

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

FOREIGN LANGUAGE ASSISTANCE PROGRAM - LOCAL EDUCATIONAL AGENCIES

CFDA # 84.293B

PR/Award # T293B060043

Grants.gov Tracking#: GRANT00123493

Closing Date: JUN 30, 2006

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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: Fairfax County Public Schools
Address: 8115 Gatehouse Road

Falls Church
City

VA
State

2. Applicant's D-U-N-S Number 144992856

3. Applicant's T-I-N 540805373

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

Title: Foreign Language Assistance Program - Local Educational Agencies

5. Project Director: Paula Patrick
Address: 7423 Camp Alger Avenue

Falls Church VA 22042
City State ZIP Code + 4

Tel. #: (703) 208-7722 Fax #: (703) 207-7041

E-Mail Address: PAULA.PATRICK@FCPS.EDU

Organizational Unit

Instructional Services

County 22042 - 1203
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.) B

- 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?

No - Program is not covered by E.O. 12372

13. Are any research activities involving human subjects planned at any time during the proposed project period? Yes (Go to 13a.)

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>09/01/2006</u>	<u>08/31/2007</u>

14. Descriptive Title of Applicant's Project:
Fairfax County Public Schools Critical Language Program: Assuring Our Students' Global Competitiveness

Estimated Funding

15a. Federal	\$	188,511	.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
Jack D Dale

b. Title
Superintendent of Schools

c. Tel. #: (571) 423-1010 Fax #: (571) 423-1007

d. E-Mail Address: JACK.DALE@FCPS.EDU

e. Signature of Authorized Representative

(1) Human Subjects Involvement and Characteristics: Provide a detailed description of the proposed involvement of human subjects. Describe the characteristics of the subject population, including their anticipated number, age range, and health status. Identify the criteria for inclusion or exclusion of any subpopulation. Explain the rationale for the involvement of special classes of subjects, such as children, children with disabilities, adults with disabilities, persons with mental disabilities, pregnant women, prisoners, institutionalized individuals, or others who are likely to be vulnerable.

(2) Sources of Materials: Identify the sources of research material obtained from individually identifiable living human subjects in the form of specimens, records, or data. Indicate whether the material or data will be obtained specifically for research purposes or whether use will be made of existing specimens, records, or data.

(3) Recruitment and Informed Consent: Describe plans for the recruitment of subjects and the consent procedures to be followed. Include the circumstances under which consent will be sought and obtained, who will seek it, the nature of the information to be provided to prospective subjects, and the method of documenting consent. State if the Institutional Review Board (IRB) has authorized a modification or waiver of the elements of consent or the requirement for documentation of consent.

(4) Potential Risks: Describe potential risks (physical, psychological, social, legal, or other) and assess their likelihood and seriousness. Where appropriate, describe alternative treatments and procedures that might be advantageous to the subjects.

(5) Protection Against Risk: Describe the procedures for protecting against or minimizing potential risks, including risks to confidentiality, and assess their likely effectiveness. Where appropriate, discuss provisions for ensuring necessary medical or professional intervention in the event of adverse effects to the subjects. Also, where appropriate, describe the provisions for monitoring the data collected to ensure the safety of the subjects.

(6) Importance of the Knowledge to be Gained: Discuss the importance of the knowledge gained or to be gained as a result of the proposed research. Discuss why the risks to subjects are reasonable in relation to the anticipated benefits to subjects and in relation to the importance of the knowledge that may reasonably be expected to result.

(7) Collaborating Site(s): If research involving human subjects will take place at collaborating site(s) or other performance site(s), name the sites and briefly describe their involvement or role in the research.

Uploaded File Name: 3117-FCPS%20Human%20Subjects%20Narrative.doc

Human Subjects Research Exemption Narrative

Fairfax County Public Schools Critical Language Program: Assuring Our Students' Global Competitiveness

The Fairfax County Public Schools (FCPS) Critical Languages Program is exempt from the Human Subjects in Research regulation under exemption number one (1). The research that is conducted will be in established educational settings and involving normal education practices. Students will be measured to determine their progress towards language proficiency; however, this measurement is an accepted part of determining the academic assessment of student progress and would not constitute a nonexempt research activity.



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Fairfax County Public Schools

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

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	\$ 9,390	\$ 91,480	\$ 116,873	\$ 0	\$ 0	\$ 217,743
2. Fringe Benefits	\$ 718	\$ 29,183	\$ 40,051	\$ 0	\$ 0	\$ 69,952
3. Travel	\$ 30,000	\$ 20,000	\$ 30,000	\$ 0	\$ 0	\$ 80,000
4. Equipment	\$ 24,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 24,000
5. Supplies	\$ 115,760	\$ 35,760	\$ 31,260	\$ 0	\$ 0	\$ 182,780
6. Contractual	\$ 7,500	\$ 6,000	\$ 1,000	\$ 0	\$ 0	\$ 14,500
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 14,500	\$ 14,500	\$ 0	\$ 0	\$ 29,000
9. Total Direct Costs (lines 1-8)	\$ 187,368	\$ 196,923	\$ 233,684	\$ 0	\$ 0	\$ 617,975
10. Indirect Costs*	\$ 1,143	\$ 1,201	\$ 1,425	\$ 0	\$ 0	\$ 3,769
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 188,511	\$ 198,124	\$ 235,109	\$ 0	\$ 0	\$ 621,744

***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? Yes No

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

Period Covered by the Indirect Cost Rate Agreement: From: 5/8/2006 To: 6/30/2007 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____

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

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:
Fairfax County Public Schools

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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Tracking Number: GRANT00123493

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.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Christine Donohue	* TITLE Superintendent of Schools
* APPLICANT ORGANIZATION Fairfax County Public Schools	* DATE SUBMITTED 06-30-2006

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: Not applicable</p> <p>* Address: Not applicable</p> <p>Not applicable</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>Not applicable</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>Not applicable</p>	<p>9. Award Amount, if known:</p>	
<p>10. a. Name and Address of Lobbying Registrant (if individual, complete name):</p> <p>* Name: Not applicable</p> <p>Not applicable</p> <p>* Address:</p>	<p>b. Individual Performing Services (including address if different from No. 10a):</p> <p>* Name: Not applicable</p> <p>Not applicable</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: Christine Donohue</p> <p>* Name: Dr. Jack D. Dale</p> <p>Title: Superintendent of Schools</p> <p>Telephone No.: 571-423-1010</p> <p>Date: 06-30-2006</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

7769-FCPS%20GEPA427.doc

Mime Type

application/msword

**Fairfax County Public Schools Critical Language Program:
Assuring Our Students' Global Competitiveness**

Statement of Equitable Participation (GEPA 427)

Fairfax County Public Schools (FCPS), a large public K-12 institution, is experienced in implementing and managing federally funded programs. Possible barriers to participation in the FCPS Critical Language Program are discrimination, limited English Language proficiency, and physical disabilities; however, these potential issues have been addressed in the program design.

All FCPS schools are fully compliant with federal law ensuring equitable access to, and participation in, its programs. FCPS seeks to meet the needs of each child attending school and does not discriminate against students or employees of different genders, races, national origins, or religions. The FCPS Critical Language Program will have no admissions criteria and will be mandatory for all students who are attending the selected schools. Provisions are made for English speakers of other languages and for those who have limited English proficiency, and adaptive education makes it possible for students with disabilities to participate in school activities and the learning process. All schools have ADA compliant ramps and restrooms for students and staff. Individual education plans (IEPs) are developed to maximize the potential of all special needs students. FCPS provides software with visual prompts designed for deaf and hard of hearing populations as well as other assistive technology (e.g., special keyboards, mice, and headphones for computer use, adaptive chairs) for special needs students. Since a significant element of the FCPS Critical Language Program involves online learning, the potential for reaching and empowering special needs students is greatly enhanced.

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 Fairfax County Public Schools	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: Dr. * First Name: Jack Middle Name: D. * Last Name: Dale Suffix: * Title: Superintendent of Schools	
* SIGNATURE: Christine Donohue	* DATE: 06/30/2006

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **4702-FCPS%20Abstract.doc**

**Fairfax County Public Schools Critical Language Program:
Assuring our Students' Global Competitiveness**

Project Abstract

Applicant: Fairfax County Public Schools

Type of Program: FLAP-LEA

Language: Chinese and Arabic

Schools: The program will include Shreveview Elementary, Wolftrap Elementary, Annandale High School, Jefferson High School for Science and Technology, Marshall High School, Stuart High School, and West Potomac High School. FLAP grant funding will allow the program to be introduced or expanded at one elementary school (to be determined), Fairfax High School, and Hayfield Secondary School.

Grade Levels: 1-12

Total Number of Students Served: 1,755 students will be involved in project activities by the end of the grant period. 943 students will be involved in Year 1; 1,373 students will be involved in Year 2; and 1,755 students will be involved in Year 3.

Partners: Virginia Department of Education, Office of the Chinese Language Council (Hanban), George Mason University, and Georgetown University.

Project Description:

A goal of Fairfax County Public Schools (FCPS) is for *all* of its students to graduate with communicative competence in one or more languages other than English in order to ensure that they have an advantage in today's global economy. *The Fairfax County Public Schools Critical Languages Program: Assuring Our Students' Global Competitiveness* FLAP-LEA project will

address the need of studying the critical needs languages of Chinese and Arabic to ensure the students are even better prepared to “understand the people who will help define the 21st Century.” This project will lay a firm 1-16 foundation for language study that will ultimately increase the number of students who speak these critical needs languages, increase the number of students who can achieve higher levels of proficiency, and potentially increase the number of students who become teachers of these languages.

To this end, FCPS and its partners will produce five items: (1) complete grade 1-6 Chinese and Arabic FLES curriculum; (2) virtual Chinese and Arabic courses for middle and high school students at schools that do not offer these languages; (3) an electronic version of the *LinguaFolio USA!*; (4) a model of 1-16 articulation plans, including student mentoring, guest speakers and summer language camps and workshops; and (5) a Replication Initiative that includes guidance materials to showcase the project to other districts and states.

At the completion of this project, more than 1,500 FCPS students and as many as 200 additional students throughout the Commonwealth of Virginia will be involved in learning Chinese or Arabic. Two additional Chinese language teachers and one additional Arabic language teacher will be hired, and 20 teachers of Chinese and Arabic will participate in professional development that allows authentic opportunities for language learning and cultural sharing.

Contact Information for Project Director:

Paula Patrick, 703-208-7722, paula.patrick@fcps.edu

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **1920-Mandatory_FCPS%20Program%20Narrative.doc**

**Fairfax County Public Schools Critical Languages Program:
Assuring Our Students' Global Competitiveness**

Program Narrative

Need for project

In light of recent federal initiatives such as the National Security Language Initiative (NSLI) that highlights the growing national concern of a monolingual society that will undermine its own economic, political and social well-being, the Fairfax County Public Schools (FCPS) of Virginia proposes *The Fairfax County Public Schools Critical Languages Program: Assuring Our Students' Global Competitiveness* that will address the need of studying the critical need languages of Chinese and Arabic. This project will respond directly to the goals set forth by NSLI by laying a firm 1-16 foundation for language study that will ultimately increase the number of Americans who speak these critical needs languages, increase the number of students who can achieve higher levels of proficiency, and increase the number of people who will become teachers of these languages.

FCPS, with an enrollment of more than 163,000, is the largest school system in Virginia and the 13th largest in the nation. FCPS has a long history of providing quality foreign language education to its culturally diverse students who, collectively, speak more than 100 heritage languages. Currently, FCPS membership includes nearly 2,200 families who speak Chinese at home and more than 2,500 who speak Arabic. FCPS currently offers courses in 11 languages (American Sign Language, Arabic, Chinese, French, German, Italian, Japanese, Korean, Latin, Russian and Spanish), but students currently have a choice of only four languages (French, German, Japanese, and Spanish) for long sequence of study (1-12) that promotes advanced levels of proficiency. With this project, FCPS, in cooperation with George Mason University and

Georgetown University, will extend the study of Chinese and Arabic, currently offered only at the high school level, into a well-articulated K-16 program.

The FCPS Critical Languages Program will allow more students to begin their study of Chinese or Arabic in elementary school and continue with more advanced study through high school and college. This will, in the words of Secretary of State Condoleezza Rice, "...prepare young Americans to understand the people who will help to define the 21st century." NSLI firmly believes that "an essential component of U.S. national security in the post-9/11 world is the ability to engage foreign governments and peoples, especially in critical regions, to encourage reform, promote understanding, convey respect for other cultures and provide an opportunity to learn more about America and its citizens. To do this, Americans must be able to communicate in other languages, a challenge for which most citizens are totally unprepared." This project is designed to prepare students and teachers to meet that challenge.

Quality of the project design

In 2005, the Fairfax County Public School Board adopted a vision statement that included *all* students graduating with communicative competence in one or more languages other than English. This is in response to FCPS wanting all of its students to have an advantage in the global economy of the 21st century. FCPS also recognizes the importance of critical languages in particular for national security and international understanding. Congressman Frank Wolf (U.S. House of Representatives, Virginia, 10th District) highlighted these needs in an educational television interview: "If our people can't understand these languages, when you get at it economically, it's very, very important. Because you have to learn the language to be able to speak and negotiate. Also, it's very important for our national security. The FBI is having a very hard time finding Chinese speakers."

Until very recently, Chinese was offered in two FCPS Academy schools (schools that are open to students from all over the district) but not in any elementary or middle school. Last year, a U.S. Department of Education grant earmarked for FCPS by Congressman Wolf enabled FCPS to begin elementary Chinese FLES (Foreign Language in the Elementary School) in two schools and to add an additional Chinese program at its Governor's Academy school. Arabic is still only offered in two high schools.

In order to provide foreign language instruction to more FCPS students, the county will implement the FLES model so that all students in specific schools receive target language instruction. The FCPS FLES model develops students' language proficiency by providing language instruction to all students in an elementary school. The program is taught during the regular school day and is articulated through middle and high school. In the FLES program, foreign language instruction is linked to all content area subjects taught in the regular classroom (i.e., math, science, social studies, health). The goals of the FCPS FLES program are: 1) To support academic content area instruction; 2) To develop increased cognitive skills; 3) To enhance reading development in both English and the target language; 4) To promote global awareness and cross-cultural understanding; 5) To develop increased functional proficiency in all aspects of the language with each year of study; and 6) To meet district, state and national foreign language standards.

In addition to increasing the Chinese and Arabic offerings at the elementary level, FCPS in cooperation with the Virginia Department of Education, is exploring the possibility of developing a virtual language course that will provide Chinese and Arabic instruction throughout the Commonwealth of Virginia. Grant funding would make the virtual language course a reality. Students of Chinese and Arabic will be able to continue language instruction at George Mason

University and Georgetown University, where they will also have the ability to link language with other career choices.

2005-2006 FCPS Chinese and Arabic Programs

Language	School	Level	Enrollment	Grade level
Chinese	Marshall Academy	Level 1-IB	125	9-12
Chinese	W. Potomac Academy	Level 1 - AP	48	9-12
Chinese	Jefferson High School for Science and Technology	Level 1	18	9-12
Chinese	Shrevewood Elementary	FLES	108	1-2
Chinese	Wolftrap Elementary	FLES	168	1-2
Arabic	Annandale High School	Level 1-4	108	9-12
Arabic	Stuart High School	Level 1 - 5	65	9-12

Goals, objectives, and outcomes of *The Fairfax County Public Schools' Critical Languages Program: Assuring Our Students' Global Competitiveness* project are:

Goals:

To establish a well-articulated 1-16 program in the critical needs languages of Chinese and Arabic that:

- Increases the number of students taking Chinese and Arabic.
- Increases the number of students speaking Chinese and Arabic and enables them to achieve higher-levels of proficiency.
- Increases the number of students who are interested in the teaching of Chinese and Arabic.

Objectives:

1. To create a research-based elementary FLES curriculum in Chinese and Arabic that is aligned to the National Standards for Foreign Language Learning and the Virginia Standards of Learning.

Outcome: Creation of elementary curriculum in the K-16 sequence of Chinese and Arabic study available to all elementary schools

2. To increase the number of FLES programs in Chinese and Arabic

Outcome: More students beginning the study of Chinese and Arabic at an early age

3. To work collaboratively with the Virginia Department of Education to create virtual learning or distance learning courses for middle and high school Arabic and Chinese

Outcome: Creation of secondary curriculum in the 1-16 sequence of Chinese and Arabic study accessible to all students in Fairfax County and the Commonwealth of Virginia

4. To provide on-going professional development opportunities on the teaching of Chinese and Arabic

Outcome: Teachers demonstrate knowledge of best practices in the teaching of Chinese and Arabic

5. To work collaboratively with both George Mason and Georgetown Universities to increase the number of students who study Chinese and Arabic beyond high school and who wish to use Chinese and Arabic in future career choices.

Outcome: Students speak Chinese and Arabic at more advanced levels

6. To develop assessments of students' language proficiency in Chinese and Arabic to establish benchmarks and track student progress through the project and beyond

Outcome: Students' language proficiency level is identified and higher levels are encouraged

Project activities or strategies: The *FCPS Critical Languages Program* project is designed to bring the critical needs languages of Chinese and Arabic to our students in a long sequence of intense, focused study. It is hoped that the project will serve as a model for other districts who wish to do the same, but may not have the funds because of budgetary constraints or lack of certified Chinese or Arabic teachers. To these ends, the *FCPS Critical Languages Program* project will produce five items: 1) Chinese and Arabic curriculum for grades 1-6; 2) virtual courses in Chinese and Arabic for students attending middle and high schools that do not offer these languages; 3) an electronic version of the *LinguaFolio USA!*; 4) a model of 1-16 articulation plan with local universities, including Chinese and Arabic teacher recruitment projects, student mentoring and summer language camps; and 5) a Replication Initiative, including guidance materials to showcase the project to other districts and states.

During the years of funding, the Project directors will present sessions on the 1-16 Chinese and Arabic FLES curriculum, the virtual Chinese and Arabic courses and the summer professional development opportunities designed for Chinese and Arabic teachers at the Foreign Language Association of Virginia (FLAVA), the Southern Conference on Language Teaching (SCOLT), the Northeast Conference on the Teaching of Foreign Languages (NECTFL) and the American Conference on the Teaching of Foreign Languages (ACTFL). Information will include how FCPS designed the elementary Chinese and Arabic FLES curriculum, designed the virtual middle and high school Chinese and Arabic courses, assessed student learning with performance-based assessments and provided high-quality professional development for classroom teachers.

In order to build capacity and yield results beyond the grant period, the opportunities afforded by FLAP funds will provide a forum to strengthen partnerships already in place to teach Chinese and Arabic in the district. Chief among the benefits of this project will be the creation of a 1-16 curriculum of Chinese and Arabic (including virtual courses offered in tandem with the Virginia Department of Education) and a highly trained cadre of teachers and students who will directly observe the benefits of acquiring the Chinese and Arabic languages. This will mean funding at least one full-time Chinese and one part-time Arabic teacher during the second year of funding, and one full-time Chinese teacher, one part-time Chinese teacher and one part-time Arabic teacher in the third year. As there is currently more interest within the community in learning Chinese, special attention will be given to the promotion of Arabic in the elementary schools. A publicity campaign highlighting the benefits of studying Arabic will be established to disseminate information to Fairfax County parents and families. The campaign will consist of creating videos and brochures as well as presentations to various school communities.

By the end of the three-year funding period, every student in the Fairfax County Public Schools will have the opportunity to learn Chinese and Arabic at all levels. A web-based, virtual learning course will be available for grades 7-12 at four levels in Chinese and two levels in Arabic for FCPS students and others across the Commonwealth of Virginia. The Virginia Department of Education will continue to offer the courses Chinese and Arabic through their distance learning offerings and pay for the instructor.

Research: Current research shows that young children learn languages faster and more easily than adults (Johnson and Newport, 1989; DeKeyser and Larsan-Hall, 2005). Beginning languages such as Chinese and Arabic (both considered category-four languages by the Defense Language Institute and difficult for speakers of English to learn) in the elementary school is

crucial for the development of communicative skills. Students need at least 2,200 hours of class time instruction in Chinese and Arabic to reach the same level of proficiency as with just 600 hours of instruction in French or Spanish (National Virtual Translation Center, 2006).

A content-related FLES curriculum in Chinese and Arabic will provide a solid foundation for a long-sequence of both vertically and horizontally articulated language study for all FCPS elementary students by providing them with opportunities to *communicate* in the language, to learn about the target *cultures*, to *connect* to (reinforce and enhance) other content areas (especially those of language arts, mathematics, science and social studies), to *compare* their own languages and cultures with others, and ultimately to use the new languages in their *communities* and around the world (Short, 1994; Met, 1994; Abbot, 1998, McClendon and Uchiyama, 1998; Lindholm-Leary, 2000). Content-based and content-related FLES instruction has been beneficial in increasing language proficiency because of the intensity it adds to the language learning experience. Met and Rhodes (1990) point out that time spent on language learning and the intensity of the learning experience have consistently been shown to have significant effects on the acquisition of language proficiency.

Research on the uses of advanced technology such as web based distance learning for students has been proven successful. Owenton (1997) found that technology can increase student interest, provide more flexible instruction and increase potential learning access to more people. "Online courses have evolved far beyond text-based and are now rich with multimedia learning experiences including audio, video, animation and interactivity" says Catherine Cheely, E-Learning Coordinator, Virginia Department of Education.

Professional Development: The planning for the two-week summer professional development sessions as well as the follow-up sessions for the following years will be grounded

in National Partnership for Excellence and Accountability in Teaching's six research-based principles which strive to achieve 1) active, responsible participant; 2) open, constructive communication; 3) on-going, reflective evaluation; 4) clear connections between training and student achievement; 5) consistent application of standards for educational leadership, evaluation, instruction and content across all learning environments, and 6) effective and productive use of people, time, money and materials. The specialists and consultants delivering the professional development components will draw from the work of the National Center for Educational Statistic's Report on the Preparation and Qualification of Public School Teachers (1999) as well as the National Council for Accreditation of Teacher Education (NCATE) Standards for World Language Teaching (2002).

Foreign language teaching and learning, like all other areas, are driven by student performance data. Assessments of student proficiency levels are needed to evaluate program effectiveness and monitor individual growth in language ability. FCPS will use nationally recognized performance-based assessments that are now being created and used by many school districts. These assessments include the National Online Elementary Level Language Assessment (NOELLA), the Standards-based Assessment and Measurement of Proficiency (STAMP), and the *LinguaFolio USA!*.

NOELLA is a collaborative effort between the Center for Applied Linguistics (CAL) and Center for Applied Second Language Studies (CASLS) from the University of Oregon. NOELLA is being designed to be a nationally recognized proficiency test for elementary students learning foreign languages. NOELLA is an online assessment of speaking, listening, reading, and writing proficiency in Spanish, French, Japanese and Chinese. NOELLA scoring will be based on the ACTFL Performance Guidelines and modified for the elementary student.

STAMP is an entirely Web-based assessment that can be used for placement or as a summative test. It was developed and statistically validated on over 30,000 students by Center for Applied Second Language Studies (CASLS) at the University of Oregon. The realia-based STAMP test measures interpretational and presentational modes including reading, writing and speaking proficiencies. STAMP benchmarks are standards-based and measure proficiency based on the ACTFL Performance Guidelines with Novice-Low through Intermediate-Mid ratings. STAMP is offered in Spanish, French, German and Japanese (Chinese will be available in spring 2006), and it is a textbook independent test. STAMP is age-appropriate for grades 7 through 16 (Language Learning Solutions, 2006).

Both the *LinguaFolio USA!* and its counterpart for young language learners, the *LinguaFolio Jr!* are based on the European Language Portfolio that was designed to fulfill two functions: simultaneously an informational tool and a companion to language learning (Van Houten, 2003). Both are intended to provide information about language proficiency and intercultural experiences in a clear and easily comprehensible way. Both the *LinguaFolio USA!* and the *LinguaFolio Jr!* will contain a language passport that gives an overview of students' language skills, a language learning biography in which students can reflect and document in and out-of-school language learning experiences, intercultural experiences and personal needs and learning objectives. Grant funding will be used to create an electronic version of the *LinguaFolio USA! (e-LinguaFolio)* that will make accessibility and storage of student data much easier.

Partnerships: The Virginia Department of Education Virtual School was designed to provide educational opportunities to schools that may have too few students to justify hiring a full-time teacher, are unable to find qualified teachers, or for students with scheduling conflicts. The

Chinese and Arabic virtual courses will follow the state and national standards for foreign language. FLAP funding will enable FCPS to create a classroom studio to film live instruction that can be video streamed and archived for asynchronous virtual viewing to students throughout the Commonwealth of Virginia.

The virtual Chinese and Arabic courses will provide a variety of distance learning technologies to include video streaming of instruction; use of course management software, e.g. Blackboard and Elluminate, to enable students to interact with each other and the instructor via web conferencing; and electronic textbooks with video and audio capabilities. The virtual Chinese and Arabic courses, like the other courses in the Virtual School, will be offered on a full-year or 4x4 block schedule. Individual classes can be scheduled at any time during the school day. For example, two students can take Chinese 1 during first period and a third student can be scheduled during fourth period.

Individual attention will be emphasized in the virtual courses and instruction is personalized as much as possible. The online/distance learning teachers will be available to students via telephone, e-mail, and fax for consultations and one-on-one instruction.

The instructors will be responsible for the total education of students from the initial class introduction to the final exam. The state requires that local schools provide on-site facilitators to proctor tests, ensure students are on task, and forward information to the instructor. Facilitators need not be certified teachers, but they must be funded by the school.

The FCPS Critical Languages Program project will partner with the Office of the Chinese Language Council (Hanban, for short) to deliver portions of the summer professional development for Chinese teachers. Hanban, in cooperation with the College Board, organizes summer institutes in Beijing and offers scholarships for American teachers to attend. Hanban

provides registration and materials for the summer institute as well as meals and accommodations. Through the funds from this grant, FCPS will be able to provide airfare, the only part not included in the Hanban scholarships, for up to 10 Chinese teachers. FCPS will also work with Hanban and the College Board in the design of the week-long professional development prior to the institute in Beijing. FCPS will explore programs like Hanban to provide similar experiences for the Arabic teachers abroad.

The FCPS Critical Languages Program calls for collaboration with George Mason University (GMU) in Fairfax, Virginia and Georgetown University (GU) in Washington, DC to provide a smooth transition in Chinese language learning from the high school to university level—as well as a teacher training program. This partnership allows FCPS students with a K-12 background in Chinese to be placed in high-level Chinese classes which allows them time to pursue a specially designed “companion major” that would give them the an edge in economic pursuits in trade with China. GMU and FCPS will offer summer immersion camps for elementary students enrolled in the 1-16 program, while GU will provide guest speakers, symposiums, and summer workshops for high school Chinese students. The summer camps will enhance the classroom learning experiences and provide authentic interaction with other native Chinese speakers through a variety of workshops and hands-on experiences. A mentorship program will be established to encourage students to continue the study of Chinese throughout the long sequence and to afford them opportunities to maintain and enhance their proficiency level. Funds from this grant will allow FCPS to provide as many as ten students with scholarships or explore dual-enrollment credit options for them with both GMU and GU.

Evaluation: The evaluation methods include formative means by which to provide feedback and periodic assessment of progress for project improvement. Expert reviews of

instructional materials and assessment tools in the development stage will allow for modifications to be made before final dissemination. In addition, analysis of teachers' pre- and post-knowledge of teaching and assessment strategies will be provided to the program director after each professional development activity. The project evaluator will meet with the project director each semester of the school year to share descriptive analysis of feedback regarding the FLES curriculum, online Chinese and Arabic courses, *e-LinguaFolio*, teacher professional development, university related endeavors, and student performance data from the STAMP and PALS assessments.

Quality of project personnel

The personnel responsible for implementing this project are all highly skilled teachers, supervisors and researchers employed by the Fairfax County Public Schools and George Mason University (GMU) or hired as consultants from various national and regional agencies dedicated to the teaching of critical needs foreign languages. These individuals are required to possess at least Masters Degrees and to have successful experiences in classroom teaching or educational investigation. They will have either previously led professional development opportunities, written documents concerning educational policy or evaluated curricular programs.

The personnel leading the creation of the Chinese and Arabic FLES curriculum, the online language programs, the summer professional development sessions as well as the 1-16 articulation agreement with GMU are as follows: Paula Patrick, Project Director; Gregory Fulkerson, FCPS Foreign Language Specialist; Beatrix Preusse-Burr, FCPS Foreign Language Specialist; Isis Castro, FCPS Foreign Language Resource Teacher; Madelyn Ross, Director of China Initiatives, GMU; and Karl K. Zhang, Chinese Program Coordinator and GMU evaluator.

Paula Patrick, Project Director and FCPS Foreign Language Coordinator, supervises all K-12 foreign language programs. She has spent 25 years as an educator in northern Virginia. She holds a bachelor's of arts degree from Florida State University, where she graduated magna cum laude with a major in German. She earned a master's degree in curriculum and instruction from the University of Northern Colorado in 1979 and began her career as a German teacher in 1980. Teaching a variety of levels and student populations strengthened her ability to write and refine the current district curriculum guide, FCPS German Program of Studies. As Coordinator, she oversees a pilot two-way kindergarten immersion program, an extensive partial-immersion program in four languages at 13 elementary school sites, FLES programs at 7 elementary schools, and courses, including AP and IB, in 10 languages at 50 middle and high schools. Ms. Patrick is the president of the Virginia Foreign Language Supervisors' Association and is a Board Member of the Foreign Language Association of Virginia.

Gregory Fulkerson, the Foreign Language Specialist for the Fairfax County Public Schools, has a B.A. and Masters Degree in foreign language (with a Rank 1 in second language acquisition) and a Ph.D. in foreign language curriculum and instruction. Dr. Fulkerson is a certified foreign language program consultant and has taught foreign languages at all levels from elementary to university over the past fourteen years. He is currently the President Elect of the National Association of District Supervisors of Foreign Languages (NADSFL) where he organizes the yearly conference that meets in conjunction the American Council on the Teaching of Foreign Languages (ACTFL) National Conference. He frequently presents research findings and pedagogical innovations at conferences including ACTFL, SCOLT and Central States. Dr. Fulkerson has directed summer professional development programs abroad for teachers and administrators. As Foreign Language Specialist, he focuses primarily on middle and high school

foreign language curriculum and instruction and provides professional development on topics such as the *LinguaFolio*, differentiation, instructional design models, literacy and the use of technology to facilitate standards-based teaching and learning.

Beatrix Preusse-Burr, Foreign Language Specialist for Fairfax County Public Schools, holds a B.A. in Education from Martin Luther University, Halle-Wittenberg, and Masters Degree in German Language and Literature from The Ohio State University. Ms. Preusse-Burr has experience teaching in a variety of foreign language programs ranging from the college level to elementary immersion instruction. As Foreign Language Specialist, she focuses primarily on the district's elementary programs working with four Two-Way Immersion kindergartens, 13 Partial-Immersion and 9 FLES programs. She also has developed the framework for the district's FLES curriculum and provides professional development opportunities for teachers of all elementary programs. She is currently Virginia's representative for the National Network for Early Language Learning (NNELL) and serves as a Board Member of the Foreign Language Association of Virginia (FLAVA). Ms. Preusse-Burr also represented NNELL in the International Education Summit of Virginia.

Isis Castro, Foreign Language Curriculum Resource Teacher for Fairfax County Public Schools, has a B.A. from the City College of New York and Masters Degree from New York University. She has taught at both the elementary and middle school levels for eight years. She was elected to serve on the Fairfax County School Board in 1999 where she chaired the instruction committee for two years and culminated her term in office as chair of the school board. Ms. Castro now serves on the Virginia State Board of Education. As the Foreign Language Resource teacher, Ms. Castro interviews teacher candidates, offers support to newly hired teachers, and works in collaboration with other departments in identifying opportunities of staff development.

She oversees enrollment and assessment data for the district's K-12 foreign language program as well as coordinating the U.S. State Department Foreign Language Internship Program. Ms. Castro was the recipient of the 2000 Fitz Turner Award from the Virginia Education Association.

Madelyn Ross, Director of China Initiatives at George Mason University, works with the Office of the Provost to coordinate China-related activities underway at George Mason University and to develop strategies for future campus-wide educational initiatives in China. Ms. Ross holds a masters degree in Modern Chinese Literature from the Fudan University in Shanghai, China, and a bachelors of arts in East Asian Studies from Princeton University. In the past, Ms. Ross has been the executive director for the China Business Forum as well as editor-in-chief for *The China Business Review*. She has also been the editor of the Washington Journal of Modern China as well as a consultant to the National Committee on US-China Relations and the Carnegie Endowment for International Peace. Ms. Ross is also very active in the educational community as a proponent of learning Chinese. She has attended the National Council of Organizations of Less Commonly Taught Languages Fifth National Conference and the annual conference of the American Council on the Teaching of Foreign Languages.

Karl Zhang, Project Evaluator, Assistant Professor, and Head of George Mason University's Chinese Language Program, holds a Ph.D. from Stanford University. Dr. Zhang has a long history of providing quality Chinese language instruction and has published articles on Chinese and German poetry, East-West literary relations, and cultural studies in major Chinese journals. Dr. Zhang is a certified Simulated Oral Proficiency Interview (SOPI) Rater in Chinese and German.

Kevin Doak, Professor and Chair of the Nippon Foundation at Georgetown University, received his Ph.D. in 1989 from the University of Chicago in East Asian Languages and Civilizations. Dr. Doak specializes in Japanese nationalism and democratic culture, as well as in the literary, cultural and philosophical contexts of public thought and values. He has written or edited four books on aspects of modern Japanese national discourse and is currently writing a comprehensive history of the emergence of nationalism in Japan.

Quality of the management plan

Years 1 (2006-September 2008)

Task	Responsible	By
Consult with the Virginia Department of Education to plan production of virtual Chinese and Arabic courses	Director	9/06
Consult with GMU and GU to begin grade 1-16 program plans	Director	9/06
Develop the district's FLES curriculum in Arabic and continue to develop the Chinese FLES curriculum in Chinese grades 1-6.	Director	9/06
Establish testing window for the Chinese STAMP	Director	9/06
Contract for the development for <i>e-LinguaFolio</i>	Director	10/06
Continue the virtual Chinese Courses	Director	10/06
Design the virtual Arabic Courses	Director	10/06
Begin preparations for domestic Summer Professional Development	Director	10/06
Contact Hanban and the College Board to establish plans for	Director	10/06

summer Chinese Language Institute in Beijing		
Begin development of materials to spur enrollment in Arabic classes	Director	10/06
Begin preparations for Summer Student Chinese Camp	Director	11/06
Expert Review Panel formed to review virtual courses, FLES Curriculum and <i>e-LinguaFolio</i>	Director	11/06
Analysis of Expert Review of draft of virtual course	Director; Project Evaluator (PE)	2/07
Analysis of Expert Review of FLES curriculum	Director; PE	2/07
Begin publicity campaign for Arabic classes; publicity materials due	Director	2/07
Summer Professional Development Plans complete	Director	4/07
Chinese Level 3 students complete STAMP	Director	4/07
Complete FLES curriculum (grade 1-6) in Arabic	Director	5/07
<i>E-LinguaFolio</i> complete	Director	5/07
One-week Summer Professional Development for Teachers	Director	6/07
Hanban/College Board Summer Institute for Chinese Teachers	Director	7/07
Summer Student Chinese Camp	Director	7/07
Chinese Virtual Course—Level 2 complete	Director	7/07
Arabic Virtual Course—Level 1 complete	Director	7/07
Analysis of partnership with GMU and GU	Director; PE	8/07
Analysis of Expert Review of the <i>e-LinguaFolio</i>	Director	8/07

Year 1 Evaluation Report completed	Director; PE	8/07
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Year 2 (October 2007-September 2008)

Task	Responsible	By
Consult with GMU and GU to begin second phase of grade 1-16 program plans	Director; Ross; Zhang	9/07
Establish testing window for the Chinese STAMP	Director	9/07
Chinese and Arabic teachers trained on <i>e-LinguaFolio</i>	Director	10/07
Students begin using the <i>e- LinguaFolio</i>	Director	11/07
Begin designing the second level of the virtual Arabic Course	Director	9/07
Begin designing the third level of the virtual Chinese course	Director	9/07
Begin preparations for domestic Summer Professional Development	Director	10/07
Begin preparations for the professional development activity in Egypt for selected Arabic teachers	Director	10/07
Continue publicity campaign for Arabic classes	Director	10/07
Begin preparations for Summer Student Chinese Language Camp	Director	11/07
Expert Review Panel formed to review virtual courses and FLES Curriculum	Director; PE	11/07
Analysis of Expert Review of Draft virtual course	Director; PE	2/08
Analysis of Expert Review of FLES Curriculum	Director; PE	2/08

Domestic Summer Professional Development Plans complete	Director	4/08
Chinese Level 3 students complete STAMP	Director	4/08
One-week Summer Professional Development for Teachers	Director	6/08
Summer Institute for teachers of Arabic takes place in Egypt	Director	7/08
Summer Student Chinese Language Camp	Director	7/08
Chinese Virtual Course—Levels 3 complete	Director	7/08
Arabic Virtual Course—Level 2 complete	Director	7/08
Analysis of partnership with GMU and GU	Director; PE	8/08
Year 2 Evaluation Report completed	Director; PE	8/08

Year 3 (October 2008-September 2009)

Task	Responsible	By
Consult with GMU and GU to begin third phase of grade 1-16 program plans	Director; Ross; Zhang	9/08
Establish testing window for the Chinese STAMP	Director	9/08
Establish testing window for NOELLA	Director	9/08
New Chinese and Arabic teachers trained on <i>e-LinguaFolio</i>	Director	10/08
Students continue to use the <i>e-LinguaFolio</i>	Director	11/08
Begin designing the 3 rd level of the virtual Arabic course	Director	9/08
Begin designing the 4 th level of the virtual Chinese course	Director	9/08
Begin preparations for domestic Summer Professional Development	Director	10/08

Contact Hanban and the College Board to establish plans for Summer Chinese Teachers' Language Institute in Beijing	Director	10/08
Begin preparations for Summer Student Chinese Language Camp	Director	11/08
Consult with Expert Review Panel to review virtual courses	Director; PE	11/08
Analysis of Expert Review of draft virtual course	Director; PE	2/09
Begin planning for replication initiative showcase	Director	2/09
Summer Professional Development Plans complete	Director	4/09
Chinese Level 3 students complete STAMP	Director	4/09
Elementary FLES students complete NOELLA	Director	4/09
One-week domestic Summer Professional Development for Teachers	Director	6/09
Hanban/College Board Summer Institute for Chinese Teachers	Director	7/09
Summer Student Chinese Camp	Director	7/09
Chinese Distance Learning Course—Level 4 complete	Director	7/09
Arabic Distance Learning Course—Level 3 complete	Director	7/09
Analysis of partnership with GMU and GU	Director; PE	8/09
Replication Initiative Showcase	Director	8/09
Analysis of Audience Feedback from Showcase	Director; PE	8/09
Year 3 (Final) Evaluation Report completed	Director; PE	8/09

The following key people will devote time to the project as follows: Paula Patrick, Project Director, (b)(4); Gregory Fulkerson, Foreign Language Specialist, (b)(4); Beatrix

Preusse-Burr, Foreign Language Specialist, (b)(4); Isis Castro, Foreign Language Resource Teacher, (b)(4); Madelyn Ross, Director of China Initiatives, GMU; Karl K. Zhang, Chinese Program Coordinator, GMU; and Kevin Doak, Professor, Georgetown University, (b)(4)
(b)(4)

Quality of the project evaluation

Project implementation and outcome will both be evaluated. The implementation evaluation will help to understand the program dynamics; to provide timely quality assurance guidance to the program; and to determine the extent to which the project goals have been accomplished. Outcome evaluation will help to assess the impact of the project on participants (i.e., teachers and students). The methodology for the evaluation is outlined for each objective below:

(1) The goals and objectives associated with developing a standards-based FLES curriculum in Chinese and Arabic will be evaluated through the expert reviews using a research-based scoring rubric at the draft stage of development to ensure its level of comprehensiveness and alignment to the National Standards of Foreign Language Learning, Virginia Standards of Learning for Foreign Languages and the extent to which it reinforces or enhances the content of other assessed areas (i.e., mathematics, language arts, science and social studies).

(2) Enrollment figures for Chinese and Arabic programs in the elementary schools will be collected at the beginning of each school year to monitor the increase in the number of students studying these two languages.

(3) The quality of the distance learning courses in Chinese and Arabic will be assessed by foreign language expert groups through the use of a scoring rubric at strategic points during the

creation of the course (i.e., after every 9 weeks of lesson development). Data from students enrolled in the course will also be collected to verify the course's design strengths.

A stratified random sampling of assessment scores will be collected for students participating in the distance learning course and those students receiving traditional Chinese or Arabic instruction. Using the district's Performance Assessment for Language Students (PALS) data, nonparametric tests (i.e., chi-square analyses) will be conducted to determine whether the mode of foreign language instruction (traditional vs. distance learning) results in statistically significant differences in language performance.

(4) The goals and objectives related to providing on-going professional development to Chinese and Arabic teachers to increase pedagogical knowledge and best instructional practices will be assessed through pre- and post-tests created by the project evaluator and administered after each professional development activity, and surveys regarding teachers' perceptions of use of new information in their classroom instruction. The pre- and post-tests will include an assessment of the components of effective professional development as well as the teachers' level of knowledge (pre and post) related to specific teaching strategies. Reliability analysis will be performed on the survey instrument to determine content validity. The evaluator will conduct dependent sample t-tests on the pre/post test results.

(5) The goals and objectives related to working collaboratively with George Mason and Georgetown Universities will be assessed through documentation of all work completed (summer student language camps, mentoring program rosters, etc.) and surveys conducted by the classroom teachers, high school, and college students. Ultimately, universities will produce longitudinal data on the number of Fairfax County students graduating with advance levels of

proficiency. During the scope of this grant, students in the Chinese language classes will be surveyed about graduation plans and career choices.

(6) The goals and objectives associated with using customized, nationally recognized tools to develop a baseline for district foreign language achievement will be evaluated through expert review of the assessment as well as inferential statistics conducted on the assessment results. Correlational analyses will be conducted between the national assessment tools (i.e., STAMP and NOELLA) and the *LinguaFolio* to demonstrate gains in student achievement. It is expected that those students who report high levels of foreign language exposure in their *LinguaFolios* will demonstrate higher levels of language performance as measured on the STAMP or NOELLA.

Project Narrative

Other Narrative

Attachment 1:

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**Fairfax County Public Schools Critical Language Program:
Assuring Our Students' Global Competitiveness**

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