

**RANK ORDER 2**

**U.S. Department of Education**

**Washington, D.C. 20202-5335**



**APPLICATION FOR GRANTS  
UNDER THE**

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

**CFDA # 84.293A**

**PR/Award # T293A100199**

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

## \*\*Table of Contents\*\*

### Forms

1. Application for Federal Assistance (SF-424)	e1
2. Standard Budget Sheet (ED 524)	e5
3. SF 424B - Assurances Non-Construction Programs	e7
4. Disclosure of Lobbying Activities	e9
5. ED 80-0013 Certification	e10
6. 427 GEPA	e11
GJC-BRIDGE GEPA Statement	e13
7. Dept of Education Supplemental Information for SF-424	e14

### Narratives

1. Project Narrative - (ABSTRACT NARRATIVE ATTACHMENT FORM (SEE COMPLET.....))	e15
GJC-BRIDGE Abstract	e16
2. Project Narrative - (PROJECT NARRATIVE ATTACHMENT FORM (SEE COMPLETE.....))	e18
GJC BRIDGE Narrative 2010	e19
3. Project Narrative - (OTHER NARRATIVE ATTACHMENT FORM - Table of Cont.....)	e54
GJC BRIDGE Table of Contents	e55
4. Project Narrative - (OTHER NARRATIVE ATTACHMENT FORM - IHE Letter(s)....)	e56
OSU Chinese Flagship Letter of Support	e57
5. Project Narrative - (OTHER NARRATIVE ATTACHMENT FORM - Waver Letter .....	e58
District Support Letter	e59
6. Budget Narrative - (BUDGET NARRATIVE ATTACHMENT FORM (SEE COMPLETE .....	e60
CJC-BRIDGE Budget Narrative	e61

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

Application for Federal Assistance SF-424		Version 02
* 1. Type of Submission <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: * If Revision, select appropriate letter(s): <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation      * Other (Specify) <input type="checkbox"/> Revision	
* 3. Date Received: 4/14/2010	4. Applicant Identifier:	
5a. Federal Entity Identifier: n/a	* 5b. Federal Award Identifier: n/a	
<b>State Use Only:</b>		
6. Date Received by State:	7. State Application Identifier:	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: Gahanna-Jefferson School District		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 316400607	* c. Organizational DUNS: 152741633	
<b>d. Address:</b>		
* Street1:	160 South Hamilton Road	
Street2:		
* City:	Gahanna	
County:		
State:	OH	
Province:		
* Country:	USA	
* Zip / Postal Code:	43230	
<b>e. Organizational Unit:</b>		
Department Name:	Division Name:	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix:	Dr.	* First Name: Rae
Middle Name:		

\* Last Name: White

Suffix:

Title: International Language Coordinator

Organizational Affiliation:

Gahanna-Jefferson School District

\* Telephone  
Number:

(614)471-7065

Fax Number:

(614)478-5568

\* Email: WHITER@GJPS.ORG

**Application for Federal Assistance SF-424**

Version 02

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**10. Name of Federal Agency:**

U.S. Department of Education

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

84.293A

CFDA Title:

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

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

ED-Grants-031510-001

Title:

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

**13. Competition Identification Number:**

293A

Title:

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

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

Cities: Gahanna and Columbus, Ohio; County: Franklin; Townships: Jefferson and Mifflin; State: Ohio

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

Gahanna Jefferson Chinese BRIDGE - Building Responsible Individuals for a Diverse Global Economy (GJC-BRIDGE)

Attach supporting documents as specified in agency instructions.

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Application for Federal Assistance SF-424**

Version 02

**16. Congressional Districts Of:**

\* a. Applicant: OH-012

\* b. Program/Project: OH-012

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

**Attachment:**

Title :

File :

**17. Proposed Project:**

\* a. Start Date: 8/1/2010

\* b. End Date: 7/30/2015

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

a. Federal	\$ 202300
b. Applicant	\$ 248700
c. State	\$
d. Local	\$
e. Other	\$
f. Program Income	\$
g. TOTAL	\$ 451000

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes  No

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix: Mr. \* First Name: Mark  
Middle Name: E  
\* Last Name: White  
Suffix:

Title: Superintendent

\* Telephone Number: (614)471-7065 Fax Number: (614)478-5568

\* Email: WHITERM@GJPS.ORG

\* Signature of Authorized Representative:

\* Date Signed:

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

N/A

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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

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

<b>Signature of Authorized Certifying Representative:</b>
<b>Name of Authorized Certifying Representative:</b> Mark White
<b>Title:</b> Superintendent
<b>Date Submitted:</b> 04/09/2010



## CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

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

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

**APPLICANT'S ORGANIZATION**

Gahanna-Jefferson School District

**PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE**

Prefix: Mr.      First Name: Mark      Middle Name:  
Last Name: White      Suffix:  
Title: Superintendent

Signature: \_\_\_\_\_ Date: 04/09/2010

ED 80-0013

03/04

## Section 427 of GEPA

### NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

#### **To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

#### **What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

#### **What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

**Attachment:**

Title : GJC-BRIDGE GEPA Statement

File : H:\FLAP Grant\gepa.doc

### **GEPA Statement**

It is the policy of Gahanna-Jefferson Schools that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap shall be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program conducted by this educational agency.

The GJC-BRIDGE program will be open to all students at all grade levels. Special efforts will be made to identify and encourage students with disabilities and minority students to participate in the Chinese Language program at all levels.

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

**1. Project Director:**

Prefix: \* First Name: Middle Name: \* Last Name: Suffix:  
Dr. Rae White Ph.D

Address:

\* Street1: 160 S. Hamilton Rd  
Street2:  
\* City: Gahanna  
County: Franklin  
\* State: OH\* Zip / Postal Code: 43230 \* Country: USA

\* Phone Number (give area code) Fax Number (give area code)  
(614)471-7065 (614)478-5568

Email Address:

WHITER@GJPS.ORG

**2. Applicant Experience**

Novice Applicant  Yes  No  Not applicable

**3. Human Subjects Research**

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

Yes  No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

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

Title :  
File :

## Project Narrative

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

Attachment 1:

Title: **GJC-BRIDGE Abstract Pages: 2** Uploaded File: **H:\FLAP Grant\abstract 10.doc**

## Abstract

### Gahanna-Jefferson Chinese BRIDGE – Building Responsible Individuals for a Diverse Global Economy

In partnership with The Ohio State University, the Gahanna-Jefferson School District, Gahanna, Ohio [**APPLICANTS**] is applying for the Foreign Language Assistance Program (FLAP 84.293.A ) grant to LEAs with IHE Partnership. The proposal, *Gahanna-Jefferson Chinese BRIDGE – Building Responsible Individuals for a Diverse Global Economy (GJC-BRIDGE)* [**TITLE OF PROGRAM**], builds on an existing Mandarin Chinese program [**CRITICAL LANGUAGE**] that started three years ago with high school classes and an enrichment program in the elementary schools. Our proposal continues an established partnership with the Ohio Department of Education, Confucius Classroom Network [**OTHER PARTNERS**] and The Ohio State University [**IHE PARTNER**] and the existing Chinese program. The project is unique in the way we have embraced a systematic K-16 methodology to build competency and provide a program that will allow students to obtain a superior level of proficiency in Mandarin Chinese by college graduation [**FLES and FLEX PROGRAM**]. The Gahanna-Jefferson School District is in a position to provide effective instruction for students K-12 that will propel students to not only achieve a level of proficiency in Chinese but also to prepare students for cross-cultural understanding that is essential in a global world.

The seeds to the GJC-BRIDGE project were planted over three years ago as we strived to define what skills students would need in a 21<sup>st</sup> century world of globalization and unparallel information access. The decision was made to add Mandarin Chinese to our existing international language program of studies for high school credit, and also to begin to provide Chinese language study as an option for elementary students during and beyond the school day. [**PROJECT WILL SUPPORT LANGUAGE LEARNING PRIMARILY DURING SCHOOL DAY**] As research has clearly demonstrated, the age of acquisition is a crucial factor in achieving the mastery of second language, including pronunciation. Early exposure of a second language to young learners is a key factor in not only the continued study of the language, but also the successful achievement of a high rate of proficiency. A minimum of 120 minutes of Chinese instruction per week grades 1-7 will be structured. This is especially relevant for non-European languages such as Chinese. By introducing Chinese language and cultural as early as kindergarten, we are beginning the process of providing the opportunity for students to successfully achieve a level of superior proficiency by college graduation.

By the end of the five year project, the Gahanna-Jefferson Schools will have in place:

1. a kindergarten introductory Chinese program for all students,
2. a year-long program, with three “stages”, available for students in all seven elementary buildings,
3. a middle school program that will offer both a continuation of the elementary stages for grades six and seven and high school credit level I and II for eighth grade students,
4. levels I through AP (grades 8-12) and a post-secondary option for high school students.

5. a fully implemented partnership with our “sister” school in Kunming, China and local LEAs in Ohio and other states that promotes the electronic exchange of information and the replication of programs.
6. the number of students K-12 served annually will increase from 350 (2010-11); 375 (2011-2012); 400 (2012-2013); 450 (2013-2014); 500 (2014-2015) for a total of over 500 students since some will graduate and go to college with these Chinese language skills. **[TOTAL NUMBER OF STUDENTS SERVED]**

Clear and precise student assessment procedures and guidelines are specified in the project for all stages and levels, grades 1-12 (with seven elementary schools K-5, three middle schools 6-8 and one high school 9-12) **[SCHOOLS and GRADE LEVELS]**. Utilizing the expertise of The Ohio State University and building on the work already completed, curriculum development, classroom instruction methodology and other professional development opportunities will be provided for all teachers of Chinese. Gahanna-Jefferson Schools will reach out to our community, other school districts and Chinese speaking nations to exchange ideas and resources. Finally, every component of the project will be carefully evaluated and analyzed. Modifications and changes can and will be made as needed.

The five goals for our GJ Chinese BRIDGE project are:

Goal 1: Gahanna-Jefferson School District students will increase their communication skills in Mandarin Chinese to a level of superior proficiency.

Goal 2: The existing Mandarin Chinese instructional program in the Gahanna-Jefferson Schools will be expanded to serve students in grades K-12.

Goal 3: A partnership with The Ohio State University will be formalized to create a K-16 continuum of Mandarin Chinese instruction for students in the Gahanna-Jefferson Schools.

Goal 4: Meaningful and appropriate professional development will be provided for teachers and administrators to offer the best possible research-based instruction in the Chinese language classrooms.

Goal 5: Utilizing technology and visitation opportunities, active partnerships will be built with other Chinese classes in the United States and with our “sister school” the Second Affiliated School of Yunnan Normal University in Kunming, China.

For the Gahanna-Jefferson students, the GJC-BRIDGE project will provide an opportunity to begin the study of Chinese at an early age and continue through post-secondary studies. Our students will utilize technology to not only enhance their instruction in the classroom but to participate in shared projects with their counterparts in other school districts and in China toward mutual understanding as global citizens.

#### **[CONTACT INFORMATION]**

Co-Project Directors:

Dr. Rae White, 614-471-7065, e-mail: [whiter@gips.org](mailto:whiter@gips.org)

Mr. Hank Langhals, 614-471-7065, e-mail: [langhalsh@gips.org](mailto:langhalsh@gips.org)

## Project Narrative

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

Attachment 1:

Title: **GJC BRIDGE Narrative 2010** Pages: **35** Uploaded File: **H:\FLAP Grant\Final GJC BRIDGE Project 2010.doc**

## **PART A: NEED FOR THE PROJECT**

*The Gahanna-Jefferson Chinese BRIDGE – Building Responsible Individuals for a Diverse Global Economy (GJC-BRIDGE) – Project is unique in the way we have embraced a systematic K-16 approach to building Mandarin Chinese competency in high school and elementary students, while building broad partnerships to sustain and expand our successful beginning.* According to Friedman (2005) America cannot continue to ignore the flattening of our world and instead must embrace the long-term opportunities and challenges of globalization. As a community on the outskirts of Columbus, Ohio, we have a unique mix of Chinese heritage speaking individuals, a diverse student population in Gahanna-Jefferson School District, and a connection with The Ohio State University undergraduate and graduate students that reflect a significant enrollment of Chinese speaking students. According to records from the Office of International Affairs at Ohio State University, 4,238 international students are enrolled in the 2009-2010 School year. The largest group is from the Peoples Republic of China with 1,411 students and scholars, and an additional 216 from Taiwan.

Prior to 2007, the Gahanna-Jefferson Schools offered the traditional “western” world languages; Spanish, French, German and Latin. After a review of the National Security Language Initiative (NSLI) study and recognizing the need to prepare our students for a future global society, the district committed to adding Mandarin Chinese to the international language options. Working with The Ohio Department of Education and the Chinese Flagship Program at the Ohio State University, a course of study was written and a part-time teacher hired. At Lincoln High School we began with two sections of 48 students in the 2007-2008 school year. Chinese was also included as part of an existing after school elementary enrichment program that offered students a brief introductory culture and language experience. In this way we began a system of

working at the ends of the K-12 continuum to “bridge” both: 1) the high school level for immediate college language acquisition preparation, and 2) the elementary grades to build a long range program, that will result in students achieving a superior level of language fluency by graduation. The initial plan was to add middle school opportunities during the 2010-2011 school year to accommodate students in the pipeline of the K-12 program.

Recognizing the need for an early start and prolonged exposure to the listening and speaking of Chinese, the Gahanna-Jefferson Schools (GJS) began in 2008-2009 a year-long Mandarin Chinese language program in five of the seven elementary schools (grades 1-4). Students met during the school day for 120 minutes per week focusing on speaking and listening skills. The GJS provided Chinese language services for over 200 elementary students in each of the 2008-2009 and 2009-2010 school years. Based on parent survey feedback and the results of student performance assessments, the elementary Chinese program has been a success. Retention has been over 80% at the elementary level. With the current 2009-2010 academic year, the Chinese enrollment has grown to over 120 students in Chinese Levels I, II and III for grades 8-12. The projected enrollment for fall 2010-2011 will be over 150 for Chinese Levels I, II, III and IV, plus at least 225 elementary students.

The challenge for the coming years will be to build on the initial success, continuing to “grow” the program at the high school and elementary levels while adding the middle school and summer Chinese language programs. The immediate needs for the 2010-2011 school year will be 1) to add 6<sup>th</sup> and 7<sup>th</sup> grade opportunities and 2) to provide “stage three” curriculum for the elementary students who have completed the two years (and at the same time continue to offer stage one and stage two programs for students). We will also need to accommodate the growing number of students taking Chinese for credit in grades 8-12. To meet the challenge of multiple

grade levels in five buildings at the elementary level, two full-time teachers, one part-time teacher, and one guest teacher from China were utilized for the 2009-2010 year. Additional Chinese language staff will be needed for 2010-2011 and beyond as the district expands the program for different levels and “completing the bridge” through the middle schools, different grade levels, plus the summer program expansion.

As the program develops in a systematic way, the FLAP grant funding will enable us to leverage local funds to address the following immediate needs:

- Increase the time for instruction at the elementary level (grades 1-5);
- Begin Chinese language programming in the two additional elementary buildings;
- Phase-in (“bridge”) Chinese instruction in the three middle schools, grades six and seven;
- Recruit and accommodate an increased enrollment for the Chinese high school credit classes, grades 8-12;
- Provide professional development for Chinese teachers to improve instructional methods;
- Connect with students and teachers in our partner school in Kunming, China and other Chinese classrooms in America, using Skype, Interactive Video Distance Learning (IVDL) and emerging technologies to share learning and projects that enhance mutual understanding of language and cultures (Priority #3);
- Develop curriculum for grades 6 & 7 at middle school and enhance Chinese Levels I, II and III, adding Levels IV and AP at the high school to reach an advanced level by grade 12 (as defined by the American Council for the Teaching of Foreign Languages, ACTFL);
- Partner with The Ohio State University Chinese Flagship to add an intensive summer program for Chinese language instruction for students at all levels: elementary, middle and high school (Priority #1);

- Refine the curriculum for elementary grades 1-5; and
- Establish an OSU satellite site, with post-secondary Mandarin program for high school students.

The five goals for our GJ Chinese BRIDGE project are:

**Goal 1: Gahanna-Jefferson School District students will increase their communication skills in Mandarin Chinese to a level of superior proficiency.**

**Goal 2: The existing Mandarin Chinese instructional program in the Gahanna-Jefferson Schools will be expanded to serve students in grades K-12.**

**Goal 3: A partnership with The Ohio State University will be formalized to create a K-16 continuum of Mandarin Chinese instruction for students in the Gahanna-Jefferson Schools.**

**Goal 4: Meaningful and appropriate professional development will be provided for teachers and administrators to offer the best possible research-based instruction in the Chinese language classrooms.**

**Goal 5: Utilizing technology and visitation opportunities, active partnerships will be built with other Chinese classes in the United States and with our “sister school” the Second Affiliated School of Yunnan Normal University in Kunming, China.**

Because the Gahanna-Jefferson School District, the community and our partner, The Ohio State University are committed to preparing our students for the 21<sup>st</sup> century and have already invested in a solid, proven beginning with elementary and high school Chinese classes, this program will be sustained by the district to BRIDGE or *Build Responsible Individuals for a Diverse Global Economy* for our K-16 students.

## **PART B: DESIGN OF THE PROJECT**

The Gahanna-Jefferson Public District is located approximately 10 miles east of downtown Columbus, Ohio in Franklin County. A student population of over 7,000 attend the seven elementary schools (K-5), three middle schools (6-8), and Lincoln High School (9-12). The student population is 72% white, 16% African-American, 3.3% Asian, 2.2% Hispanic, and 5.9% multiracial. Approximately 2.5% of the students are English language learners, 24% are eligible for free or reduced lunch and 17% of the students have a classified disability. Of the 2,300 students at Lincoln High School, over 80% enroll in a postsecondary institution of higher learning upon graduation.

Three years ago the Gahanna-Jefferson Schools (GJS) offered a world language program of Spanish, French, German and Latin in grades 8-12. Instruction in Japanese has also been a part of our International Business course in a partnership with the Eastland Joint Vocational School. As we looked to the future and struggled to define what skills our students would need to be successful in the twenty first century, two core concepts supported our GJC-BRIDGE proposal. Our students 1) would be competing in a global market and 2) the world in which they live will be multi-cultural and multi-lingual.

With China's growing economy, the importance of Chinese language and culture on the world stage is increasingly felt. Mandarin Chinese is the most frequently spoken language in the world and is fast becoming a key language both in international business and diplomatically. As Fareed Zakaria indicated, America is capable of responding to both economic pressures and competition, but we need to "adjust, adapt and persevere" (p. 214, 2008). From this global image came the decision to add Mandarin Chinese to our world languages program of studies. Research

has cautioned, adding Chinese to any traditional world language program without a consideration of time and frequency cannot adequately prepare our students to achieve a superior level of proficiency. According to the Foreign Service Institute scale (Malone, et. al. 2005) English-speaking students need more time to reach the same level of proficiency in Chinese than they would need if studying an Indo-European language. High quality Chinese language instruction requires an early start and a long-term approach with intensity and focus as indicated in the research of Curtain and Dahlberg in *Languages and Children: Making the Match* (2009).

After exploratory steps to begin introducing Chinese language in our elementary buildings, we now have in place a year-long program in five of the buildings. By hiring three Chinese language teachers and utilizing the services of an elementary guest teacher from China, The Ohio State University Chinese Flagship program, district funds, and resources from the Ohio Department of Education for curriculum assistance and professional development, the Gahanna-Jefferson Schools has provided Chinese language instruction for over 200 elementary students during the 2009-2010 school year.

Based on parent survey feedback, the results of student assessments, and over 80% retention rate, the elementary Chinese program has been a success. The enrollment at Chinese Levels I, II and III have continued to expand. Even with this early success, the district faces many challenges to continue the elementary and high school programs, and expand the opportunities to students in all grades in all buildings. A very ambitious goal of the GJS is to have the following programs in place within five years (See Table 1).

**Table 1 Chinese Program Outline**

<b>Grade Level</b>	Kindergarten- 1 <sup>st</sup>	2 <sup>nd</sup> -5 <sup>th</sup> Grades	6 <sup>th</sup> -7 <sup>th</sup> Grade *	8 <sup>th</sup> – 12 <sup>th</sup> *	Post Secondary
<b>Type of Program</b>	Introductory	FLES Stages 1-3	FLMS Stages 2-5	Chinese Levels I, II, III, IV, AP	Advanced levels
<b>Resources</b>	Listening and Speaking focused materials; DVDs, etc.	OSU and ODE curriculum	OSU and ODE curriculum	Federal and State Academic Content Standards	OSU Chinese Flagship Program
<b>Timeline</b>	Fall 2010 (based on pilot 2008)	2008-2010 on-going	2011-2012 on-going	2007-2010 on-going	2012-2013 on-going

**Table 1** \*Depending on language performance, a student could advance to Chinese Levels I-AP when demonstrating appropriate level of proficiency.

Table 1 contains the following components:

- A month long Chinese program will be introduced for all kindergarten students. This program would initially utilize the curriculum piloted by GJS, Sesame Street International, and ODE in April, 2008. The approximately 20 minute daily lessons do not require a Chinese language teacher or other staffing but allow exposure to the Chinese culture, language and arts which are included within each lesson.
- A Chinese Foreign Language Elementary Schools (FLES) program will be available at all seven elementary buildings, grades 1-5. Instructional time will be a minimum of 120 minutes per week during the school day for participating students. The lessons have been and will continue to be taught by Ohio licensed Chinese teachers. Students will have the opportunity to progress through three different “stages” of instruction in the elementary program.
- At the middle schools, a Foreign Language in Middle Schools (FLMS) program for grades six and seven will be introduced and Level I and II high school credit courses for grades seven and eight will be available. The FLMS program will offer stages two and

three as well as more advanced stages for those students that had participated in the elementary program or demonstrate appropriate proficiency. Level I Chinese would be available to all eighth grade students.

- The high school program will offer all levels of Chinese I, II, III, IV and Advanced Placement. For those students who have demonstrated a low advanced level of proficiency, the opportunity to participate in an on-site, dual credit, post-secondary Chinese language program will be provided. These post-secondary classes would be developed and taught under the direction of The Ohio State University Chinese Flagship Program.

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

Our GJC BRIDGE program incorporates five of the key concepts that were promoted by Myriam Met at the National Chinese Language Conference, April 2009. Those concepts include instructional management with a high level of student engagement, extensive target language use, rich and varied learning experiences, multiple ways of assessing student understanding and a variety of materials including technology to support language acquisition (Couet, Duncan, Eddy, Met, Smith, Still & Tollefson, 2008). With consideration of established Chinese language programs such as the Utica, Michigan Project CLIME, the Fairfax County School, Virginia Project Assuring Our Students Global Competitiveness, and the Dearborn, Michigan Foreign Language Assistance Proposal, we developed a clear process for the design and implementation of each level and stage of Chinese instruction for GJC BRIDGE program.

Our partner, the OSU K-12 Chinese Flagship Program, provides the Gahanna Chinese teachers with rich, authentic teaching and learning materials and professional training to create a

positive and active Chinese language classroom. One of the fundamental principles across the curricula is “contextualized language learning.” Our students are not only learning how to speak in Chinese, but also how to *do things with* and *function in* Chinese in a culturally, as well as linguistically, appropriate fashion. The teachers in the Gahanna Chinese program have been or will be trained by OSU to perform the contextualized language learning approach and to engage students in a “performed culture” (Walker, 2008) classroom. One of the methods is the “ACT and FACT” approach, which is procedural knowledge and declarative knowledge in the studies of language (O’Malley and Chamot, 1990). In other words, students will not only acquire the understanding of target culture and language use, but also have the opportunity to practice and apply the knowledge using the target language. Another critical element of our curriculum is “discourse-based activities.” Students are asked to consistently transfer the vocabulary and sentence structures into various settings and situations. The discourse-based activities are expected to foster each learner’s ability to initiate and continue conversations to develop automaticity with various scripts and situations.

A premise in the OSU curriculum is to delay the formal written language learning at the elementary level and instead focus primarily on the listening and speaking. Considering the significant issue of “orthography” in Chinese written language, the beginning learning process may be confusing and overwhelming if students are asked to develop spoken and written language skills simultaneously (Christensen and Warnick, 2006). On the other hand, the delayed introduction of written language in our pedagogical approach does not lessen the importance of written language in our curriculum. The Chinese classroom environment will be visually rich in that props, pictures and Chinese characters will accompany the activities and enrich the dialogues. This ordered approach is to help learners cultivate their speaking, listening, writing,

and reading skills in a systematic and contextualized way. Walker (1991) identified three reasons for delaying the “formal” introduction of Chinese character: (1) natural language acquisition, (2) establishment of grammar and vocabulary for later learning of writing and reading, and (3) review of previously learned materials.

Research has demonstrated that starting a second language at an early age will have a significant, positive impact on the acquisition. The June 2004 National Foreign Conference co-sponsored by the Department of Defense and the Center for the Advanced Study of Languages reached consensus urging the creation of a systematic and systemic approach to world language education that “begins in the earliest grades and continues with well-articulated sequences of instruction throughout the educational pipeline.” The GJC BRIDGE program, by starting with grades K-5 promotes this early experience which is more critical for the Chinese language than other Indo-European languages. The GJC BRIDGE program uses the ACTFL standards to clearly establish what will be taught, but more importantly outline clear performance goals and assessments to determine how well students demonstrate competency. There is a purposeful emphasis on language use that the teacher uses the Chinese language almost exclusively and sets the expectation that students also use Chinese, and the teacher uses a variety of strategies to make the language comprehensible. Learning experiences will include visuals, concrete objects, hands-on experiences and context to present and practice new vocabulary with sufficient opportunities for students to demonstrate their understanding (Couet, Duncan, Eddy, Met, Smith, Still & Tollefson, 2008). Further, the elementary curriculum design has clear assessment targets that are practical and realistic (see Rubrics). The focus will be on what students can “do” or perform with their new language.

**Performance Rubrics: Daily Performance and Final Performance are graded on a four point scale:**

4	Student performs dialogue or drills with a level of fluency, grammatical correctness and pronunciation that would be understood with little or no difficulty by a native speaker.
3.75	Student performs at a level understood by a native speaker with a slight fluency, grammatical or pronunciation mistake.
3.5	Student has a couple mistakes but is still able to communicate the material on his/her own.
3.25	Student has many mistakes or requires assistance from the teacher.
3	A native speaker would have difficulty understanding the student, because of multiple mistakes and lack of vocabulary.
2.75	The student has difficulty with all areas and needs the teacher to help him/her in many aspects of the dialogue/drill.
2.5	The teacher is needed to walk the student through the entire dialogue/drill; Lack of preparation.
1-2	No preparation and little effort to follow the teacher's model.
0	Student is absent and fails to make up class assignment.

**Rubric 1: Daily Performance/Formative Rubric**

**Rubric 2 Final/Summative Chinese Performance**

4	superior completion of the questions	Student answers all questions with clear pronunciation in a timely fashion. Student is also able to follow up and ask all the questions in the same manner.
3+	completion of the questions	Student is able to answer all of that listed for 4 but has 1-2 mistakes in one or more of the following: pronunciation, word order, or consistency.
3	completion of the questions	Student is able to answer all of that listed for 4 but has 3 mistakes in one or more of the following: pronunciation, word order, or consistency.
3-	completion of the questions	Student is able to answer all of that listed for 4 but has 4-5 mistakes in one or more of the following. Pronunciation, word order, or consistency. Multiple mistakes but student is able to continue through the conversation without the teacher giving answers.
2	partial completion of the questions	Student possesses the ability to answer some/ most of the questions but may not show the ability to ask some or all of the questions in response. Teacher assistance may be needed to convey topic matter.
1	minimal completion of the questions	Student shows great difficulty in all aspects of the interview.
Strengths:		Opportunities for Improvement:

**Rubric 2: Final/Summative Chinese Performance**

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

**Goal 1. Gahanna-Jefferson School District students will increase their communication skills in Mandarin Chinese to a level of superior proficiency.**

**Objective 1:** Students completing the elementary, middle or high school Chinese instructional programs will be on track to achieve the superior level of proficiency by college graduation.

- Outcome 1.1a. By year three, 80 % of the students completing stage three of the elementary program will perform at the novice-high level, based on ACTFL proficiency guidelines (Speaking and Listening).
- Outcome 1.1b. By year four, 80% of the students completing stage five or level I will perform at the intermediate-mid level, based on ACTFL proficiency guidelines (Speaking, Listening, Reading and Writing).
- Outcome 1.1c. By year four, 80% of the students completing the Chinese AP or post-secondary level class will perform at the advanced level of proficiency, based on ACTFL proficiency guidelines (Speaking, Listening, Reading and Writing).

**Goal 2. The existing Mandarin Chinese instructional program in the Gahanna-Jefferson Schools will be expanded to serve students in grades K-12.**

**Objective 2.1:** Each year, a month-long introductory Chinese language and culture program will be provided to all Kindergarten students. This will serve as a positive recruitment approach.

- Outcome 2.1 Each year, all Kindergarten students will receive a minimum of 300 minutes of instruction in Chinese language and culture (approximately 75 minutes/week).

**Objective 2.2:** The Chinese language program will expand to serve students in grades 1-5 in all Gahanna-Jefferson elementary schools by the end of grant year two (2011-2012), and expand to serve students in grades 6-8 in all Gahanna-Jefferson middle schools by the end of grant year two (2011-2012). The FLES and FLMS Chinese classes will serve as recruitment for participation in the high school Chinese program Levels I-AP.

- Outcome 2.2a. Each year, all participating students in grades 1-7 will receive a minimum of 120 minutes of Chinese language instruction per week.
- Outcome 2.2b. The total number of students participating in Chinese language instruction, grades 1-12, will increase by a minimum of 5% each year of the project.

**Goal 3. A partnership with The Ohio State University will be formalized to create a K-16 continuum of Mandarin Chinese instruction for students in the Gahanna-Jefferson Schools.**

**Objective 3.1:** By grant year two, a standards-based, district-wide sequential program of study in Mandarin Chinese, along with formative and summative assessments, will be developed for students in grades K-12 through the partnership with The Ohio State University Chinese Flagship Program.

- Outcome 3.1a. Each year, at least 75% of participating students will report increased interest in the study of Mandarin Chinese.
- Outcome 3.1b. Each year, at least 75% of teachers will indicate that the revised program curricula are challenging, age-appropriate, and aligned with students' needs.

**Objective 3.2:** By grant year three (2012-2013), OSU will have established a Chinese language post-secondary option for approved Lincoln High School students.

- Outcome 3.2. During year three, at least 15 high school students will participate in a post-secondary Chinese language course, with increasing enrollment in grant years four and five.

**Goal 4. Meaningful and appropriate professional development will be provided for the teachers to offer the best possible research-based instruction in the Chinese language classrooms.**

**Objective 4:** A series of professional development opportunities will be made available each year to Chinese language teachers to enhance their knowledge and skills in designing and delivering a high-quality Chinese language program.

- Outcome 4.1 Each year, Chinese language teachers will participate in at least 80 hours of professional development through the FLAP project.
- Outcome 4.2 Each year, at least 75% of Chinese language teachers will report enhanced knowledge in the areas of research-based instructional practices, curriculum development and language assessments.
- Outcome 4.3 Each year, at least 75% of Chinese language teachers will report enhanced comfort in applying the skills acquired in the areas of research-based instructional practices, the incorporation of technology to enhance student learning, curriculum development and language assessments.

**Goal 5. Utilizing technology and visitation opportunities, active partnerships will be built with other Chinese classes in the United States and with our “sister school” the Second Affiliated School of Yunnan Normal University in Kunming, China.**

**Objective 5.1:** To enhance the relationship with our “sister school” in Kunming, China which was established spring 2010 through the Confucius Classroom Network.

- Outcome 5.1a Beginning year one there will be at least two academic exchanges per month between Gahanna Lincoln High School students and the students of the Second Affiliated School of Yunnan Normal University in Kunming, China. These will be electronic exchanges including science, technology, engineering, mathematics, the arts and other culturally relevant presentations that reflect students' talents and interests.
- Outcome 5.1b In years two through five, at least 80% of the students in advanced Chinese courses (e.g., elementary Stage 3, Level II [8th grade] and high school Levels III and above) will participate in at least one interactive/distance learning project with a heritage speaking student partner at Second Affiliated School of Yunnan Normal University in Kunming, China.

**Objective 5.2.** Through our Confucius Classroom Network and other avenues, partner schools in the United States with Chinese language programs will be established by fall 2010.

- Outcome 5.2 Beginning in year two, through year five, lessons, student presentations and other exchanges with U.S. classrooms outside of the GJ school district will take place quarterly each year at the elementary, middle and high school levels. (See letter of support from Plain Local Schools)

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

Assessments were completed for each participating elementary student in February and May in 2009 and 2010. The performance based assessments were developed by a team of GJS

administrators, the Chinese teachers and representatives from The Ohio State University. Each student was asked to complete a short dialogue that was then scored with a common rubric. (See Rubrics page 11) All dialogues were videotaped for future comparisons. While this assessment can serve as a model for future classes, we will continue to work with OSU and the Chinese teachers to develop a standards-based and performance-based assessment for each stage and level using the ACTFL scale. The assessment measures will be developmentally appropriate, reliable and aligned with state and national standards for foreign language proficiency.

To assess the objectives for student proficiency levels, reliable and valid assessment instruments aligned with the ACTFL scale, national, and state standards for world language proficiency will be used at both the elementary and secondary levels. For the elementary and middle stages, the emphasis will be on speaking and listening in the target language. For the high school credit levels, the emphasis will be on speaking, listening, reading and writing. Clear and consistent proficiency targets will be established for each stage and each level. Formative evaluation measures will be designed to assist teachers with student assessment throughout the year. These formative assessment structures (including scripts, rubrics, exemplars, and student videotaped dialogues) could serve as models for project replication.

Each of the goals and objectives previously described will be reviewed bi-annually by the project leadership team and used for program improvement purposes. All project documentation including materials, student assessments, curriculum, attendance rosters, student participation numbers, parent survey data, agendas for professional development activities, and teacher feedback will be reviewed.

Biannual parent surveys will be distributed and collected each year. Feedback pertaining to satisfaction with the classroom instruction, program implementation, scheduling of instructional time and likelihood of continued participation, will be analyzed and acted on. All public information, including media reports, newsletters and handouts will be reviewed by the leadership team. The Gahanna-Jefferson School District will reach out and continue to make meaningful connections with parents, community, local Chinese heritage speakers and other school districts to encourage and promote program replication and cultural awareness.

*Specific Examples of Parent Connections:* Fall annual parent information night; Chinese teachers' monthly newsletters; GJS Chinese classroom website with audio and visual language lessons and support for parents who do not speak Mandarin; semi-annual feedback surveys; elementary student progress reports; school displays of student work from Chinese classes; and establish Community Advisory Team with parent members.

*Community Connections and Local Chinese Heritage Speaker Connections:* Participate in Chinese heritage school and community events and celebrations; Gahanna Senior Center presentations by students to share what they are learning in Chinese with Gahanna senior citizens; reports to Gahanna Business Advisory Council; Rocky Fork and Gahanna Newspapers local stories on Chinese programs and student activities; through Gahanna-Jefferson Graduate Profile sharing goals of global citizenship and cultural awareness; support local Chinese businesses; and utilize a Community Advisory Team to advise the GJC BRIDGE Project.

*Other School Districts:* Continue to collaborate with other school districts in Ohio (See letter from Plain Local Schools) and through the Confucius Classroom Network to share ideas,

resources, language assessment rubrics, and identify common challenges that collectively we can address.

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

The GJS will institutionalize the language program by integrating Chinese as a part of the regular school day in the elementary buildings, establishing a K-12 standards-based curriculum, building a lasting and mutually beneficial partnership with the Ohio State University Chinese Flagship Program, providing assistance and professional development for teachers, and building community support for the program.

With a core group of elementary students having completed two years of Chinese language instruction and the commitment made to continue with the next stage, expectations for continued opportunities are set. By the end of the five year program this core group will have greatly expanded in numbers and expectations. These students, their parents, and the community will expect the program to continue.

Over the period of the FLAP grant, the GJC BRIDGE program will have developed, refined and disseminated curricular materials, K-12, for not only the Chinese language teachers, but also for use by other world language staff and general education teachers. These materials will have become a part of the district's instructional program. Materials will be made available and disseminated throughout the community and state, including institutions of higher education.

The partnership with The Ohio State University will provide a continuous means of support and enhancement of the Chinese language program. The GJC with support from OSU will collaborate on the curriculum for the BRIDGE project and provide classroom support and

professional development for our teachers. The mutually beneficial results of the partnership will provide a mechanism for leveraging continued high quality curricular and pedagogical resources. GJC BRIDGE will be a laboratory for the OSU Flagship and Chinese language programs and OSU will be a source of instructional support and staff training. By the end of the project, curriculum, specific instructional strategies, student evaluations, and materials for five distinct stages (grades 1-7) and high school credit Chinese Levels I through AP will have been completed.

The professional development, with intensive summer teacher training locally and in China, provided by the project will allow our teachers to utilize the benefits of the program long after the five year plan. This will build the capacity for our Chinese program and enhance our partners to yield positive results beyond the grant cycle. The instructional strategies developed will create opportunities for innovative and creative learning environments for the foreign language classroom. Teachers that have been trained and supported will be encouraged to share their knowledge with their colleagues internally and externally. The intent is to capture much of this professional development in electronic format to build a Chinese “electronic professional library” to be disseminated through local and international forums.

Based on parent and community feedback already solicited, support for expanding the district’s world language program has been established. The GJC BRIDGE program will utilize local and state media, parent newsletters, and the district web site, in this way, promotion and support for the program will remain positive. Our core group of committed and successful students will be ambassadors for the continuation and growth of a sustained Chinese language program and achieve a superior level of language fluency. Opportunities for parent and community involvement will be an important part of the project to ensure continued support

beyond the five year plan. On February 8, 2010 GJC was selected to be a part of the Confucius Classroom Network allowing us to establish a “sister school” in Kunming, China. This partnership will enhance the GJC BRIDGE project and be a vital means of support for the Chinese language study.

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

As noted earlier, the proposed partnership with The Ohio State University builds on a relationship that has developed over the past three years. GJS began working with representatives from the OSU Foreign Language Center and the Chinese Flagship Program from the beginning of the Chinese initiative. A Memorandum of Understanding (MOU) with the OSU Flagship Program was written and approved in summer, 2008. Together the GJS and OSU have been working to develop curriculum and appropriate materials for elementary students. GJS provided input for the Ohio teacher licensure for the Chinese language program. We will continue to work with the OSU Chinese Flagship Program to facilitate the recruitment and hiring of Chinese languages teachers. Along with the Franklin County School Consortium, Metro High School, GJS and OSU have collaborated to provide an intensive Chinese Language summer camp for high school students in Columbus, Ohio (Star Talk) and in China. Continuous profession development, including an intensive summer institute, will be a vital part of the partnership. Finally, by fall 2011, a unique “academic center” will become a part of Lincoln High School. This proposal offers an exceptional opportunity to establish a post-secondary Chinese language program that will offer OSU college credit and be located on site for Lincoln High School students.

GJS has also partnered with the Ohio Department of Education (ODE) to facilitate the beginning steps of both the elementary and high school programs. ODE has been and will continue to be an integral partner in curriculum development, material selection, and teacher training. With the assistance of ODE (2008-2009) and OSU (2009-2010), GJS was able to host two Chinese guest teachers and to hire teachers to develop the elementary program. GJS will rely on ODE to assist with access to additional ancillary materials, including appropriate software, to facilitate Chinese instruction at all levels. Access to and participation in workshops and conferences for developing Chinese programs is an integral part of the proposal and very beneficial to both ODE and GJS.

As stated in objectives 5.1 and 5.2, the Chinese partner or “sister school” has been established with the Second Affiliated School of Yunnan Normal University in Kunming, China and a formal MOU is pending our initial face-to-face meeting in Washington D.C. on April 22-25 at the National Chinese Language Conference. This mutually beneficial partnership with a Provincial Educational Authority in China will allow both schools to share student and teacher successes. The linkage will provide exchange opportunities for students and teachers at all levels. The “sister-school” relationships will facilitate virtual conferences (e.g. Skype), content-based projects, student-to-student and teacher exchanges.

The GJS BRIDGE proposal includes the stated objective to establish and maintain linkages with state and local Chinese cultural and language organizations as well as local heritage schools. As all of the other partnerships, these linkages will be mutually beneficial with exchanges of ideas, instructional practices and cultural information.

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

Drawing from four themes shared at the National Chinese Language Conference in April 2009, the GJC BRIDGE proposal will focus on time, intensity, continuity, and teacher effectiveness. Opening key note speakers, Gaston Caperton, President of The College Board and Vishakha Desai, President of the Asia Society stressed the importance of supporting local schools and educational institutions in teaching Chinese language and culture to American students.

By focusing on the articulation of curriculum and assessment, the GJC BRIDGE will have a seamless progression for students K-16 in the language learning experiences. Articulation is critical as students transition through various classes and grades and move through elementary, middle, and high school to college so that students do not experience “deadening duplication of coursework ... [or a] drain on motivation” (Gascoigne, 2007). As Sandrock (2007) promoted, we should share the belief that students use any new language in a relevant, “real-world” application that promotes proficiency through “interpersonal, interpretive and presentational modes” (Sandrock, *The Language Educator*, October 2007, p, 55). As Met (2007, 2009) proposed, we need clear definitions of what learning is and determine what evidence would indicate student learning prior to actual instruction. Considering this “begin with the end in mind” (Covey, 1989), the GJC BRIDGE project will refine summative and formative assessments that will indicate acceptable student performance at each level and stage.

By incorporating the Mandarin Chinese curriculum and materials for OSU and ODE, GJS has established a productive and active Mandarin Chinese language program for elementary and high school students. In addition to the level of proficiency, our Mandarin Chinese program is based on the Ohio Academic Content Standards for International Language, which consists of 5Cs: Communications, Cultures, Connections, Comparisons, and Communities, as well as the AFTCL standards. These are the basis of the curriculum design and reference points for summative and formative assessments. Recognizing the rich resources and studies in Mandarin Chinese pedagogy researched and applied by OSU, our teaching staff and program coordinators have implemented many of these key pedagogical methods.

The GJC BRIDGE project uses the fundamental principle of contextualized language learning across the curricula. Students are learning Chinese in a culturally and linguistically appropriate fashion. With multimedia materials, web-based, IVDL and Smart Board technology application, our teachers can create a variety of authentic social contexts for learners to practice linguistic scripts, cultural scripts and performances. It is by engaging in a wide range of socially and culturally authentic contexts that learners may attain the intercultural understanding and the accurate language uses (Christen and Warnick, 2006). GJS has recognized the importance of foreign language learning experience for K-12 students, as well as the effectiveness of “performed culture” approach in East Asian language education. Therefore, the partnership between GJS and the OSU Chinese Flagship Program is a mutually beneficial and productive endeavor for the improvement of Mandarin Chinese language education.

**PART C: QUALITY OF PERSONNEL**

It is the policy of Gahanna-Jefferson Schools that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap shall be discriminated

against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program conducted by this educational agency.

1) The qualifications, including relevant training and experience of the **Project Co-Directors**:

Dr. Rae White currently serves as the Human Resources, Curriculum, and Field Placement Coordinator for Gahanna-Jefferson Schools. In her role she collaborates with Mr. Langhals to oversee the district international foreign language curriculum, materials, instruction and professional development. Dr. White has over twenty-five years in public education as a teacher in elementary, middle, high school and as a college professor. In addition to her experience as a classroom educator, she has been an assistant director of organizational development, a coordinator of licensure and college program approval at the Ohio Department of Education, and been a trained evaluator for Praxis III, teacher performance assessment systems (ETS, 2001, 2008) as well as an on-site program evaluator for the Ohio Baldrige Quality Award. Dr. White received her Ph.D. at The Ohio State University in Policy and Leadership within the Department of Education and Human Ecology.

Hank Langhals currently serves as Coordinator, Pupil Services/Curriculum and Professional Development. He collaborates with Dr. White to oversee the district international foreign language curriculum, materials, instruction and professional development. Mr. Langhals has over thirty years in public education, nineteen of which have been in school administration. He has worked as principal and assistant principal at the middle school and the high school level. As a building administrator, he was instrumental introducing international languages in the middle schools and has served as an evaluator of world language teachers and programs. Mr. Langhals was a part of the Chinese Bridge for American Schools Delegation in 2008 and has worked closely with The Ohio State University Chinese Flagship Program to help initiate Mandarin Chinese as a world language option in the Gahanna-Jefferson Schools.

2) The qualifications, including relevant training and experience of the **Project Manager**:

Dr. Galal Walker, Professor, Department of East Asian Languages and Literatures and Director, National East Asian Languages Resource Center at The Ohio State University, was instrumental in the development and implementation of Individualized Instruction, curriculum and materials design for Chinese language instruction. Dr. Walker has served in varied capacities such as President of the National Association of Self-Instructional Language Programs; Executive board of the Journal of the Chinese Language Teachers' Association; and a task force member for the College Boards Chinese Advanced Placement Program. Grants and awards he has received or been an investigator for include: Development of the Audio Program for *Chinese: Communicating in the Culture* (US Department of Education), National Foreign Language Resource Center (US Department of Education), *Kaleidoscope: A Course in Intermediate to Advanced Spoken Cantonese* (Center for the Advancement of Language Learning), and the Defense Language Institute. Dr. Walker's publications include: *Chinese: Communicating in the Culture* and audio programs for beginning Mandarin; the five-volume series and ancillaries for *Spoken Cantonese: Context and Performance, Learning Less Commonly Taught Languages: An Agreement on the Bases for the Training of Teachers*, "Design for an Intensive Chinese Curriculum" in *Current Trends in Chinese Language Pedagogy*, Scott McGinnis, ed., OSU Foreign Language Publications; *Foreign Language Annals*; *Shaping the Future: Challenges and Opportunities* (Northeast Conference Reports). As Director of the OSU Chinese Flagship Program, which includes the US/China Links Program he helps to provide American students the opportunities to reach the highest levels of proficiency in spoken and written Chinese.

3) The qualifications, including relevant training and experience of the **Curriculum Coordinator**:

Chi Wei Lin is an Ohio licensed K-12 Mandarin Chinese teacher sponsored by The Ohio State University in Alternative Foreign Language Teacher Licensure Program for professional teacher training and graduate credits in 2007. In Taiwan, Chi Wei Lin had English teaching experience with elementary students from grade level one to five. She holds a Bachelor's degree in Sociology, a Master's Degree in Education, Teachers of English for Speakers of Other Languages (TESOL) at OSU. During her Master's study, she worked for a local non-profit organization, Asian American Community Services, as an ESL tutor for new immigrants, a translator and interpreter for free clinic services at OSU Medical Center, and a project assistant responsible for grant writing, community networking, and workshop coordinating. For the past two years, Ms. Lin has been working for the Gahanna-Jefferson Schools as a Mandarin Chinese language teacher. She also develops curriculum and assessments for the OSU Chinese Flagship Program, including technology enrichment and activity design. She has presented at the 2009 Ohio Foreign Language Association (OFLA) Conference, the 2009 Ohio Professional Training Workshop for Mandarin Chinese Teachers and the December 2009 OSU-ODE Global Connections Conference for Chinese Language Instruction. She will continue to serve as a K-12 instructor for the Mandarin Chinese program with the GJS and as a curriculum consultant for OSU Chinese Flagship Program.

4) The qualifications, including relevant training and experience of the **Lead Teacher Liaison:**

Mr. Michael Kralovic is an Ohio PreK-12 Mandarin Chinese certified teacher and a 2003 graduate from The Ohio State University with a double major in Political Science and Mandarin Chinese. He also attended National Taiwan Normal University in the summer of 2002. Mr. Kralovic worked in the Columbus Public Schools from 2003-2007. Additionally in 2004 taught English at the Taiwan Language Institute. In 2006-2007 Mr. Kralovic enrolled in the first cohort

of the Mandarin Chinese Teaching Alternative Licensure Program at The Ohio State University. Upon completion he began teaching Mandarin Chinese at Gahanna Lincoln High School during the 07-08 school year. He has been the Treasurer of the Ohio Association of Teachers of Chinese (OATC) since its founding in 2007. In the summer of 2008, he participated in the American Councils Intensive Summer Language Institute in Changchun, China. After the 2009 school year Mr. Kralovic was the teacher liaison for a group of Lincoln High School students attending the Summer High School Chinese Bridge through the Miami University Confucius Institute (Beijing, Kunming). In addition, he developed the courses of study and currently teaches Chinese Levels I, II and III at the high school plus will add Level IV next year. He also co-teaches with a Chinese guest teacher at the elementary level. Mr. Kralovic was selected in March 2010 to be a lead curriculum collaborator at Clark Hall, a new innovative academic grades 8-16 site, beginning in the 2011-2012 school year.

5) The qualifications, including relevant training and experience of the **Project Evaluator/Investigator:**

Dr. Jacque Van Houten, World Language and International Education Consultant for the Kentucky Department of Education, has her B.A. and M.A.T. from the University of Louisville, an M.A. in French from the University of Cincinnati and a Ph.D. in Educational Leadership from Miami University of Ohio. She was recognized in 2008 as State Foreign Language Supervisor of the Year. She has served as president of the National Council of State Supervisors for Languages (NCSSFL), is currently vice president of the National Network for Early Language Learning (NNELL) and is on the board of directors of the Joint National Committee for Languages and University of Kentucky Asia Center. Her work with coordination of grants includes, among others: SEA and LEA FLAP grants, Longview

Foundation and States Institute grants, and two different StarTalk grants. She is responsible for memoranda of agreement between Hanban (China) and NCSSFL and Hanban and the Kentucky Department of Education. She is a member of The College Board interview and summer institute team, which hires and interviews over 120 teachers from China and provides training in curriculum, instruction and assessment.

#### **PART D: QUALITY OF THE MANAGEMENT PLAN**

*Management of the project will be conducted by the following personnel:*

- **The Project Co-Director(s)** will be Hank Langhals and Dr. Rae White who will report directly to the district superintendent and the school board. Their tasks include: (a) Oversee budget and overall project; (b) Direct project policy; (c) Chair on project leadership team; (d) Oversee the implementation of the project; (e) Provide the project's administrative voice; (f) Liaise with the teachers in the district, Community Advisory Team, and "sister school" in China; (g) Coordinate the logistics for scheduling facilities, classes, students, and staff at the district level in 11 buildings; (h) Order materials, texts, equipment and work with the GJS technology department for installation and routine maintenance; and (i) Expand and link with the Confucius Network and other LEA Chinese language initiatives.
- **A Project Manager** will be Dr. Galal Walker from The Ohio State University Chinese Flagship program who will: (a) Serve on the project leadership team; (b) Establish and manage the professional development schedule and the facilitators; (c) Supervise the student (K-16) assessment procedures and work with the Curriculum Coordinator to develop student assessment activities for the classroom teachers; (d) Collaborate with the Co-Directors; (e) Continue to apprise the Community Leadership Team with current relevant research and methodology.

- **Curriculum Coordinator** will be Chi Wei Lin from The Ohio State University and Gahanna-Jefferson Schools, who will (a) Write/revise elementary and middle level curriculum, stages 1-5; (b) Assist with teacher training; (c) Research appropriate materials, emerging technologies and software; (d) Serve on the project leadership team and Community Leadership Team; (e) Collaborate with the Project Manager and Co-Directors to promote quality of the assessments, curricular materials, and instruction.
- **Lead Teacher Liaison** will be Michael Kralovic with the Gahanna-Jefferson Schools who will: (a) Assist with the collection of assessment data; (b) Assist with teacher training; (c) Liaise with Project Co-Directors to ensure that equipment and supplies are ordered and delivered to schools; (d) Communicate with the teachers, parents and community partners; and (e) Serve on the project leadership team.
- **Project Evaluator/Investigator** will be Dr. Jacque Van Houten from the Kentucky Department of Education whose responsibilities include: (a) Complete an annual evaluation of the project; (b) Write the yearly reports; (c) Review all student assessment results; (d) Review parent survey results; and (e) Report to and advise the project leadership team.
- **Community Advisory Team** will consist of at least two local Chinese heritage speakers, a member of the Board of Education, representatives from the Gahanna City Government, the local Chamber of Commerce, an elementary, middle school and high school PTA member, and a Gahanna Rotary member. The Advisory Panel will meet quarterly to review progress with the implementation of the program and give recommendations for design, program and communication with the community.
- **The Project Leadership Team** will consist of the Project Co-Director, the Project Manager, the Curriculum Coordinator, the Lead Teacher Liaison, and the Project

Evaluator/Investigator (attending quarterly), representation from the advisory panel, the GJS Chinese language teachers and the International Department Chair at Lincoln High School. The Team will meet monthly to review progress on the grant using all relevant data and report to the district administration and local school board. The Leadership Team will address implementation barriers, provide guidance, and oversight for the project.

As noted in Table 2 below, each year of the project will have clear outcomes and indicators for the leadership team to review for compliance for the stated objectives. At the end of year one, the Project Evaluator/Investigator will report on the results from the parent surveys for FLES and the Kindergarten introductory programs. A determination will be made if the surveys are reliable and if the results achieved the project objectives. Student participation numbers, assessment results, professional development opportunities, and program implementation will be evaluated and determined if objectives are being met. At the conclusion of each succeeding year the Leadership Team will review the Project Evaluator/Investigator reports and determine if the targeted objectives are being achieved. Appropriate modifications and adjustments will be implemented.

**Table 2 Management Plan**

Activity	Person(s) Responsible	Begin	End
Implement elementary stage three Continue stage one in the five buildings.	Project Directors Curriculum Coordinator Lead Teacher	Fall 2010	On-going
Plan and implement professional development activities for elementary and HS teachers	Project Manager, Project Directors, Leadership Team Lead Teacher	Fall 2010	On-going
Complete student assessment, stage two	Curriculum Coordinator Lead Teacher	Winter and Spring	Annually
Begin Kindergarten program, Sesame Street, DVD listening/speaking	Project Directors Elementary Principals, K Teachers	Spring, 2011	On-going
Develop and distribute parent surveys. Conduct focus groups	Project Directors Teachers	Winter, Spring, 2011	Annually

Write curriculum, elementary stage three	Curriculum Coordinator Teachers Community Advisory Team	Summer 2010	September 2010
Plan middle school implementation	Project Co-Directors	Fall 2010	Summer 2011
Begin high school Level IV course	Project Co-Directors, LHS Chinese teachers	Fall 2010	On-going
Complete first project evaluation	Leadership Team Community Advisory Team	Summer 2011	Annually
Provide summer professional development program	Project Manager, Curriculum Coordinator	Summer 2010	Annually
Implement elementary stage three	Project Co-Directors Chinese teachers	Fall 2010	On-going
Continue stages one and two in five elementary schools	Project Co-Directors Chinese teachers	Fall 2010	On-going
Implement stage one in the remaining two elementary schools	Project Co-Directors, Curriculum Coordinator Chinese teachers	Fall 2011	On-going
Develop and Implement middle school stages three and four	Project Co-Directors Curriculum Coordinator	Fall 2011	On-going
Plan post-secondary option for high school students	Project Manager	Fall 2010	Fall 2011
Begin high school Level IV course	Project Co-Directors Chinese teachers	Fall 2010	On-going
Develop and Implement stage two in the remaining elementary schools	Project Co-Directors Curriculum Coordinator Chinese teachers	Fall 2012	On-going
Develop and Implement stages two-five in all middle schools	Project Co-Directors Curriculum Coordinator Chinese Teachers	Fall 2012	On-going
Implement post secondary option	Project Manager	Fall 2011	On-going

**Table 2 Management Plan**

**PART E: QUALITY OF PROJECT EVALUATION**

A continuous multi-level systematic evaluation of the GJC BRIDGE project based on the goals and outcomes described in this proposal will be conducted by Dr. Van Houten, an external evaluator whose credentials to conduct this review can be found in the key personal descriptions Part C. Dr. Jacque Van Houten has conducted research, evaluation, strategic planning, and program-development services to educational institutions and other agencies. She will work closely with the Gahanna-Jefferson Schools to face the challenges associated with the goals and objectives in the GJC-

BRIDGE project. The three required Government Performance and Results Act (GPRA) objectives and measures will be reported as required through the project evaluation.

The GJC BRIDGE leadership team will collect and analyze individual students' language assessment scores to determine the extent to which students reach target proficiency levels in Chinese upon completion of the elementary, middle or high school Chinese instructional programs, in accordance with GPRA Measure 3.1. The locally-developed, performance-based assessments will be aligned with ACTFL, national, and state standards for world language proficiency and will be administered to students twice annually (February and May). Each year, student progress toward meeting the project's language proficiency objectives will be monitored through the collection and analysis of data from both administrations of the language assessment, using the proficiency targets established by GJS for each stage and level as benchmarks. All surveys will contain a combination of Likert scale and open-ended items and will be analyzed using descriptive statistics.

The following five tables describe the evaluation questions and the evaluation instruments used to collect the relevant data.

**Table 3**

Evaluation Questions	Evaluation Instruments
Are all project components in place and functioning as intended?	Leadership Team Minutes
Is the project on track with time and resources?	Leadership Team Minutes/Project Budget Reports
Were budgeted funds (both grant and matching funds) expended at the rate expected?	Leadership Team Minutes/Project Budget Reports
Are modifications necessary to ensure that the program is more cost-effective?	Leadership Team Minutes/Project Budget Reports
What costs/commitments are necessary to continue the project?	Project Budget Reports
Are parents/students/community/district and University personnel satisfied with the project and its components?	Project Satisfaction Surveys/Focus Groups

Were additional partnerships fostered? How many? What kind?	Leadership Team Minutes
What gaps in services could additional partnerships fill?	Leadership Team Minutes/Satisfaction Surveys
Is there a free flow of information between all collaboration organizations?	Leadership Team Minutes/Satisfaction Surveys

**Table 3 Implementation and On-going Operations**

**Table 4**

<b>Evaluation Questions</b>	<b>Evaluation Instruments</b>
How has the professional development provided impacted teachers' knowledge, competence, and comfort level using new curriculum, technology, and assessment in the classroom?	Teacher Surveys/Focus Groups/ Classroom Observations
What are teachers' skill and comfort levels relative to the implementation of the curriculum and assessment techniques?	Teacher Surveys/Focus Groups/ Classroom Observations
What has been teachers' level of participation in project-specific and related staff development activities?	Professional Development Attendance Reports
How satisfied are teachers with the professional development?	Teacher Surveys/Focus Groups
How many project affected sharing among teachers—in district, with OSU, with "Sister" school, with other districts?	Teacher Surveys/Focus Groups
How many hours of professional development does each teacher participate in during each project year?	Professional Development Attendance Reports

**Table 4 Project Impact on Professional Development**

**Table 5**

<b>Evaluation Questions</b>	<b>Evaluation Instruments</b>
Do the curriculum changes and additions meet the needs and interests of all participating students?	Student/Parent/teacher surveys, Focus Groups
Is new course content both challenging and age-appropriate?	Student/Parent/teacher surveys, Focus Groups
Does the project provide a seamless learning stream Kindergarten through post-secondary?	Assessment instruments/teacher and parent surveys
How and to what extent are new curriculum and instructional techniques implemented in foreign language classrooms across the district?	Teacher surveys/Focus Groups/Classroom Observations

**Table 5 Effectiveness of Curriculum Development/Revisions/Expansion****Table 6**

<b>Evaluation Questions</b>	<b>Evaluation Instruments</b>
Are teachers able to efficiently collect and analyze student language proficiency across all levels?	Teacher surveys/Focus Groups/Classroom Observations
Are students able to perform self-assessments and adjust their performance accordingly?	Teacher/Parent and Student Surveys/Classroom Observations
Are teachers using the data they collect to make data-driven decisions regarding curriculum, assessment and teaching?	Teacher Surveys/Classroom Observations
To what extent is assessment of students consistent and age appropriate in classrooms across the district?	Teacher Surveys/Classroom Observations
What percentage of students are achieving the targeted level of language proficiency for the appropriate stage or level?	Formative and summative student assessment data

**Table 6 Effectiveness of Assessment Protocols****Table 7**

<b>Evaluation Questions</b>	<b>Evaluation Instruments</b>
What is the total number of student participating in the program at each level (elementary, middle and high school) and in each building?	Annual Enrollment Data
What is the attrition rate for participating students at each level?	Quarterly Enrollment Reports
What is the total number of students participating in activities with students outside the district?	Confucius Classroom Network Partnership Reports

**Table 7 Evaluation Questions focusing on Student Participation**

The above data will be analyzed using appropriate statistical methods and subsequent reports will be produced, including: descriptive summaries, budget summaries, professional development attendance reports, professional development attendee survey results, teacher survey results, anecdotal reports of success and failure, surveys of student achievement and behaviors, etc. Quarterly review of the collected data will allow the Project Co-Directors and the project Leadership Team to complete periodic assessments of progress toward achieving the project goals and outcome objectives and to quickly address barriers to effective implementation before they interfere with the project.

The Project Co-Directors and the Project Manager will hold the ultimate responsibility for combining information gathered by the Leadership Team and External Evaluator with the objective measurements taken by the External Evaluator to provide comprehensive annual reports that will be reported to the District Administration and the U.S. Department of Education.

## Project Narrative

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

Attachment 1:

Title: **GJC BRIDGE Table of Contents Pages: 1** Uploaded File: **H:\FLAP Grant\Final TABLE OF CONTENTS.doc**

## TABLE OF CONTENTS

### *Gahanna Jefferson Chinese BRIDGE – Building Responsible Individuals for a Diverse Global Economy (GJC-BRIDGE)*

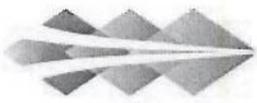
<b>PART A: <u>NEED FOR THE PROJECT</u></b>	pages 1-4
<b>PART B: <u>DESIGN OF THE PROJECT</u></b>	pages 5-23
<b>PART C: <u>QUALITY OF PERSONNEL</u></b>	pages 23-28
<b>PART D: <u>QUALITY OF THE MANAGEMENT PLAN</u></b>	pages 28-31
<b>PART E: <u>QUALITY OF PROJECT EVALUATION</u></b>	pages 31-35

# Project Narrative

## OTHER NARRATIVE ATTACHMENT FORM - IHE Letter(s)

Attachment 1:

Title: OSU Chinese Flagship Letter of Support Pages: 1 Uploaded File: H:\FLAP Grant\OSU support ltr for Gahanna schools FLAP proposal.pdf



April 12, 2010

To Whom It May Concern:

I am writing this letter to support the Foreign Language Assistance Program (FLAP) grant application submitted by the Gahanna Jefferson School District (GJSD) in Ohio. The expanded Chinese program developed by GJSD has a K-16 articulated plan to provide innovative Chinese language and culture programs.

GJSD is a partner with the Ohio State University Chinese Flagship Center in developing K-12 Chinese programming for the two years. The GJSD Chinese program has strong community support and is well liked by the students and their families. It proves to be a successful model for urban-suburban schools in Ohio. GJSD has consulted with the OSU K-12 Chinese Flagship Program in the areas of teacher professional development, curriculum development, technology support, and partnering with a sister school in China. GJSD is committed to making Chinese language and culture one of the priority areas in its long-term strategic planning. OSU is interested in working with GJSD in building a K-16 pipeline of students to reach superior levels of Chinese proficiency.

The OSU Chinese Flagship Center has one program for B.A./M.A study and the other for K-12 support. The K-12 component provides technical support to schools in Ohio and beyond that operate or plan to start Chinese language programs. The main areas of support include teacher training, curriculum development, and technology support. For more information about us, please visit <http://chineseflagship.osu.edu>.

Thank you for considering the proposal from GJSD. Please feel free to contact me if you have any questions.

Sincerely,

Galal Walker, Director  
OSU Chinese Flagship Center  
National East Asian Languages Resource Center

# Project Narrative

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

Attachment 1:

Title: District Support Letter Pages: 1 Uploaded File: H:\FLAP Grant\GJPS Letter from Supt FLAP.pdf



# Gahanna - Jefferson Public Schools

160 South Hamilton Road • Gahanna, OH 43230  
(614) 471-7065 • Fax (614) 478-5568

---

April 14, 2010

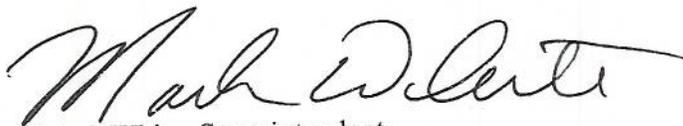
To Whom It May Concern:

As the new superintendent of the Gahanna-Jefferson School District, I welcome the opportunity to apply for the Foreign Language Assistance Program (FLAP) CFDA 84.293A in collaboration with The Ohio State University K-12 Chinese Flagship Program. Our grant proposal is titled the *Gahanna-Jefferson Schools BRIDGE* program. For the past three academic years our district has worked closely with the Ohio State Chinese Flagship Program as we initiated a Mandarin Chinese Language program at the high school and elementary levels. The grant proposal outlines FLAP funding to enhance and expand our existing program. Currently we have over 125 high school students enrolled in three different levels of Chinese and over 200 students participating in our elementary program. The partnership needed for this FLAP grant application will be through The Ohio State Chinese Flagship Program which has previously supported our initiatives with curriculum writing, professional development, teacher recruitment, and developing a formal partnership with a "sister" school in Kunming, China.

With the FLAP funding this will allow the partnership to continue to grow as we develop a systematic K-16 methodology to build competency and provide a program that will allow students to obtain a superior level of proficiency in Mandarin Chinese by college graduation.

We look forward to a mutually beneficial partnership with other LEA Chinese programs in America, the Confucius Classroom Network, our "sister school" in Kunming China and The Ohio State University Chinese Flagship Program.

Sincerely,



Mark White, Superintendent