – Teacher Certification
- Objective 7 – Parent Involvement and Education
- Objective 8 – Increased Capacity for Sustainability

## **Project Narrative**

**PROJECT NARRATIVE ATTACHMENT FORM (SEE COMPLETE INSTRUCTION LISTED TO THE RIGHT UNDER DOCUMENTS AND INSTRUCTIONS)**

Attachment 1:

Title: **2009 ACOE FLAP Narrative Pages: 35** Uploaded File: **I:\---WORKING FILES---\Alameda COE\2009 FLAP Grant\upload PDFs\2009 ACOE FLAP Narrative.pdf**

## 2009 FOREIGN LANGUAGE ACQUISITION PROGRAM-*MANDARIN*

### *PROJECT NARRATIVE*

#### **A. NEED FOR THE PROJECT**

Alameda County, located in the east San Francisco Bay area of northern California, is one of the most linguistically and ethnically diverse areas of the nation. Stretching from Berkeley in the north to Fremont in the south, over 214,000 children speaking over 52 languages are enrolled in over 320 K-12 public schools in 18 school districts. Most of the districts in Alameda County are small to mid-size districts that lack the resources to develop innovative programs on their own, and they rely heavily on the **Alameda County Office of Education (ACOE)** for leadership and support in the areas of professional development, curriculum development, assessment, special program design, and evaluation.

ACOE has particular expertise in the area of foreign language, dual-immersion, and a wide variety of other programs for English Learners (EL). Partnerships with county school districts and local Institutions of Higher Education are common, and ACOE has been recognized by the California State University's Chancellors' Office as a key partner in K-12 education. From 1999 to 2007, ACOE took the lead in a partnership with **Hayward Unified School District (HUSD; enrollment 21,612)** to develop and implement *Project BRILLAR*, a Spanish dual-immersion program at Burbank Elementary School and *From the Middle to the Cutting Edge*, a language development program at Winton Middle School (both Title VII Comprehensive School Reform Programs). Both of these programs were implemented successfully and have been sustained beyond the federal funding period.

ACOE has partnered with HUSD, California State University, East Bay, and University of California, Berkeley to create *Project Tui Dong Li* ("Momentum" in Mandarin Chinese; this project will provide the momentum the program needs for long-term success) to expand and

enhance the new Mandarin Chinese dual-immersion program at Stonebrae Elementary School in HUSD (**competitive preference priorities 1, 3, 4, and 6**). The Mandarin dual-immersion program at Stonebrae began in 2007-08 as a response to parent demands for a Mandarin foreign language program. A school in a neighboring district offers a K-6 Mandarin foreign language enrichment program that provides 30 minutes of Mandarin language instruction each day, but Stonebrae parents and teachers wanted a program with more depth and a solid research base in developing high levels of proficiency in both Mandarin and English. The program at Stonebrae differs from many other dual-immersion programs in several ways. Most importantly, *the program was envisioned and designed originally as a foreign-language program rather than as an English-language development program for non-English-proficient students*. While the native Mandarin-speaking English Learners in the program will certainly benefit from the program and develop English skills, *the original intent was to teach Mandarin to native English speakers and maintain and develop the Mandarin language skills of the native Mandarin speakers*.

Stonebrae Elementary School serves 564 K-6 students and is located only five miles from ACOE, making a partnership convenient as well as mutually beneficial. A total of 88 students (15.6%) at Stonebrae are English Learners. Stonebrae enjoys an active and highly committed parent community, one of the key ingredients for a successful dual-language program.

In 2007-08, the program served one classroom of 20 kindergarten children in a 50-50 dual-immersion model. In 2008-09, the program expanded to serve two kindergarten classrooms (39 students) and one first grade classroom (20 students). The school has received no additional funding to implement the program thus far. While the staff and parents at Stonebrae have done an excellent job getting such an ambitious program started, there are many **gaps and weaknesses** in the program with which the school needs assistance. The most critical needs are in the areas of

assessment, curriculum, staff development, and recruitment.

#### Assessment

Currently, HUSD has no initial assessment in Mandarin for incoming Mandarin-speaking students. The only Mandarin language assessments used by Stonebrae teachers are curriculum-based assessments accompanying the *Better Chinese* curriculum and teacher-developed content-based assessments. The primary literacy assessment used in the program thus far (grades K-1) was developed by the program's lead teacher and focuses on the identification of key Mandarin print characters. *Project Tui Dong Li* will assist with the implementation of high-quality assessment by providing initial oral language assessments, content-based assessment tools, and ongoing language assessments in Mandarin (for both English and Mandarin speakers) based on the California Content Standards and the American Council on the Teaching of Foreign Languages' (ACTFL) Proficiency Guidelines (please refer to *Section B, Quality of Project Design*, for more detail).

#### Curriculum

There is no state- or district-adopted curriculum for K-6 Chinese language instruction. Currently, Stonebrae teachers use the *Better Chinese* program as the core for language arts instruction, supplemented by additional literature. The elementary versions of the program include the beginner level *My First Chinese Words* program and the beginner/intermediate level uses *My First Chinese Reader*. The *Better Chinese* program uses a communicative approach and has been recognized as an exemplary Chinese as a Foreign Language (CFL) curriculum for target age groups. However, the emphasis of the *Better Chinese* program is on oral language and early literacy development and the program is designed to be completed over the course of a year in daily 60-minute sessions. This does not provide *enough* program material for the 85-minute

Mandarin language arts (MLA) instructional block for kindergarten, or the 100-minute MLA instructional block for first grade, requiring the teachers to supplement with additional Mandarin literature and teacher-made supplemental materials. In addition, there is no content-based component linking Chinese instruction to mathematics, social science or science; Stonebrae teachers have been developing their own teaching aid materials for those content-areas in Mandarin. *Project Tui Dong Li* will assist with several curriculum development activities. First, ACOE representatives will develop a partnership with the Cupertino Language Immersion Program (CLIP) at Meyerholz Elementary School in Cupertino to purchase components of that program's standards-aligned Mandarin K-6 curriculum. In addition, intensive curriculum development efforts will take place over each summer and throughout each of the next three school years to develop a K-6 curriculum in Mandarin in language arts, mathematics, social science and science that is aligned with the California Content Standards and the *ACTFL Performance Guidelines for K-12 Learners* and the *Standards for Foreign Language Learning in the 21<sup>st</sup> Century*. The project will ensure that teachers have a structured curriculum, the materials they need to teach it, and the training they need to implement it effectively at all grade levels (K-6) by the end of the project period. A bilingual (English/Mandarin) report card, aligned with standards and the curriculum, will also be developed.

#### *Staff Development*

Currently there are three teachers teaching in Stonebrae's Mandarin program (two kindergarten and one first grade); beginning in 2009-10 there will be five teachers in the program (two kindergarten, two first grade, one second grade). Of the three teachers currently in the program, all three have California Teaching Credentials, but only one holds a credential with Bilingual Cross-cultural Language and Academic Development (BCLAD) emphasis in

Mandarin, making her highly qualified to provide K-12 instruction in Mandarin. Because high-quality teaching is the cornerstone of a high-quality program, ACOE and HUSD have partnered with California State University, East Bay (CSUEB) to enroll the Stonebrae Mandarin teachers in the CSUEB certificate program in *Teaching Chinese as a Heritage or other Language*. The *Project Tui Dong Li* Coordinator will also work closely with program teachers who have not yet earned the BCLAD certificate to move them forward in taking and completing the required California BCLAD exams in Mandarin to achieve full certification. ACOE's staff will also provide training for teachers in the newly developed curriculum and all curricular material, and a Chinese Language Consultant/Coach, fully fluent in Mandarin and contracted through UC Berkeley's *National Center for K-16 Chinese Language Pedagogy*, will provide 3-4 days of classroom-based coaching each month for program teachers to enhance their abilities to provide high-quality, content-based, standards-aligned Mandarin instruction.

Recruitment

One of the advantages of selecting a dual-immersion model rather than a full immersion model of foreign language instruction is that a dual-immersion model provides opportunities for second language learners to interact daily with native speaking models in the classroom setting and on the playground.

STUDENTS CURRENTLY IN PROGRAM		
Grade	Native Mandarin	English (non-Mandarin)
K	7	32
1	5	15
Total	12	47

This peer-level exposure to native Mandarin provides a dimension to language learning that cannot be achieved without the presence of native Mandarin-speaking peers. Unfortunately, at Stonebrae there are very few native Mandarin-speaking children currently enrolled in the program (please see the figure above). *Project Tui*

*Dong Li* will strengthen the program at Stonebrae by conducting a series of intensive outreach and recruitment efforts throughout Alameda County to increase the percentage of native Mandarin speakers in each classroom to between one-third and one-half of the composition of each classroom, increasing the number of native Mandarin students in the program.

All of these planned activities will make it possible for the dual-language program at Stonebrae to continue to expand throughout the grade levels. Without appropriate content-based curriculum and assessments, highly-qualified teachers, and an appropriate number of native Mandarin-speaking students, the program cannot expand as planned. With the support of *Project Tui Dong Li*, Stonebrae expects to serve 100 students in 2009-10, 140 students in 2010-11, and 180 students in 2011-12 (please refer to *Section B, Quality of Program Design* for more detail). In addition, by focusing on curriculum and assessment development for grades K-6, the school will be well-positioned to continue expansion after the federal funding period to grades 5 and 6.

## **B. QUALITY OF THE PROJECT DESIGN**

### **1. Goals, Objectives, and Outcomes are clearly specified and measurable**

The overall **goal** of *Project Tui Dong Li* is to provide high quality Mandarin foreign language instruction within the context of a dual-immersion program at Stonebrae Elementary school that a) increases student proficiency in Mandarin Chinese; b) improves teacher qualifications to provide high quality standards aligned, and content-based, Mandarin instruction; c) improved student and parent understanding of Chinese culture; and d) will be sustained after the project period. The following seven mutually supportive **objectives** have been developed to document progress towards the achievement of our goal.

**Objective 1 – Enrollment (GPRA 2.1)** – Each year the number of children enrolled in *Project Tui Dong Li* receiving foreign language instruction in Mandarin will increase.

See the table on the following page (under Objective 2) for grade level benchmarks.

**Objective 2 – Instructional Minutes (GPRA 2.2)** – Each year the average number of minutes per week offered in Mandarin at Stonebrae will increase.

PROJECT TUI DONG LI STUDENT COUNTS & WEEKLY MANDARIN MINUTES, BY GRADE						
Grade	Year 1		Year 2		Year 3	
	Number of Students	Minutes per Week	Number of Students	Minutes per Week	Number of Students	Minutes per Week
K	40	500	40	500	40	500
1	40	700	40	700	40	700
2	20	700	40	700	40	700
3	---	---	20	700	40	700
4	---	---	---	---	20	750

**Objective 3 – Oral Language Proficiency (GPRA 3.1)** – Each year at least 85% of students enrolled in Stonebrae’s dual-immersion program will advance at least one level in Mandarin oral language proficiency as measured by the Early Language Listening and Oral Proficiency Assessment (ELLOPA; K-2) and the Student Oral Proficiency Assessment (SOPA; Gr. 3-6), and 40% of students will advance more than one level (Junior Novice Level 1, 2, 3; Junior Intermediate Level 1, 2, 3; Junior Advanced Level 1, 2, 3). For example, a student advancing from Junior Novice Level 1 to Junior Novice

Level 3 has advanced two levels in one year. Junior Novice Level 3 will serve as that student's baseline for advancement in the second year.

**Objective 4 – Academic Language Proficiency (GPRA 3.1)** – Beginning in 2010-2011 (Year 2; after content-based assessments have been developed and adopted) at least 80% of *Project Tui Dong Li* students will demonstrate significant progress in the development of academic language proficiency in Mandarin, as measured by locally-developed content-based assessments.

~~**Objective 5 – Professional Development**~~ – ~~Each year all *Project Tui Dong Li* teachers~~ will participate in a minimum of 50 hours of professional development training specific to teaching Mandarin as a foreign language as measured by training logs.

**Objective 6 – Teacher Certification** – By June 2012 at least 80% of *Project Tui Dong Li* teachers will have achieved BCLAD certification, and any who have not yet achieved BCLAD certification will have made progress toward attaining certification, as measured by certification records and training logs.

**Objective 7 – Parent Involvement and Education** – Each year at least 90% of the parents of students involved in *Project Tui Dong Li* will participate in at least 10 hours per year of parent education regarding second language development, the scope and sequence of the *Project Tui Dong Li* program, how parents can support their children's learning at home, and the *Better Chinese* online home study program, as measured by parent training logs.

**Objective 8 – Capacity** – Each year the project will demonstrate improved capacity to sustain the program at the end of the funding period as measured by a) dual-immersion enrollment records, b) professional development records, c) teacher certification records,

d) progress toward the development of a full K-6 Mandarin curriculum, and e) full assumption within HUSD of individual project components (curriculum, assessment, professional development, recruitment, etc.).

## 2. The Project is Designed to Build Capacity and Promote Sustainability

*Project Tui Dong Li* will focus on the following core activities: 1) assessment; 2) curriculum development; 3) professional development; 4) recruitment; and 5) parent involvement and education. These core activities have been designed to **build capacity** at the school site for the long-term **sustainability** of the Stonebrae Mandarin dual-immersion program by firmly establishing a high-quality program. The assessments and curriculum developed and implemented through the program will continue after the federal funding period and the staff development activities will provide a core of highly-qualified and certified dual-language teachers who not only meet minimum qualifications for teaching in a Mandarin dual-language setting, but who are experts in Mandarin foreign language instruction. In addition, because of ACOE's position as a leader in the development of innovative programs, ACOE staff will use what is learned from *Project Tui Dong Li* to expand the Mandarin dual-language model to other schools and districts in Alameda County.

### The Model

*Project Tui Dong Li* will expand and strengthen the Mandarin dual-immersion program at Stonebrae Elementary School using a 50-50, simultaneous literacy model (**competitive preference priorities 1 and 3**). Through this model, 50% of the instruction at each grade level will be in Mandarin, and 50% will be in English with instruction in all core content areas provided in both languages (**competitive preference priority 6**). The table on the following page illustrates the number of minutes of instruction per day to be provided in Mandarin at each

grade level. Each year, the program will be expanded by enrolling two new classes of kindergarten students and adding a new grade to the program as students progress. For example, a 2<sup>nd</sup> grade class will be added in 2009-10 as this year's first graders move to 2<sup>nd</sup> grade.

MINUTES OF INSTRUCTION BY GRADE LEVEL			
	K	1-3	4-6
Total Minutes Per Day	200	280	300
Minutes in English	100	140	150
Minutes in Mandarin	100	140	150

In Kindergarten, science and social science will be integrated throughout the regular ELA and MLA instruction and there will be daily math instruction in both languages (25 minutes per day in each language). In grades 1-3, the daily 55

minute math period will rotate between English and Mandarin (three days in Mandarin, two in English one week, two days in Mandarin and three in English the next week). Science and Social Science (100 minutes per week) will be in Mandarin one week and English the next. ELA and MLA will be split evenly each week. This same pattern of instruction will apply for grades 4-6 with more minutes per day for math (70 minutes), Science/Social Science (60 minutes) and MLA/ELA (170 minutes).

Literacy skills will be introduced to students in both languages from the beginning and developed throughout the elementary grades. *California Content Standards in English Language Arts* will guide English language arts instruction and the ACTFL's *National Foreign Language Standards (NFLS)* and *Performance Benchmarks* will guide Mandarin language instruction. Content area instruction in math, social science and science will be guided by the appropriate California content standards in those subject areas.

Assessment

Oral language proficiency assessments (the Center for Applied Linguistics' ELLOPA and SOPA) will be adapted in the first year of the project and all teachers and project staff will be trained in their administration within the first six months of the project. Baseline ELLOPA scores will be established for all K-2 students by January of the first year, with a follow-up assessment conducted in May (and annually each May). The SOPA will be administered to students in grades 3-6 (beginning in Year 2 when the first *Project Tui Dong Li* students are in 3<sup>rd</sup> grade) in October and May each year.

Project staff will continue to use the curriculum-based assessments embedded within the *Better Chinese* program, as ongoing measures of student performance in Mandarin language arts (MLA) until a series of MLA benchmark assessments, aligned with the newly developed and adopted MLA curriculum, are developed by August 2010 for grades K-2, by August 2011 for grade 3, and by August 2012 for grades 4-6. All assessments will be aligned with the NFLS and the corresponding performance benchmarks.

Staff will be guided in the curriculum and assessment development process by a Chinese Language Consultant, Stella Yu-Nei Kwok, Ed. D., from the University of California, Berkeley's **National Center for K-16 Chinese Language Pedagogy** who will work with teachers for a total of 37 days each year. Please see *Professional Development* and *Curriculum* below for a full description of those services.

Curriculum

The *Better Chinese* program currently in use at Stonebrae will continue to serve as the primary MLA curriculum during the first year of *Project Tui Dong Li*. During the first year the Project Director and Project Coordinator will begin work with the administrators of the

Cupertino Language Immersion Program (CLIP) at Meyerholz Elementary School in Cupertino to review CLIP's Mandarin K-6 curriculum and purchase standards-based curriculum units at each grade level. Working with the Chinese Language Consultant throughout the school year (two afternoons per month) and over the summer (seven full days each summer), *Project Tui Dong Li* teachers will fully develop the MLA curriculum and a curriculum plan for math, social science and science content instruction in Mandarin. This curriculum will include a full scope-and-sequence guide (**competitive preference priority 4**) for each grade level and incorporate the units purchased from CLIP, *Better Chinese* materials, and any other resources made available through UC Berkeley's Chinese Language Pedagogy center. Curriculum-based language assessments will be developed and adopted as the curriculum is finalized. Curriculum development work will follow the schedule outlined above (Year 1: K-2, Year 2: grade 3 and fine-tuning grades K-2; Year 3: grades 4-6 and fine-tuning grade 3). While developing a comprehensive K-6 Mandarin curriculum aligned with content standards and the NFLS is an ambitious undertaking, it will be possible to complete the task within three years as a result of the project's partnership with UC Berkeley's National Center for K-16 Chinese Language Pedagogy. Furthermore, having the on-site assistance of the Center's director as the project's Chinese Language Consultant throughout the course of the project will provide the guidance needed to develop high-quality curriculum and assessment, and implement the curriculum in a way that leads to measureable improvements in Mandarin language proficiency.

*Project Tui Dong Li* will purchase the curricular instructional materials necessary to implement the newly-developed and adopted curriculum, including trade books, DVDs, and posters. The project will also purchase classroom library and school library books in Mandarin, as well as books related to Chinese culture.

The classroom curriculum will be supplemented by afterschool enrichment activities and schoolwide assemblies related to Chinese culture (dance, calligraphy, etc.). The dance enrichment course will prepare Stonebrae's students for participation in the San Francisco Chinese New Year Parade each year, which will help publicize *Project Tui Dong Li*, assisting with recruitment efforts.

### Professional Development

The multi-layered professional development plan is at the heart of *Project Tui Dong Li*'s plans for implementation, capacity-building, and sustainability. It includes three key components: 1) **Certification**, 2) **Ongoing curriculum pedagogy training**, and 3) **Classroom-based coaching**. First, all teachers in Stonebrae's Mandarin dual-immersion program will enroll in CSUEB's *Teaching Chinese Certificate Program* (funded by the project). This program includes a 12-month, five-course sequence—Linguistics for Chinese Language Teachers, Cross-cultural Communication in the Chinese Language Classroom, Teaching Approaches to Second Language Instruction, and Teaching Approaches to Chinese Heritage/Other Language Instruction I and II. The Project Director will work with CSUEB to investigate the possibility of relocating the certificate courses to Stonebrae for teachers' convenience.

In addition to facilitating teacher completion of the *Teaching Chinese* certificate, the Project Coordinator (with the assistance of the Project Director, as necessary) will work with any *Project Tui Dong Li* teachers who have not completed California BCLAD (Mandarin emphasis) credential certification. The Project Coordinator will help them enroll in the appropriate BCLAD test preparation courses (if needed; funded by HUSD) and register for the BCLAD-Mandarin examination. Taken together these two **certification** plans ensure that all Stonebrae *Project Tui*

*Dong Li* teachers not only meet basic certification requirements (BCLAD), but that they receive advanced certification as well (CSUEB's *Teaching Chinese* certificate).

In addition to certification training, *Project Tui Dong Li* will also provide **curriculum-based pedagogy training** provided by the Chinese Language Consultant from UC Berkeley for three hours per month (after school). This training will focus on the skills teachers need to implement the curriculum and assessments at Stonebrae with a particular emphasis on culturally appropriate instructional pedagogy. Teachers will visit the Cupertino Language Immersion Program (CLIP) to observe standards-based-Mandarin language instruction as part of this formal training activity.

The curriculum-based pedagogy training will be supplemented by **classroom-based coaching** services provided by the consultant from UC Berkeley. The consultant/coach will be onsite at Stonebrae three to four days per month throughout the school year for all three years of the project. Coaching services will include classroom observations, lesson modeling, and pre-post conferences with teachers. At the beginning of each year, each teacher will establish instructional goals with the coach that will guide the coaching activities for each teacher. These goals will be non-evaluative (not to be used as part of the formal teacher evaluation process) and are intended to help guide teacher improvement in a non-threatening environment.

It is important to note, that with the exception of the release days teachers will need to observe CLIP, all non-classroom-based professional development activities have been scheduled to take place during the afterschool hours and over the summer. This is an important component of the professional development plan, because of the lack of Mandarin-speaking substitute teachers. In order to maintain the integrity of the 50-50 immersion model, it is important to minimize the number of days during the course of the school year that program teachers are out

of the classroom. This is only possible if teachers participate in training during non-contract hours. As a result, stipends for teacher training and curriculum work have been included in the *Project Tui Dong Li* budget.

#### Recruitment

*Project Tui Dong Li's* recruitment efforts will focus on the recruitment of Mandarin speaking students in order to strengthen the dual-immersion model. Maintaining enrollment balance between English dominant students and Mandarin dominant students enhances the language and content learning potential for both groups of students (Howard, et al, 2007). Currently Stonebrae has a waiting list for non-Mandarin speakers but a shortage of Mandarin speakers. To assist with recruitment, ACOE will publicize the Stonebrae program countywide through its established communication networks and existing professional development activities. The Project Coordinator and Site Lead Teacher (Resource Teacher) will conduct outreach activities to Chinese language Saturday schools in the area. Advertisements will be placed in local parenting magazines and Mandarin newspapers in San Francisco and Alameda County. Participation in the San Francisco Chinese New Year Parade will also help with recruitment as will the project's partnership with CSUEB and UC Berkeley, which will also assist with disseminating information about the program.

Recruitment efforts will focus on recruitment for incoming kindergarten students, and any new students entering the program after first grade must demonstrate Mandarin oral language proficiency at the Junior Intermediate Level (JIL-2) or above.

#### Parent Involvement and Education

Sustaining the Mandarin program at Stonebrae will depend on the involvement and commitment of parents. The current lead teacher of the program (a kindergarten teacher) will

serve as the project Resource Teacher for two hours per day. Among her responsibilities (described in more detail below) will be working with the Project Coordinator to implement the parent education component of the project, which will include monthly parent education sessions on various topics including the *Project Tui Dong Li* curriculum and assessments, enrichment activities, strategies to promote second language acquisition, topics in Mandarin culture, additional community-based resources for Mandarin language learning, and how parents can best support their children's learning and academic achievement at home. Parents will also receive training on the online *Better Chinese* home learning resources and other online resources for Mandarin language learning (**competitive preference priority 5**). The project will purchase laptop computers for parents to use during parent education activities, and for use by families that do not have computer access at home.

Parent education activities will combine Mandarin speaking and non-Mandarin speaking parents within the same activities to promote collaboration and communication between the parent groups. Translation equipment will be purchased so that simultaneous translation can be provided, allowing all parents equal access to participation.

### **3. The Project Reflects Up-to-Date Knowledge from Research and Effective Practice**

The research and guidance outlined in *Guiding Principles for Dual-Language Education* by Elizabeth Howard, Julie Sugarman, Donna Christian, Kathryn Lindholm-Leary and David Rogers (2007; Center for Applied Linguistics) served as the foundation for the development of *Project Tui Dong Li* and will serve as the primary guide for ongoing program quality, along with ACTFL *National Foreign Language Standards*. The program builds on ACOE's and HUSD's clear commitment to bilingualism, bi-literacy and multi-cultural competency which is clearly evident in the *Project Tui Dong Li* design, HUSD's district goals for English learners (see

<http://haywardell.org>), and ACOE's long history of supporting dual-language programs. The research indicates that this commitment is essential for the success of dual-language programs (Berman, et al, 1995; Lindholm, 1990; Lindholm-Leary, 2000; Montecel and Cortez, 2002).

In addition, the program addresses several of the challenges facing the field of Chinese language instruction that were identified by Asia Society and The College Board in 2008 (*Chinese in 2008: An Expanding Field*). Increasing the number of certified teachers, expanding the capacity of the education system for early Chinese language learning (from kindergarten), increasing the opportunity and the access to learn Chinese, and connecting to a K-16 system of articulation are all components of *Project Tui Dong Li* that are identified areas of need.

In terms of the structure of the program, a 50-50 simultaneous literacy model has been demonstrated as being as effective in developing language proficiency in the target language as 90-10 models (Christian, et al, 1997), and it acknowledges a substantial body of research documenting the effectiveness (and in some cases, the importance) of including literacy instruction in the target language from the beginning (Cloud, et al, 2000; Howard, et al, 2003; Lindholm-Leary, 2003; and Molina, 2000). Understanding the population to be served is also an important component to consider when selecting a model (Christian, et al, 1977). At Stonebrae, parents and educators share a commitment to student achievement of content standards *in both languages* at all grade levels. This requires a 50-50 simultaneous literacy model.

The assessment tools to be adopted and developed by *Project Tui Dong Li* will be aligned with the curriculum and both the California Content Standards and the NFLS, an important component of an effective program (Monticel and Cortez, 2002). Language proficiency will be assessed using multiple measures of performance (ELLOPA, SOPA, and curriculum-based assessments), and will assess the oral and academic dimensions of language proficiency (Limbos

& Geva, 2001; Bunch, et al, 2002). The evaluation plan calls for the disaggregation of assessment data to identify curriculum and achievement issues (Corallo and McDonald, 2002; WestEd, 2000).

The *Project Tui Dong Li* curriculum will include the integration of language objectives within content across the curriculum (Lyster, 1998; Doherty, et al, 2003) and will be aligned both vertically (between grade levels) and horizontally (within grade levels), another important quality of effective programs (Education Trust, 1996; Corallo and McDonald, 2002). The curriculum will include access to Mandarin books of many genres and levels, as well as multi-media materials (Monticel and Cortez, 2002), and the integration of technology through the use of *Better Chinese* online learning resources (Castellan, Springfield, and Stone, 2002).

Employing teachers fully certified to teach in a bilingual setting is an important feature of effective dual-language programs, both in terms of teacher skill (Met and Lorenz, 1997; Cloud, et al, 2000) and *teacher confidence* in their abilities to provide high-quality language instruction (Lindholm-Leary, 2001). *Project Tui Dong Li*'s plan to provide professional development leading to certification will ensure a properly certified teaching force.

The topics planned for *Project Tui Dong Li* professional development include educational pedagogy, standards-based instruction, and second language instruction theory and practice. All of these topics are recommended by the *Guiding Principles* (CAL, 2007). *Guiding Principles* also recommends that teachers need to use content pedagogy that aligns with the needs of dual-language students. The partnership with UC Berkeley's National Center for K-16 Chinese Language Pedagogy will ensure that this training is of high quality, and the ongoing classroom-based coaching component of *Project Tui Dong Li* will close the loop between training and actual classroom practice. The effectiveness of classroom-based coaching models of professional

development is also supported by research both within and outside of the dual-language field (Black, et al, 2003; Herll and O'Drobinak, 2004; Poglinco and Bach, 2004).

Including a parent involvement and education component is another feature of effective programs (Marzano, 2003). Involved parents play an important role in their children's academic success (Cloud, et al 2000; Goldenberg, 2000). The *Guiding Principles* document suggests that assigning a staff member to serve as parent liaison is an effective way to promote parent involvement. The *Project Tui Dong Li* Resource Teacher will serve in this role and will be responsible for coordinating and implementing parent education activities.

#### **4. The Project Establishes Linkages with Other Appropriate Agencies and Organizations**

The partnerships that form the centerpiece of *Project Tui Dong Li* are those between ACOE, HUSD, CSUEB's *Teaching Chinese Certification Program*, and UC Berkeley's *National Center for K-16 Chinese Language Pedagogy*. These partnerships provide the support that the project will need to continue beyond the federal funding period. UC Berkeley's *National Center for K-16 Chinese Language Pedagogy* is a new center within the university's *Center for Chinese Studies* at the *Institute of East Asian Studies*. The purpose of the center is to cooperate with K-12 school district partners to develop coordinated programs that can be replicated across the state and nation. It focuses on developing curriculum guidelines at all levels, analyzing and recommending teaching materials, and developing best practices in the teaching of Chinese language and culture with a particular emphasis on strengthening the pipeline of qualified students who enroll in advanced courses at the college level. The center will be directly linked to *Project Tui Dong Li* through the Chinese Language Consultant who will be contracted through the center to work with *Project Tui Dong Li* staff on curriculum and assessment development (as described previously), and on the implementation of effective

teaching strategies reinforced through the afterschool training and classroom-based coaching components of the project. Because it serves as a clearinghouse and center of expertise for Chinese curriculum and learning resources, the partnership with UC Berkeley's National Center will ensure the *quality* of the project curriculum, assessment, and professional development training.

CSUEB's *Teaching Chinese* Certificate Program is offered in collaboration with the Northern California Chinese School Association. The program prepares participants to teach Chinese in a variety of settings and provides them with an up-to-date grounding in Chinese linguistics, cross cultural communication, and Chinese language teaching approaches (both theory and practice). The *Teaching Chinese* Certificate Program will provide Stonebrae teachers with advanced training in the topics they need for providing high quality Chinese language instruction (please see certificate courses listed on page 13), and when combined with the curriculum-based pedagogy training and classroom based coaching provided by the UC Berkeley Chinese Language Consultant/Coach, the training will help *Project Tui Dong Li* teachers become leaders in Mandarin foreign language instruction at the elementary school level.

The partnership between HUSD and ACOE has a long history. As mentioned previously, ACOE and HUSD have successfully partnered on the implementation of other dual-language programs which were sustained long after the federal funding period. HUSD was committed to a Mandarin foreign language program at Stonebrae long before the conception of *Project Tui Dong Li*. Stonebrae's dual-immersion Mandarin program began two years ago and will be entering its third year of operation in 2009-10. HUSD considers its commitment to the dual-language program at Stonebrae to be a long-term commitment, and intends to sustain the program fully through local resources after FLAP funding has helped develop a high-quality,

comprehensive program. To demonstrate this commitment, a significant portion of matching funds for the project for the next three years have been committed and documented by HUSD.

The project will also establish a linkage with the Cupertino Language Immersion Program (CLIP) that will include teacher observations and purchasing a portion of the standards-based mandarin curriculum developed by CLIP. It is hoped that the relationship with CLIP will expand over the coming years providing many opportunities for the two schools to coordinate enrichment and professional development activities.

5. Review of the literature, plan for implementation, and use of appropriate methodological tools for achievement of objectives

The research section, above, provides a high quality review of the literature supporting the key components of *Project Tui Dong Li*. The plan for implementation is described above (pages 9-16) and in the Management Plan section below (pages 25-32). Please refer to the sections on project objectives (pages 6-9) and evaluation (pages 32-35) for descriptions of the methodological tools to be used to measure the achievement of project objectives.

**C. QUALITY OF PROJECT PERSONNEL**

Both ACOE and HUSD have fair and non-discriminatory hiring policies that guide their hiring practices. However, both agencies also work diligently to recruit individuals who have the particular skills and abilities necessary to provide high-quality services to the students they serve. In the case of *Project Tui Dong Li*, ACOE and HUSD will seek and recruit individuals who are highly proficient in Mandarin, and who have the communication and pedagogical skills necessary to make the project a success. In many cases, these qualified individuals are members of groups that have been underrepresented based on their race, color, or national origin. Teacher and staff recruitment activities will take place at the annual conference of the California

Association for Bilingual Education, and through the CSUEB Teaching Chinese Certificate Program and the UC Berkeley National Center for K-16 Chinese Language Pedagogy.

### **1. Qualifications of the Project Director**

The position of Project Director will be filled by Nathalie Longree-Geuvara, Ed. D., an administrator at ACOE with significant experience implementing dual-language programs. Dr. Longree-Geuvara has a doctorate degree in Curriculum and Instruction, with an emphasis in Second Language Acquisition. She served as the coordinator of ACOE's program at Winton Middle School and she has worked with second language programs throughout Alameda County. In summer 2008 she participated in the *China Bridge Program for Educators*, and in September 2007 she founded and directed an afterschool elementary Chinese language program. Dr. Longree-Guevara holds a valid California Teaching Credential (BCLAD) and an administrative services credential, and she has vast experience developing curriculum and assessments for language programs, making her highly qualified to serve as the Project Director.

### **2. Qualifications of Key Personnel**

Other key personnel for the project include the Project Coordinator (1.0 FTE), the Project Resource Teacher (0.25 FTE), and the Chinese Language Consultant/Coach (37 days per year). The **Project Coordinator** (to be hired) will possess a valid California Teaching Credential (BCLAD-Mandarin emphasis preferred) and must have at least five years of teaching experience, and experience implementing a dual-language program, developing curriculum and assessments, and working with parents from a variety of cultural backgrounds. Leadership experience within a dual-language setting and a Master's degree in Education are also preferred.

Jackie Wicks, a current Stonebrae Mandarin program lead teacher, will serve as the *Project Tui Dong Li Resource Teacher*. Ms. Wicks is fluent in Mandarin Chinese and has 22

years experience in elementary teaching, holding a BS degree in Elementary Education. She has been instrumental in the development of the Mandarin language program at Stonebrae. She has excellent communication skills and has developed positive relationships with parents, enabling her to effectively implement parent involvement and education activities, which she has been doing for the Stonebrae Mandarin program over the past two years.

Stella Yu-Nei Kwoh, Ed.D. from the UC Berkeley National Center for K-16 Chinese Language Pedagogy, will serve as the project's **Chinese Language Consultant/Coach**. Dr. Kwoh holds a Master's degree from Boston College and a Doctorate of Education from the Boston University Graduate School of Education. She has worked in the field of education for over 30 years and has significant experience over the past decade in teaching Chinese pedagogy courses, providing support for Chinese language programs, and conducting research in the field of Chinese language development. Dr. Kwoh currently serves as a team leader and instructional lead for the STARTALK program (a federally-funded summer program for foreign language teacher training and student learning), a program reviewer for the National Council for Accreditation of Teacher Education, and as a consultant on AP and pre-AP Chinese language and culture professional development for the College Board, in addition to her service as academic director for the UC Berkeley National Center for K-16 Chinese Language Pedagogy. Over the last decade, she has received a U.S. Department of Education Certificate of Appreciation from the Office of English Language Acquisition, an "In Honor of Excellence" award for her work in the Teaching English as a Heritage/Foreign Language certificate program at UC Berkeley, and she was named as an Honored Instructor at UC Berkeley, and a Distinguished Adjunct Faculty Member for Contra Costa College (Foreign Language Department: Mandarin Instructor). In the last two years she has produced nine publications

related to the development of K-16 Chinese curriculum, the development of resources for Chinese language teachers, improving professional development for Chinese language teachers, and Mandarin teacher certification.

The existing **classroom teachers** within the Stonebrae Mandarin program are also considered key project staff. The qualifications of Jackie Wicks were described above; the other two teachers are Louise Hooi Loh and Cindy Lin. Louise Hooi Loh is fluent in Mandarin and currently teaches at the kindergarten level at Stonebrae. She holds a bachelor's degree and California Multiple Subjects Teaching Credential and provided early elementary Mandarin instruction at another school prior to her service at Stonebrae. Cindy Lin holds a Master's degree in Education (Instructional Technology emphasis) and a California Multiple Subjects Teaching Credential with BCLAD-Mandarin emphasis. Prior to coming to Stonebrae, Ms. Lin taught in the Cupertino Language Immersion Program (CLIP) for three years.

Critical support for the project in HUSD will also come from Lisa Nolting, the Principal of Stonebrae Elementary School, and Leticia Salinas, the HUSD Director of ELL Programs and Services. Lisa Nolting has 31 years experience in education and eight years of experience as a school principal. She holds Cross-cultural Language and Academic Development (CLAD) certification and an MS degree in School Administration. She was principal at Burbank Elementary School during the implementation of the dual-language program there and she started the dual-language (Mandarin) program during Stonebrae's second year of operation. Leticia Salinas has been HUSD's Director of ELL Programs for four years. She holds a California BCLAD credential and an MA in TESOL. She is also a former principal at Burbank Elementary School and served as coordinator of *Project BRILLAR*, the dual-language program at that site.

**D. QUALITY OF THE MANAGEMENT PLAN****1. Adequacy of the Management Plan to Achieve Project Objectives on time with Responsibilities and Timelines**

Ultimate responsibility for implementation of *Project Tui Dong Li* will rest with the ACOE **Project Director**. She will be responsible for directly supervising the Project Coordinator, coordinating monthly partnership meetings, facilitating communication between project partners, coordinating *Project Tui Dong Li* activities with related programs within ACOE (particularly professional development programs and other dual-language programs), facilitating communications with Meyerholz Elementary School for the acquisition of curriculum materials and scheduling of teacher observations, reviewing of all project curriculum and assessment with the assistance of the ACOE Assessment Specialist (and Director of Curriculum and Instruction), and completion of all federal fiscal and program reporting requirements. She will be assisted in her duties by a part-time administrative secretary. The Project Director will be directly supervised by the ACOE Director of Curriculum & Instruction.

Day-to-day operations of *Project Tui Dong Li* will be managed by the **Project Coordinator** who will be placed full-time on the Stonebrae campus during the duration of the project. The Project Coordinator will be responsible for working very closely with the school principal to fully implement the program at Stonebrae as designed. She will be responsible for coordinating and scheduling staff development activities, purchasing materials, coordinating parent education activities, working with the Project Director on the implementation of county-wide recruitment activities, coordinating curriculum and assessment and development with the Chinese Language Consultant, and Stonebrae teachers, assisting Stonebrae teachers in completing certification requirements (both BCLAD-Mandarin and *Teaching Chinese*

certificates), working with the site principal to coordinate *Project Tui Dong Li* with other activities at the school site, serving as a liaison between the site principal and the individual(s) providing Mandarin translation services to ensure that all necessary school documents are translated as appropriate, and assisting the Project Director and Evaluator with the completion of federal program reporting requirements. While the Project Coordinator is primarily responsible for the implementation of *Project Tui Dong Li* at the school level, primary responsibility for coordination of *Project Tui Dong Li* with related school programs, implementation and sustainability of the Mandarin dual-language program at Stonebrae, and the implementation of a high-quality standards-based program in both English and Mandarin rests with the Stonebrae school principal. The Project Coordinator and school principal will work together to ensure that the program is well implemented and integrated within the overall school program at Stonebrae.

Because the program at Stonebrae operates within the context of programs for English learners in HUSD, the **HUSD Director of English Language Learner Programs** will work with the Project Director, Project Coordinator, and site principal to ensure that *Project Tui Dong Li* remains aligned with HUSD's *Master Plan for English Language Learners*. She will also share her expertise in the development of dual-language programs, as a member of the project management team (see below for more detail).

The **Chinese Language Consultant/Coach** from UC Berkeley will be responsible for providing expertise relevant to the development of standards based curriculum and assessment, and training and coaching teachers to appropriately implement the curriculum and administer assessments. The project **Resource Teacher** will be responsible for implementation of the parent education component of the project, assisting with the development of the bilingual (English / Mandarin) report card, assisting teachers with the administration of initial and on going oral

language assessment. *Project Tui Dong Li* classroom teachers will be responsible for implementing the Mandarin dual-language program as designed, participating in *Project Tui Dong Li* professional development activities, participating in curriculum development activities (two hours each month and seven days over the summer).

Partnership meetings will be held monthly to ensure that the needs of our partners are met and that the program is being implemented effectively. Partnership meetings will be attended by the Project Director, Project Coordinator, representatives from CSUEB's *Teaching Chinese* program, and UC Berkeley's National-Center-for K-16 Chinese-Language Pedagogy, and the HUSD Director of English Language Learner Program. The Project Director will responsible for the development of Memoranda of Understanding (MOUs) at the beginning of each year with each of the project partners (HUSD, CSUEB, and UC Berkeley) to ensure that the responsibilities of each partner are clear. In addition to the monthly partnership meeting, a monthly **management team** meeting (likely to be scheduled immediately before or after the partnership meeting) will be held to review site based operational logistics. The management team will include the Project Director, Project Coordinator, site principal, Resource Teacher, HUSD Director of English Language Learner programs, and ACOE Director of Grants Development. At each management team meeting the Project Director will lead the group in reviewing each project objective and the activities implemented targeting the achievement of each objective. The team will determine if activities have been implemented as planned and, if not, the team will develop an action plan to guide the Project Coordinator in getting the project back on track. On a quarterly basis the management team will also serve as the **evaluation team**, working with the Evaluator to determine the degree to which project objectives are on track for

achievement, and reviewing data addressing evaluation questions (please see the evaluation section for more information).

The discussion that follows delineates specifically how and when each *Project Tui Dong Li* objective will be achieved.

**Objective 1 - Enrollment** – Enrollment benchmarks for each year of the project (please see the table on page 7) will be met through the implementation of recruitment activities and the expansion of the program by one grade level for each year of the project. Two new kindergarten classrooms will be added each year and students enrolled in existing classes will advance one grade each year. By the end of the project the program will be fully operational with two classrooms each in kindergarten, 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grades, and one classroom in grade 4. This implementation plan will continue beyond the federal funding period with expansion to 5<sup>th</sup> grade in 2012-13 and 6<sup>th</sup> grade in 2013-14. Recruitment efforts undertaken in Year 1 will include the development of a project brochure and website, project director and project coordinator presentations at Chinese language events throughout the county, dissemination through CSUEB and UC Berkeley, and parent information sessions held at Stonebrae for parents of prospective students between January and March of each year. Recruitment efforts in Year 2 will include all of Year 1 activities as well as placement of ads in parenting magazines (English), Chinese language publications, and entry of Stonebrae students in the San Francisco Chinese New Year parade. Recruitment efforts will take place year round but the intensive recruitment timeline will focus on January through March of each school year in preparation for the following year.

**Objective 2 – Instructional Minutes** – The table on page 7 illustrates the benchmarks for instructional minutes over the life of the project. The instructional minute

and content language plan currently developed for 50-50 immersion programs in HUSD (available at <http://haywardell.org>) will guide implementation of the model until the newly developed curriculum has been implemented according to the timeline identified in the project design section.

**Objective 3 – Oral Language Proficiency** – The 50-50 dual-language model is designed to develop conversational fluency in Mandarin for second language learners at a pace commensurate with the ELLOPA and SOPA proficiency levels (at least one level of growth per year). Detail on the timeline each year for implementation of oral language assessment was provided in the project design section (assessment). The Project Coordinator and Resource Teacher will be responsible for ensuring that student assessments are administered according to plan and that data are provided to the Evaluator within thirty days of assessment to allow time for analysis and feedback.

**Objective 4 – Academic Language Proficiency** – This objective can not officially be measured until the end of Year 2. Curriculum-based assessments corresponding with the new K-2 curriculum will be developed and in place by August 2010 and implemented with K-2 students during the 2010-11 school (Year 2). Assessments for 3<sup>rd</sup> grade students will be in place by August 2011 and will be administered and used with 3<sup>rd</sup> grade students during 2011-12 (Year 3). The Project Coordinator and Resource Teacher will be responsible for the administration of curricular-based academic language assessments according to the timeline established by the curriculum, scope, and sequence (to be developed).

**Objective 5 – Professional Development** – The details regarding professional development training are provided in the project design (professional development) section of this narrative. All *Project Tui Dong Li* teachers will maintain professional development

training logs which will be submitted monthly to the Project Coordinator and Evaluator for review. The Project Coordinator will work with any teachers whose monthly logs indicate that they are not on target for achieving the minimum of 50 hours of professional development training required by this objective. The professional development plan developed by each teacher and the Chinese Language Consultant/Coach each fall will include specific information regarding the number of hours planned for each month.

**Objective 6 – Teacher Certification** – The Project Coordinator will review certification records and training logs monthly to determine ongoing certification status and the degree to which progress is being made toward certification. The Project Coordinator will also communicate with the director of CSUEB’s Teaching Chinese Certificate Program (once each semester) to ensure that all enrolled *Project Tui Dong Li* teachers remain in good standing and are making sufficient progress toward achievement for the certificate.

**Objective 7 – Parent Involvement and Education** – The Resource Teacher will maintain a log of parent education activities attended by the parents of each student involved in *Project Tui Dong Li*, along with sign-in sheets documenting participation. These logs will be reviewed by the Project Coordinator monthly and by the Project Evaluator quarterly to ensure that sufficient progress will be made toward the achievement of the 10 hour per year benchmark for this objective.

**Objective 8 – Capacity** – Each quarter the management team will review items indicating progress towards the achievement of the objective: dual-immersion enrollment records, professional development records, teachers certification records, progress towards the development of a full K-6 Mandarin curriculum, and indicators of assumption within HUSD of individual project components (curriculum assessment, professional development,

recruitment, etc.). A determination of progress and recommendations for next steps will be made in each area.

**2. Time Commitments of Project Director and Other Key Personnel are Appropriate and Adequate**

As mentioned previously, the Project Coordinator will be placed full-time at Stonebrae to coordinate implementation of the project. The work of the Project Coordinator will be overseen by the 0.20 FTE Project Director who will be responsible primarily for project oversight and ~~facilitating those elements of the project that require county-wide or inter-partner coordination.~~ Taken together, the Project Director and Project Coordinator represent more than a single full-time position for management of the project (total equals 1.2 FTE). This will ensure effective management and that sufficient time is allocated to complete all program coordination and management tasks. The Resource Teacher (0.25 FTE) will allocate two hours per day for her duties (please see above). While this time will be quite full during assessment periods there will still be sufficient time each month for her to coordinate and implement parent education activities and serve as liaison between classroom teachers and the Project Coordinator and the Project Director. Her participation in afterschool and summer curriculum development activities will be *in addition* to her responsibilities as Resource Teacher. This additional time will be compensated through the budgeted teacher stipends, as it will be for all other project classroom teachers. ~~Sufficient time has been allocated for project-classroom teachers to participate in curriculum development and community activities on a monthly basis and during a seven full day curriculum development institute.~~ Classroom teachers will also benefit from regular weekly preparation time provided by HUSD and grade level articulation time in addition to the *Project Tui Dong Li* funded activities. The project has allocated 37 days (total) for the Chinese Language

Consultant to provide 3-4 days per month of onsite training and coaching, including seven days of curriculum development expertise over each summer. All curriculum and staff development time has been allocated for all three years of the project. It should be noted that HUSD will be funding an initial summer curriculum development institute in summer 2009 to begin the process prior to the beginning of federal funding for *Project Tui Dong Li*. This initial curriculum development session will focus on identifying specific gaps in the existing curriculum, initial training on oral language assessment, and the development of a preliminary Mandarin language arts scope and sequence, for grades K-2. When *Project Tui Dong Li* is funded, this initial work will serve as a starting point for the Chinese Language Consultant's work with teachers.

## E. QUALITY OF THE PROJECT EVALUATION

### 1. Methods of Evaluation are Thorough, Measurable, and Appropriate

The evaluation of *Project Tui Dong Li* is based on a **continuous improvement evaluation design** through which data will be gathered on an ongoing basis, analyzed, and used to determine the effectiveness of the project and make decisions about program improvement. Through a continuous improvement evaluation model most data serve both **summative** and **formative** purposes. As data are gathered and reviewed monthly by the Project Coordinator and Evaluator, and quarterly by the management/evaluation team, they will be used to determine necessary changes in program implementation. This represents the formative function of the model. On an annual basis the data will be analyzed to make definitive determinations regarding the degree to which project objectives have been achieved. These results will be reported annually to the U.S. Department of Education and the ACOE and HUSD Boards of Trustees. This represents the summative function of the evaluation model. Our data collection plan to ensure that project objectives are appropriately measured is summarized in the table on page 33.

OBJECTIVE	MEASURE	PERSON(S) RESPONSIBLE	TIMELINE
1 – Enrollment [GPRA 2.1]	Classroom rosters	PC; Prin.	Monthly
2 – Instructional Minutes [GPRA 2.2]	Stonebrae immersion model plans; teacher lesson plans	PC; Prin.	Monthly, Quarterly
3 – Oral Language Proficiency [GPRA 3.1]	Local ELLOPA and SOPA	PC, RT	Fall & Spring Annually (Jan & Spring in Y1)
4 – Academic Language Proficiency [GPRA 3.1]	Locally developed content based assessment	PC, Teachers	Each trimester beginning in fall 2010
5 – Prof. Development	Training logs	PC, Teachers	Monthly
6 – Teacher Certification	BCLAD, <i>Teaching Chinese</i> certificate records	PC, PD	Once each semester
7 – Parent Education	Parent training logs	RT	Monthly
8 – Capacity	Data for Obj. 1, 2, 5, 6 above, comp. curricular units, budget records	PD, PC, Prin.	Monthly

**PC=Proj. Coordinator; PD=Proj. Director; RT=Resource Teacher**

The project will contract with a **qualified external evaluator** to assist with data collection and analysis, and completion of all federal reporting requirements. Veronica Robbins of Creative School Resources & Research has assisted with program evaluations at ACOE in the past, including the dual-language program at Burbank Elementary School in HUSD and a

comprehensive reform program at Winton Middle School. Mrs. Robbins holds a Masters in Education, a California Teaching credential (BCLAD emphasis), and a California Administrative Services credential. She has 19 years of experience designing, implementing, and evaluating dual-immersion programs, and she has received doctoral level training in qualitative and quantitative analysis, and program evaluation. Mrs. Robbins also assisted with the design of *Project Tui Dong Li*, and is familiar with the work of our key partners.

## **2. Objective Performance Measures and Qualitative and Quantitative Data**

The table in the previous section documents our data collection plan for our objectives/performance measures including both qualitative and quantitative data. **Quantitative data** will include enrollment records, training logs, ELLOPA and SOPA scores, and curriculum based assessment results. **Qualitative data** will include documentation of program implementation, focus group interviews, surveys, and minutes of evaluation team meetings. Annual parent surveys will be used to determine parent satisfaction with the program, and parent understanding of dual-language principles (another concept taught through the parent education component of the program). An annual teacher focus group interview will gather qualitative information from the teachers regarding program effectiveness, successes and challenges, and next steps for program improvement. All data will be analyzed using appropriate data analysis techniques including standard tests of significance, descriptive statistics (frequency counts, means, etc.) for quantitative data, and trend analyses and summaries for qualitative data.

## **3. Performance Feedback and Periodic Assessment of Progress**

During the monthly meetings of the management team, activities targeting the *implementation* of project objectives will be reviewed. On a quarterly basis the management team will be joined by the Project Evaluator, and the management team meeting will also serve

as an evaluation team meeting. At this meeting the team will review data documenting the *achievement* of project objectives and data addressing each of the project evaluation questions. Formal evaluation questions will be developed within the first three months of the project. Preliminary evaluation questions include: 1. To what degree has the project been implemented as planned?; 2. To what degree is the project on target to achieve each of the project's objectives?; 3. What evidence documents teacher parent and student satisfaction with the program?; 4. What evidence documents the capacity of ACOE and HUSD to continue the project after the federal funding period?; and 5. How well has the project been integrated within the school, and to what degree has it been coordinated with related programs in the school district and county?

The Project Coordinator and site principal will report the results of each evaluation team meeting to the Stonebrae School Site Council and the school staff, providing an opportunity for the School Site Council (which includes parent, teacher, and classified staff representatives) and overall staff to provide feedback on the program and make suggestions for project improvement if needed. The Project Coordinator and principal will communicate those suggestions to the next meeting of the management team for review and discussion. Teachers will also have the opportunity to provide formal feedback through the annual teacher focus group interview, and all parents will have the opportunity to provide feedback through the annual parent surveys. These multiple opportunities for members of the school community to provide feedback will ensure that all stakeholders have a fair chance to participate in the ongoing implementation and evaluation of the program.

## Project Narrative

**OTHER NARRATIVE ATTACHMENT FORM - Table of Contents (SEE COMPLETE INSTRUCTION LISTED TO THE RIGHT UNDER DOCUMENTS AND INSTRUCTIONS)**

Attachment 1:

Title: **2009 ACOE FLAP Table of Contents Pages: 1** Uploaded File: I:\---WORKING FILES---\Alameda COE\2009 FLAP Grant\upload PDFs\2009 ACOE FLAP TOC.pdf

2009 FOREIGN LANGUAGE ACQUISITION PROGRAM-*MANDARIN*

ALAMEDA COUNTY OFFICE OF EDUCATION

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**PROJECT TUI DONG LI-推動力**