

RANK ORDER 1

U.S. Department of Education

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

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

CFDA # 84.293A

PR/Award # T293A100236

OMB No. 1894-0006, Expiration Date: 09/30/2011
Closing Date: APR 14, 2010

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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 <input type="checkbox"/> Revision | * Other (Specify) | |
| * 3. Date Received: 4/14/2010 | 4. Applicant Identifier: Barrington's Bridge to Chinese | | |
| 5a. Federal Entity Identifier: 36-27-80596 | * 5b. Federal Award Identifier: 84.293 | | |
| State Use Only: | | | |
| 6. Date Received by State: | | 7. State Application Identifier: | |
| 8. APPLICANT INFORMATION: | | | |
| * a. Legal Name: Barrington Community Unit School District 220 | | | |
| * b. Employer/Taxpayer Identification Number (EIN/TIN): 317682935 | | * c. Organizational DUNS: 082938077 | |
| d. Address: | | | |
| * Street1: | 310 E. James St. | | |
| Street2: | | | |
| * City: | Barrington | | |
| County: | Lake | | |
| State: | IL | | |
| Province: | | | |
| * Country: | USA | | |
| * Zip / Postal Code: | 60010 | | |
| e. Organizational Unit: | | | |
| Department Name: Barrington Community Unit School District 220 | | Division Name: | |
| f. Name and contact information of person to be contacted on matters involving this application: | | | |
| Prefix: | Mr. | * First Name: | Todd |
| Middle Name: | B | | |

* Last Name: Bowen

Suffix:

Title: World Language Dept. Chair

Organizational Affiliation:

* Telephone Number: (847)842-3223

Fax Number:

* Email: TBOWEN@BARRINGTON220.ORG

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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):

Public School District

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:**

ED-GRANTS-031510-001

Title:

Barrington's Bridge to Chinese

13. Competition Identification Number:

Title:

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

Barrington in Lake County, Illinois

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

Barrington's Bridge to Chinese

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: 9

* b. Program/Project: 8

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

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 7/1/2010

* b. End Date: 6/30/2015

18. Estimated Funding (\$):

| | |
|----------------------|------|
| a. Federal | \$ |
| b. Applicant | \$ |
| c. State | \$ |
| d. Local | \$ |
| e. Other | \$ |
| f. Program Income | \$ |
| g. TOTAL | \$ 0 |

*** 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: Dr. * First Name: Tom

Middle Name:

* Last Name: Leonard

Suffix:

Title: Superintendent

* Telephone Number: (847)842-3588 Fax Number:

* Email: TLEONARD@BARRINGTON220.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.

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.

| |
|--|
| Signature of Authorized Certifying Representative: |
| Name of Authorized Certifying Representative: Dr. Tom Leonard |
| Title: Superintendent |
| Date Submitted: 04/12/2010 |

Disclosure of Lobbying Activities

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

| | | |
|--|---|---|
| 1. Type of Federal Action: <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance | 2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award | 3. Report Type: <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report: |
| 4. Name and Address of Reporting Entity: <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - Congressional District, if known: | 5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known: | |
| 6. Federal Department/Agency: | 7. Federal Program Name/Description: CFDA Number, if applicable: | |
| 8. Federal Action Number, if known: | 9. Award Amount, if known: \$0 | |
| 10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: - | b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: 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: Dr. Tom Leonard Title: Superintendent Applicant: Barrington Community Unit School District 220 Date: 04/12/2010 | |
| Federal Use Only: | | 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.

| | |
|--|------------------|
| APPLICANT'S ORGANIZATION | |
| Barrington Community Unit School District 220 | |
| PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE | |
| Prefix: Dr First Name: Tom | Middle Name: |
| Last Name: Leonard | Suffix: |
| Title: Superintendent | |
| Signature: _____ | Date: 04/12/2010 |
| 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 : 427 GEPA Barrington

File : C:\fakepath\427 GEPA Barrington.doc

Section 427 of GEPA
Barrington's Bridge to Chinese

Barrington Community Unit School District 220's Bridge to Chinese program will make any necessary accommodations and adaptations to students who qualify under IDEA or who may qualify for a 504 plan.

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

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
Mr. Todd B Bowen

Address:

* Street1: 616 W. Main St
Street2: Barrington High School
* City: Barrington
County: Lake
* State: IL * Zip / Postal Code: 60010 * Country: USA

* Phone Number (give area code) Fax Number (give area code)
(847)842-3223 (847)304-3937

Email Address:

TBOWEN@BARRINGTON220.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) #: 1, 2, 3, 4

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title : Human Subject Research Barrington
File : C:\fakepath\Human Subject Research Barrington.doc

Human Subject Research
Barrington's Bridge to Chinese

In the course of the five-year Foreign Language Assistance Program, research will be conducted with student achievement data using formative, summative and standardized assessments. Additional data results may be collected through surveys or interviews. Confidentiality will be preserved through the data collection process

Project Narrative

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

Attachment 1:

Title: **Barrington's Bridge to Chinese abstract** Pages: 1 Uploaded File: **Barrington Project Abstract.doc**

Applicant

Barrington Community Unit School District 220

Title of Program

Barrington's Bridge to Chinese

Type of Program

K-5 50/50 Immersion Program

6-12 Content-Based Program

Critical Language

Chinese

Schools

Elementary site for immersion TBD

Barrington Middle Schools – Prairie and Station Campuses

Barrington High School

Grade Levels

K-12

Total Number of Students

200 Elementary students and 350 Secondary students served by the end of the project

300 students served each year

Institution of Higher Education Partner

University of Illinois at Urbana-Champaign

Project will support foreign language learning primarily during the traditional school day?

Yes

Matching Costs

Waiver of Matching Costs Requested: No

Project Description

Barrington's Bridge to Chinese will develop and expand the district's emerging Chinese Language and Culture program by beginning a 50/50 K-5 immersion program, adding additional levels to the 6-12 secondary program, and developing a partnership with the University of Illinois at Urbana-Champaign for extended studies. Elementary students will receive 885 minutes of instruction per week and secondary students will receive 240 minutes per week in Chinese. This articulated program of study will develop students' proficiency skills to the pre-advanced level over the 13 years of instruction. Using a standards-based, content-driven model of instruction, the program will add a level each year. Standardized testing in addition to district-developed formative and summative tests will gauge student growth. The University partnership shape will develop pre-service field opportunities for higher education students. A well-

articulated curriculum guide for the K-12 program with appropriate resources and materials will be created along with a cadre of highly-qualified, effective teachers of Chinese.

Other Partners

The Barrington Area Chamber of Commerce

The Barrington Community Unit School District 220 Community Foundation

The Parent-Teacher Organizations

Contact Information

Todd Bowen, World Language Dept. Chair

847-842-3223

TBowen@Barrington220.org

Project Narrative

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

Attachment 1:

Title: **Barrington's Bridge to Chinese Pages: 35** Uploaded File: **Barrington's Bridge to Chinese.pdf**

Barrington's Bridge to Chinese

“Success in the Asian century will hinge on America’s ability to engage China constructively and on Americans’ ability to understand, work with, and share ideas with their Chinese counterparts. ... Speaking the language and connecting to Chinese peers within a context of cultural understanding and respect will contribute to our nations’ long-term interests, whether in business, politics, or culture.” (Desai, 2006)

Realizing that the demands of the 21st Century require our students to view the world in a different way than previous generations, Barrington Community Unit School District 220 began planning to add a critical language to its curricular offerings in 2006. Growing out of requests from parents and community members, the Assistant Superintendent for Research and Development and the new World Language Department Chair began discussing the possibilities of such a curricular shift. When the Illinois State Board of Education offered planning grants for the Arts and Foreign Language, the district was awarded one in 2007. With this grant, we researched and visited Arabic and Chinese language and culture programs as well as convened an advisory group consisting of interested parents, students, community members and staff. A survey of 6th and 9th graders on which critical language they might be interested in studying determined that Mandarin Chinese would be the best option for our new language. Unfortunately, the difficult economic times and subsequent budget cuts in Illinois eliminated the implementation grants for a year, requiring the district to delay the start of our Mandarin Chinese program. Funding was restored in 2008 and Barrington 220 was awarded a 21st Century Language Learning Grant, which combined goals of improving technology for language classrooms in conjunction with the addition of Chinese to Grades 6-12 World Language courses,

starting in the fall of 2009. Mirroring the other world language programs in District 220, the current model of Chinese allows two and half years of Chinese language study in middle school before transitioning directly into the second year at the high school with plans is to add additional levels of Chinese instruction.

Description of the Barrington 220 Community Unit School District

Located in the northwestern suburbs of Chicago, Barrington 220 is a Pre-K-12 school district with 8 elementary schools, two middle schools and one high school. It services approximately 9,000 students, most of who are predominantly from middle class families. Demographics include 74.3% white students, 12.2% Hispanic, 9.2% Asian and 3.2% other with 14% of the students qualifying for reduced or free lunches. The majority of the students are native English speakers, although our home language survey data indicate a minority of other languages spoken in the home. Approximately 8% of our students are Limited English Proficient learners who receive English language support.

As a district, we value language exposure for our students. Currently, we have three avenues of language learning available. First, a Spanish-English Dual Language program serves two classes in grades K-5 in multiple sites throughout the district in addition to a late-exit pre-K-12 bilingual sequence for Limited English Proficient students. Second, a traditional foreign language instruction begins in grade 6 and is an elective choice through grade 12. The district offers French, German, Latin, Spanish, Spanish for Heritage Learners and is currently in its first year of Chinese. Just under 80% of high school students study a foreign language with about 17% of Level V (5th year) students taking either Advanced Placement or a conversation-based course option. Finally, select elementary schools offer a before or after school language

enrichment course as an option. This has emerged from parental demands, thus demonstrating support for language learning from our parents.

In 2008, the Board of Education of Barrington Unit School District 220 began to prepare a strategic plan to represent the educational needs of today's students. A three-day 20/20 Vision Summit was held in early 2009 with students, parents, community members, teachers, administrators and the Board of Education to identify a vision for the Year 2020. 332 unique participants were engaged in the process. Six strands emerged from this reflection including a Global Education theme "To graduate globally competent and concerned citizens who are able to make significant contributions to the global marketplace and excel as future leaders in an international environment." (Barrington 220 District Strategic Plan, 2009). This Global Education strand further delineates outcomes such as "competency as creative problems solvers, skilled communicators and proficient users of technology to excel in globally connected businesses", "research and recommend a pre-K-16 language model", and "graduate with second language fluency". The six strands of the strategic plan were adopted by the Board of Education in July 2009. One consistent theme that emerged from the process was the need to plan for the future of our learners and how to best prepare them for their place in the global world. In fact, one of the rubrics the Global Education team is using to evaluate their progress on Global Education specifically lists inclusion of elementary world language programs .

Absolute and Competitive Priorities.

This proposal *directly* addresses: the Absolute Priority—*Establish, improve or expand foreign language learning, primarily during the traditional school day, within grade kindergarten through grade 12, that exclusively teach one or more of the following less commonly taught languages: Arabic, Chinese, Korean, Japanese, Russian, and the languages in*

the Indic, Iranian, and the Turkic language families. This proposal expands Mandarin Chinese instruction in grades 6-12 and establishes a K-5 immersion model.

Furthermore, three of the Competitive Preference Priorities are addressed in the proposal: *Competitive Preference Priority #1-* Intensive summer foreign language programs for professional development will be addressed for the teaching professionals engaged in the project. Immersion institutes and professional development related to foreign language pedagogy will be completed under the parameters of this grant.

Competitive Preference Priority #4 – Promote innovative activities, such as foreign language immersion, partial foreign language immersion or content-based instruction is the center of the elementary model proposed. The district will use a 50/50 immersion model of Chinese and English through grade 5, the grades 6-12 curriculum will shift to a content-based approach as immersion students reach the middle level and the traditional 6-12 program will expand its standards-based curriculum to ensure progress to the intermediate level of proficiency.

Competitive Preference Priority #3 – Effective use of technology, such as computer-assisted instruction, language laboratories, or distance learning, to promote foreign language study will be incorporated at multiple levels within the curriculum. This priority is not directly addressed within this grant narrative, but Barrington 220 believes it is already an effective user of technology and enjoys language laboratories at its secondary schools; however, expansion and better integration of computer-assisted instruction at all levels and more effective use of the language laboratories' capacity are goals for the language program. In particular, students will use technology to build partnerships with other schools within the United States and the rest of the world. Therefore, this priority will be indirectly addressed as the language programs grow and develop.

A. The Need for the Project

During the research, discussion and planning phase of the 21st Century Language Learning Grant, one consistent question kept recurring, will students be able to attain a sufficient level of proficiency in Chinese in a 6-12 model? The research is clear that an English speaker needs more almost four times the amount of input to attain the same level of proficiency in Chinese, a tier IV language as compared to a student of a Tier I (e.g. Spanish/French) language (Defense Language Institute). Because of funding issues and the current model for language instruction in the district, Chinese was set to emulate the other languages. After a five-year sequential program of study of the World Language, research from the American Council on the Teaching of Foreign Languages predicts that these students will only achieve an Intermediate proficiency level. The skills that these students possess will not allow them to complete professional level tasks or engage in high level activities. (ACTFL). The only way that students will be able to acquire higher level skills is through additional input and consistent and sustained exposure to the language.

As a pre-K–12 school district, the logical means to foster meaningful linguistic growth in a foreign language is to begin intensive instruction at the elementary level. Six year ago Barrington 220 began a Dual Language Immersion program in Spanish and English for Heritage Speakers of Spanish and selected native English speakers. The instructional goal of the model chosen was to develop bilingual skills in both Spanish and English dominant students through a 90/10 Spanish-based model that progressively switches to 10/90 English-based program of instruction using content based instruction. As the research in immersion programs clearly indicates, students perform well in both languages and demonstrate grade-level or above skills on standardized tests. (Met, Genesee) Our implemented language program has been successful

with students' language proficiency replicating these research results. The success of this model up through the current grade five encourages the Board and the Community to look for a feasible model for other languages.

With very few heritage speakers of Chinese in the district, research leads us to other immersion models for elementary students. A full immersion model is desirable and achieves high results, particularly for Latin based languages with a great deal of transference to English. For Chinese, we feel that the research supports a 50/50 immersion model. Students will be able to receive a significant amount of Chinese linguistic input through content based instruction, achieve their grade level objectives mandated by the Illinois State Board of Education and district guidelines and simultaneously develop English literacy skills. Moreover, parents indicate they will be more accepting of the 50/50 immersion model and willing to participate in this program of choice (Met, Bae). In Michigan, there are several 50/50 immersion models, the most prominent being the Lansing's School District's program which was developed under a FLAP grant and has had national and international attention. Though this program is not fully developed through fifth grade, the students are performing at or above grade level in subject-based exams and demonstrate developed Chinese language proficiency. (Administrator Magazine). While our investigation has not led us to any empirical results of a sustained K-12 Chinese language program based on this 50% elementary model, results of a Korean-English model In Los Angeles Unified School District did indicate grade level success in English and significant growth in Korean language skills in the study cited. "The results show that English writing skills are similar among the three second-grade groups in the experiment: the two immersion groups and the English-proficient students from typical all-English classes (Bae, p.299). The Oregon Chinese Flagship presents a K-16 articulated language model. The goals,

successes, and challenges presented by their program serve as a basis of experience and support for the Barrington 220 program (Language, 2007).

B. Quality of Project Design

(1) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.

The culture of Barrington 220 demands that its students be high achievers. The ability for students to grow in English and in the target language is one of the parameters that the Board of Education requires. The successes experienced by the district's Spanish-English Dual Language program fuel the desire to create an outstanding Chinese immersion program. Parents also want assurance that their children will be successful learners in all aspects of their education—academically, socially and emotionally. The booklet “Creating a Chinese Language Program in Your School” published by the Asia Society outlines program needs, suggestions solutions and a plan of action to meet the challenges. Much of our action plan comes from these recommendations (Asia Society). As the ACTFL research indicates, students need K-12 instruction to reach the pre-advanced level of proficiency that will then allow them to further grow to the superior level of proficiency through the university studies. Students who are engaged in foreign language learning in grades 6-12 do not typically achieve beyond the low intermediate level. With Chinese (Tier IV language), an immersion model is the means to increase input and build sufficient proficiency to reach the pre-advanced level by the end of grade 12 (ACTFL). Likewise, the Confucius Institute – Michigan State University (CI-MSU) advocates Chinese Immersion learning and assists school districts with implementation of their language programs. Their institute has been a forerunner in providing direct support to the development of Immersion and their knowledge also mirrors Asia Society's results. (CI-MSU). The Center for Applied Second Language Studies (University of Oregon) and Portland Public

School District (PPS) in conjunction with the Language Flagship have also provided invaluable resources and a wealth of experience in language immersion upon which this project draws. In particular, the immersion experiences and the assessments (NOELLE and STAMP) are integral aspects of Barrington’s Bridge to Chinese program to measure language proficiency. With content-based materials in Chinese being a challenge to acquire or develop, these program leaders provide opportunities to piggy-back on their experiences. The PPS has struggled to develop a well articulated curriculum in the K-12 program, yet intends to publish their curriculum project for others to reference so they may benefit (Language Magazine). The Confucius Institute in Chicago, located within Chicago Public Schools facilities, is a local institution for professional development and resources. The Confucius Institute of Chicago is a partnership with the National Office of Teaching Chinese as a Foreign Language (Hanban) and serves the Chicago area. This local connection will aid the Barrington 220 District to build connections, locate resources and benefit from local experiences. (CI-Chicago).

(2) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

The goals, objectives, and outcomes of the Barrington Bridge to Chinese are outlined in a table followed by a narrative.

| Goal 1: Design a K-5 self-sustaining, articulated, partial immersion, elementary Chinese language program. | |
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| <i>Objectives</i> | <i>Outcomes and Measurements</i> |
| A: Develop a 50/50 elementary immersion program to maximize Chinese | A1: GPRA—The average number of minutes per week of Chinese language instruction for each language and at each grade level. Elementary students in grades 1-5 will receive 885 |

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| <p>language exposure and promote high levels of language proficiency.</p> | <p>minutes of content-based Chinese instruction per week. All kindergarten students will have exposure to Chinese for 30 minutes per week.</p> <p>A2: GPRA--The number of students participating in the Chinese language instruction at each grade level. As the program grows, approximately 50 students at each grade level will participate in the program in grades 1-5.</p> <p>A3: GPRA: The percentage of students that meet and/or exceed proficiency levels. The goal is for at least 85% of students to meet and/or exceed standards.</p> <p>A4: The number of students who meet the projected proficiency levels at each grade as measured on standardized content-based tests in Chinese and English such as NOELLA in primary grades, MAP, ISAT, AIMSWEB, and CogAT. At least 85% students will meet and/or exceed expected proficiency levels at the tested grades.</p> |
| <p>B: Consistent articulation of a high quality, standards-based 50/50% Chinese immersion program across elementary grades with one grade/year being added until a comprehensive K-5 immersion</p> | <p>B1: Report of the grade levels of immersion implementation on a yearly basis.</p> |

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| program is implemented. | |
| C: Recruit certified, highly qualified, fluent instructors for the program. | C1: Report of progress of recruiting of Chinese language teachers, observations, formative and summative evaluation. |
| D: Provide significant support for professional growth for the staff. | D1: Tracking of participation, dates, times of professional development along with survey information concerning teacher needs, satisfaction and appropriateness of curriculum. |
| E: Develop an immersion curriculum that flows into the grade 6-12 curriculum. | E1: By the end of Year 5, a curriculum document for a high quality, rigorous and standards-based target language program along with aligned assessments to measure Chinese language proficiency will have been developed for grades K-12. |
| F: Select level-appropriate, standards-based materials that further develop language proficiency and content knowledge. | F1: Selection and purchase records of materials. |

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| Goal 2. Develop and expand the emerging 6-12 Chinese Language program. | |
| <i>Objectives</i> | <i>Outcomes and Measurements</i> |
| A: Enrolled Middle students and high school Chinese language students will receive 45 minutes of Chinese | A1: GPRA--The average number of minutes per week of Chinese language instruction for each language and at each grade level. A2: GPRA--The number of students participating in Chinese |

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| language instruction daily. | language instruction at each grade level. |
| <i>B:</i> Participating students will demonstrate an increase in reading, writing, listening and speaking Mandarin Chinese. | <p>B1: GPRA: The percentage of students that meet and/or exceed proficiency levels. The goal is for at least 85% of students to meet and/or exceed standards.</p> <p>B2: The number of students who meet the projected proficiency levels at each grade as measured through rubric-based and/or graded summative assessments at each grade level with a goal of at least 85% students meeting and/or exceeding expected proficiency levels at the tested grades.</p> <p>B3: The number of students who meet the projected proficiency levels at each grade as measured by a random number of students tested on STAMP test. At least 85% students meeting and/or exceeding expected proficiency levels at the tested grades.</p> <p>B4: The percentage of seniors who pass the AP Chinese examination. Goal: 85% of students pass AP exam. .</p> |
| <i>C:</i> Curriculum and assessments will be aligned to meet and/or exceed National and ACTFL Language Standards at the appropriate instructional levels. | <p>C1: Through statistical analysis, district assessments and STAMP will align demonstrating no statistical difference between proficiency levels by the end of the grant cycle.</p> <p>C2: Measures of formative assessment growth through the district's data collection program (Mastery Manager) to ensure quarterly benchmarks established.</p> |
| <i>D:</i> Recruit certified, highly | D1: Report of progress of recruiting of Chinese language |

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| qualified, fluent instructors for the program. | teachers, observations, formative and summative evaluations. |
| E: Select level-appropriate, standards-based materials that further develop language proficiency and content knowledge. | E1: Selection and purchase records of materials. |

| Goal 3. Bridge from the K-12 program to the university level courses. | |
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| <i>Objectives</i> | <i>Outcomes and Measurements</i> |
| A: Review the Chinese curricula with significant input from university level personnel to ensure successful a successful transition to university level studies. | A: In conjunction with university personnel, Barrington's K-12 curriculum document for a high quality, rigorous and standards-based target language program will be aligned with university language expectations. |
| B: Ensure sufficient preparation in the K-12 program to reach the pre-advanced level and subsequently the superior level in university. | B: Students are prepared to succeed in advanced level Chinese courses at the university level by entering college with a Chinese language proficiency level of pre-advanced. |
| C: Collaborate in Chinese | C1: secondary and higher education students benefit from the |

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| language methodology programs | <p>K-16 partnership as reflected in numbers participating, surveys and journal entries</p> <p>C2: Pre-service university students will participate in the district's Chinese language classes as well as in field experiences including student teaching opportunities.</p> |
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| <p>Goal 4: Foster meaningful relationships between the schools and community members including the business community as well as build bridges beyond the local community</p> | |
| <i>Objectives</i> | <i>Outcomes and Measurements</i> |
| <p>A: Identify, solicit and develop relationships with community members and business partners who have an interest or connection with Chinese cultures and language.</p> | <p>A: Documentation of collaboration among the schools, community and business partners.</p> <p>A: Documented participation and actions by volunteers and business partners.</p> |
| <p>B: Develop appropriate cultural activities for all students in the immersion school.as well as in other district schools</p> | <p>B: Documentation of events to foster cross-cultural awareness.</p> |
| <p>C: Develop an awareness and</p> | <p>C1: Documentation of the series of programs and activities</p> |

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| support within the district and community of the Chinese languages and cultures especially parents in the immersion program. | provided to all elementary students, parents and community C2: Survey participants to needs, benefits, and development of increasing awareness C3: Create a parent support network for families in the immersion program |
| D: Provide learning opportunities outside of the immersion program through the district's Beyond 220 program, a community program. | D: At least two courses in Chinese language and cultures will be offered to parents and/or community members in the Beyond 220 program, a joint venture of the district and community |
| E: Create collaborative relationships with other school districts in the United States and the world | E: Documentation of connections built through the language and cultures program. |

| Goal 5. Provide appropriate professional development for staff members | |
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| <i>Objectives</i> | <i>Outcomes and Measurements</i> |
| A: Examine best practice in elementary immersion education for all staff in the immersion school. | A: Documented evidence of workshops and attendance by staff members along with surveys and journals to document professional growth. |
| B: Build connections with | B: Documentation of connections through electronic |

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| peers in immersion programs to sustain, support and foster growth. | communication (blog) and visitations to other immersion schools. |
| C: Improve understanding, skills, and network through attendance at workshops and conferences about Chinese language teaching and immersion education. | C: Attendance records at workshops and conferences. |
| D: Reflect and improve teaching strategies and skills through professional feedback from supervisors and consultants. | D: Observation records, self-reflection tools and survey results, formative and summative evaluations |

Goal 1: The design of the K-5 self-sustaining, articulated, partial immersion, elementary Chinese language program will take place over the five year period of the grant. As a “Program of Choice” among the eight elementary schools, criteria will be established for those students who participate in the two 50/50 English-Chinese immersion classes. These two classes will be taught by partnered instructors one of whom will teach subject matter content through English, one of whom will teach subject matter content through Chinese. The 50/50 model is effective since content skills are developed in a linguistic context of both languages instead of a separate, add-on to the school day.

In the first year of the grant and beyond, all kindergarten students in the district will receive two 15-minute lessons weekly in Chinese of an existing goal to pique the interest of students and their families in the program. The following year, two first grade classes will be added to the immersion model. To ensure program stability and the acquisition of language in conjunction with content learning, this immersion model will be slow growing. We will add one grade level each year so that by the grant's conclusion, a K-4 comprehensive, articulated model will have been implemented with the 5th grade curriculum designed. This will continue to grow past the grant period

Prior to the start of each school year, the project coordinator in conjunction with the Assistant Superintendents, Curriculum Director, Building Principal and teaching staff will outline the desired curricular outcomes, successes and needs of the concerned students, staffing needs and resource needs. Particular attention will be paid to the necessary professional development to ensure success. Measureable outcomes as outlined in the above table will be examined and re-assessed so that programmatic changes can be implemented to ensure our students are on target.

Goal 2: In order to develop and expand the existing 6-12 Chinese Language program, the curricular goals, objectives, outcomes and assessments at middle and high school will be redesigned. A certified, highly qualified, fluent instructor will be recruited to expand the program. Level-appropriate, standards-based materials will be selected, purchased and integrated into the courses. Significant attention to language proficiency development will be imbedded into the curricular goals to ensure a rigorous program that can serve as a base for future university studies. Progressive assessments will be incorporated to measure this growth and ensure language proficiency is on target. A revision of these curricula will occur as the

immersion students reach the 6th grade after the end of the grant period to ensure continued success.

Goal 3: To bridge from the K-12 program to university level courses, a collaborative relationship has been formed between Barrington 220 and the University of Illinois at Urbana-Champaign (UIUC). University personnel in Chinese Studies and in the Teacher Education program will collaborate on curriculum development with an eye to developmental proficiency. With a goal of pre-advanced proficiency in Chinese, students will be prepared to advance to superior proficiency levels during their university studies. Barrington 220 students will serve as a pipeline to UIUC Chinese studies while UIUC pre-service teachers of Chinese will benefit from Barrington's Bridge to Chinese as a field service experience.

Goal 4: To foster meaningful relationships between the schools and community (including businesses) as well as building bridges beyond the local community, Barrington 220 will establish multiple outreach activities. First, community members will be contacted through existing relationships and invited to take on new roles of support, in particular those who have connection to Chinese cultures and languages. Second, our Director of Communications connects community members for involvement in the schools. By providing cultural activities throughout the schools and community as well as through our community education program, Beyond 220, the district will provide opportunities to reach students not included in the immersion program. Third, among those students studying Chinese, cultural programs will be established, connections linked to other immersion Chinese immersion schools, and partnerships to the Chinese-speaking world will be created. Fourth, a parental support group for the immersion students will be established to educate, support and build connections among them and to other immersion parents in other locations. Finally, through the UIUC, the CI-Chicago

and the Asia Society, the district plans to create direct opportunities for Barrington 220 Chinese language students to build both virtual and real-time connections to the Chinese-speaking world.

Goal 5: The goal to provide appropriate professional development for all staff members is crucial to ensuring the success of the program. Without significant professional development, staff members will struggle to implement a successful model program. The planning phase will always be a year in advance for the immersion classes to allow sufficient preparation for the staff. To partake of the breadth of knowledge from other immersion programs throughout the country, research, site visitations, electronic communication, networking as well as workshop and conference attendance will be incorporated in the professional development opportunities for the staff. Self-reflection tools, observation records, survey results, student achievement data as well as feedback from participants and their families will be tools to improve learning and instruction through the professional development component.

(3) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.

Goal 1: The Design of the K-5 self-sustaining, articulated, partial immersion, elementary Chinese language program is rooted in previously established models such as in Portland, Oregon, Lansing, Michigan, and Chicago, Illinois. The outcomes and measurements are different in that the number of minutes for instruction will vary from other programs as well as in the data collected. Standardized testing will ensure compliance with district demands for rigorous program of instruction and appropriate growth. The location of this program in a suburban environment is also different from many other existing models which will yield different variables to examine. The examination of materials, creation of district-specific

resources and other curricular choices will build on the body of research materials for elementary immersion programs.

Goal 2: The development and expansion of the emerging 6-12 Chinese Language program will initially be based upon other standards-based secondary program with the emphasis on language proficiency being one innovation that exceeds typical programs. Tracking the growth of the students' proficiency development in a systematic way will be one innovation to a typical 6-12 language programs. Through the STAMP and the design of advanced courses for Advanced Placement testing, curriculum and assessment will be aligned with national standards and assessments. .

Goal 3: Creating a bridge between our K-12 program and university programs will be a major innovation in the State of Illinois. Most university programs not communicate and collaborate on curricular design with K-12 institutions; therefore, there is not a seamless progression for student growth. Collaboration with the UIUC will break this mold and allow students from both levels to benefit. This program can readily serve a replicable model on a national level for schools as they design curriculum. The collaboration between the two institutions will develop more proficient students of Chinese and well-prepared pre-service teachers of Chinese.

Goal 4: In fostering meaningful relationships between the schools and community members including the business community as well as build bridges beyond the local community, Barrington 220 will follow models from other districts as well as access existing relationships. School/community partnerships exist in many districts, but the language and business connections are not well-defined. Using the Chinese language and culture as a hub to develop these relationships, the school will provide a replicable model for other districts. Within

the school community, specific attention will be paid to supporting the immersion program, the parents of the immersion students and providing outreach to other schools in the district.

Specific outcomes and measurements will provide benchmarks to gauge growth and success.

Goal 5: Professional development for staff members, outcomes and measurements of growth will be used to evaluate effectiveness. For other districts to replicate a professional development, clear goals will be established for each activity and documented evidence of the impact of the activity will be collected. Building connections with other immersion programs, replicating and improving upon their experiences and focusing on improving teaching and learning in the Chinese language program will provide important data for other districts to use. The corpus of professional development strategies is large, but data related directly to Chinese language immersion is not. Evaluating the effectiveness of each activity will be an important aspect of the project for use by other schools.

(4) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

Despite the difficult economic educational situation in Illinois, this grant allows the Barrington Community Unit School District 220 Board of Education to develop and expand a significant and self-sustaining program that falls in line with its strategic plan. The grant will assume many of the start up costs of new program through its focus on the articulated, multi-year curriculum development project, significant investment in preparing staff for the new program with professional development activities and support, guarantee collaboration within the district, and dissemination of our finding to other interested parties. The step-by-step nature with which the immersion program will be built allows the district to build sustainability and capacity for the future. Staffing needs are met through the matching funds, materials are acquired through the partnerships and grant support, and professional development is secured to ensure the quality of

the program beyond the initial five year start-up phase which will continue growth and be sustainable.

(5)The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population.

Project Partner: The University of Illinois at Urbana-Champaign will provide consulting services to review the Chinese curriculum for appropriate curricular growth, up-to-date and appropriate pedagogy and will ensure a successful transition to university level studies. They will support professional development opportunities for the staff and provide resources for connections to cultural partnerships.

Project Partner: The Barrington Area Chamber of Commerce will be solicited as a partner to build connections within the local business community and local service organizations. Through this pre-existing relationship, the school district will be able to build capacity with businesses that have relationships in China.

Project Partner: The Barrington Community Unit School District 220 Foundation is a district-based community foundation that supports innovative programs and needs of the local schools. Already the Foundation has supported the emerging Chinese program at the secondary level by purchasing resource materials for the secondary Chinese courses.

Project Partner: The Parent-Teacher Organization of each school is a vital part of the Barrington 220 culture. At the high school, the PTO contributed \$15,000 in 2009-10 to expand language lab technology for the World Language Department and additional monies for interactive white boards. Elementary and Middle School PTO's have raised money in recent years to support interactive white boards and innovative programs as well as students with financial needs. Each school with a Chinese language program will receive financial support and parental volunteers for its programs.

Project Partner: The Confucius Institute of Chicago is a resource for Chicago-area Chinese programs. They host several professional development programs for area Chinese language teachers, provide a resource library and facilitate connections among schools in the area and in China. Barrington 220 considers this local resource to be an asset for our program and will participate in the opportunities they afford to us.

(6) The extent to which the design of the proposed project includes a thorough, high-quality review of the relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives.

Barrington's Bridge to Chinese relies on satisfying a growing need for pre-advanced speakers of Chinese who are ready to enter university levels of study. As outlined in the need for the project, this capacity can only be satisfied by beginning language study at the elementary school level. Our high-quality plan develops a standards-based, articulated 50/50 model of Chinese/English immersion that develops grade-level content skills and linguistic skills in both languages. This model is based on research, experience and models as described in the plan. The 50/50 immersion model is a successful one used in other districts who have established similar K-12 programs. To ensure appropriate instruction and growth, a professional development plan, monitoring tools for growth, and standardized assessments will be put into place as described in the plan. All aspects of the plan come from current practice or research-based models included in this proposal.

Quality of Project Personnel

(1) The qualifications, including relevant training and experience, of the project director or principal investigator.

The project manager will be Todd Bowen, the World Language Department Chair at Barrington High School. Mr. Bowen is a 26 year veteran of the foreign language classroom

where he has taught from 7th grade to Advanced Placement French. He has been a Department Chair in two different districts and is currently in his 4th year as the Barrington chair where he supervises the high school program of Chinese, French, German, Latin, Spanish, Spanish for Heritage Learners, and English Language Learners. He collaborates on World Language curriculum with the middle school principals and teachers. He holds a Master of Arts in French Language and Civilization, a Master of Arts in Educational Leadership and National Board Certification in World Languages Other than English for Early Adolescent through Young Adulthood. His certifications in Illinois include a Master Teacher and Administrative certificates. Mr. Bowen is actively involved in local, state, regional and national foreign language organizations and serves on the Board of Directors for several of these organizations. He has managed multiple year grants for school restructuring and planning as well as implementation grants for 21st Century Language Learning in Barrington CUSD 220.

(2) The qualifications, including relevant training and experience, of key project personnel.

Program Coordinators and Project Personnel:

Collaborating with Todd Bowen will be the Assistant Superintendent of Educational Programs, Dr. Cynthia Jaskowiak; the Assistant Superintendent of Curriculum and Instruction, Louise Robb; Director of Curriculum, Becky Gill; and Ricardo Aceves, Director of Dual Language, Bilingual and English Language Learners. All of the administrators are responsible for various aspects of the K-12 program ranging from oversight of curriculum and program implementation to assessment and data analysis. Other Barrington 220 personnel will be principals of both Barrington Middle Schools, Dr. Craig Winkelman at Station campus and a yet-to-named new principal at Prairie campus. The current secondary Chinese teacher, Jennifer Lin who is an experienced instructor at the secondary level, holds a Master of Art degree in education and is a native speaker of Mandarin. An elementary school principal will also be

identified once the immersion site has been confirmed. The project will hire certified, highly-qualified, fluent Chinese teachers each year to staff the expanding Chinese program. Additionally, a bilingual assistant will join the staff to support the needs of project personnel.

Ricardo Aceves, Director of Bi-lingual, Dual-Language and English Language Learner Programs for K-12 in Barrington 220 will serve as the *grant evaluator*. As Director of these programs, he understands Second Language Acquisition at all levels and requirements of program evaluation. Since he is not directly involved in Barrington's Bridge to Chinese, he will be able to provide the necessary checks and balances for program evaluation.

Quality of the Management Plan

(1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

Project Management: The project will be managed by Todd Bowen to coordinate the various aspects of the program and he will devote 40% of his time to this project. Collaboration with administrative team members, building leadership and the teaching staff is essential to the project's success. While each building will retain control of its portion of the K-12 program, the project manager will coordinate to ensure implementation of the grant plan.

Budgetary Management: The project manager will be responsible for the budget as well in conjunction with the business office and Director of Fiscal Services, Tom Beerheide. As the high school World Language Department Chair, Mr. Bowen already functions as the departmental district budget manager for his department as well as for a state grant.

FLAP Implementation Time Line: Major Project Milestones

August 2010-July 2011 (Year 1)

Year 1 of the FLAP grant will focus on redesigning the secondary level program and preparing to implement the elementary immersion program. Major programming steps include

recruiting appropriate instructors to expand the secondary program, providing appropriate professional development to build a sustainable program, establishing participation criteria for students representative of the district's population for the elementary immersion program, and preparing the curriculum development process for the immersion program. Selection of appropriate materials and technological support will be significant goals for the year. The implementation of an exploratory Kindergarten program will pique the interest of students and families to ensure the debut of the immersion program in Grade 1 the next year. Curriculum development for the next level and recruiting the appropriate staff is a major focus of the second half of the year. Establishing baseline data for the performance objectives of the program is essential to measure the growth of the program.

| Planning/ Administration | Person responsible | Deadline |
|--|---|-----------------|
| 1. Recruit certified, highly qualified instructor for Middle School and Kindergarten | 1. Project manager and Middle School Principals | 1. Summer 2010 |
| 2. Establish criteria for participation in the elementary immersion program as a program of choice within the district | 2. Project manager, Assistant Superintendents, Superintendent, Board of Education, Elementary Principal | 2. Fall 2010 |
| 3. Design Kindergarten curriculum | 3. Project manager, Curriculum Director, Kindergarten staff | 3. Summer 2010 |
| 4. Design first grade curriculum | 4. Project manager, Curriculum Director, Chinese teachers, selected 1 st grade, Dual Language, | 4. Spring 2011 |

| | | |
|--|--|--------------------------------|
| 5. Design 3 rd Year HS curriculum | Bilingual and ELL staff 5. Chinese teachers | 5. Spring 2011 |
| 6. Recruit certified, highly qualified immersion Chinese teacher for 1 st grade | 6. Project manager, Elementary principal | 6. Spring 2011 |
| Implementation Implement expanded Middle School (Gr. 8) and High School (Yr. 2) courses | Person responsible Chinese teachers | Deadline Fall 2010 |
| Target Language Teaching Novice high (40 MS students) Intermediate low (40 HS students) | Person responsible Chinese instructors | Deadline Spring 2011 |
| Evaluation 1. Administer formative and summative assessments 2. STAMP in Grade 8 and 2 nd Year | Person responsible Chinese instructors | Deadline Spring 2011 |

August 2011-July 2012 (Year 2)

In Year 2, the Chinese immersion program debuts in Grade One and the secondary program continues to develop and grow as students progress sequentially through the curriculum. Additional results from performance objectives track the program's development and pinpoint areas of success. Areas of concern will be identified and implementation changes will be designed to address these areas. Planning for the next levels remains a focus of the curriculum work and professional development process. Selection of additional materials, tracking of the next level of growth via national assessments, and continuing the impact of the cultural aspect of

the program outside of the Chinese language classrooms remain significant goals. The partnership with the University of Illinois at Urbana-Champaign will continue to develop with an increasing level of participation in both directions of the collaborative pipeline.

| Planning/ Administration | Person responsible | Deadline |
|---|---|-----------------|
| 1. Design second grade curriculum | 1. Project manager, Curriculum Director, Chinese teachers, selected 2nd grade, DL, Bilingual, ELL staff | 1. Spring 2012 |
| 2. Design 4th year High School Course | 2. High School Chinese teacher | 2. Spring 2012 |
| 3. Recruit certified highly qualified Chinese immersion teacher for 2 nd grade | 3. Project manager, Elementary principal | 3. Spring 2012 |
| Implementation | Person responsible | Deadline |
| Implement First Grade immersion and High School (Yr. 3) courses | Chinese teachers | Fall 2011 |
| Target Language Teaching | Person responsible | Deadline |
| Novice low (50 elementary students) | Chinese instructors | Spring 2012 |
| Novice high (50 MS students) | | |
| Intermediate low (100 HS students) | | |
| Evaluation | Person responsible | Deadline |
| 1. Administer formative and summative assessments | Chinese instructors | Spring 2012 |
| 2. STAMP in Grade 8, 2 nd Year and 3 rd year | | |

August 2012-July 2013 (Year 3)

Year 3 of the program will continue to develop the third grade and 5th year curricula with an eye to the progress and needs of the growing program. The 2nd Grade and High School 4th Year course will be implemented. Additional Chinese teachers will be recruited. On-going monitoring for growth and adjustments will be made to ensure a high quality program.

| Planning/ Administration | Person responsible | Deadline |
|---|--|-----------------|
| 1. Design third grade curriculum | 1. Project manager, Curriculum Director, Chinese teachers, selected 3rd grade DL, Bilingual, ELL staff | 1. Spring 2013 |
| 2. Design 5th year High School Course | 2. High School Chinese teacher | 2. Spring 2013 |
| 3. Recruit certified highly qualified Chinese immersion teacher for 3rd grade | 3. Project manager, Elementary principal | 3. Spring 2013 |
| Implementation | Person responsible | Deadline |
| Implement Second Grade program and High School (Yr. 4) courses | Chinese teachers | Fall 2012 |
| Target Language Teaching | Person responsible | Deadline |
| Novice low (100 elementary students) | Chinese teachers | Spring 2013 |
| Novice high (MS students) | | |
| Intermediate low (100 HS students) | | |
| Intermediate mid (25 HS students) | | |
| Evaluation | Person responsible | Deadline |
| 1. Administer formative and summative | Chinese instructors | Spring 2013 |

| | | |
|--|--|--|
| assessments | | |
| 2. NOELLA administered in Grade 2 | | |
| 2. STAMP administered randomly in Grade 8, 2 nd Year and 3 rd year | | |

August 2013-July 2014 (Year 4)

In Year 4, curriculum development will continue for the 4th grade course while implementation of the third grade and 5th year of the high school level occur. Growth will be monitored and adjustments made particularly in light of the Advanced Placement exam results.

| Planning/ Administration | Person responsible | Deadline |
|--|--|-----------------|
| 1. Design fourth grade curriculum | 1. Project manager, Curriculum Director, Chinese teachers, selected 4th grade, DL, | 1. Spring 2014 |
| 2. Recruit certified highly qualified instructor Chinese for 4th grade | Bilingual, ELL staff 2. Project manager, Elementary principal | 2. Spring 2014 |
| Implementation | Person responsible | Deadline |
| Implement Third Grade program and High School (Yr. 5) courses | Chinese teachers | Fall 2013 |
| Target Language Teaching | Person responsible | Deadline |
| Novice low (150 elementary students) | Chinese teachers | Spring 2014 |
| Novice high (50 MS students) | | |
| Intermediate low (100 HS students) | | |
| Intermediate mid (25 HS students) | | |

| Evaluation | Person responsible | Deadline |
|---|---------------------------|-----------------|
| 1. Administer formative and summative assessments | 1-4. Chinese instructors | Spring 2014 |
| 2. NOELLA administered in Grades 2 and 3 | | |
| 4. STAMP administered randomly in Grade 8, 2 nd Year, 3 rd year, 4 th year | | |
| 5. Advanced Placement (25 students) | 5. Guidance staff | |

August 2014-July 2015 (Year 5)

In Year 5, the 5th grade curriculum will be designed with an eye to the long-term plan past the completion of the grant. The 4th grade curriculum will be implemented. Results will drive adjustments to the program as well the future planning phase of the program with an eye on sustainability.

| Planning/ Administration | Person responsible | Deadline |
|---|---|-----------------|
| 1. Design Fifth grade curriculum | 1. Project manager, Curriculum Director, Chinese teachers, selected 5th grade, DL, bilingual, ELL staff | 1. Spring 2015 |
| 2. Recruit certified highly qualified Chinese immersion teacher for 5th grade | 2. Project manager, Elementary principal | 2. Spring 2015 |
| Implementation | Person responsible | Deadline |
| Implement Fourth Grade program | Chinese teachers | Fall 2014 |

| | | |
|---|--|--------------------------------|
| Target Language Teaching Novice low (150 elementary students) Novice high (50 MS students) Intermediate low (75 HS students) Intermediate mid (25 HS students) Intermediate high (25 HS students) | Person responsible Chinese teachers | Deadline Spring 2015 |
| Evaluation 1. Administer formative and summative assessments 2. NOELLA administered randomly in Grades 2, 3 and 4 3. STAMP administered randomly to Grade 8, 2 nd Year, 3 rd year, 4 th year 4. Advanced Placement exam (25 students) | Person responsible 1-4. Chinese instructors 4. Guidance staff | Deadline Spring 2015 |

The extent to which the time commitments of the project director and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

| FLAP Staff Member | FTE | Funding |
|---|-------------|----------------|
| District Staff | | |
| Project Director: Todd Bowen | 40 % 60% | Grant Local |
| School-Based Staff | | |
| Principals (3%) TBD Elementary, TBD and | 100% | Local |

| FLAP Staff Member | FTE | Funding |
|---|------------|----------------|
| Dr. Craig Winkelman, Barrington Middle Schools – Prairie and Station Campuses | | |
| Elementary Language Teachers (8) | 50% | FLAP |
| | 50% | Local |
| Secondary Language Teachers (2) | 50% | FLAP |
| Jennifer Lin and TBD | 50% | Local |
| Barrington Middle Schools – Prairie and Station Campuses and Barrington High School | | |

Quality of Project Evaluation

(1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

Ricardo Aceves, Director of Bi-lingual, Dual-Language and English Language Learner Programs for K-12 in Barrington 220 will serve as the grant evaluator. The major methods of evaluation of student growth in this project are a combination of district-generated formative and summative assessments based on national standards and nationally-normed summative assessments at all levels of instruction. Data tracking through reports of enrollment figures, participation in various activities, surveys, and district-created documents will provide the monitoring of outcomes for which standardized assessments do not exist. Each goal is supported by substantive objectives and outcomes to ensure significant and appropriate growth. Each outcome is measured and its result is reported.

(2) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

Goal 1—The K-5 self-sustaining, articulated, partial immersion, elementary Chinese program will be measured by enrollment figures, amount of time spent in the immersion program, the development of an articulated curriculum that connects to the secondary level and student performance assessments. Objective standardized testing in the Chinese program with NOELLA performance data will assure developmental success.

Goal 2--The development and expansion of the emerging 6-12 Chinese program will be measured through enrollment figures, the development of an articulated curriculum that connects to the university program and student performance assessments. Objective standardized testing via STAMP and Advanced Placement Exam results will provide objective feedback beyond district-designed assessments.

Goal 3--The Bridge from the K-12 program to the university level courses will be measured through collaboration records, a curriculum document that reflects input from the university partners and proficiency results of pre-advanced students who are prepared to succeed at the university level. In particular, STAMP results and Advanced Placement results will corroborate student preparation for university studies. The partnership will also include documentation of the participation rates of university students in the K-12 program as pre-service teachers.

Goal 4 – Fostering meaningful relationships between schools and community members including the business community as well as building bridges beyond the local community is difficult to measure with objective performance results. Documentation of partnerships, activities, events and survey results are the means developed to track success with this goal.

Goal 5 –Providing appropriate professional development for staff members is a goal that is also measured through documentation of participation, connections and self-reflection. Surveys to track growth and observation records are significant ways to measure professional growth.

(1) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

Performance feedback is regularly provided via quarterly grade reports, on-line grade tracking and both formative and summative performance assessments. Content and skill development will be reported via previously established district policies at both elementary and secondary levels. Results of the immersion students will be compared with their peers of non-immersion programs to ensure that sufficient growth is being achieved in English language skills. Students will receive interventions should they be deemed necessary to ensure sufficient growth through the district’s Response to Intervention model. Results from the assessment will be used to examine progress towards targeted goals and adjustments will be made to the program should they be warranted. Annual results and reports will be shared with stakeholders beyond the family to inform interested parties of the program’s success.

(2) The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings.

An annual reflection and report will provide guidance to the program director, members of the administration, teaching staff, participating families and the public. Results will be compared to other immersion programs through collaborative relationships and research about effective programming to ensure the success of the Barrington Bridge to Chinese. Collaboration and comparison as well as the ability to replicate other programs’ results will further add to the corpus of research. Through collaborative relationships and immersion networks, conference

sessions and publications, we will share our program results with interested parties. All partners will be involved in any program changes or improvements.

References:

Administrator Magazine, "Good Morning China", August 2009

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Met, Myriam, "Twenty Questions: The Most Commonly Asked Questions About Starting an Immersion Program", *Foreign Language Annals*, Vol. 20, No.4

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Swender, Elvira, "Oral Proficiency Testing in the Real World: Answers to Frequently Asked Questions", *Foreign Language Annals*, Vol. 36, No.4

Project Narrative

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

Attachment 1:

Title: **Barrington Table of Contents** Pages: **1** Uploaded File: **TOC.doc**

Table of Contents

Barrington's Bridge to Chinese

FORMS

Application for Federal Assistance (SF 424) - *4 pages*
Department of Education Budget Summary Form (ED 524) - *2 pages*
SF 424B – Assurances of Non Construction Programs - *2 pages*
Disclosure of Lobbying Activities – *1 page*
ED-80-0013 Certification – *1 page*
427 GEPA - *3 pages*
Department of Education Supplemental Information for SF-424 - *3 pages*

PROJECT NARRATIVE

Abstract - *2 pages*
Narrative – *35 pages*
Other Narrative Attachment Forms-IHE Letters - *1 page*

BUDGET NARRATIVE

Budget Narrative *10 pages*

Project Narrative

OTHER NARRATIVE ATTACHMENT FORM - IHE Letter(s)

Attachment 1:

Title: **Barrington IHE Pages: 1** Uploaded File: **Barrington FLAP letter, April 2010.pdf**

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Foreign Language Teacher Education
College of Liberal Arts and Sciences
2090 Foreign Languages Building, MC-158
707 South Mathews Avenue
Urbana, IL 61801 USA



April 14, 2010

FLAP Grant Evaluation Committee
U.S. Department of Education
400 Maryland Avenue, SW., room 5C141
Washington, DC 20202-6510

Dear FLAP Grant Evaluation Committee Member,

We write this letter in support of the application of the Barrington school district to use FLAP grant funding to strengthen their elementary and secondary Chinese language offerings, and to work with the University of Illinois to provide a pipeline for students studying Chinese at the post-secondary level.

We have worked with project director Todd Bowen, and provided feedback on earlier drafts of the FLAP proposal. Our intentions in supporting this proposed project are twofold. First, we intend to assist Barrington in implementing the plans outlined in the proposal, with an eye toward maximizing the likelihood that Barrington will achieve their stated goals, especially their goal to have their students achieve Chinese language proficiency at the ACTFL *Intermediate* level or above upon high school graduation. Second, as part of the pipeline component of the proposed plan, we intend to support the admission of qualified Barrington applicants to UIUC for matriculation into the *Intermediate* level of Chinese language study or above.

In addition, this collaboration will allow us to place UIUC students who are pursuing K-12 certification into Barrington classrooms for their required Chinese language internship capstone teaching experience. Such a placement opportunity will help us to build a cadre of certified teachers of Chinese to meet the demand across Illinois and beyond.

In sum, we strongly support the application of the Barrington school district for a FLAP grant, and feel that such a grant will have a symbiotic relation between Barrington and UIUC, and also help attain our national goal of raising the country's Chinese language proficiency level.

Sincerely,

Linda Hemminger
Director
Foreign Language
Teacher Education

Jerome L. Packard
Professor of Chinese
Professor of Linguistics
Professor of Educational Psychology

telephone 217-333-7363 • fax 217-244-2223

Project Narrative

OTHER NARRATIVE ATTACHMENT FORM - Waiver Letter (if applicable)

Budget Narrative

The budget developed is to support Barrington's Bridge to Chinese. The line item budget contains specific descriptions of the calculations used to arrive at the annual budget.

Personnel—*Approximately 57% of the federal budget is allocated for personnel and salaries.*

The primary expenditures under personnel are salaries for teachers and a portion of the project manager's salary.

Fringe Benefits—*21% of the federal budget is utilized for required, state government fringe benefits.*

These benefits, calculated according to state and federal requirements in Illinois. They include social security, medicare, and state and federal unemployment insurance. Fringe benefits are also calculated on teacher stipends, per district requirements.

Travel—*2% of the federal budget is utilized travel.*

Expenses include travel, professional development seminars, and the required national travel to the annual ACTFL conference and other conferences or educational experiences.

Equipment—*0% of the federal budget is utilized for purchase of equipment.*

Technology includes computers, mobile laptop carts, laser printers and projectors designed to support whole class and individual learning.

Supplies and Materials—*17% of the federal budget is utilized for purchase of supplies and material.*

Primary expenditures include student instructional materials, textbooks books and

expenditures associated with the dissemination of curriculum. STAMP and NOELLA will be used as an assessment to correlate district made assessments with proficiency levels from the standardized assessment.

Contractual--1% of the total budget is utilized for contractual services.

The primary expenditure is for the hiring of substitute teachers to provide release time to Chinese and Japanese teachers to participate in professional development.

Other--0% of the total budget is utilized for other items.

Indirect Costs 0% of the total budget is utilized for other items.

SUMMARY:

57% Personnel
21% Fringe Benefits
2% Travel
0% Equipment
17% Supplies and Materials
1% Contractual
0% Other
0% Indirect Costs
100% TOTAL BUDGET