

T293B080036

Memphis

Application for Federal Assistance SF-424 Version 02

9. Type of Applicant 1: Select Applicant Type:

 Type of Applicant 2: Select Applicant Type:

 Type of Applicant 3: Select Applicant Type:

 * Other (specify):

* 10. Name of Federal Agency:

11. Catalog of Federal Domestic Assistance Number:

 CFDA Title:

* 12. Funding Opportunity Number:

 * Title:

13. Competition Identification Number:

 Title:

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

* 15. Descriptive Title of Applicant's Project:

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="234,957.00"/>
* b. Applicant	<input type="text" value="(B4) [REDACTED]"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="(B4) [REDACTED]"/>

* 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: * First Name:
Middle Name:
* Last Name:
Suffix:
* Title:
* Telephone Number: Fax Number:
* Email:
* Signature of Authorized Representative: * Date Signed:

Authorized for Local Reproduction

Standard Form 424 (Revised 10/2005)
Prescribed by OMB Circular A-102

Memphis City Schools (MCS) proposes to partner with Rhodes College, the Croft Institute for International Studies at the University of Mississippi (Ole Miss), and the Confucius Institute at the University of Memphis on a project that will create seamless continuity for an existing course of study in one critical language – Russian – and new courses of study in three additional critical languages – Arabic, Chinese, and Japanese – enrolling high-poverty minority students ranging from kindergarten through high school. These new articulated programs of study – modeled after MCS’s successful implementation of Russian study in the district’s College Preparatory/ International Studies magnet school – will address all four Competitive Priorities of the Foreign Language Assistance Program (FLAP), but most directly Competitive Priority #1 (professional development), Competitive Priority #2 (effective use of technology), and Competitive Priority #4 (innovative activities). The new articulated programs of study will culminate in high school students’ attainment of Intermediate-High language proficiency. In addition, the project will expose Arabic, Chinese, and Japanese students to nationally prominent post-secondary programs which will link students’ new language skills to careers promoting national security and regional economic growth. In combination with the Russian project, the proposed project will provide models of foreign language excellence in each of the four zones of MCS, models which in future years can be expanded to incorporate additional feeder schools.

A. Need for the Project

MCS is the nation’s 21st largest school district, incorporating 200 schools and approximately 110,000 students (Fall 2008 district data). According to the district’s most recent report card (2007), our student population is predominantly African American (85.1%), with a growing percentage of Hispanic/Latino students (5.2%). Four out of five students (82.7%) meet income criteria to qualify for free or reduced lunch, an indicator of economic disadvantage.

College-going rates in the city are low. According to the 2000 Census, 26.8% of Memphians aged 18 to 24 are enrolled in college or graduate school, in comparison to 34% nationally. In designing this FLAP project to address the needs of our students, the district, and the region, MCS has identified several gaps or weaknesses in service, infrastructure, or opportunities.

1. Gaps and Weaknesses

Enrollment in Advanced Levels of Foreign Language Study. The state of Tennessee currently requires only two years of foreign language study for high school graduation. Thus, enrollment in advanced levels of foreign language study is too often limited to students from higher socio-economic backgrounds whose families have identified specific post-secondary goals for their children. Too few students – especially low-income students – are developing superior levels of language proficiency, proficiency which in turn has been linked by researchers to improved skills and grades in math and English, improved entrance exam scores, and access to in-demand careers. During the 2006-07 school year, 468 MCS students were enrolled in higher level foreign language courses (Level III or higher). Of these students, male students (33%), low-income students (24%), and African American students (44%) were underrepresented. In contrast, the current implementation of the Russian program suggests that much greater equity can be achieved by expanding and replicating this model with other languages. In the current school year, all MCS students enrolled in Level III/ IV Russian are African American. Two students – both male – have been accepted to Rhodes College and plan to major or minor in Russian there. In 2008-2009, the MCS Russian program's enrollment is expected to reach twice its 2007 size, when the program was first supported by FLAP funding.

Middle School Curriculum Leading to Advanced Level of Foreign Language Study.

The FLAP-supported program of study in Russian is currently the only program within the

district which offers students a middle-school credit for study of a modern language. MCS has historically offered exploratory Spanish or French programs in some elementary schools and most middle schools. However, these middle school programs – offered 55 minutes per day on a daily basis – have been non-credit bearing exploratory courses. In recognition of the emerging success of the Russian program, in 2008-2009 MCS will begin offering students at some middle schools the opportunity to gain one elective credit for French, Spanish, and Latin. Students completing these courses will then go on to complete Levels II and III of language study in high school in order to meet graduation requirements. As outlined in this proposal, by offering articulated language study in Less Commonly Taught Languages (LCTL) in all four zones of the district, MCS will support and accelerate this district trend and will enable the inclusion of additional languages among credit course offerings for MCS middle school students.

Enrollment in Critical Language Study. Currently fewer than one in twenty MCS students enrolled in foreign language study is studying one of the languages identified as critical to national security by the U.S. The most prevalent foreign language taught in the district is Spanish (76%), followed by French (16%), Russian (4%), Latin (3%), German (<1%), and Japanese (<1%).

Preparation to Enroll in Regional Post-Secondary Opportunities. Because few students enroll in these critical language courses, very few MCS students are exiting high school ready to take advantage of new regional post-secondary opportunities focusing on these languages:

Chinese – Ole Miss’s five-year-old regional flagship program in Chinese is charged with serving students throughout the region including the Memphis area. Ole Miss language students can also qualify for merit-based Croft Institute scholarships valued up to \$8,000 per year. Recently the University of Memphis received a \$1 million anonymous gift to create the first

Confucius Institute in the state of Tennessee and the Mid-South. As specified by the donor, the University of Memphis Confucius Institute is closely affiliated with the University's new Asian Studies and International Trade program. The aim of the new Asian Studies program is to provide students with the combination of skills sought by an increasing number of companies: international business knowledge, foreign language proficiency, cultural sensitivity, and experience abroad. Among the companies eager to recruit graduates of the new program are seven major international firms which have World Headquarters in Memphis: FedEx, International Paper, Thomas & Betts, Autozone, Buckman Laboratories, Medtronic Sofamor Danek, and Smith and Nephew. FedEx, Memphis' largest employer, first did business in China in 1984 and now considers the county as its second global anchor, after the U.S.

Japanese – The University of Memphis' new Asian Studies and International Trade program has been a heavy recruiter of recent MCS graduates with Japanese coursework. Upon graduation from the new Asian Studies program, these Japanese language students will find many potential employers in the Memphis area. According to the Mid-South Regional Chamber, there are currently over 200 foreign-owned companies, representing over 25 nationalities, doing business in the area. These businesses represent 10%-15% of all new and expansion investments and are directly responsible for employing in excess of 20,000 local residents. Of the nationalities represented in the Memphis international business community, Japanese is the most prevalent. Among the area's major Japanese-owned companies are Sharp Manufacturing Company of America and Toyota Distribution Center. These companies currently recruit graduates from both University of Memphis' and Ole Miss's programs. Ole Miss's Japanese program is scheduled for expansion in the coming years to meet this demand.

Arabic – Similarly, Ole Miss’s and University of Memphis’ Arabic programs are scheduled for growth, as noted in their letters of support appended to this proposal.

Professional Development for Foreign Language Teachers. In recent years, MCS has invested heavily in revising foreign language curricula to align with national foreign language standards and developing formative assessments to be used by teachers to gather student performance data. These strong professional development investments thus far have focused on predominant language programs and not on less commonly taught languages included in this project. However, MCS’s recent experience in curriculum revision and formative assessment design will lend valuable momentum to FLAP professional development.

As outlined in this proposal, in Year One, four teachers have been identified for assignment to the project. Only one of these four teachers is fully certified. The others will be employed under Alternative Licensure. According to Tennessee law, alternatively licensed teachers must accrue 100 hours of professional development in their first year and 50 hours in their second year in order to maintain their licensure status. Professional development to meet these teacher needs will incorporate a variety of strategies. Strategies include mentoring, local in-service activities specifically designed to address the demonstrated and/or expressed needs of the project teachers, opportunities to observe master teachers of the languages they teach, as well as attendance at national conferences, and training in the use of technology to enhance foreign language instruction. In addition, teachers will develop professional growth plans, documenting their progress toward attainment of goals through portfolios of their performance.

Access to Technology in Foreign Language Study. One critical barrier to foreign language study in MCS is the limited availability of instructional technology to support instruction. Most instructional technology resources within the schools have been designated for

use in math and reading/language arts, areas tested under the No Child Left Behind (NCLB) guidelines. Few MCS high schools have a dedicated language lab, in part because the very schools where demand for advanced-level foreign language study is highest are the schools with the greatest overpopulation. Most foreign language teachers rely on students' at-home use of textbook-affiliated web sites and CDs. However, in a city with a family poverty rate almost twice the national rate, too few students have access to the necessary technology within their homes. As outlined in this proposal, the MCS project will include installation of a Renaissance 2200 Learning System in each of the participating middle and high schools. These systems will be installed in regular language instruction classrooms. Student equipment, contained in ceiling-mounted retractable trays, will be lowered by the teacher with the click of a mouse, allowing a regular classroom to be instantly converted into a language lab.

Summer Activities Supporting Articulated Study. MCS student interest in foreign language activities is high. As one indication of interest, several hundred MCS students participated in the recent 2008 Foreign Language Fair sponsored by the University of Memphis, and MCS student won almost half of all prizes in the event that was open to public and private school students from a three-county region. Similarly, Russian students in the district participate eagerly in the Olympiada events hosted regionally by Rhodes College. Increasingly, University of Memphis and other post-secondary institutions in the area will offer opportunities in critical languages. For example, the Confucius Institute at University of Memphis is developing student exchanges with Hubei University in China, and Rhodes College and MCS have begun discussions to allow secondary students to join post-secondary students on the college's Maymester abroad to St. Petersburg at Gorny Institute. However, currently MCS offers no summer bridge program to prepare students to take advantage of these post-secondary

opportunities in LCTL. As outlined in this proposal, post-secondary partners have pledged to support the new MCS articulated study programs through school-year presentations and through jointly planned summer programs targeting both middle school and high school students.

In selecting the schools to be targeted for articulated study in critical language, MCS has weighed the following considerations: (a) geographic distribution of participating schools, (b) high schools' current capacity to deliver advanced level instruction in critical languages, (c) current high school student demand for advanced level instruction in foreign language, and (d) potential to create greater equity in advanced level course enrollment through development of articulated study in feeder schools serving the high schools. In addition, to provide increased outreach in areas of the city with high concentration of family poverty, one additional feeder school – an inner-city magnet elementary school with a focus of Enriched Academics/International Study – has been identified for the Russian program. Figure 1 maps the schools' locations. Table 1 provides highlights of the participating schools.

Figure 1. Proposed Critical Language Schools – MCS.

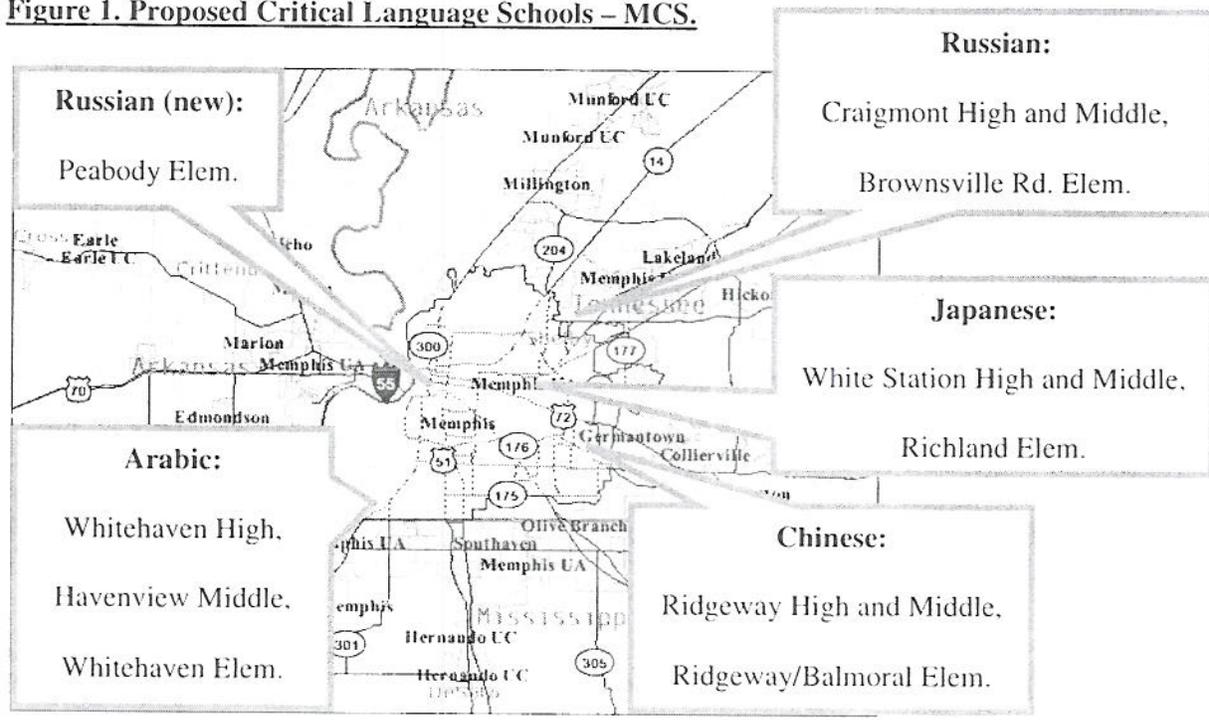


Table 1. Highlights for Proposed Critical Language Schools – MCS.

High School	School Capacity	Student Demand	Feeder Schools
Ridgeway (1,497 students)	Established AP programs (Spanish, French, and German); developing the district's first IB program	MCS's second largest advanced level foreign language enrollment; student interest in Chinese	Ridgeway Middle and Balmoral/Ridgeway Elementary: 81% Af. Am., 66% low income
White Station (2,421 students)	Magnet program (college preparatory); established AP programs (Spanish, French, German, and Japanese); 100% pass rate on AP Japanese (2007)	MCS's largest advanced level foreign language enrollment; student enrollment in Japanese	White Station Middle and Richland Elementary: 29% Af. Am., 25% low income
Whitehaven (1,353 students)	Magnet program (college preparatory/ business and finance); established AP programs in other content areas; current certified teacher able to teach Arabic; proximity to MS (Croft Institute)	Student enrollment in Arabic	Havenview Middle and Whitehaven Elementary: 100% Af. Am., 74% low income

B. Quality of the Project Design

1. Clearly Specified and Measurable Goals, Objectives, and Outcomes

MCS has developed the following goals, strategies, and outcome objectives to guide the implementation of the proposed project and address the needs identified in the previous section.

Goal 1: To improve student proficiency in Russian, Japanese, Arabic, and Chinese.

Strategy: Develop and implement an articulated, standards-based K-12 curriculum that results in measurable student learning of Russian, Japanese, Arabic, and Chinese.

Outcome Objectives (by the end of Year One):

- Development of a standards-based K-5 curriculum (Russian, Japanese, Arabic, and Chinese)
- Revision of standards-based 6-8 curriculum to bridge new learners with experienced students
- Revision of standards-based Level I and II high school curriculum
- Creation of standards-based Level III through XI high school curriculum
- Expansion of Spoken Language Contest rules and guidelines for Year Two-Five implementation in Russian, Japanese, Arabic, and Chinese
- Creation of end-of-course assessments for all new articulated study programs

Outcome Objectives (by the end of Years Two through Five):

- Demonstrated student performance at Novice-Mid by the end of Grade 5 by 75% of program participants
- Demonstrated student performance at Novice-High by the end of Grade 8 by 75% of program participants.
- Demonstrated student performance at Intermediate-Mid by the end of Grade 12 by 75% of program participants.

Goal 2: To provide quality instruction in Russian, Japanese, Arabic, and Chinese.

Strategies: 1) Implement professional development for all Arabic and Chinese Language teachers that results in demonstrable use of best practices; 2) Create a recruitment pipeline for high quality Russian, Japanese, Arabic, and Chinese teachers.

Outcome Objectives (by the end of Year One):

- Development of a written professional development plan
- 50% of teachers demonstrate mastery of best practices as measured by classroom observations.
- Contact made with eight candidates for teaching positions
- Teachers will set professional development goals and will demonstrate and document progress in an ongoing digital portfolio.

Outcome Objectives (by the end of Year Two):

- 75% of teachers demonstrate mastery of best practices as measured by classroom observations.
- Contact made with eight candidates for teaching positions
- Teachers will set professional development goals and will demonstrate and document progress in an ongoing digital portfolio.

Outcome Objectives (by the end of Years Three through Five):

- 100% of teachers demonstrate mastery of best practices as measured by classroom observations.
- Contact made with eight candidates for teaching positions
- Teachers will set professional development goals and will demonstrate and document progress in an ongoing digital portfolio.

In Year One (2008-2009), the following critical language course offerings will be in place: Arabic in one high school beginning fall 2008; Chinese in one middle and high school beginning fall 2008; Japanese in the one middle school and two high schools; Russian in one middle and high school; and Russian in one elementary program in the fall of 2008 as well. With the exception of Russian, all middle school courses will be exploratory in Year One.

By Year Five, the project will expand these offerings as follows: Arabic, Chinese, and Japanese to the K-8 feeder patterns; and the Russian program to the K-8 feeder pattern and the Enriched Academics/International Studies elementary magnet program. By Year Five, middle school courses will be credit-bearing sequential courses, in contrast to the current exploratory offerings. By involving large numbers of children in elementary programs, we will create a large potential pool of students who may continue their foreign-language study in middle and high school, especially in critical languages. As noted earlier, this increased enrollment will represent a population that historically has not only been underrepresented in foreign language study but also in the study of critical languages. Sequential, credit-bearing courses will allow students to continue on to more advanced courses at the high school level, which, in turn, should result in higher levels of proficiency. In the long run, the project will create a larger and more diverse population of graduates of our schools with linguistic and cultural competence.

To support this project growth, MCS will hire a full time project manager and an elementary Russian teacher in August 2008; two elementary and one middle school Japanese teachers to begin teaching in August 2009; three elementary and one middle school Arabic teachers to begin teaching in August 2010; and two elementary and one middle school Japanese teachers to begin teaching in August 2011. MCS will use grant funds to equip these new classrooms. While it is possible that new teacher of these languages will be novice teachers,

there is currently capacity within the district for staffing these positions. Currently three teachers who are teaching English-as-a-Second-Language (ESL) or other subjects are in the process of receiving Arabic certification. Similarly, two Japanese candidates are currently teaching ESL. The Confucius Institute has pledged to assist in recruiting high quality candidates, while the Russian teacher has already been identified.

Students in grades K-5 will spend 30 minutes daily in language study. This FLES program will be aligned with national standards, with expected outcomes aligned with the American Council on the Teaching of Foreign Language (ACTFL) K-12 performance guidelines. The curriculum will not only integrate language, culture, and the content of the school curriculum but will also be designed to create a seamlessly articulated program of study through which students will make continuous progress toward the expected proficiency level of Intermediate/High upon graduation from high school.

Based on *Understanding By Design* principles, integrated performance assessments will be developed prior to curriculum units and lessons to ensure alignment with instruction. External assessments, such as STAMP and NOELLA, will complement locally designed formative and summative assessments.

Special activities of this project will motivate students to begin and continue language learning. For example, an annual Parent/Community Open House will feature the Russian, Japanese, Arabic, and Chinese programs and will highlight the development of students' LinguaFolios or foreign language portfolios. In addition, MCS will expand its Spoken Language Contest to include K-12 students of critical languages. Middle school students will have the opportunity to participate in an exploratory summer language program designed to expose students to each of these critical languages and to encourage enrollment and continued study of

critical languages at the high school level. High school students will participate in tours of partner institutions to promote postsecondary language study. One strength of this project is that students will have several excellent options for post-secondary study of their language and will not be locked into single options as they pursue language study after graduation.

MCS anticipates that our staff will require support in meeting certification requirements as well as ongoing professional development to sharpen their ability to deliver high quality instruction. We will address these needs through multiple strategies that include (but are not limited to) induction support through mentoring by expert veteran teachers, professional development in-house tailored to the demonstrated or expressed needs of teachers, and self-generated professional growth plans with evidence collected in performance portfolios. Myriam Met, Peggy Boyles, and Greg Duncan, all of whom have several years of experience working closely with improving foreign language instruction in Memphis City Schools, have agreed to work on the proposed project. Dr. Myriam Met, formerly of the National Foreign Language Center, will provide in-depth training in curriculum development/revision and essential second language acquisition (SLA) research in order to build teachers' professional knowledge and to ground their decision-making skills in research of best practices. Dr. Met will provide 120 hours of professional development during Year One; 80 hours of SLA professional development and revision of the curriculum based on the results of the online standardized, standards based assessments (NOELLA/STAMP) in Year Two; and 40 hours of support to make final adjustments to the curriculum in Year Three. Peggy Boyles will provide professional development to project teachers each year addressing performance assessment, informal assessment, and backwards design. Her presentations will include setting realistic expectations

based on the ACTFL Oral Proficiency Scale and ACTFL Performance Standards. Greg Duncan of Interprep, Inc., will serve as the external evaluator.

While the proposed project features a limited scope of schools, MCS hopes to develop the capacity to expand Russian, Japanese, Arabic and Chinese to other sites in the district. To this end, MCS will continue to build relationships with Russian, Japanese, Arabic, and Chinese teachers and teacher-candidates. The MCS FLAP Project Coordinator and a Human Resources recruiter will visit undergraduate programs to provide senior Russian, Japanese, Arabic, and Chinese majors with information regarding teacher certification and the MCS Russian, Japanese, Arabic, and Chinese programs.

2. Information to Guide Replication

MCS has numerous processes in place to produce valuable information that will guide replication within MCS and other school districts. The evaluation plan features both formative and summative measures that will provide information to be included in annual reports. MCS' FLAP initiative also features an Operations and Oversight Committee with broad representation to provide site implementation and district-wide review. Lastly, a final summary report will be written by the Operations and Oversight Committee describing the implementation and outcomes of the project, and this report will be posted on the MCS website. MCS will use the "lessons learned" from this project to expand other foreign language offerings to K-12 feeder patterns.

3. Capacity Building

The MCS FLAP initiative has many components that will build capacity and ensure results lasting beyond the grant period. The largest single strategy to be used in FLAP is professional development. The impact of training on teachers and administrators does not go away with the grant funds. The knowledge and skills that are learned will become a part of the

routines of the teachers. All professional development will be high-quality, interactive training that meets the standards of the National Staff Development Council. As a result of the training, teachers will learn best practices in foreign language instruction that can be shared with other teachers.

MCS has included activities within this project to develop a pipeline for recruiting other LCTL teachers. MCS will make recruiting visits to post-secondary LCTL language programs in the region. Interest in teaching Arabic and Chinese in MCS is already high: MCS currently has four applicants to teach Arabic and Chinese even though there are no current openings.

4. Up To Date Knowledge and Research

ACTFL, in cooperation with other organizations, has produced National Standards for Foreign Language Education. The Russian, Japanese, Arabic and Chinese curriculum will be developed based upon these standards, which are organized around the five C's of foreign language instruction (Communication, Cultures, Connections, Comparisons, and Communities). In addition, there are standards for each of the languages of this project. These standards will inform curriculum development and student performance outcomes.

To guide the student assessment process, MCS will use ACTFL performance guidelines for K-12 learners, which specify benchmarks ranging from novice to pre-advanced levels within six domains of performance: Comprehensibility (How well is the student understood?); Comprehension (How well does the student understand?); Language Control (How accurate is the student's language?); Vocabulary Usage (How accurate is the student's language?); Communication Strategies (How do they maintain communication?); and Cultural Awareness (How is their understanding reflected in their communication?).

5. Linkages with Other Agencies and Organizations

MCS will work with university Russian, Japanese, Arabic, and Chinese programs within Tennessee to extend the K-12 Russian, Japanese, Arabic, and Chinese language programs to post-secondary. As the letters of support demonstrate, the three regional institutions with Russian, Japanese, Arabic, and/or Chinese language programs (Rhodes College, the Croft Institute for International Studies at Ole Miss, and the Confucius Institute at University of Memphis) have made strong commitments to the project. Over time, these commitments will deepen. For example, Rhodes – the post-secondary partner for the district’s current Russian FLAP project – has already begun discussion with MCS about aligning curriculum within the Rhodes program to prepare Rhodes students to teach the evolving K-12 curriculum. As mentioned previously, MCS will take high school students on a college tour to meet the faculty and students in these LCTL programs. In addition, MCS will meet with any senior Russian, Japanese, Arabic, and Chinese majors to introduce them to the possibility of teaching Russian, Japanese, Arabic, and Chinese in MCS. Lastly, MCS will invite feedback from Russian, Japanese, Arabic, and Chinese language faculty on the K-12 curricula that are developed through this proposed project.

6. Performance Feedback and Continuous Improvement

As demonstrated in the management plan and evaluation plan, MCS has systems in place to provide performance feedback for continuous improvement in the proposed project. MCS is relying upon the expertise of several outside consultants to identify best practices and provide feedback upon program implementation. In addition, MCS has an Operations and Oversight Committee with broad representation of program stakeholders, thus providing an infrastructure to support feedback and improvement.

C. Quality of Project Personnel

MCS does not discriminate in its employment or programs on the basis of race, color, religion, national origin, disability, sex, or age. MCS has workplace policies, practices, and behaviors that are fair and do not disadvantage people because they belong to particular groups. For example, MCS targets recruitment to traditionally underrepresented groups by conducting career fairs at colleges that have high minority populations. MCS recruits new teachers at high-minority colleges, including Alabama A&M University, Alabama State University, Jackson State University, Rust College, Harris-Stowe State College, Fisk University, and LeMoyné-Owen College. MCS is an equal opportunity employer and has a diverse workforce. The majority of teachers are African American (60%), while 39% are Caucasian, and 1% are of other races. In addition to college visits, MCS will recruit highly qualified, certified Russian, Japanese, Arabic, and Chinese teachers at professional meetings/conferences.

MCS is pairing an experienced administrator (Ms. Villarreal as Project Director) with a less experienced administrator (the Project Coordinator who will be hired through this project) to provide the range of experience, skills, and content knowledge necessary to implement a successful grant project. In addition, MCS will contract with experts in professional development and curriculum development for foreign language teachers. Lastly, MCS is fortunate to have highly qualified Japanese teachers currently working at Craigmont and White Station High Schools, an Arabic teacher currently working at Whitehaven High School, and Russian teachers currently working at Craigmont Middle School, Craigmont High School, and Brownsville Rd. Elementary School.

1. Project Director

As World Language Coordinator of MCS, **Alyssa Villarreal** will serve as Project Director. She will be charged with a broad range of responsibilities including teacher supervision, curriculum design, professional development, and fiscal management. She holds Bachelor's degrees in Spanish and Psychology, a Master's degree in Education, and a 7-12 certification in Spanish. She is also licensed in both Administration and English as a Second Language. Her supervision of the district's implementation of the world languages curricula involves instruction in six languages under 194 teachers in 86 schools. Over the past five years, she has developed new system-wide curricula for all levels of French, German, and Spanish instruction and has served on a committee to rewrite the entire Tennessee Foreign Language curriculum. Ms. Villarreal has presented numerous workshops, conducted in-service training, and coordinated seminars focusing on best practices and innovation in foreign language instruction. Her work in developing educators extends well beyond the school district, as Mrs. Villarreal is an adjunct professor at the University of Memphis.

2. Key Project Personnel

The masters-level **Project Coordinator** will have day-to-day responsibility for all project activities.

Dr. Myriam Met is currently an independent consultant, having recently retired from the University of Maryland where she was Acting Director, Deputy Director, and a Senior Research Associate at the National Foreign Language Center (NFLC). She continues to work with the NFLC as an external consultant on the leadership team for StarTalk, a major program of the National Security Language Initiative. Dr. Met's current work focuses on strategic support for K-12 programs for foreign language learners and for students learning English. Her previous

positions include supervisor of foreign language programs, English for Speakers of Other Languages, and bilingual education for major urban and suburban school districts, including responsibility for designing, implementing, and supervising a variety of immersion program models. As part of her work at the NFLC, Dr. Met serves as an external consultant to several projects focused on the teaching of less commonly taught languages, including the Asia Society's International High Schools initiative, the recently funded K-16 Chinese pipeline project in the Portland Public Schools, and, in Anchorage, the first (and only) Arabic and Chinese immersion program in the U.S. Dr. Met was also the founder and first president of the National Association of District Supervisors of Foreign Languages and a founder, and later president, of the National Network for Early Language Learning. She recently served on the Executive Council of the American Council on the Teaching of Foreign Languages. She has provided consultant services in curriculum development to school districts, state departments and ministries of education, universities, professional associations, and private agencies throughout the United States, as well as in Europe, Asia, South America, and Canada.

Peggy Boyles is the president of Peggy Boyles & Associates, a consulting firm that provides curricular, evaluative, and planning services in foreign language education. Her clients include over 40 school districts, ten state departments of education, 15 state foreign language associations, as well as a variety of regional consortiums, universities, and other organizations. During her career of over thirty-five years, Boyles has taught elementary, secondary, and university students in both private and public schools. She graduated from DePauw University with a BA in Spanish and studied a year at the University of Madrid, Spain. She received her Master's degree from the University of Central Oklahoma in 1976. She served as the Foreign Language/ESL Curriculum Coordinator for the Putnam City Schools in Oklahoma City.

Oklahoma, for 15 years and was the Project Director for two federal FLAP grants. She was the President of the National Association of District Supervisors of Foreign Language (NADSFL) from 2002-2004 and was honored as the National Supervisor of the Year in 2003. She has worked with College Board and ACFTL on several national foreign language initiatives.

Greg Duncan has been involved in the fields of foreign language and international education for over thirty years. He has held positions of teacher, high school department chair, high school administrator, and coordinator for foreign languages and international education for nine years in the Georgia Department of Education. Duncan specializes in assisting schools, school systems, institutions of higher learning and educational agencies in the areas of foreign language, English to speakers of other languages, and international education. He has worked with the College Board, the American Council on the Teaching of Foreign Language, the American Association of Teachers of German, the American Association of Teachers of Spanish and Portuguese, The Carter Center of Emory University, and the Southern Center for International Studies.

D. Quality of the Management Plan

1. Adequacy to Achieve Objectives

The management plan, outlined in Table 2, clearly articulates roles and responsibilities of the project partners and is designed to ensure that the goals, objectives, and outcomes are achieved. An Operations and Oversight Committee will provide the infrastructure for managing the project. MCS is pairing an experienced administrator (Ms. Villarreal as Project Director) with a less experienced administrator (a Project Coordinator to be hired in Year One) to provide the range of experience, skills, and content knowledge necessary to implement a successful grant project.

2. Time Commitments of Key Personnel

The **Operations and Oversight Committee** will be co-chaired by the Project Director, Alyssa Villarreal (15% FTE in-kind in Year One, reduced to 5% by Year Three) and a Project Coordinator (100% FTE match). Ms. Villarreal will be responsible for supervising all project activities as well as for financial management of the project. The Project Coordinator will be responsible for handling day-to-day operations under the direction of the Project Director. The Operations and Oversight Committee will be responsible for overall operations of the project activities, evaluation, and final summary report. Membership of this decision-making committee will consist of the principals of the targeted schools, the Russian, Japanese, Arabic, and Chinese teachers at the targeted schools, and a liaison of MCS' Office of Research, Evaluation, and Assessment; other key personnel, external consultants, and community advisors will be brought in on an as-needed basis.

Table 2. Timeline - MCS

Year One Performance Standard (Japanese Program Development and Russian Program Expansion)	Time	Person Responsible
Create a leadership team for program guidance	Fall 2008	Alyssa Villarreal (PD)
Develop Japanese curriculum for Year Two implementation based on current Russian curriculum framework	Various meetings	PD, Project Coordinator (PC), WL Specialists (WLS), Operations and Oversight (team)
Adapt LinguaFolio being implemented in Russian program for Japanese program	Various meetings	PD, PC, WLS, team
Identify and screen technology based programs for instruction of Chinese, Japanese, and Arabic	Ongoing – beginning in fall 2009	PD, PC, WLS, team
Conduct presentations to faculty at schools receiving instruction	Spring 2009	WLS, team
Recruit/hire Japanese teachers for Year Two placement and develop in-district potential of current teachers	Fall 2008/Spring 2009	PD, PC, WLS
Install language labs for middle/high school programs	Spring/Summer 2009	PD, PC, WLS

Year One Performance Standard (Japanese Program Development and Russian Program Expansion)	Time	Person Responsible
Teacher professional development (performance-based assessment, realistic expectations, moving toward intermediate proficiency, ACTFL conference, Ruby Payne and Eric Jensen workshops on poverty, lesson planning, etc.)	Various meetings	PD, PC, WLS, Consultants
Japanese Classroom set-up for Year Two implementation	Spring/Summer 2009	PD, PC, WLS
Japanese Program observations	Various meetings	PD, PC, WLS, team
Expand Spoken Language Contest to include current students of Chinese, Japanese, and Arabic	Spring 2009	PD, PC, WLS, team
Expand Tour Mid-South (college visit program) to include high school students of Chinese, Japanese, and Arabic	Spring 2009	PD, PC, WLS, team
Make contact with schools in country to set up exchanges and seek additional funding for a future visit of school/country for leadership team	Fall 2008/Spring 2009	PD, PC, WLS
Summer Language development programs for teachers of Japanese, Chinese, and Arabic	Summer 2009	WLS, teachers

Year Two Performance Standard (Japanese/ Russian Program Expansion and Arabic Program Development)	Time	Person Responsible
Continue leadership team meetings for program guidance	Various meetings	WLS, PD, PC, team
Develop Arabic curriculum for Year Three implementation based on current Russian and Japanese curriculum frameworks	Various meetings	PD, PC, WLS, team
Conduct presentations to faculty at schools receiving instruction	Spring 2010	WLS, team
Adapt LinguaFolio being implemented in Japanese/Russian for Arabic program	Various meetings	PD, PC, WLS, team
Recruit/hire Arabic teachers for Year Three placement and develop in-district potential of current teachers	Fall 2009/Spring 2010	PD, PC, WLS
Teacher professional development (performance-based assessment, realistic expectations, moving toward intermediate proficiency, ACTFL conference, Ruby Payne and Eric Jensen workshops on poverty, lesson planning, etc.)	Various meetings	PD, PC, WLS, Consultants
Arabic Classroom set-up for Year Three implementation	Spring/Summer 2010	PD, PC, WLS
Arabic Program observations	Various meetings	PD, PC, WLS
Follow-up Program observations as necessary	Various meetings	PD, PC, WLS, team

Year Two Performance Standard (Japanese/ Russian Program Expansion and Arabic Program Development)			Time	Person Responsible
Student assessment (benchmark exams – NOELLA/ STAMP/District Exam – in addition to informal assessment and portfolio assessment)	At end of Grades 3, 5, and 8	PD, PC, WLS, teachers		
Increase participation of students of Chinese, Japanese, and Arabic in Spoken Language Contest	Spring 2010	PD, PC, WLS, team		
Continue Tour Mid-South (college visit program) to include high school students of Chinese, Japanese, and Arabic	Spring 2010	PD, PC, WLS, team		
Make contact with schools in Arabic-language countries (e.g., Egypt) to set up exchanges and plan visit of school/country for leadership team	Fall 2009/Spring 2010	PD, PC, WLS		
Summer Language/pedagogy development programs for teachers of Japanese, Chinese, and Arabic	Summer 2010	WLS, teachers		
Leadership team to travel to Russia to set up student exchanges and continue to build administrative support for the LCTL program	Summer 2010	Team		
Curriculum revisions as necessary	Ongoing	PD, PC, WLS, team		

Year Three Performance Standard (Arabic Program Expansion, Chinese Program Development, Continued Support of Japanese and Russian Programs)	Time	Person Responsible
Continue leadership team meetings for program guidance	Various meetings	WLS, PD, PC, team
Develop Chinese curriculum for Year Four implementation based on current Arabic, Russian & Japanese curriculum frameworks	Various meetings	PD, PC, WLS, team
Adapt LinguaFolio being implemented in Arabic, Japanese, and Russian for Chinese program	Various meetings	PD, PC, WLS, team
Conduct presentations to faculty at schools receiving instruction	Spring 2011	WLS, team
Recruit/hire Chinese teachers for year three placement and develop in-district potential of current teachers	Fall 2010/Spring 2011	PD, PC, WLS
Teacher professional development (performance-based assessment, realistic expectations, moving toward intermediate proficiency, ACTFL conference, Ruby Payne and Eric Jensen workshops on poverty, lesson planning, etc.)	Various meetings	PD, PC, WLS, Consultants
Chinese Classroom set-up for Year Four implementation	Spring/Summer 2011	PD, PC, WLS
Chinese Program observations	Various meetings	PD, PC, WLS, team

Year Three Performance Standard (Arabic Program Expansion, Chinese Program Development, Continued Support of Japanese and Russian Programs)	Time	Person Responsible
Follow-up Program observations as necessary	Various meetings	PD, PC, WLS, team
Student assessment (benchmark exams – NOELLA/ STAMP/District Exam – in addition to informal assessment and portfolio assessment)	At end of Grades 3, 5, and 8	PD, PC, WLS, teachers
Increase participation of students of Chinese, Japanese, and Arabic in Spoken Language Contest	Spring 2011	PD, PC, WLS, team
Continue Tour Mid-South (college visit program) to include high school students of Chinese, Japanese, and Arabic	Spring 2011	PD, PC, WLS, team
Make contact with schools in China to set up exchanges and seek additional funding for a visit of school/country for leadership team.	Fall 2010/Spring 2011	PD, PC, WLS
Summer Language/pedagogy development programs for teachers of Japanese, Chinese, and Arabic	Summer 2011	WLS, teachers
Curriculum revisions as necessary	Ongoing	PD, PC, WLS, team

Year Four Performance Standard (Chinese Program Expansion, Continued Support of Arabic/Japanese/Russian)	Time	Person Responsible
Continue leadership team meetings for program guidance	Various meetings	WLS, PD, PC, team
Develop Chinese curriculum for Year Four implementation based on current Arabic, Russian, and Japanese curriculum frameworks	Various meetings	WLS, PD, PC, team
Adapt LinguaFolio being implemented in Arabic, Japanese, Russian for Chinese program	Various meetings	WLS, PD, PC, team
Conduct presentations to faculty at schools receiving instruction	Spring 2012	WL Specialist, and team
Recruit/hire Chinese teachers for Year Five placement and develop in-district potential of current teachers	Fall 2011/Spring 2012	PD, PC, WLS
Teacher professional development (performance-based assessment, realistic expectations, moving toward intermediate proficiency, ACTFL conference, Ruby Payne and Eric Jensen workshops on poverty, lesson planning, etc.)	Various meetings	PD, PC, WLS, Consultants
Chinese Classroom set-up for Year Four implementation	Spring/Summer 2012	PD, PC, WLS
Follow-up Program observations as necessary	Various meetings	PD, PC, WLS, team

Year Four Performance Standard (Chinese Program Expansion, Continued Support of Arabic/Japanese/Russian)	Time	Person Responsible
Student assessment (benchmark exams – NOELLA/ STAMP/District Exam – in addition to informal assessment and portfolio assessment)	At end of Grades 3, 5, and 8	PD, PC, WLS, teachers
Increase participation of students of Chinese, Japanese, and Arabic in Spoken Language Contest	Spring 2012	PD, PC, WLS, team
Continue Tour Mid-South (college visit program) to include high school students of Chinese, Japanese, and Arabic	Spring 2012	PD, PC, WLS, team
Make contact with schools in China to set-up exchanges and plan visit of school/country for leadership team.	Fall 2011/Spring 2012	PD, PC, WLS
Summer Language/pedagogy development programs for teachers of Japanese, Chinese, and Arabic	Summer 2012	WLS, teachers
Summer Curriculum revisions as necessary	Summer 2012	PD, PC, WLS, team
Leadership team to travel to Egypt to set up student exchanges and continue to build administrative support for the LCTL program	Summer 2012	Team

<p>Year Four Performance Standard (Chinese Program Expansion, Continued Support of Arabic/Japanese/Russian)</p>	<p>Time</p>	<p>Person Responsible</p>
<p>Initiate exploring Language camp for upcoming ninth grade students</p>	<p>Summer 2012</p>	<p>PD, PC, WLS, team</p>
<p>Curriculum revisions as necessary</p>	<p>Ongoing</p>	<p>PD, PC, WLS, team</p>

<p>Year Five Performance Standard (Continued Support for Arabic/Chinese/Japanese/Russian Programs)</p>	<p>Time</p>	<p>Person Responsible</p>
<p>Continue leadership team meetings for program guidance</p>	<p>Various meetings</p>	<p>WLS, PD, PC, team</p>
<p>Develop Chinese curriculum for Year Five implementation based on current Arabic, Russian, and Japanese curriculum frameworks</p>	<p>Various meetings</p>	<p>PD, PC, WLS, team</p>
<p>Adapt LinguaFolio being implemented in Arabic, Japanese, and Russian for Chinese program</p>	<p>Various meetings</p>	<p>PD, PC, WLS, team</p>
<p>Conduct presentations to faculty at schools receiving instruction</p>	<p>Spring 2012</p>	<p>WLS, team</p>
<p>Recruit/hire Chinese teachers for Year Five placement and develop in-district potential of current teachers</p>	<p>Fall 2011/Spring 2012</p>	<p>PD, PC, WLS</p>

Year Five Performance Standard (Continued Support for Arabic/Chinese/Japanese/Russian Programs)	Time	Person Responsible
Teacher professional development (performance-based assessment, realistic expectations, moving toward intermediate proficiency. ACTFL conference, Ruby Payne and Eric Jensen workshops on poverty, lesson planning, etc.)	Various meetings	PD, PC, WLS, Consultants
Chinese Classroom set-up for Year Five implementation	Spring/Summer 2012	PD, PC, WLS
Chinese Program observations	Various meetings	PD, PC, WLS, team
Student assessment (benchmark exams – NOELLA/ STAMP/District Exam – in addition to informal assessment and portfolio assessment)	At end of Grades 3, 5, and 8	PD, PC, WLS, teachers
Increase participation of students of Chinese, Japanese, and Arabic in Spoken Language Contest	Spring 2012	PD, PC, WLS, team
Continue Tour Mid-South (college visit program) to include high school students of Chinese, Japanese, and Arabic	Spring 2012	PD, PC, WLS, team
Make contact with schools in China to set up exchanges and seek additional funding for visit of school/country for leadership team.	Fall 2011/Spring 2012	PD, PC, WLS

Year Five Performance Standard (Continued Support for Arabic/Chinese/Japanese/Russian Programs)	Time	Person Responsible
Summer Language/pedagogy development programs for teachers of Japanese, Chinese, and Arabic	Summer 2012	WLS, teachers
Summer Curriculum revisions as necessary	Summer 2012	PD, PC, WLS, team
Leadership team to travel to Egypt to set-up student exchanges and continue to build administrative support for the LCTL program	Summer 2012	Team
Initiate exploring Language camp for upcoming ninth grade students	Summer 2012	PD, PC, WLS, team
Curriculum revisions as necessary	Ongoing	PD, PC, WLS, team

E. Quality of the Project Evaluation

The project evaluation will include formative and summative components and will employ both qualitative and quantitative techniques to measure attainment of key program objectives. For each program goal, formative evaluation activities will provide ongoing feedback that can be used to improve the program, and summative or outcome evaluation activities will provide data indicating whether program goals were obtained. Greg Duncan, president of Interprep, Inc., will serve as the external evaluator for this project.

1, 2, and 3. Appropriate Methods Using Objective Performance Measures and Providing Performance Feedback

Consultant Greg Duncan will be responsible for documenting the implementation of key program initiatives. For example, were new K-5 curricula developed and existing curricula modified in a timely fashion? Similarly, did teacher professional development occur as planned, and did all teachers attend? In addition, did students tour post-secondary Russian, Japanese, Arabic, and Chinese programs, participate in the Spoken Language Contest, and hold an annual parent/community open house?

Mr. Duncan's evaluation will address each goal, objective, and outcome of the project.

Goal 1: Improve student proficiency in Russian, Japanese, Arabic, and Chinese.

Formative Evaluation. In Years Two through Five, students will complete a survey to provide feedback on their Russian, Japanese, Arabic, and Chinese class and related activities (for example, the parent/community open house). In addition to questions regarding their satisfaction with these activities, students will be asked to provide suggestions for improving their language class and related activities.

Teachers will use the FLOSEM (Foreign Language Oral Skills Evaluation Matrix) instrument to gather timely information on student proficiency progress and needs. The FLOSEM, developed by researchers at Stanford University as part of the California Foreign Language Project, allows teachers to rate students' proficiency on five key components: comprehension, fluency, vocabulary, pronunciation, and grammar. A similar version (Self-rated FLOSEM) is available for students to use for self-assessment.

Summative Evaluation. Outcome assessments for Goal 1 are summarized in Table 3. Multiple measures will be used to assess student progress. Currently, the on-line proficiency assessments, NOELLA and STAMP, offer a number of language tests, but not Russian, Japanese, Arabic, or Chinese. It is anticipated that Russian, Japanese, Arabic, and Chinese tests will be available by Year Two when they are needed. If not, similar instruments will be substituted. The FLOSEM will be used as an outcome measure as well as a formative assessment. In addition to the assessment instruments, LinguaFolio will include student work that can be used to judge student progress. Also, the percentage of students who choose to take the next level of Russian, Japanese, Arabic, and Chinese each year will be used as a gauge of interest in and proficiency in Russian, Japanese, Arabic, and Chinese among MCS students.

Table 3. Outcome Assessments - MCS

Measure	Group Assessed	Assessment Method	Timing
NOELLA	Elementary Students	Self-administered on-line	End of Year (Grades 3 & 5)
STAMP	Secondary Students	Self-administered on-line	End of Year (Grade 8)
FLOSEM	All Students	Completed by teacher	Beginning, Middle, and End of Year

Goal 2: Provide Quality Instruction in Russian, Japanese, Arabic, and Chinese

Formative Evaluation. During Year One, feedback will be collected from Russian, Japanese, Arabic, and Chinese professors at partner universities regarding the quality of the curricula being developed and modified. MCS Russian, Japanese, Arabic, and Chinese teacher focus groups conducted by the evaluator at least twice per year will be used to collect information on a number of topics including teacher professional development needs, reactions to professional development received and suggestions for improvement, feedback on the new and modified curricula, and suggestions regarding student activities (e.g., Spoken Language Contest). Immediate reaction to professional development sessions also will be collected via a survey at the end of each session.

In addition, language proficiency measures (NOELLA, STAMP, and FLOSEM) will assist with formative evaluation of the quality of instruction. Student proficiency results may suggest needed alterations to the curricula or may identify teacher professional development needs. To further assess the quality of instruction, the Project Coordinator will conduct classroom observations of each teacher at least twice per grading period to provide feedback to the teacher and gather information regarding professional development needs. Also, peer observations will be part of the protocol, with Russian, Japanese, Arabic, and Chinese teachers observing each other's classrooms and providing feedback.

Summative Evaluation. Some of the activities used for formative evaluation will also serve as summative evaluation tools. For example, the focus group leader will ask teachers to assess their progress in delivering quality Russian, Japanese, Arabic, and Chinese instruction, including areas of improvement and continuing professional development needs. Also, classroom observations will provide information on best practice implementation.