

# U.S. Department of Education

Washington, D.C. 20202-5335



RANK # 3

## APPLICATION FOR GRANTS UNDER THE

**FOREIGN LANGUAGE ASSISTANCE PROGRAM LOCAL EDUCATIONAL AGENCIES  
WITH INSTITUTIONS OF HIGHER EDUCATION**

**CFDA # 84.293A**

**PR/Award # T293A090015**

OMB No. 1894-0006, Expiration Date: 09/30/2011

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		* 2. Type of Application:* If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication		<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application		<input type="checkbox"/> Continuation * Other (Specify)	
<input type="checkbox"/> Changed/Corrected Application		<input type="checkbox"/> Revision	
* 3. Date Received:		4. Applicant Identifier:	
5/26/2009			
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: Aurora Public Schools			
* b. Employer/Taxpayer Identification Number (EIN/TIN):		* c. Organizational DUNS:	
846000870		010621852	
<b>d. Address:</b>			
* Street1:		15701 East First Avenue	
Street2:		Suite 106	
* City:		Aurora	
County:			
State:		CO	
Province:			
* Country:		USA	
* Zip / Postal Code:		80011	
<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:	
Mr.		Paul	
Middle Name:			

\* Last Name: Coleman

Suffix:

Title: Director, Grants Management

Organizational Affiliation:

\* Telephone  
Number:

(303)340-0864

Fax Number:

(303)326-1283

\* Email: PACOLEMAN@APS.K12.CO.US

**Application for Federal Assistance SF-424**

Version 02

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**10. Name of Federal Agency:**

U.S. Department of Education

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

84.293A

CFDA Title:

Foreign Language assistance Program Local Educational Agencies with Institutions of Higher Education

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

84.293A

Title:

LEA-IHE Partnerships

**13. Competition Identification Number:**

Title:

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

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

The Chinese Culture and Language Acquisition Program (CCLAP) will produce advanced speakers of Mandarin Chinese, build on an existing concurrent enrollment college program for high school students, and provide a replicable K-8 charter school model.

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: 7

\* b. Program/Project: 7

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

**Attachment:**

Title :

File :

**17. Proposed Project:**

\* a. Start Date: 8/1/2009

\* b. End Date: 7/31/2014

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

a. Federal	\$ 294899
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: Mr. \* First Name: John

Middle Name:

\* Last Name: Barry

Suffix:

Title: Superintendent

\* Telephone Number: (303)365-7800 Fax Number: (303)326-1289

\* Email: JLBARRY@APS.K12.CO.US

\* 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.

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.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

<b>Signature of Authorized Certifying Representative:</b>
<b>Name of Authorized Certifying Representative:</b> John Barry
<b>Title:</b> Superintendent
<b>Date Submitted:</b> 05/26/2009



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

#### APPLICANT'S ORGANIZATION

Aurora Public Schools

#### PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr.      First Name: John      Middle Name:  
Last Name: Barry      Suffix:  
Title: Superintendent

Signature: \_\_\_\_\_

Date:

05/26/2009

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 : APS GEPA Statement

File : G:\SiteData\Grants\Grant Development\GRANTS SUBMITTED\FEDERAL GRANTS\DOE\2007-08 SY\2008 Foreign Language Assistance Program\2008 APS GEPA Statement.doc

## **Aurora Public Schools GEPA Statement**

In carrying out its educational mission, Adams-Arapahoe 28J (Aurora Public Schools District) will ensure to the fullest extent possible the equitable participation of, and appropriate educational opportunities for, those individuals involved. Federally funded activities, programs and services will be accessible to all teachers, students, and other program beneficiaries with special needs to participate fully in the proposed projects.

The district does not discriminate on the basis of age, color, religion, creed, disability, national origin, race, or gender, in its education and research programs, services and activities. It provides reasonable and appropriate accommodations to meet the learning and evaluation needs of a diverse group of students, faculty, and other participants.

The steps taken in this project to illustrate how we will ensure equitable access include:

1. The district will meet ADA requirements for access to classrooms and media centers supported through federal funding.
2. The district will take steps to review the core academic materials to make sure that they contain stories and illustrations that depict diversity in families, including race and national origin.
3. The district will apply the highest standards of equity to hiring practices related to the grant and encourage application of minority candidates for available positions.
4. The district will provide brochures and other print media in Spanish or other languages to meet the needs of families.
5. The district will provide IDEA-approved or recommended hardware, software, and assistive technology to support literacy among disabled students.
6. The district will not use materials nor strategies that promote or show disrespect to any religious group.

**SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS**

**1. Project Director:**

Prefix:      \* First Name:              Middle Name:              \* Last Name:              Suffix:  
Christina              M              Burton

Address:

\* Street1:              Global Village Academy  
Street2:              403A South Airport Blvd  
\* City:              Aurora  
County:  
\* State:              CO\* Zip / Postal Code: 80017 \* Country: USA

\* Phone Number (give area      Fax Number (give area  
code)                              code)  
(303)309-6657                      (303)317-6538

Email Address:

CBURTON@GLOBALVILLAGEACADEMY.ORG

**2. Applicant Experience**

Novice Applicant               Yes               No               Not applicable

**3. Human Subjects Research**

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

Yes               No

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

Yes      Provide Exemption(s) #:

No      Provide Assurance #, if available:

**Please attach an explanation Narrative:****Attachment:**

Title :  
File :

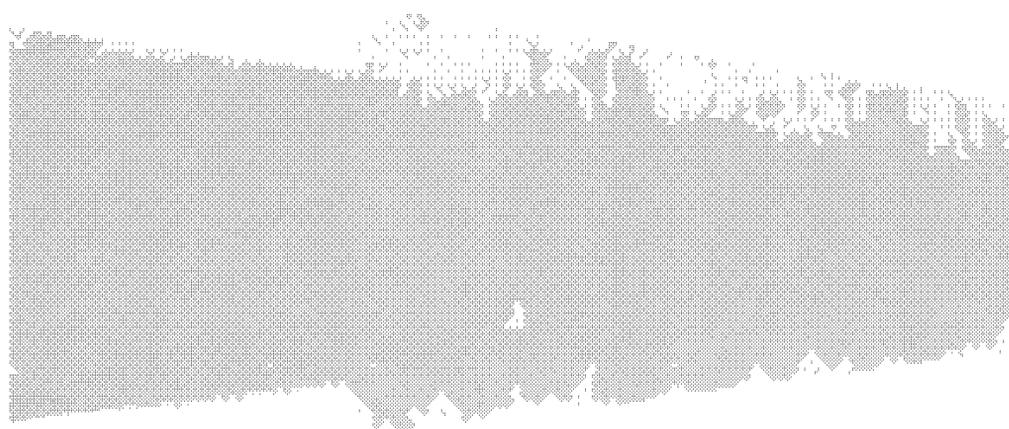
# Foreign Language Assistance Program Grant Application

Adams-Arapahoe District 28J, Aurora, Colorado  
**D.U.N.S. 010621852**

Aurora Public Schools, Adams/Arapahoe 28J  
Mr. John Barry, Superintendent  
15701 East First Avenue, Suite 206  
Aurora, CO 80011

Primary Contact: Paul Coleman  
Director of Grants Management  
15701 East First Avenue, Suite 217  
Aurora, CO 80011  
Telephone: 303-340-0864  
Fax: 303-326-1283  
[pacoleman@aps.k12.co.us](mailto:pacoleman@aps.k12.co.us)

Christina M. Burton, Project Director  
Global Village Academy  
403A South Airport Boulevard  
Aurora, Co 80017  
Phone 303-309-6657  
[CBurton@globalvillageacademy.org](mailto:CBurton@globalvillageacademy.org)



# 2009



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**NARRATIVE: Need for Project- Specific gaps and weaknesses in current services, infrastructures, and opportunities:** While many other states are in the process of creating “Roadmaps” for language development and holding summits on the importance of critical languages—i.e., Texas, Ohio, Maryland, Oregon—Colorado, unfortunately is not among them. According to the Center for Applied Linguistics, Directory of Foreign Language Immersion Programs, Colorado had only one immersion school in 2006 ([www.cal.org/resources/digest/flimmersion.html](http://www.cal.org/resources/digest/flimmersion.html)). Aurora Public Schools (Adams-Arapahoe 28J; APS) is the 6<sup>th</sup> largest Colorado district and has 32,000 students from 100 countries speaking 90 languages. However, the district does not offer any program in Mandarin, either in FLEX/FLES or in immersion. This is not surprising given the fact that only 3.7% of all immersion programs in the country are in Mandarin. Despite the lack of state initiatives around language learning, particularly critical languages, Global Village Academy parents and educators organized in a remarkable grassroots movement to open an independent public charter school in 2007, K-5 with 230 students offering partial immersion in two languages: Mandarin Chinese and Spanish. (Note: Grant funds are being requested for the Chinese Mandarin program only.) In 2008, the Academy added grade six and grew to 438 students with 225 enrolled in the Chinese immersion program. Projected enrollment for 2009 is 550 students K-7, with over 400 students on the waiting list. When fully enrolled at K-8 in 2010, of the total 650 students, 325 will be in the Chinese Mandarin program. Any Mandarin immersion program must meet daunting demands for curriculum and assessment development, intensive teacher training and recruitment, articulation between K-12 and Higher Education Institutes, and the challenges of overall program design and implementation, particularly in a public school setting. In the midst of our rapid growth and expansion—soon to include the addition of seventh and eighth grades, and an increase in level of

immersion in K-2--the greatest challenge for GVA has been in the areas of curriculum development and continuous professional development of teachers of Mandarin. CCLAP funds will directly be used to build a stronger instructional program in immersion that will result in high levels of language proficiency.

Compounding the problem of teacher recruitment and training is finding teachers of Mandarin who are "highly qualified." There are no Teachers of Mandarin certification programs in Colorado. As a charter school, GVA has some latitude to hire highly qualified (HQ; NCLB standard) teachers who are not certified teachers (Colorado State standard). In order to meet the NCLB requirements for Highly Qualified status, teachers must, at a minimum, complete the elementary education course distribution and the PLACE or PRAXIS test in elementary education. Middle school teachers may qualify with 24 credit hours in Chinese plus 24 hours in a content area, a double major. Since holding a double endorsement is not easy, it is difficult to find HQ teachers of Mandarin for elementary and middle school. Federal and State laws are not necessarily conducive to K-8 immersion programs. One way to solve this problem is for teachers to work through an Alternative Teacher's Licensure Program (ATLP), a one year program that can be completed, while fully employed as a Mandarin immersion teacher. CCLAP will provide seed funding for the development of an ATLP tailored for immersion teachers through a partnership with Naropa University in Boulder, Colorado. Headed by Dr. Debra Young, Chair of the Education Department, Naropa will work with GVA to offer a program to a cohort of teachers on site at GVA that will serve the needs of immersion teachers. In summary, producing advanced speakers of critical languages requires a radical departure from current practice. The *Chinese Culture and Language Acquisition Project (CCLAP)* will provide a national model of how this can be done within the public school system. CCLAP's radical re-engineering of the

language learning enterprise includes the following key elements: 1) *a charter school* within a large public school district, *with a second charter application already submitted to replicate* in a contiguous district by 2010; 2) intensive, *long-sequences of K-12 content-based instruction* in Mandarin culminating in advanced proficiency ; 3) Substantive and innovative partnerships with Institutes of Higher Education including a partnership with the Aurora Community College (CCA) to create a *concurrent enrollment program* that will allow high school students to dual enroll in CCA pre-advanced and advanced Mandarin language courses, while also attending their local high school, thereby acquiring both college and high school credit at the same time; and 4) a partnership with a higher education Flagship institution at the University of Oregon focused on *increasing teacher's knowledge of effective immersion strategies*, and a partnership with Naropa University in Boulder to develop *an alternative teacher's licensure program* for teachers.

**B. Project Description and Design: 1. Knowledge from Research and Effective Practices: (a)**

***Selection of innovative content-based full to partial immersion model:*** The development of cognitive and academic language requires 4 to 7 years of formal instruction (Tucker). As a category 4 language (Foreign Language Service), the time needed for formal instruction in Mandarin will be much longer. The *Asian Society* suggests, “If the school or district has decided that students will reach a Pre-Advanced range of speaking proficiency, they will need to begin their language studies in kindergarten” (p 31). GVA is committed to exiting eighth graders at the ACTFL standard of intermediate-mid to high, and for this reason, chose full to partial immersion. Central to the CCLAP priorities is increasing the number of minutes in language immersion and the number of grade levels offered in order to increase the level of proficiency. When compared to traditional FLES models of 30 minutes per day for elementary students, a total of 150 minutes per week, GVA kindergarteners will receive 1,800 minutes per week, and

GVA first and second graders will receive 1,400 minutes per week. The cumulative difference in minutes per year is dramatic. Full immersion substantially increases the minutes per year to a total of 64,800 minutes or 1,080 hours for 100% immersion students and 50,400 minutes or 840 hours for 80% immersion students. (The priority to increase the number and level of student proficiency in Chinese students grade levels K-12 addresses the objectives of the Government Performance and Results Act [GPRA] focused on increasing the number of students and proficiency of students in critical languages.). In content-based language immersion programs, the way in which language is learned is substantively different. Students learn content through the medium of the language, rather than as the subject of the instruction (Met, 1993). Briton defines content-based language immersion as “the integration of particular content with language aims...the concurrent teaching of academic subject matter and second language skills.(1989, p 5) Curtain and Pesola (1994) limit the definition of content-based instruction to those...”curriculum concepts being taught through the foreign language...appropriate to the grade level students...” (p. 36). This definition would rule out the teaching of concepts and skills from a subject area below grade level. Met (1991) agrees when she suggests, “...content in content-based programs represents material that is cognitively engaging and demanding for the learner, and is material that extends beyond the target language or target culture” (p 150). The “negative” impact of full immersion at grades K-2 on English Language learning and content is generally minimal. Research has revealed that any setbacks are temporary, as knowledge and skills transfer from one language to another. Even when they do not (e.g., reading in Mandarin, a non-phonetic language), students catch up quickly by third grade. According to CARLA at the University of Minnesota, “formal instruction in English can start late in the elementary sequence and can be limited to very little instructional time per week without any harm to a child’s ability to

communicate well in spoken or written English. Indeed, the more grounded a child's instruction is in the foreign language, the better chance he or she has of performing at a superior level in both English Language Arts and other content areas.”

The focus of CCLAP is expanding and improving GVA's immersion instruction by developing an integrative, content-based curriculum framework and six integrated units per grade that align subject matter, concepts, and skills with the foreign language functions and tasks, in addition to addressing intercultural learning outcomes. The expectation is that Mandarin will be taught through grade level thematic units explicitly outlined and aligned to the Colorado State Standards and the Mandarin Language framework. Dr. Michelle Low will review and provide expert evaluations on all completed units. Additionally, teachers will engage in a reflective process that shapes and improves the units. The expert and teacher feedback will be used by the Design Team to improve the units, thus establishing a process of continuous improvement. The content-based curriculum and instructional goals assume that immersion instruction will integrate grade level core subject content and skills with authentic discourse functions and tasks of language usage, namely the 5 C's-- communication, cultures, connections, comparisons, and communities. Moreover, it is accepted that quality content-based immersion instruction will increasingly teach students to engage in inquiry, using higher ordered thinking skills, along with other discourse practices in each of the disciplines. Inquiry, interpreted in the broadest sense, is the process initiated by the learner or the teacher, which moves the learner from his or her current level of understanding to a new and deeper level of understanding: exploring, wondering and questioning, experimenting and playing with possibilities, researching and seeking information, collecting data and reporting findings, clarifying existing ideas and reappraising events, deepening understanding through the application of a concept or rule, and

testing theories. The integrated immersion units will incorporate an inquiry process focused on five essential elements of the written curriculum: knowledge, concepts, skills, attitudes, and action.

GVA uses Zaner Bloser's *Voices* integrated literacy and character education program as its primary English reading program. According to a recent review by Marzano & Associates, Inc., "The *Voices Reading* program is the first comprehensive reading program to combine systematic literacy instruction and character development. Based upon years of research in the fields of literacy development and child psychology, *Voices Reading* was designed to address both skills development in reading and writing as well as social and emotional learning. The underlying premise for the program is that there is a strong and positive correlation between literacy development and social and emotional development." Results on second grade measures were found to be "significantly higher for students in the experimental group as compared to the control group" (Marzano, *Voices Reading* Research Base). The *Voices* approach to character education and ethics goes a step further than other programs and links the development of core social skills to classroom instruction. In particular, *Voices* uses a wide array of intercultural literature to initiate conversations that promote the development of core social skills and values that encourage students to take each other's point of view, manage their feelings, behave ethically, and find new ways to resolve conflicts. *Voices* integrates questions addressing six universal themes that promote student's social and character development into the curriculum at each grade level. The year begins with students deepening their understanding of themselves and concludes with students strengthening their commitments to our democratic society.

The six *Voices* themes are: **Theme 1:** Identity Awareness in which students explore who they are and how to integrate the various parts of their lives into a healthy self-concept. **Theme 2:** Perspective-taking where students learn to express their own points of view and to take the perspectives of both their peers and the literary characters. **Theme 3:** Conflict Resolution, which builds on perspective-taking, students learn ways to resolve conflicts with their peers and in society. **Theme 4:** Social Awareness encourages students to develop their awareness of social realities and injustices in their world. **Theme 5:** Love and Freedom helps students explore values that help them resolve conflicts and make important decisions in their lives. **Theme 6:** Democracy, where students reflect and act upon their social responsibilities in a democratic society.

Essential knowledge is developed through a focused exploration of the globally significant trans-disciplinary *Voices* themes. Each thematic unit culminates in a summative assessment that includes content, culture, and language proficiencies outcomes. The units are designed with the “end in mind” based on Grant Wiggins *Theory of Backward Design*. Language integration in thematic units is informed by several of the leading experts on language immersion, in addition to drawing from lessons learned at other language immersion schools such as CAIS, Portland Public Schools, Minnesota Public Schools, and Ohio Public Schools, Pioneer Valley Charter School, Yinghua Charter School, CARLA, and other Mandarin immersion programs.

**(b) Concurrent Enrollment:** In CCLAP Year 2, GVA will graduate the first class of eighth graders. In anticipation of needing a pipeline for these students to continue the study of Mandarin, CCLAP in cooperation with the Community College of Aurora (CCA), will develop a model whereby high school students enrolled in traditional high school programs can take

Chinese courses in Mandarin at CCA for both high school and college credit. Colorado concurrent enrollment programs for grades 11 and 12 date back to 1988, and most recently, the state passed legislation to extend the program to 9<sup>th</sup> and 10<sup>th</sup> graders. Under the new Concurrent Enrollment Programs Act, eligible high school students can take college courses for both high school and college credit. Each student must have a district-approved plan of study that shows how each course fulfills a high school graduation requirement. The student's school district will pay the student's share of tuition to the college.

Support for concurrent enrollment is strong in the district. Aurora Public Schools and CCA have long participated in concurrent enrollment, but the partnership got a jumpstart in late 2007 with the creation of APS's PACESetter Program and CCA's College Pathways Program. The programs have grown so quickly that the 439 students from APS who earned college credit in the spring semester of 2009 were more than the combined total of the previous three semesters. Pre-registration for fall 2009 is higher than ever, even before ninth and tenth graders join in. In 2008, three APS students actually graduated with CCA associate's degrees. Seven did so in 2009.

To be eligible, students must be under 21 years of age, have Accuplacer or ACT scores appropriate for the approved class based on a District Cut Score Matrix, have a parent/guardian and high school counselor approval, and apply to the College Opportunity Fund (COF at [www.collegeincolorado.org](http://www.collegeincolorado.org)). Only courses that meet graduation requirements are covered by the Aurora Public School's PACESetters program, although students may pay the tuition rate on their own. While Chinese courses are not currently offered through the concurrent enrollment program, especially sequentially articulated programs for advanced students, CCLAP will provide the funds for the development and implementation of this opportunity for students.

Concurrent enrollment has a number of advantages over traditional high school options for studying advanced Mandarin. 1) Students may participate from any district high school, including evening and weekend classes, avoiding the difficulty of obtaining a critical mass of students at the high school level, 2) Once approved, the college courses may be offered at any Community College, 3) Replication of the program would also be possible at the high school level, 4) Community Colleges are better prepared to pursue dissemination and replication options such as distance learning and online classes, 5) Concurrent enrollment has been shown to increase college readiness of high school students and improves the likelihood of their going on to a four year institution; and 6) Community College courses may attract new students into the program who might not otherwise consider studying a critical language.

Research on concurrent enrollment has found that participating students increase their likelihood of high school graduation, college enrollment and college completion. A study in Florida also found that students in concurrent enrollment programs were more likely than other students to enroll in college full-time and to have higher grade point averages. Students who took several concurrent enrollment classes during high school had higher grade point averages than students who took just one class. (Karp, et al., *The Postsecondary Achievement of Participants in Dual Enrollment: An Analysis of Outcomes in Two States*, 2007)

**(c) Authentic Assessment:** According to Wiggins, "...implications for assessment are clear: no system of testing for only "right" answers will adequately tap into what is understood and not understood by the students who have deep understanding [who] can answer simple multiple choice questions incorrectly, and students with simplistic knowledge [who] can answer such questions correctly..." (1998). The CCLAP project will focus on designing a middle school *Passport* Portfolio model based on Wiggins' distinction between using portfolios as evidence

that will enable a professional assessment of student performance based on technically sound samples of work, and using a portfolio for instructional assessment alone, what he calls an “anthology” of work (Wiggins, p 1998). The *Passport* Portfolio will serve as the exit benchmarks or summative outcomes for graduating eighth graders. The projects will be authentic in nature, and mirror deep understanding of subject matter in the use of the target language. The formative and summative assessments will include authentic performance based outcomes that align the developmental, cognitive, and analytical knowledge and skills of students, with the sequential acquisition of the second language, and students’ ability to speak, listen and write at greater and greater levels of complexity. Swain “reminded us that the so-called threshold levels of second language skills required for successful participation in formal education may differ dramatically across content areas, and that a majority of children face a language gap that must be bridged when they move from learning the target language to using the target language as a medium of instruction” (1996). In bridging this gap, students need authentic experiences where they use the language.

By developing an authentic portfolio assessment framework, which includes the use of *Linguafolio* Online, students will be required to use higher order skills in the application of their linguistic and cultural knowledge. As Wiggins points out, “We need an assessment system that lets us know how much progress students are making toward sophisticated understandings, a system that constantly checks that students are hearing what we say and that gives them any opportunities to apply their learning in authentic tasks, get feedback, increase their understanding, and perform again” (*Educative Assessments*, 1998, p100). When placed alongside the interpersonal, presentational, and interpretive benchmarks of the ACTFL standards as well as

the new Colorado foreign language standards, there will be many opportunities for students to learn the content, while integrating high levels of language and thinking skills.

While linguistic competency must be measured in the *Passport* Portfolio (including the samples in the on line Linguafolio), equally important are the understanding, skillfulness, and attitudes of students as they navigate the intercultural experiences of real world applications. As one trainer noted, “Education must extend beyond the intellectual to include not only socially responsible attitudes, but also thoughtful and appropriate language” (*A curriculum framework for international primary education* p25). If we are indeed, educating students for global citizenship, then the Dewey inspired position that defines global citizenship as knowledge and skills for social and environmental justice makes sense (Andrzejewski, 1996, pp. 3-9). In a nutshell, students need to link their actions with their knowledge and beliefs to establish a course of direction based on reflection. One’s attitude is central to responsible action. Explicit instruction around intercultural awareness urges the connection of action with service, and in the case of language immersion, clearly facilitates learning that links the communicative and cultural function of the language with purposeful real life application. An experienced cultural coach, Ms. Sabine Amend, will work with GVA to design explicit intercultural learning curriculum for the professional development of teachers, the instruction and assessment of students, and the orientation of parents. By aligning the *Passport* Portfolio with the language and content-based standards, in addition to direct instruction and experiences that foster intercultural awareness, a unique and substantive curriculum can be written based on language learning as fundamentally a process of formulating knowledge, understanding, perspective, and attitudes preparatory for being a global citizen. As Howard Gardner notes, “There will be an increasing premium on educational systems that can travel more easily across borders and meet the needs of globally

organized businesses and social services. Such trends and systems may not directly challenge individual and cultural identity; indeed their success across the globe presupposes that they do not clash with local values in Detroit, Denmark or Delhi.” (*Too Many Choices?* The New York Review 11 Apr 2002).

While many of the authentic assessments and Portfolio outcome projects may be simulated in the school setting, ultimately, students must have an opportunity to speak Mandarin and to interact culturally in a real world setting with native Mandarin speakers, most effectively through an exchange program. Therefore, CCLAP will work with the Denver Confucius Institute to develop an eighth grade student exchange program (not funded in this proposal) modeled on the Portland, Oregon high school exchange program, where students travel to China and participate in two weeks of “field studies.” The goal is for all eighth grade students to have this exchange opportunity. To date, GVA has raised close to \$10,000 to help offset the cost for student travel in two years.

**(d) Professional Development:** Effective professional development must be embedded in such a way that teachers have an opportunity to learn new skills and strategies, watch a master demonstration lesson, apply what they know to their own classrooms, and work collaboratively with a professional learning community to receive and give feedback based on best practices and formative data. According to Joyce and Showers (2002), “We can be fairly certain that few teachers use the curricular and instruction models [like] more complex varieties of cooperative learn and group investigation, key-word and link-word memory strategies, synectics and inductive thinking. On the other hand, most teachers praise students, correct them, orient themselves to lessons, and provide practice in class and as homework” (p73). Therefore, training needs to move beyond the latter and focus more on those strategies

that come less naturally. Most importantly, because the former strategies are more complex, they must be practiced by teachers as part of an evidenced-based peer coaching and training model. Effective professional development cannot take place only during pre-service trainings that are not actualized in practice, nor require that teachers engage in daily professional inquiry. As Schleicher and Stewart point out in “Learning from World-Class Schools” (*Educational Leadership*, October 2008), “High performing countries...are abandoning the traditional factory model, with teachers at the bottom of the production line receiving orders from on high, to move toward a professional model of teachers as knowledge workers. In this model, teachers are on par with other professionals in terms of diagnosing problems and applying evidence-based practices and strategies to address the diversity in students’ interests and abilities” (Vol. 66, No 2, p49). This is the model CCLAP funds will help establish at GVA.

As part of this framework, GVA has worked for the past two years with Dr. Myriam Met to provided monthly on-going coaching to teachers. Funds for this training were provided by federal/state charter school start-up grants, which ended this fiscal year. CCLAP grant dollars will continue this work and build on the foundation already begun in implementing effective strategies such as integrating language, content and culture; attending to continuous language growth and improving accuracy; making input comprehensible; creating an L2-rich learning environment; using teacher talk effectively; promoting extended student output; integrating visuals and technology into the lesson; and attending to diverse learner needs.

As part of the professional development of teachers, a teacher evaluation and growth model will be developed that is specific to language immersion. Currently, a traditional clinical formal evaluation method is used at GVA, but without the benefit of *Immersion Teaching Strategies Observation Checklists*, such as the one developed by Tara Fortune at CARLA based

on their 2000 Summer Institute. GVA will work with Dr. Met, Dr. Low of UNC, and Dr. Young of Naropa University to develop an evaluation method and growth model that is tied to specific outcomes in immersion teaching, and longitudinal growth goals for development from novice to master teachers.

**2. Project Goals, Objectives and Strategies: Goal 1 Curriculum Planning:** Develop sequential, fully articulated K-12 Mandarin content-based immersion curriculum map, language framework, units, and assessments, aligning Colorado Model Content Standards with ACTF and the CASLS Oral and Literacy Benchmarks that ensures increased proficiency to the Advanced level.

**Objective 1.1:** Develop curriculum map, language framework, and six integrated thematic units with summative assessments, which will be completed and reviewed by an expert for each grade level K-8 (54 units) based on the *Voices* themes and the language framework.

- Increase immersion in the GVA kindergarten from partial 50% one-way immersion to 100% one-way immersion in Mandarin and in grades 1-2 from partial 50% one-way immersion to 80% one-way immersion in Mandarin by fall 2009 (Year 1). Also, in Year 1, add seventh grade middle school 50% partial one-way immersion program (2009-10), and eighth grade in Year 2 (2011-2012).
- Form the Design Team in Year 1 using Funds to provide .50 FTE relief to three GVA Mandarin teachers, one in grades K-2, one in grades 3-5, and one middle in school teacher. Led by the Project Manager, an experienced World Language Coordinator, these teachers will meet weekly with their grade level teams to develop the Mandarin language curriculum map and language framework (Year 1) based on the Portland Public School District framework.
- Year 1 to 3, the design team will work with grade level teacher teams to begin developing six thematic units per grade for a total of 54 units for K-8. The unit and summative

assessment design process and structure will be based upon *Understanding by Design* (Wiggins and Tighe). Teachers will develop the unit-tied summative assessment outcomes using the ACTFL Integrated Assessment model.

- Units will be organized around *Voices*' thematic structure and will be aligned with the ACTFL Proficiency Guidelines (2000) and the Colorado Model Content Standards.

Teachers will articulate specific content, skills, and language outcomes for each unit. A Mandarin language expert will review all curriculum documents and provide feedback as work is being completed with a final review in Year 5.

- By the end of Year 3, all classrooms will have the educational supplies, readers, Chinese flashcards, software, videos and other language and culture instructional materials necessary to instruct students using the thematic units.
- Create GVA intranet site that will serve as a repository for all curriculum maps, language frameworks, units, summative assessments, and other curriculum materials. Make public and link to GVA and University of Oregon's Collaborative by Year 5. **Objective 2.2:** By the end of Year 5, GVA will have a 8,000-10,000 volume Mandarin Language and Chinese Culture Library that can be used by students and teachers for research around unit themes, for guided and real aloud classroom work, and for study of intercultural subjects. The library will include a multi-media lab where students may access the internet and language software.
- Chinese culture and Mandarin language books and media resources will be identified and purchased for use with the units and in the school library, including stand alone books, videos, web sites, software and hands-on materials.

- Purchase and implementation of the media center in the library (4 computers) with supportive library systems including internet access, Mandarin language software, online assessment systems, etc.

**Goal 2-Develop four 9<sup>th</sup>-12<sup>th</sup> grade concurrent enrollment Chinese courses that build on the sequential and articulated K-8 Mandarin program at GVA.**

**Objective 2.1:** Two high school/college pre-advanced to advanced Chinese courses in Mandarin will be created in Year 4 and two more in Year 5 leading toward an eight course sequence.

- Develop collaboration between GVA Design Team, the Humanities Chair at CCA, the Aurora Public School District and the University of Oregon to develop a 9<sup>th</sup>-12<sup>th</sup> grade Curricula Framework, course descriptions, and online assessments for concurrently enrolled students.
- Hire a Mandarin-speaking professor of Chinese for the Community College in Year 4 who will begin offering at least one course per semester suitable for high school student enrollment at advanced levels.
- Work with Aurora Public Schools and CCA to transition eligible GVA students into the concurrent enrollment program with the goal of enrolling 15 students for 2012 and 20 students for 2013 in the CCA/GVA high school/college concurrent enrollment program.

Develop an online assessment system at the Community College level incorporating *LinguaFolio* Online in partnership with CASLS, as well as other course related assessments aligned with the ACTFL Proficiency Guidelines.

- In working with the Community College concurrent enrollment program, the AP Chinese Language and Culture Exam will be used to inform the design of the courses. GVA will partner with the Confucius Institute and The Great Wall Academy, a Heritage Language

School in Denver, to link students to resources that will help them prepare for taking the AP Chinese Language and Culture Exam.

**Goal 3- Assessments: Develop and implement formative and summative assessments aligned with the Interpersonal, Interpretative, and Presentational (ACTFL) performance assessments.**

**Objective 3.1:** Implement ACTFL-based language performance assessments for grades K-8, including *LinguaFolio* Online.

- All students grade K-8 will be assessed using the ELLOPA (grades K-2), NOELLA (grades 3-6), or STAMP (grades 7-and up).
- Teachers will develop benchmark checklists aligned with ACTFL Proficiency Guidelines and will use these informally to track student progress and to inform lesson design.
- The CASLS assessment team will analyze the results of the online assessment data and make recommendations regarding targeted growth areas. This data will drive the development and revision of thematic units of instruction.
- The Curriculum Design Team, working with the teacher teams, will link *LinguaFolio* Online (derived from the paper version developed by National Association of District Supervisors of Foreign Languages) to unit summative assessments and language outcomes for each unit, and will articulate the performance, skill, and knowledge outcomes for each grade level. (Note: GVA will pilot *LinguaFolio* Online this summer as part of its StarTalk science immersion project in Mandarin.)
- All students in grades K-8 (K-2 students supported by parents) will be trained to use *LinguaFolio* Online to assess their own progress in meeting language benchmarks. The

*LinguaFolio* Online samples, collected throughout grades K-7 will serve as a centerpiece for the grade 8 exit *Passport* Portfolio.

**Objective 3.2:** Develop 8<sup>th</sup> grade exit *Passport* Portfolio articulating the linguistic and cultural outcomes, performance rubrics, meta-cognitive reflection requirements, and guidelines for development.

- The Design Team will work with the middle school teachers to develop the 8<sup>th</sup> grade *Passport* Portfolio, which will incorporate the students' *LinguaFolio* Online, but will go beyond this to include specific work samples tied to content-based outcomes that incorporate linguistic and cultural proficiencies. Professional assessment of student performance will be based on technically sound samples of work including: 1) Tasks, or scored work from elective and on-demand approved performance tasks; 2) Prompts, evaluated work from local and state constructed response assignments; and 2) Tests and quizzes, scores from local (e.g., NOELLA, *LinguaFolio* Online, Science Fair), district (NWEA MAPS), state (CSAP) and national tests (NAEP).
- First graduating cohort of eighth graders *Passport* Portfolios complete in 2011.

**.Goal 4 -Develop Substantive Professional Development program that produces quality language immersion instruction and increases the number of Highly Qualified Teachers.**

**Objective 4.1:** Develop and implement professional development program using embedded teacher training and coaching that is specifically aimed at content-based second language acquisition using immersion.

- Year 1, begin teacher training and coaching using the best research-based practices, including total personal response, cooperative learning, discourse skills instruction, visual

aids, and integration of technologies such as SMARTBOARDS, software programs, SKYPE, etc.

- Design a Language Immersion Teacher Evaluation and Professional Growth Model that is focused on classroom practices aligned with student outcomes (Pollack, 2007) rather than an arbitrary clinical model, including classroom observation checklists, and a three-year reflective growth plan and professional learning plan.
- Work with teachers to analyze their content and language proficiency data, and use the data to drive instruction. Meet goal of 75% proficiency level for each grade completed as follows:
  - Assess students online using NOELLA (grades 3-6) or STAMP (grades 7 and up) and chart longitudinal progress with the aim of eighth graders exiting with Intermediate-High language skills.
  - Create demonstration classrooms and professional learning communities where cohorts of teachers work together to provide feedback to each other for instructional improvements.

**Objective 4.2:** Develop an Alternative Teacher's Licensure Program (ATLP), Year 1 for teachers of Mandarin in cooperation with Naropa University of Boulder, CO.

- Work with Dr. Young of Naropa University to customize their ATLP—including redesigning the teacher portfolio artifact requirements, reflections, and practicum—to meet the specific needs of language immersion teachers.
- Recruit eligible candidates into the ATLP program with four teachers enrolled in the GVA ATLP by the end of Year 2 and six teachers enrolled by the end of Year 3; two new students added yearly for a total of 14 candidates by end of Year 5.

**Proficiency Standards and Measurements:** CCLAP will use the CASLS Chinese benchmarks organized by the National Standard for Foreign Languages' 5C's (communication, cultures, connections, comparisons, & communities) and the American Council on the Teaching of Foreign Languages' three modes of communication (interpersonal, interpretive, and presentational) Proficiency Guidelines. Benchmarks, percent of immersion and number of annual hours for each grade level (assumes continuous enrollment from kindergarten) are as follows:

Grade	%	Hrs	Benchmark	Description
7 <sup>th</sup> to 8 <sup>th</sup>	50%	540 Hr	Intermediate  High	Understand some extended speech on familiar and unfamiliar topics; Discuss familiar topics in more complicated situations; Present detailed descriptions and own viewpoint; Express ideas and details in narrative.
5 <sup>th</sup> to 6 <sup>th</sup>	50%	540 Hrs	Intermediate  Mid	Understand main idea and most details in conversation and texts; Converse about familiar topics in uncomplicated situations; Tell a story and give opinions; Describe familiar situations.
3 <sup>rd</sup> to 4 <sup>th</sup>	50%	540 Hrs	Intermediate  Low  Novice High	Understand main idea and few details; Understand simple questions and answer simple questions; Describe simple experience in series of sentences; Understands familiar topics and short phrases; Uses short sentences; Write short messages to

				request or provide information.
1 <sup>st</sup> to 2 <sup>nd</sup>	80%	840 Hrs	Novice-Mid	Understand some everyday words, phrases on familiar topics; Interact using memorized phrases; Write lists of basic information.
K	100 %	1080 Hrs	Novice-Low	Understands a few familiar words with visual support; Identify some words and phrases; Use single words and phrases; Reproduce familiar materials in writing.

For each year of instruction, 40% of students in year one and 80% of students in years 2 to 8 will incrementally increase interpersonal speaking, interpretive reading, and presentational writing proficiency as defined by the ACTFL proficiency guidelines:

**Interpersonal Speaking    Interpretive Reading    Presentational Writing**

	% of learners	Level	% of learners	Level	% of learners	Level
Y1	40%	NM	40%	NM	40%	NL
Y2	80%	NM	80%	NM	80%	NM
Y3	80%	NH	80%	NH	80%	NM
Y4	80%	IL	80%	IL	80%	NH
Y5	80%	IL	80%	IL	80%	NH

Y6	80%	IM	80%	IM	80%	IL
Y7	80%	IM	80%	IM	80%	IL
Y8	80%	IH	80%	IH	80%	IM

CCLAP assessments will use ELLOPA (K-2), online NOELLA (3-6), and STAMP (7-8).

CCLAP will implement the use of *LinguaFolio* Online for students in grades 3-8 and the 8<sup>th</sup> grade *Passport* Portfolio that includes virtual student exchanges.

**3. Replication and Dissemination:** GVA is unique, since of the 263 schools in the U.S. offering immersion, only 6% are charter schools (CAL, “Program Model”). GVA has met the challenge of the absolute priority and call for schools that produce highly proficient language learning head on—no less in a state that has few if any resources earmarked for critical language development. Since GVA is a public charter school drawing from 25 elementary schools in the district, and over 20% of its students from districts other than Aurora Public Schools, CCLAP dollars will be able to provide wide opportunities for students interested in Mandarin in the Denver metro area. Further, CCLAP dollars will leverage the Federal and start up charter funds and revenue already received and will benefit several new and developing charter schools, as well as programs at Institutes of Higher Education. In particular, the concurrent enrollment model—which Colorado legislation recently extended to ninth graders—offers a real opportunity to build on an existing high school and community college partnership to address the challenge of creating a district K-12 pipeline for advanced Mandarin language students. This model will leverage the state and local dollars already funding concurrent enrollment programs in Colorado and Aurora Public Schools and provide an easily replicable model for other districts that may start elementary and

middle school programs and are looking for a way to extend Mandarin language offerings into high school but are unable to do so. GVA was recently awarded a StarTalk grant for the summer of 2009 to provide professional development for twenty teachers of Mandarin from all over Colorado. CCLAP dollars will leverage work already in progress.

CCLAP will provide a replicable and sustainable K-12 language immersion model for others to build on, and will drive the replication of the GVA Mandarin immersion program. Due to the very large Mandarin program waiting list of over 230 students, the GVA Board of Trustees submitted a charter application on April 13, 2009 to the Denver Public School District for a second K-8 Mandarin immersion program slated to open in 2010 with 125 K-2 Chinese immersion students. The Board and founding team has advanced through the first two stages of the approval process and anticipates final approval of the K-8 charter application in June 2009. Should the school not be approved for any reason, the GVA Board of Trustees has been asked by parent/educator groups in two other Colorado school districts to consider submitting a charter application to replicate the GVA school model, one in Boulder in partnership with Naropa University, and one in Adams 50 School District, through the Colorado Charter School Institute. The current GVA Principal serves on the Colorado Charter School Board of Directors, and has extensive experience in charter school organization, implementation, funding, policy and other facets of running a quality charter school. The CCLAP program will allow GVA to leverage all curriculum work, professional development, and the concurrent enrollment College program for this second and any future Mandarin immersion schools. Project outcomes will also be disseminated the Colorado Chinese Language Teachers Consortium, the Colorado League of Charter Schools Conferences, the Asian Society Conferences, CAIS, CARLA, and ACTFL conferences.

**4. Building capacity and yielding results that will extend beyond grant period:**GVA will increase the total number of students from 225 students currently in Mandarin (2008-2009) to serve another 50 students in Year 1 and another 50 students in Year 2 at the main campus, GVA-Aurora. By 2010-2011, GVA will have 650 students with 325 in the K-8 Mandarin program. The CCLAP project will expand GVA's K-6 Mandarin program in two ways. First, a middle school program (grades 7-8) will be added one grade per year, with a total increase of approximately 100 additional Mandarin students, raising enrollment from 225 to 325 students. Second, the intensity and duration of immersion will be increased. The current K-2 one-way immersion program will go from partial immersion (50%) to full immersion: 100% in Kindergarten and 80% in grades 1-2 in Year 1. Grades 3-6 will continue with partial immersion instruction (50%), along with middle school (grades 7-8) as they are added. The increase in minutes and intensity of instruction will result in significant increases in proficiency levels measured by ELLOPA (grades K-2), NOELLA (grades 3-6), and STAMP (grades 7-8). The proposed number and percentage of immersion hours is based on an 8:00 am to 3:30 pm school day with 6 hours of instruction for 180 days.

**5. Partnerships with other appropriate agencies and organizations:** CCLAP will build on the current GVA partnership with the Chinese Flagship programs at the University of Oregon. All too often, even excellent programs labor in isolation, reinventing the wheel and failing to share their successes with others. CCLAP will be a member of the Flagship Collaborative, a national group of K-16 programs dedicated to developing articulated K-16 programs leading to superior language proficiency. Working with colleagues around the country, CCLAP will tackle the difficult structural, curricular, and pedagogic barriers.

Additionally, CCLAP will partner with the Community College of Aurora to create a 9-12<sup>th</sup> grade pipeline, with Naropa University to create an Alternative Teacher's licensure program, and with the University of Northern Colorado, Chinese Department for curriculum review and support. GVA will also work with the Confucius Institute of Denver to provide inter-cultural connections with China for virtual student exchanges.

**6. Quality of project design and implementation:** GVA will develop a curriculum map and language framework that will clearly ensure that each year of study expands on the previous year in an articulated and systematic way. While GVA teachers have been teaching the discrete content subject areas in both Mandarin and English, they have not yet developed sequential, fully articulated, integrated thematic units or the summative assessments. The CCLAP proposal to develop six thematic immersion units for each grade level in Mandarin, with project funds being used to provide release time to three teachers for the first three years, is very feasible. These units will be further linked to a portfolio of work by the student, both through *LinguaFolio* Online (which will be piloted this year during StarTalk) and through the development of the unit summative assessments and exit *Passport* Portfolio requirements. By working closely with Dr. Myriam Met, the units will utilize the best methodological practices in language immersion and curriculum design. The partnership with CASLS and the University of Oregon will ensure that GVA does not work in isolation, but has access to some of the best work in Mandarin immersion available in the US.

**C. Quality of Project Personnel: Christina Burton, M.A., PhD. (abd), Project Director:** Ms. Burton holds a Masters and PhD. (all but dissertation) from the University of Kansas, in Philosophy, with an emphasis on Epistemology. Ms. Burton served as an adjunct professor for twelve years teaching philosophy at the University of Kansas, Villanova and Beaver College in

Pennsylvania. In 1997, she founded one of the first K-8 standards-based charter schools in the country in Orlando, Florida, and was part of the McRel Standards Consortium under Dr. Robert Marzano. Since then, she has served as a charter school Principal and consultant, founding three additional charter schools. Currently Ms Burton serves on the Board of Directors of the Colorado League of Charter Schools. She has written and directed a number of multi-year educational grant projects including a comprehensive school reform grant, Title one grant, *Read to Achieve* grant, and several charter school start-up grants totaling well over 1.8 million dollars. Ms. Burton grew up in Panama, and has lived extensively overseas.

**Dr. Myriam Met, Curriculum Consultant:** Dr. Myriam Met is currently an independent consultant, having recently retired from the University of Maryland where she was Acting Director, Deputy Director, and a Senior Research Associate at the National Foreign Language Center (NFLC). She continues to work with the NFLC on the leadership team for StarTalk, a major program of the National Security Language Initiative. Dr. Met's current work focuses on strategic support for K-12 programs for foreign language learners and for students learning English. Her previous positions include supervisor of foreign language programs, English for Speakers of Other Languages, and bilingual education for major urban and suburban school districts, including responsibility for designing, implementing, and supervising a variety of immersion program models. She was one of the founders of the Ohio Association for Bilingual Education, the founder and first president of the National Association of District Supervisors of Foreign Languages; a founding member, and later president, of the National Network for Early Language Learning; and has served on the Executive Council of the American Council on the Teaching of Foreign Languages. She is currently on the editorial board of Foreign Language Annals. As a K-12 supervisor, Dr. Met was responsible for initiating and overseeing innovative

programs, including programs in less commonly taught languages. These programs included:  
 The first Mandarin immersion program in a public elementary school in the US; One of the first magnet programs in the US to offer Chinese, Arabic, Japanese or Russian to students in grades K-5; and Content-integrated school wide programs in Chinese and Japanese.

At the NFLC, Dr. Met initiated projects funded by the US Department of Education to serve the needs of teachers of Chinese (among others) for high quality instructional materials. She also serves as a teacher trainer and curriculum consultant to the Portland Public Schools K-12 Mandarin immersion program, a program which is currently supported by NSEP as part of the first K-16 pipeline, an external evaluator to the first K-5 Russian immersion program in the US, and to the Cincinnati Public Schools' K-12 magnet program in Arabic, Chinese, French, Russian, and Spanish. She is a consultant and charter application contributor to charter, magnet, and private schools that offer Chinese immersion programs, and was invited by the Singapore American School to assist with a program evaluation and curriculum re-design for the foreign language program, with a focus on an articulated K-12 program in Chinese.

**Dr. Carl Falsgraf, PhD. University of Oregon Collaborative and Director of CASLS:**

Dr. Falsgraf holds a Doctorate in Linguistics from the University of Oregon, and is currently the Director for the Center for Applied Second Language Studies. CASLS' collective responsibility is to innovate in the areas of language assessment, program development, and professional development. At CASLS, the mission is to improve the teaching and learning of other languages. Specifically, the center is pursuing ambitious goals in Language Assessment, Program Development, and Professional Development. CASLS is best known for developing an online assessment of second language proficiency (STAMP) and the Oregon Chinese Flagship, a K-16

program designed to develop Superior-level proficiency through an articulated program of content-based learning, explicit language instruction, and experiential learning.

**Dr. Anne Tollefson, Evaluator:** Dr. Tollefson will serve as the Outside Evaluator of the project. She has provided consultant services for educational entities throughout the U.S. She directed five FLAP projects, five projects funded by the National Endowment for the Humanities and a Fulbright-Hayes Group Study Abroad project. She has been a classroom teacher, a district world-language coordinator, and the foreign language content specialist for the Wyoming Department of Education. She is a co-author of *Starting with the End in Mind: Planning and Evaluating Highly Successful Foreign Language Programs* (2008), which will be used as an evaluation instrument in the project. She will design, conduct, and annually report findings for the independent evaluation of this project.

**Dr. Michael Bautista, Ph.D., Director of the Denver Confucius Institute, Community Partner:** Dr. Bautista is the Director of the Denver Confucius Institute and the Associate Vice President for Learning and Academic Affairs at the Community College of Denver, and the Director of the Denver Confucius Institute. He and his colleagues at the Institute support CCLAP by providing cultural and experiential virtual and real learning opportunities.

**Dr. Michelle Low, University of Northern Colorado, Chinese Language Professor:** Dr. Michelle Low received her doctorate in Chinese and Comparative Literature from the University of Colorado in 2006. She has been teaching Chinese civilization and beginning through advanced Mandarin Chinese language at the university level since 1996. Since 2006, Dr. Low has been building the Chinese language program at the University of Northern Colorado (UNC). The growing language program now has three years of language instruction, as well as courses on Chinese literature and civilization. She has established two direct exchange programs with

partner universities at Shaanxi Normal University (SNU) in Xi'an, China, and National Taiwan Normal University (NTNU) in Taipei, Taiwan. She also leads a short-term summer study-abroad program at SNU. In 2006, Dr. Low co-founded the Colorado Chinese Language Teachers Consortium (CCLTC) with Dr. Kuan-yi Rose Chang. The mission of CCLTC is to provide a forum for Chinese language teachers and students of Chinese in the Colorado area to network, and collaborate. CCLTC is dedicated to advancing of the study of Chinese language and culture in Colorado through professional development workshops.

**D. Management Plan:** The Project Director, Project Manager, Chair of the Alternative Teacher Licensure Program for Naropa University, the Humanities Chair for the Community College of Aurora and Language Immersion consultants will meet quarterly during the school year to set goals for each nine-week period and to progress monitor the meeting of project goals. The Curriculum Design team will meet weekly to work on curriculum units. The Project Director, Project Manager, Director of CASLS and outside Evaluator will conference once per quarter to coordinate timely collection of assessment data and to progress monitor goal attainment.

**Year One Milestones: 2009-2010:** Increase in immersion in K-2; add seventh grade (Aug); Formation of Design Team and completion of Curriculum Framework (Sept); Completion of two units per grade level and ordering of content materials (May); Teacher training on content based immersion (coaching throughout the year); CCA Course Scope and Sequence Designed (May); Draft of Passport Portfolio (Dec); Training on use of technology (Sept)

**Year Two Milestones: 2010-2011:** Add eighth grade; open GVA Denver (not directly part of grant application) (Aug); Completion of two units (4 total) per grade level and ordering of content materials (May); Completion of Passport Portfolio requirements (Sept); Design Teacher Observation Check list and growth model (May); Teacher training on strategies (Nov); Install

media center (Nov); First eighth grade students graduate (May); 98% Eighth graders complete Passport Portfolio (April-May);

**Year Three Milestones: 2011-2012:** Last two units developed per grade level (six total) (May); 98% Eighth graders complete Passport Portfolio (April-May); Implement Formal Teacher Evaluation and Professional Growth Model (Aug)

**Year Four Milestones: 2012-2013:** Hire CCA Chinese Teacher (July); Complete design of two courses for CCA; First group of ninth graders participate in concurrent enrollment program at CCA (Sept); Review of curriculum by Expert (Dr. Low, UNC); Order portion of Library books (Oct); Revision of curriculum units by teacher teams; Second group of graduating eighth graders completes *Passport* Portfolio;

**Year Five Milestones: 2013-2014:** Complete design of two courses for CCA (Sept and Jan.) Ninth and tenth graders participate in concurrent enrollment program at CCA (Sept); Third group of graduating eighth graders completes *Passport* Portfolio; All thematic units are posted online for use by other schools (Oct).

**E. External Evaluation Plan:** External evaluation will be provided by Dr. Anne Tollefson, an experienced FLAP writer and evaluator. The involvement of external evaluators will assure valid, reliable data collection and analyses, credible results, and the protection of the rights of individuals. Dr. Tollefson has strong expertise in both quantitative and qualitative methodology and has extensive experience with FLAP. The Evaluator will develop key evaluation questions and align each question with methods of data collection, identify sources of the data, and develop a preliminary timeline. The resulting evaluation questions will serve as the blueprint for the summative evaluation study. In addition, the evaluator will collect survey and observation data from key stakeholders, review curriculum documents, review formative and summative

assessments, conduct random classroom observation and meet with teachers, parents and students, and gather data points to guide improvements throughout the project.

Evaluation Questions	Method	Sample /Sources	Timeline
1.1 To what extent do students increase language proficiency? 1.2 To what extent do students achieve proficiency on state assessments? 1.3 What evidence exists of the development of content-based units? 1.4 To what degree are units aligned with best practices in immersion as implemented?	Statistical analyses Expert review of units Observations guided by alignment rubric (to be developed)	Language assessments and CSAP results Randomly selected units Randomly selected classrooms	Annually including baseline data Year 2-5
2.1 What evidence exists of the development of CCA Chinese courses? 2.2 How many students are concurrently enrolled in Chinese Courses? 2.3 To what degree is student learning evident in language assessments?	Expert Review of Courses Number of students Interviews, sample work	Randomly selected lectures Enrollment Rosters Data analysis	Year 3-5 Year 4-5 Year 4-5

<p>3.1 What evidence exists of the development of summative assessments, <i>Linguafolio</i> and <i>Passport Portfolio</i>?</p> <p>3.2 To what degree is student learning evident in their portfolios?</p>	<p>Document review</p> <p>Portfolio analysis guided by rubric</p> <p>Interviews, Surveys</p>	<p>Randomly selected student portfolios</p>	<p>Years Four-Five</p>
<p>4.1 What evidence exists of teacher use of best practices in the classroom?</p> <p>4.2 What evidence exists of success of an ATLP?</p> <p>5.2 To what degree are teachers successful in completing the program?</p>	<p>Observations using</p> <p>Document review</p> <p>Key informant interviews</p>	<p>Relevant documents</p> <p>Purposefully selected teachers, administrators</p>	<p>Year Two-Five</p> <p>Year Two-Five</p>

# Project Narrative

## OTHER NARRATIVE ATTACHMENT FORM - Waiver Letter (if applicable)

Attachment 1:

Title: **APS Waiver Pages: 1** Uploaded File: **G:\SiteData\Grants\Grant Development\GRANTS SUBMITTED\FEDERAL GRANTS\DOEA\2008-09 SY\Office of English Language Acquisition\FLAP\2009 FLAP Global Village Wavier Information.doc**

## Waiver Information

Adams-Arapahoe J28 School District, Aurora, Colorado *Chinese Culture and Language Acquisition Program (CCLAP)*,

Global Village Academy K-8 International Charter School  
403A South Airport Blvd., Aurora, Colorado 80017

**Matching Costs: No Waiver is requested**

**Contact Information:** Christina M. Burton, CAO/Principal, Global Village Academy,  
Ph: 303-309-6657 Cell: (b)(6) E-Mail: cburton@globalvillageacademy.org

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Adams-Arapahoe 28J School District/Global Village Academy  
(CDE) Number 84.293A

## **Part II: Budget Narrative:**

### *Rationale for fund request:*

The total *Chinese Cultural and Language Acquisition Program* (CCLAP) grant request is \$1,455,842 for the duration of 60 months. The number of students ultimately served by the project, 325, is much larger than most public schools generally serve in a Mandarin program. Furthermore, the full immersion model—360 minutes in K, 280 minutes in grades 1 and 2, and 180 minutes per day in grades 3-8, resulting in pre-advanced proficiency by the eighth grade--are much greater and more intense than typical FLEX or FLES programs. In addition to the merits of the large number of students and instructional minutes, the project draws on the leading experts in immersion pedagogy and school design, as well as Mandarin language study. Dr. Myriam Met, a recently retired National Senior Research Associate in foreign language and immersion, and Dr. Carl Falsgraf, Director of the University of Oregon (UO) Center for Applied Second Language Studies (CASLS) will serve as the primary project consultants. CCLAP will be part of the UO Flagship Collaborative fully participating in the content exchange, virtual language lab, and annual conferences. Finally, the project presents two unique opportunities and avenues for dissemination and replication: First, because Global Village Academy is a K-8 charter school, information about the *CCLAP* project will be disseminated through the Colorado League of Charter Schools and the Colorado Department of Education, both statewide and nationally. Further, GVA has recently submitted a second charter application to the Denver Public School district for a replicated K-8 school to open in 2010. All work done through this grant will be shared with the new charter school. Second, CCLAP will create a unique concurrent high school and community college enrollment program that will be replicable in other community colleges and school districts.

In summary, CCLAP has excellent capacity as a fundable project because of the proposed number of 325 students in the critical language of Mandarin K-8, the proficiency outcomes of the full immersion model, the unique partnership with a community college for concurrent high school enrollment and the unique avenue for replication and dissemination through other charter schools. The CCLAP funds will leverage the dollars already expended in creating the charter school.