

T293B060015

Application for Federal Education Assistance



U.S. Department of Education
Form Approved
OMB No. 1890-0017
Exp. 06/30/2008

Applicant Information

1. Name and Address

Legal Name: School District of the City of Dearborn
Address: 18700 Audette

Dearborn
City

MI
State

2. Applicant's D-U-N-S Number 069833390

3. Applicant's T-I-N 386004193

4. Catalog of Federal Domestic Assistance #: 84 293B

Title: Foreign Language Assistance Program - Local Educational Agencies

5. Project Director: Shereen Arraf

Address: 18700 Audette

Dearborn
City

MI 48124 -
State ZIP Code + 4

Tel. #: (313) 827-3040 Fax #: (313) 827-3131

E-Mail Address: ARRAFS@DEARBORN.K12.MI.US

Organizational Unit

County 48124 -
ZIP Code + 4

6. Novice Applicant N/A

7. Is the applicant delinquent on any Federal debt? No
(if "Yes," attach an explanation.)

8. Type of Applicant (Enter appropriate letter in the box.) I

- A State
- B Local
- C Special District
- D Indian Tribe
- E Individual
- F Independent School District
- G Public College or University
- H Non-Profit College or University
- I Non-Profit Organization
- J Private, Profit-Making Organization
- K Other (Specify):

9. State Application Identifier:

Application Information

10. Type of Submission:

--PreApplication
Non-Construction

11. Is application subject to review by Executive Order 12372 process?

Yes (Date made available to the Executive Order 12372 process for review): 06/30/2006

13. Are any research activities involving human subjects planned at any time during the proposed project period? No (Go to item 14.)

13a. Are all the research activities proposed designated to be exempt from the regulations?

Yes (Provide Exemption(s)#):

No (Provide Assurance #, if available):

12. Proposed Project Dates:

Start Date:	End Date:
<u>10/01/2006</u>	<u>09/30/2009</u>

14. Descriptive Title of Applicant's Project:
Dearborn Foreign Language Acquisition Program

Estimated Funding

15a. Federal	\$	291,611	.00
b. Applicant	\$	(b)(4)	
c. State	\$		
d. Local	\$		
e. Other	\$		
f. Program Income	\$		
g. TOTAL	\$		

Authorized Representative Information

16. To the best of my knowledge and belief, all data in this preapplication/application are true and correct. The document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is awarded.

a. Typed Name of Authorized Representative
John B Artis

b. Title
Superintendent of Dearborn Public Schools

c. Tel. #: (313) 827-3022 Fax #: (313) 827-3137

d. E-Mail Address: ARTISJ@DEARBORN.K12.MI.US

e. Signature of Authorized Representative



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization: School District of the City of D...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Table with 7 columns: Budget Categories, Project Year 1(a), Project Year 2 (b), Project Year 3 (c), Project Year 4 (d), Project Year 5 (e), Total (f). Rows include Personnel, Fringe Benefits, Travel, Equipment, Supplies, Contractual, Construction, Other, Total Direct Costs, Indirect Costs, Training Stipends, and Total Costs.

*Indirect Cost Information (To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [X] Yes [] No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 10/1/2005 To: 9/30/2006 (mm/dd/yyyy)

Approving Federal agency: [X] ED [] Other (please specify): _____

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

[X] Is included in your approved Indirect Cost Rate Agreement? or, [] Complies with 34 CFR 76.564(c)(2)?



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
School District of the City of D...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$	(b)(4)				
2. Fringe Benefits	\$					
3. Travel	\$					
4. Equipment	\$					
5. Supplies	\$					
6. Contractual	\$					
7. Construction	\$					
8. Other	\$					
9. Total Direct Costs (lines 1-8)	\$					
10. Indirect Costs	\$					
11. Training Stipends	\$					
12. Total Costs (lines 9-11)	\$					

ASSURANCES - NON-CONSTRUCTION PROGRAMS

OMB Approval No. 4040-0007
Expiration Date 04/30/2008

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 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 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.

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Prescribed by OMB Circular A-102

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 subagreements.
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 (Clean Air) Implementation Plans under Section 176(c) of the Clean 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. §§1271 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 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.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Karen Berryman</p>	<p>* TITLE Superintendent of Dearborn Public Schools</p>
<p>* APPLICANT ORGANIZATION School District of the City of Dearborn</p>	<p>* DATE SUBMITTED 06-28-2006</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure.)

Approved by OMB

0348-0046

<p>1. * Type of Federal Action:</p> <p><input type="checkbox"/> a. contract</p> <p><input checked="" type="checkbox"/> b. grant</p> <p><input type="checkbox"/> c. cooperative agreement</p> <p><input type="checkbox"/> d. loan</p> <p><input type="checkbox"/> e. loan guarantee</p> <p><input type="checkbox"/> f. loan insurance</p>	<p>2. * Status of Federal Action:</p> <p><input type="checkbox"/> a. bid offer application</p> <p><input checked="" type="checkbox"/> b. initial award</p> <p><input type="checkbox"/> c. post-award</p>	<p>3. * Report Type:</p> <p><input checked="" type="checkbox"/> a. initial filing</p> <p><input type="checkbox"/> b. material change</p> <p>For Material Change Only:</p> <p>year quarter</p> <p>date of last report</p>
<p>4. Name and Address of Reporting Entity:</p> <p><input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee Tier if known:</p> <p>* Name: NA</p> <p>* Address: NA</p> <p>NA</p> <p>MI: Michigan</p> <p>Congressional District, if known:</p>	<p>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</p>	
<p>6. * Federal Department/Agency:</p> <p>NA</p>	<p>7. * Federal Program Name/Description: Foreign Language Assistance</p> <p>CFDA Number, if applicable: 84.293</p>	
<p>8. Federal Action Number, if known:</p>	<p>9. Award Amount, if known:</p>	
<p>10. a. Name and Address of Lobbying Registrant (if individual, complete name):</p> <p>* Name: NA</p> <p>NA</p> <p>* Address:</p>	<p>b. Individual Performing Services (including address if different from No. 10a):</p> <p>* Name: NA</p> <p>NA</p>	
<p>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 the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information 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.</p>	<p>* Signature: Karen Berryman</p> <p>* Name: Dr. Shereen</p> <p>Arraf</p> <p>Title: Coordinator</p> <p>Telephone No.: 313-827-3040</p> <p>Date: 06-28-2006</p>	

Public Burden Disclosure Statement

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 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 (0348-0046), Washington, DC 20503.

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 1890-0007. 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:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.

Attachment Information

File Name	Mime Type
615-Section_427_of_GEPA_attach1%20for_FLAP.doc	application/msword

Section 427 of GEPA

The Dearborn Public Schools ensures equitable access to and participation in the proposed federally assisted program for students, teachers, and other program beneficiaries with special needs. Furthermore, the Dearborn Public Schools seeks to provide such access to all students, teachers, and beneficiaries regarding all programs. For the purposes of the *Dearborn Foreign Language Acquisition Project* grant, the Dearborn Schools propose the following:

In hiring for any new positions, it is the district policy that no person shall on the basis of sex, race, color, national origin, age, religion, weight, height, marital status, or handicap be excluded from participation in, or be denied benefits of, or be subjected to discrimination in employment or any of its programs or activities. Furthermore, the Dearborn Federation of Teachers' contracts will state guidelines for filling new positions (Article IX.A.2).

Participation in grant activities:

- All students in the selected schools will be fully participating in grant activities as described in the proposal. Grant design and school enrollment are the only criteria for participation. Any students needing accommodations will receive them. Please note that a full description of the student population is given in the Need for Project section (page 4).
- All teachers will be obligated to participate in grant activities as described, regardless of sex, race, national origin, color, age, religion, weight, height, marital status, or handicap. If any special accommodations are needed, they will be granted. Support from stakeholders has been sought and was a condition of the application.
- All administrators will be obligated to participate in grant activities as described, regardless of sex, race, national origin, color, age, religion, weight, height, marital status, or handicap. If any special accommodations are needed, they will be granted. Support from stakeholders has been sought and was a condition of the application.

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 an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

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

* APPLICANT'S ORGANIZATION School District of the City of Dearborn
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: Dr. * First Name: John Middle Name: Burl * Last Name: Artis Suffix: * Title: Superintendent of Dearborn Public Schools
* SIGNATURE: Karen Berryman * DATE: 06/28/2006

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **3760-DFLAP%20abstract.doc**

Abstract: Dearborn's Foreign Language Assistance Proposal

Dearborn Public Schools proposes to teach Arabic (priority # 1) as foreign language in two schools: expanding the current limited initiative at Iris Becker school (grades K-5) and establishing a program at Salina Intermediate (grades 4-8). The program model proposes to provide direct foreign language instruction, seamless movement from one proficiency level to the next, and focuses on escalating proficiency in Arabic. The direct instruction is based on research-based "best practice", developmental skill sequences, and levels of proficiency achievement in determining advancement. Certified and highly qualified Arabic language teachers play the primary roles in instruction, while classroom teachers collaborate and support the integration of foreign language across content area instruction. The proposed model was developed according to the competencies outlined in the National Standards for Teaching Foreign Languages (NCLRC). The model also calls for integration of technology in instruction and learning, creating Arabic language curriculum and assessments, peer coaching, professional development, community partnership, and a parent lending library. Program goals:

Goal 1: Students will increase their language proficiency in Arabic as well as accelerate their academic achievement.

Goal 2: Develop and enhance the Arabic Language curriculum

Goal 3: Improve staff's knowledge and application of research-based practices

Goal 4: Increase student knowledge and understanding of Arabic cultures

Goal 5: Build active partnerships with parents and community organizations

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **2962-Mandatory_FLAP%20Narrative.doc**

(a) Need for project. (5 points) .. gaps or weaknesses in services...have been identified

Dearborn Public Schools, with 17,669 students, is located in an urban area with the largest concentration of Arabic-speaking people in the United States. Over fifty percent of the student population is Arabic-speaking. The majority of Dearborn parents support and encourage their children to learn Arabic. This is evident by parents' requests for School of Choice, parent and student needs assessments, and the increasing enrollment in secondary schools where Arabic is taught as a foreign language. Our district is committed to teaching foreign language acquisition to better prepare students for the global economy and future careers. Although Dearborn schools designed a Foreign Language Curriculum Guide that is aligned to the National Standards for Teaching Foreign Language (NCLRC) outlining goals and outcomes for foreign languages, <http://dearbornschools.org/staff/Leaders/worldlang/worldlanguages.htm>, there is a critical need to develop an Arabic language curriculum. We have **identified** several **gaps and weaknesses**.

Becker Elementary School (K-5) has a student population of 256, of whom 82% are English language learners and 91% are economically disadvantaged. Salina Intermediate (4-8) has a student population of 568, of whom 91% are ELLs and 92% are economically disadvantaged. Although Arabic has been taught at Becker for several years successfully but in a limited fashion, there is a need and interest to expand this program and make it more comprehensive. We are requesting funds to **expand** Becker's current program and **establish** a similar program at Salina Intermediate (4-8). At present, our school district offers foreign language instruction only at the middle and high school levels. We have not been able to extend foreign language programming into the elementary level, and we certainly would like to follow suit. Our application for federal assistance addresses **priority # 1** and represents a commitment to the provision of equal access to our elementary students to strengthen Arabic foreign language

proficiency at the primary level and progress through the stages leading to their graduation from school and beyond.

Research indicates several important factors that underlie our need for assistance so we can address program **gaps and weaknesses**. First, the optimum time to begin learning a second language is in elementary school (Rosenbusch, 1995). It is proven that children at an early age have the ability to learn and excel in foreign language acquisition skills, including pronunciation, and are most open to appreciating and valuing other cultures. Research suggests that foreign language study can increase students' capacity for critical thinking, mental flexibility, creativity, tolerance, and problem solving skills (Krashen, 1993), benefits that we can maximize for students with this proposed program. Research also shows that children who study foreign language in elementary school show significant achievement gains and score higher on reading, language arts, and mathematics standardized tests than those who do not.

It is critical for Dearborn schools to develop a content-based, Arabic language curriculum aligned to the national and state content standards. We already have the expertise, commitment, and community support. Federal assistance will help us in providing the resources required to do what is indicated as "best practice" in foreign language acquisition.

Our students do relatively well academically, but there is room for improvement in their performance on higher order thinking tasks. Additionally, after years of introducing foreign language instruction exclusively at the secondary level, students and their parents have been requesting the district to offer the program during the primary years building on students' oral language proficiency in Arabic. The federal funding will support our efforts to accelerate students' academic and Arabic language performance and subsequently replicate and expand the Arabic foreign language program at the elementary level.

In order to build the capacity for the development and implementation of a quality foreign language program, we have to address the staff development needs in terms of writing Arabic curriculum, classroom assessments, and integrated thematic units that match the age and proficiency levels of students being served. We need to solidify our current partnership and network with local organizations to include strategic planning, advisory, and decision-making functions associated with building a comprehensive foreign language acquisition program in these two schools and gradually make it available to students in all schools. Our community has a rich tradition and documented history of participation, contributions, and similar involvement processes that has reaped great benefits to our schools (i.e. PTAs, Reading Month readers, career mentorship and shadowing, volunteer tutors, Empty Bowls, the Education Foundation). From this perspective, a local community network of citizens with Arabic language proficiency and/or the rich knowledge that comes with travel and exposure to other cultures is an essential part of the program that we are attempting to build.

(b) *Quality of the project design.* (60 points)

(1) ... the goals, objectives, and outcomes are.. clearly specified and measurable.

The quality and comprehensive nature of the design is reflected in the goals, objectives, and measurable outcomes. They reflect the sequential and spiral content-based FLES design we have planned and are directly aligned with the national standards. Elementary students in this program will meet 4 days per week for 40 minutes a day based on CAL's study (2004) that greater amount of instruction yields significantly greater proficiency gains.

Salina will target students in grades four through six during the first year of the DFLAP program. The result will be a different structural design in the program for the 4th and 5th grade students vs. the 6th grade students. There are 230 students at the 4th and 5th grade level and all

students will be given an opportunity to participate in the program. Students in grades four through five will participate in the program by having the DFLAP resource teacher work with the core classroom teacher to integrate the DFLAP curriculum into the core curriculum. The result will be joint planning and co-teaching between the DFLAP Resource Teacher and core classroom teachers. The Resource Teacher will be scheduled to meet with classrooms at least once per week. At the 6th grade level, the DFLAP Resource Teacher will be the primary instructor for a 10-week class that will be offered to students for 49 minutes each day. All 110 of the 6th grade students will be given the opportunity to participate in the class. During the 2007-08 school year the plan is to expand the class to the 7th grade level and offer a 19-week DFLAP class to 7th grade students. During the 2008-09 school year, a more advanced class will be offered to 8th grade students. Goals, objectives, and **specific and measurable outcomes** follow:

GOAL #1: Students will increase their language proficiency in Arabic as well as accelerate their academic achievement.

Objective 1.1-1.4: *By the end of each project year, 80% of the students will increase their oral language proficiency in Arabic as evidenced by a one-level gain on the Student Oral Proficiency Assessment (SOPA) in oral fluency, speaking grammar, speaking vocabulary, and listening comprehension, respectively.*

We will use multiple measures to assess proficiency in Arabic, including SOPA for grades K-5 and writing samples using a rubric with defined criteria. At the 6-8 levels, SOPA format will reflect the developed curriculum. Two raters will assess students to increase reliability.

Objective 1.5-1.7: At the end of each project year, the grade level mean Terra Nova NCE score will increase by 2 NCEs (more than one year's growth) in reading, language, and mathematics, respectively.

We will measure students' academic progress by using: 1) Terra Nova, a national standardized and norm referenced test, 2) Michigan Educational Assessment Program (MEAP) a statewide standardized test. Both assessments have documented validity and reliability.

Objective 1.8-1.9: At the end of each project year, the percent of participating students who meet the state standards on the MEAP in reading and mathematics respectively will increase by at least 3%.

GOAL #2: Develop and enhance the Arabic Language curriculum

Objective 2.1: *Eight integrated content based instructional units will be developed (Year 1-two units; Year 2-three units; Year 3-three units)*

Objective 2.2: *Develop an elementary Arabic language curriculum aligned with the National Foreign Language Standards and guided by ACTFL performance guidelines*

Objective 2.3: *Create student and peer self-assessments and portfolios to measure students' progress over time*

Objective 2.4: *Align and integrate the foreign Arabic language curriculum with the elementary core curriculum using thematic units*

The DFLAP Coordinator and teachers will collaborate to develop an elementary Arabic language curriculum that is aligned with the state curriculum standards and benchmarks in mathematics, science, and social studies. The curriculum will build on skills from one level/benchmark to the next (novice, intermediate and pre-advanced). They will develop self and peer assessments guided by the six domains of performance: comprehensibility, comprehension, language control, vocabulary usage, communication strategies, and cultural awareness. Assessments will be collected by the Principal Investigator and evaluated by an Arabic language specialist prior to their use. Additionally, teachers will be inserviced on creating students'

portfolios on-line to facilitate frequent student and teacher access as well as data collection for program improvement and evaluation. Teachers will provide timely and effective assistance to students based on their ongoing classroom assessment results and our report card system that is aligned to the state standards and benchmarks. All students will be engaged actively and receive personalized plans in order to sustain and maintain progress and improvement. Advanced students will receive enrichment programming; students lagging behind will have immediate acceleration and after school assistance to narrow and close the achievement gap in language and content learning. Becker and Salina staff will collaborate to develop and enhance Arabic thematic units and lesson plans following the Unit Design Model (Wiggins,1999). The units will be aligned with grade level curriculum with focus on building Arabic literacy. We will purchase manipulatives and Arabic software and books that support the themes across the grades. We will also create hands-on projects to support student active learning.

GOAL #3: DFLAP staff will improve their knowledge and application of research-based practices to accelerate students' Arabic proficiency.

Objective 3.1: At least 90% of staff participating in DFLAP will improve their competency in research-based FL strategies as evidenced by staff surveys

We believe that working in collaboration to build a team atmosphere and a professional learning community is essential to the success of our proposed program. As a result, professional development and team collaboration will become embedded in the culture and climate of program planning, implementation, and evaluation. We will conduct a staff needs assessment to identify and plan ongoing and job-embedded professional development. Teachers will participate in at least eight professional development opportunities in addition to a three-day intensive summer institute. Tentative topics include awareness of current research on foreign language

development, SIOP, differentiated instruction, thematic unit planning and the integration of technology across the curriculum. The Resource Teacher will teach/co-teach in the classroom and facilitate demonstration lessons, collegial visits, and peer coaching.

Becker has had previous experience in developing and implementing Arabic language professional development while Salina Intermediate has developed a powerful technology program. Both schools will work collaboratively providing professional development sessions in their areas of expertise. This will be cost effective and will enhance the professional learning community. Principal Investigator will support their efforts by providing resources, instructional strategies, and by leading the development of reliable and valid Arabic language assessments.

Objective 3.2: At least 90% of staff participating in DFLAP will improve their competency in the use and interpretation of assessments (for and of learning) as evidenced by staff surveys and classroom observations

Substitute teachers will be used to provide professional development sessions that will focus on learning to use and interpret assessment results, portfolios, self and peer assessments, and writing samples. In order to close the achievement gap, project co-directors will facilitate collaborative inquiry sessions where teachers will examine student work to ensure that learning targets are aligned to the foreign language standards and assessments and to examine the impact of their instructional practices and teamwork on student learning (assessment for learning). Staff will use the data to guide their instruction based on the students' strengths, weaknesses, and progress with the development of the Arabic language. Principals will conduct frequent "walk throughs" and facilitate frequent instructional dialogues with teachers around individual student data results and the processes that created the results. Implications for improvement and/or sustainability are derived and replicated in other classrooms. Data will be accessible to staff and

project co-directors who will analyze the data in order to make formative and summative decisions regarding student learning, instructional improvements, and program development.

Objective 3.3: Facilitate the acceleration of professional growth as evidenced by the number of peer coaching sessions, collegial visits, and action team meetings.

Our proposed systemic and ongoing professional development will be sustained by applying scientific-based practices: Teachers will be engaged in action teams to study new approaches, plan for implementation of effective strategies, and share their findings with the rest of the staff. Teachers will practice peer coaching, observe each other, collaborate, and encourage each other in meaningful ways while reflecting on continuously improving instructional practices. The two partner schools will be linked with the creation and development of collaborative teams at both buildings, professional growth by providing professional development opportunities, and on-going communication networks through technology.

GOAL #4: Increase student knowledge and understanding of Arabic cultures

Objective 4.1: At least 80% of DFLAP students will demonstrate knowledge, traditions, and perspectives of different Arab sub-cultures as evidenced by student project learning, art work, and exhibitions.

Students will create authentic projects to highlight their knowledge of the Arabic language along with an understanding of the different Arabic cultures (**Lebanese, Yemeni, Iraqi, etc.**). They will improve their appreciation of and respect for each other's sub-cultures by participating in grade-level appropriate explorations of the Arab world through the use of literature, videos, software applications, presentations, and guest speakers. They will also be involved in research assignments and content-based projects to compare and contrast the cultures. Students will use computers to email and/or broadcast from one building to another to

create student-to-student multimedia and pod-casting communication in the two schools and to promote knowledge and understanding of the different students' cultures and heritage.

Objective 4.2: Integrate technology into the Arabic language curriculum as evidenced by projects and activities recorded by teachers.

Salina is a technology theme school and offers a yearly, district-wide technology camp to the entire staff to promote the use of technology in education. Mr. Maleyko will provide leadership in enhancing student-to-student communication between both schools in order to learn more about each others' language and culture while at the same time providing a collaborative learning experience for the students. Participating students will email each other and broadcast from one building to another using the district Dukane SMART network. The broadcasts will include a highlight of project-based learning as students share their projects through utilization of multimedia technology. This will be an exciting component of the project as students will become engaged in content-based learning with the aid of technology. They will use multimedia software to develop thematic projects that are aligned to the core curriculum and the DFLAP curriculum and present their projects to their fellow students using the Arabic language.

Staff will create pod-casts to highlight this project and share in knowledge between Becker and Salina along with the community at large. The pod-casts will include a thematic representation of knowledge acquired that will include written text, graphic representation, music, video, and animation. The pod-casts will be available to anyone with Internet access throughout the world. This will promote knowledge and understanding of the different Arabic cultures and traditions. The multimedia lessons will be aligned with the International Standards for Technology Education (ISTE).

GOAL #5: Schools will build active partnerships with parents and community

organizations to accelerate student acquisition of the Arabic language and cultures

Objective 5.1: Establish a family lending library in each school of Arabic language materials as evidenced by the number of acquired videos, books, manipulatives and computer software.

We will designate an area in each school to become a lending library of Arabic books/materials for parents including Arabic audio books, tapes, CDs and software, and increase its capacity over time while seeking donations from the community to strengthen ownership and sense of pride of the heritage language and cultures. The project co-directors will survey parents to assess their experience in instructing Arabic or any other content area, and their availability and interest to volunteer in the classrooms, at the library, and during parent education meetings. Community volunteers will be invited to assist in developing instructional materials or seeking artifacts depicting the diverse Arab cultures.

Parents and other involved community members will play active roles in planning, implementing, and evaluating the progress and outcomes of the project. Proficient foreign language individuals, particularly those with first-hand familiarity with other cultures, will perform roles related to providing exposure experiences for students and supplementing direct instruction. Becker and Salina schools will also create Family Centered Services including a Parent Advisory Council to continue providing input and suggestions to the program management in different areas that require decision making such as curriculum, participation in school activities, and parent training programs. Continuous feedback from the Advisory Council and parents will be sought through meetings, surveys, and focus group interviews in order to modify foreign language services for their children and tailor them to individual needs.

Objective 5.2: Partner with the Arab Community Center Cultural Arts Program,

Dearborn City Museums, and the Institute of Arts to provide students with extended learning and hands-on cultural experiences.

We will continue our current collaboration with local community organizations such as the Arab Community Center, the Arab American National Museum, the Institute of Arts, and the Dearborn City Museum to provide students with hands-on experiences and exposure to the Arabic cultures, history art, music and heritage, and famous Arabs. The Project Coordinator will seek assistance from these institutions to recruit speakers, mentors, and role models.

(2) ..result in.. replication of project activities .or effectiveness of approach or strategies

The Project Coordinator will ensure that district and school's websites will reflect and track the **progress program implementation** and post the instructional materials created by staff to allow for **dissemination of resources** developed by local and federal funds. Similar to our previous practice when supported by federal funds, we are committed to sharing the curriculum and instructional materials we develop nationally and will plan to present our evaluation results at NCRL, NABE, and OELA to discuss our program outcomes, its **effectiveness**, and implications for improvement. Our proposed model, in its full and interim forms, has potential for **replication and dissemination** to other local education agencies because of the specified curriculum components and coordinated sequences of objectives for Arabic foreign language proficiency. Our proposed approach and its foundation in the NCLRC are applicable in other school districts and states where Arabic is taught. The principles included in project design are rooted in research and adhere to effective foreign language proficiency practices. The evaluation design uses both qualitative and valid and reliable quantitative measures that facilitate examining the **effectiveness of our approach** to teaching Arabic and **the strategies applied**. Therefore, they can be adapted and **replicated** in other school settings across

varied localities.

(3) 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.

The expansion and enhancement of the Arabic language acquisition program at Becker will **build** the District's **capacity** to offer a unique elementary experience that enhances academic achievement. The many benefits include the development of standards-based assessments, an aligned and articulated curriculum, and on-going systemic and sustained research-based professional learning. The establishment of closer ties to the community, and the achievement of students prepared to take advanced level Arabic language classes, ensures the continuation of this program **beyond the period of federal financial assistance**. The Detroit metropolitan area, including the city of Dearborn, has the largest Arabic-speaking population anywhere in the world outside of the Middle East. The Becker Arabic language acquisition program was developed in response to interest and requests from the community. Dearborn currently offers an articulated Arabic as a World Language program that is available to students in grades seven through twelve. Seventh grade students can select a one-semester elective conversational class and subsequently progress through four years of Arabic language instruction beyond middle school. This secondary Arabic curriculum, first introduced in one location in the early 1980's, and now expanded to three middle and two high schools, is aligned with the K-16 National Standards for Teaching Arabic as a Foreign Language (NCLRC, 2006) and the Michigan Curriculum Framework. Courses are taught by certified teachers who meet state and federal highly qualified standards. The District has **demonstrated its commitment and capacity** to create and expand a formal Arabic language acquisition program. Federal funds will assist us **in building capacity to yield and sustain results** beyond the period of federal assistance.

Additionally, in April of 2006 the State of Michigan enacted new high school graduation requirements. These stipulate that next year's third graders (the class of 2016) have either two credits (two consecutive years) of high school level foreign language or equivalent course work or learning experiences prior to high school. This will require gradual expansion of the current District World Languages program. Recent annual district surveys of fifth grade parents and students (conducted in January of 2004, 2005, and 2006) asked participants to indicate levels of interest in each currently offered world language (Arabic, American Sign Language, French, German, and Spanish). Parents were also asked to indicate the anticipated number of years their child might study a world language. In all three surveys, both parents and students indicated that Arabic was the language they had the most interest in and that they anticipated studying Arabic longer than any other language (three year average).

Community organizations, such as the Arab-American National Museum, the Arab Community Center for Economic and Social Services (ACCESS), the City of Dearborn, and the Dearborn Community Arts Council will be invited to participate in this process of planning and capacity building as the District utilizes their resources, experience, and knowledge. From this perspective, a local community network of citizens with foreign language skills and/or rich knowledge about Arab cultures will become essential contributors to this enhanced, strengthened program. The Dearborn community has a tradition and documented history of similar involvement in schools that have paid great benefits. Examples include the Dearborn Education Foundation, March is Reading Month, Empty Bowls, the Maples Arabic Music Ensemble, etc.

The proposed enhancement and expansion of Dearborn's elementary Arabic language acquisition program will create a population of students who have attained progressively increasing levels of Arabic language competency. Our application for federal assistance

represents a commitment to the provision of equal language acquisition opportunities for our elementary students and a concentrated effort to strengthen the capacity for the development of foreign language proficiency beginning at the primary levels and progressing to graduation from school and beyond. The federal support will increase and sustain the district's capacity to offer a comprehensive and rigorous program of instruction that will continue beyond the grant period.

(4) ..the design of the proposed project reflects up-to-date research and effective practice.

The basic tenets of the program design include the following:

- Student performances are supported by scaffolding (O'Malley& Pierce, 2002)
- High expectations of all students and an understanding that instruction must be focused on the student needs and documented with evidence that can be shared (Stiggins, 2001)
- Continually reflecting upon practices, and making changes as needed (DeFour, 2004)
- Adjusting practices as knowledge of theory increases (Tomlinson, 2002)
- Accommodations are made for special needs students and for students who have been in the program less than the full year
- Teachers will teach 98 - 100% of the time in the target language (Arabic)
- Learners will be encouraged and motivated to express understanding in Arabic
- Teachers will provide learners with a rich target language environment that includes extended receptive and expressive opportunities
- Learning will link new experiences to students' lives and real world applications

The proposed expansion of the Becker Arabic language acquisition program and the establishment of Salina's program incorporates best practices and instructional elements that have been identified and validated by current research. Instructional goals and objectives have been aligned with the K-12 Michigan Curriculum Framework as well as the K-16 National

Standards for Teaching Arabic as a Foreign Language. (NCLRC, 2006).

Research confirming the effectiveness of language acquisition at the elementary level has been provided through numerous studies and shows that the early study of a second language results in cognitive benefits, gains in academic achievement, and positive attitudes toward diversity (Rosenbusch, 1995). According to research, early involvement and continuing sequenced instruction has a positive effect on students' motivation to learn foreign languages and on their being enrolled in courses at the secondary level and beyond. Employing thematic units as a mode of instruction is effective in that it creates opportunities to engage multiple intelligences through differentiation (Gardner 1993). Incorporating content and thematic instruction in an integrated, holistic approach engages students in meaningful activities which allow them to acquire language, including writing, as naturally as they learn to walk and talk (Curtain, 1995). Furthermore, incorporating content-based foreign language instruction into elementary classrooms is a way of providing meaningful context for language instruction while providing a vehicle for reinforcing academic skills (Curtain, 1995, Chamot, 2001).

Using multiple measures to plan and lead instruction in Arabic language acquisition, and integrating these measures with common core subject area classroom assessments, will enhance student learning and accelerate achievement (Stiggins, 2005). Online assessments (portfolios, self-assessments, writing samples, etc.) have been identified as important elements in successful elementary foreign language acquisition programs (Gilzow, 2002, CAL, 2004). Criterion-based assessments, accompanied by effective professional learning experiences that result in teacher change, inform instruction and enhance student learning (Guskey, 2002). Research indicates that peer coaching and collaboration facilitates instruction and increases student achievement (Bloom, 2005). A factor that will encourage collaboration and team-building is that both Becker

and Salina staff members have been trained in and fully implement the Sheltered Instruction Observation Protocol (SIOP) which effectively teaches both language and content, as validated through research conducted by the National Center for Research on Education (Echeverria, 2004). Finally, research indicates assessment should be carried out in consistent and systematic ways and aligned with standards and benchmarks (Lindholm-Leary 2005).

(5) ... project will establish linkages with ... agencies and organizations providing services...

The Becker Arabic foreign language acquisition program will establish and strengthen existing linkages with community social and cultural agencies and institutions and reinforce relationships with local institutions of higher learning. Specific entities and corresponding benefits include:

- a. The Arab-American National Museum (<http://www.theaanm.org/>), located in the city of Dearborn, collects documents and preserves objects that help illustrate the Arab American experience. The Museum's mission is to enhance understanding and appreciation for Arabic cultures and heritage through education and presentation of the Arts. Students and staff can take advantage of museum tours, workshops, seminars, and cultural events that showcase the contributions Arab Americans have made to American society. Creating stronger connections and collaborative exchanges with this unique community resource will provide professional development for staff to build background information and diversify instructional materials to improve and accelerate student language acquisition. Touring the exhibitions and participating in hands-on learning experiences will enable students to make personal connections, establish relevancy, and internalize Arabic language acquisition while building cultural awareness.
- b. The Arab Community Center for Economic and Social Services (ACCES) (<http://www.accesscommunity.org>) is committed to the development of the Arab-American

community in all aspects of its economic and cultural life. ACCESS has formed a partnership with our schools and provides homework assistance and study skills enhancement programs, including a 21st Century Program (after-school tutoring) at Salina Intermediate.

c. The Center for Language Acquisition and Research, Michigan State University (<http://clear.msu.edu/>). The Center for Language Education and Research (CLEAR) at Michigan State University strives to promote and support the teaching and learning of foreign languages in the United States through its various projects and outreach activities.

6. ... performance feedback and continuous improvement are integral to the design

The Principal Investigator who will chair the Management Team will meet monthly with project Co-Directors and the Coordinator to examine proper implementation of the core activities undertaken to ensure the achievement of project goals, objectives, and intended outcomes. They will examine the critical components of the project (both explicit and implicit) and how these components connect to the outcomes for this project. Using **objective performance measures and ongoing formative evaluation results**, Dr. Arraf, the Principal Investigator, will assist key personnel in **continually assessing whether modifications and changes** are connected to goals and outcomes, relevant contextual factors, and the needs of the targeted population. Based on students' ongoing assessment results and formative findings about staff needs, community collaboration, and curriculum development, the Management Team will modify, adjust, and improve program design and delivery. The Evaluation Component (page 22) addresses performance feedback and continuous improvement as well.

(c) Quality of project personnel. (10 points)employment... been underrepresented

As a matter of practice, applications for employment in Dearborn City Schools strictly follow nondiscrimination guidelines. Applications will be accepted based on qualifications and

members of the underrepresented community, including Arab Americans, will be encouraged to apply. No applicant will be excluded from equal consideration on the basis of race, color, national origin, gender, age, or disability.

(1) The qualifications... training and experience, of the project director

The Director of Assessment, Evaluation, and Compensatory Education, Dr. Shereen Arraf, will act as Principal Investigator. She has had extended experience with all aspects of the proposed project due to her previous leadership in developing and teaching Arabic language curricula in the Middle East. She has established and maintained several partnerships with ACCESS and IHEs and has presented at NABE, OBEMLA, and AERA. She has recently authored an ELL assessment Module for the state of Michigan. Her credentials include Arabic language and Middle Eastern Studies, bilingual-bicultural education, special education, and educational research/evaluation. She has obtained, directed, and evaluated several state and federal grants. These strengths and competencies will ensure successful implementation, continuous feedback, and ongoing improvement.

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

Our staffing plan will combine the strengths of an existing experienced staff with newly-hired specialized personnel. We intend to hire a proficient and highly qualified resource teacher and coordinator. The two principals, Nada Fouani and Glenn Maleyko, will share the responsibility of directing the program at their school levels. Nada Fouani is the principal of Iris Becker. She has a bachelor's degree in elementary education and an early childhood endorsement, a master's degree in bilingual education and a specialist degree in administration. She has experience as a bilingual (Arabic) teacher and in developing global education and Arabic foreign language programs. Her contribution will ensure appropriate choice of curriculum

materials and instructional strategies. Glenn Maleyko is the principal of the Salina Intermediate School. He has a bachelor's degree in history and political science, a master's degree in curriculum and instruction, and a specialist degree in educational leadership. He started the Science and Technology Theme School at Salina, which was rated one of the top eight schools in Michigan by Ameritech Technology Academy, WSU, and EMU. Mr. Maleyko established and coordinates the annual Technology Professional Development Camp. Mr. Maleyko's expertise will ensure the success of integrating technology into teaching and learning Arabic across the content areas. Kathleen McBroom, B.A. Michigan State University, M.A.T. Wayne State, A.M.L.S. University of Michigan, is the Teacher Leader for World Languages for Dearborn Public Schools. She will assist in creating and aligning curriculum and initiating and implementing professional learning. Mrs. McBroom is highly qualified to teach French, was a co-author of the National K-16 Standards for Teaching Arabic as a Foreign Language (NCLR C), and has presented at ACTFL.

(d) *Quality of the management plan.* (10 points)

(1) The adequacy...to achieve the objectives of the proposed project on time ...

The Management Team will consist of the PI, the DFLAP Co-Directors, the DFLAP Coordinator, and the Resource Teacher. The Principal Investigator (PI) will serve as liaison with state and federal agencies and will monitor compliance activities of all program activities. She will coordinate and conduct training for assessment, will be responsible for reviewing and improving program implementation, will prepare required annual reports, and work closely with the evaluator, Dr. Barfield, to ensure completion of grant goals and objectives in a timely and appropriate manner. The project co-directors will screen, hire, assist, supervise, and evaluate project staff. They will collaborate to ensure that the academic and professional development

goals are being met and will monitor progress and coordinate activities with the PI. The Project Coordinator will report to the Principal Investigator and will coordinate and provide support for the implementation of all DFLAP activities of the project. The Coordinator will maintain records and accounting pertinent to DFLAP, plan and conduct parent meetings. In collaboration with the Co-Directors, the Coordinator will plan and coordinate inservice activities that include extended day and year programs, assessments to determine students' selection, materials development, and project activities with community partners. The Resource Teacher will teach/co-teach the Arabic language at each school, assist in curriculum and materials development, create and develop collaborative teams, facilitate professional growth by co-teaching, and assist in planning demonstration lessons and staff development. All key project personnel who are presently employed in our district are highly qualified and endorsed in Arabic with a minimum teaching/administrative experience of six years. We will recruit fully qualified educators to perform the Resource Teacher and Coordinator roles. The Co-Directors will be advised and assisted by the PI, the Resource Teacher, the Coordinator, and the district's foreign language Teacher Leader. These individuals will facilitate planning, program development, program activity, staff development, and peer coaching, and will provide the supportive supervision required for quality implementation of services in keeping with established guidelines and time schedules for setting the project in motion. At the frontline/classroom level, where foreign language exposure is the focus, twenty-four well-trained and qualified teachers will devote approximately ten percent of their planning and instructional time to weaving the fabric for foreign language learning. The following are the DFLAP **yearly activities and timelines:**

Year and Date	Primary Activities	Responsibility
Year 1 (September)	Recruit and hire project staff	PI, co-directors and HR
Year 1 Sept. & ongoing	Develop Arabic curriculum*	Coordinator, R. T & teachers
Year 1 (Ongoing)	Develop instructional materials*	Coordinator, R T & Specialist
Year 1 (Sept.-Nov.)	Develop assessments	Coordinator and PI
Year 1 (Sept. and on)	Develop community partnership*	Coordinator and co-directors
Year 1 (Sept. and on)	Plan and provide staff development*	Coordinator and co-directors
Year 1 in October	Administer assessments*	
Year 1	Initiate interim implementation (K-6)	Project personnel
Year 1 ongoing	Ongoing assessment/ evaluation*	Eval. Team
Year 1 December	Complete annual report	PI
Year 2	Full program implementation (K-8)*	All Personnel
Year 2 December	Complete annual report	
Year 2 September	Post resources on websites*	Coordinator
Year 3 December	Complete biennial evaluation	Evaluator
Year 3 June	Publish/disseminate results*	PI
Year 3 June	Plan for continuation/sustainability	Management Team

*** These activities will be completed during year 1 and repeated each year thereafter**

(2) ...time commitments ... are appropriate and adequate to meet the objectives...

Each classroom teacher will devote 10 percent of their time for co-teaching and collaboration to ensure the successful integration of Arabic while teaching content. The media specialist will provide access to print audio-visual, and multi-media materials for students and

teachers; technology teachers will provide advisory directions and direct facilitation in the area of technologically enriched and individualized teaching and learning approaches. Bilingual and special education staff will provide consultation in the implementation of the learning support systems that help to ensure equal access and opportunity for ELLs and students with disabilities. The chart below delineates the number of primary FTEs, their role and their time commitments.

F.T.E.	Personnel	% time devoted to Project
(b)(4)	Principal Investigator (Dr. Shereen Arraf) Co-Directors (Mrs. Fouani & Mr. Maleyko)	(b)(4)
1.0 Grant	Arabic foreign language Resource Teacher	100 %
1.0 Grant	Project Coordinator	100%
(b)(4)	Arabic foreign language Resource teacher Classroom teachers Foreign language Teacher Leader Media Specialist	(b)(4)

(e) Quality of the project evaluation. (10 points):

Dr. Barfield, EdConInternational, has successfully been evaluating OELA projects for over sixteen years. She has a Ph.D. in Education (Multicultural/Bilingual/ESL) from George Mason University and co-authored the OELA *DFLAP Evaluation Guide*. Project’s personnel are responsible for documenting progress of their program’s objectives. The grant evaluation is an important component; legislators must be sure that American dollars are being well spent and continuous formative feedback will assure project success. An Evaluation Team consisting of the Principal Investigator, Resource Teacher, Evaluator, and teacher representatives from the two schools will be formed once grant personnel have been hired. The Evaluation Team will design

an evaluation plan which will be modified at least once each year or more frequently if needed. This team will meet at least once each semester to assess progress in the grant and make necessary changes to support grant activities. A minimum of a monthly conference call will take place with the Evaluator and the Principal Investigator to ensure adequate communication and collaboration and **permit periodic assessment of progress toward achieving intended outcomes**. Annual grant performance reports, one biennial formative evaluation and one summative evaluation will be submitted to OELA as required and will examine the **effectiveness of project implementation strategies**. **Specific and Measurable annual objectives** are included in the **Design section (b)** (pp.3-10) as well as description of activities that occur only within a specific project year (p.21). Evaluation components are defined as **quantitative or qualitative** with personnel responsible for collecting and analyzing the data.

GOAL #1: Students will increase their language proficiency in Arabic as well as accelerate their academic achievement.

Objective 1.1-1.4: ...increase oral language proficiency in Arabic ...

Year 1 will be test administration training and baseline data.

Quantitative: data collection-Resource Teacher; descriptive analysis by Evaluator

Objective 1.5-1.7: Yearly increase by 2 NCEs (more than one year's growth) in reading, language, and mathematics, respectively.

Quantitative: data collection-Project Coordinator; descriptive analysis by Evaluator

Objective 1.8-1.9: Increase by 3% students who meet the state standards on the MEAP in reading and mathematics respectively.

Quantitative: data collection-Project Coordinator; descriptive analysis by Evaluator

GOAL #2: Develop and enhance the Arabic Language curriculum

Objective 2.1: Develop Eight integrated content based instructional (Year 1-two units; Year 2-three units; Year 3-three units)

Activity: Collected by Project Coordinator; evaluated by Arabic Language Specialist

Objective 2.2: Develop an elementary Arabic language curriculum ...

Activity: Collected by Project Coordinator; evaluated by Arabic Language Specialist

Objective 2.3: Create student and peer self-assessments and portfolios

Activity: Created by Classroom Teachers; Collected by Project Coordinator; evaluated by Arabic Language Specialist

Objective 2.4: Align/ integrate Arabic language curriculum with the core curriculum.

Activity: Created by Classroom Teachers; Collected by Project Coordinator; evaluated by Arabic Language Specialist

GOAL #3: DFLAP staff will improve their knowledge and application of research-based practices to accelerate students' Arabic proficiency.

Objective 3.1: At least 90% of staff will improve their competency in research-based FL strategies. Quantitative: Online survey (development – Eval. Team) given to all project teachers in July each year – Evaluator collection and analysis

Objective 3.2: At least 90% of staff participating in DFLAP will improve their competency in the use and interpretation of assessments. Quantitative/Qualitative: Online survey (development – Eval. Team) given to all project teachers in July each year – Evaluator collection and analysis of survey, observations

Objective 3.3: Facilitate the acceleration of professional growth

Activity: Establish a peer coaching and collaboration network at/among the 2 schools

Activity: Data collected by Project Coordinator

GOAL #4: Increase student knowledge and understanding of Arabic cultures

Objective 4.1: ... 80% of DFLAP students will demonstrate knowledge, traditions, and perspectives of different Arab sub-cultures

Objective 4.2: Integrate technology into the Arabic language curriculum *(for both 4.1 and*

4.2): Activity: Records/photos of student project/art work/exhibitions Collected: Proj. Coord.

Quantitative: Online survey (development – Eval. Team) given to all project teachers and students in July each year – Evaluator collection and analysis

GOAL #5: Build active partnerships with parents and community organizations

Objective 5.1: Establish a family lending library in each school ...

Activity: Records of library acquisitions and their use. Collected: Proj. Coord.

Objective 5.2: Partner with the Arab National Museum, Dearborn City Museums, and the

Institute of Arts. *Activity: Records of field trips and interactions. Collected: Proj. Coord.*

Evaluation Timeline Years	06-07	07-08	08-09
Select/develop evaluation instruments	X		
Finalize Data Analysis Plans	X		
Collect student performance data – Baseline Year 1	X	X	X
MEAP-Fall; SOPA-Feb.; Terra Nova-April; Surveys- August			
Semester Evaluation Team Meetings	X	X	X
Monthly conference calls (Eval/Proj. Coord.)	X	X	X
Assess and modify annual evaluation plan-July		X	X
Collect program implementation data	X	X	X
Analyze program implementation data	X	X	X

Annual Performance Evaluation-April

X

Biennial Performance Evaluation-Dec.

X

Final Summative Evaluation Report-Dec

X