

FLAP-08

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424

T 293B 080105 Version 02

*1. Type of Submission:

- Preapplication
- Application
- Changed/Corrected Application

*2. Type of Application:

- New
- Continuation
- Revision

*If Revision, select appropriate letter(s)

*Other (Specify)

Pioneer Valley

3. Date Received :

4. Applicant Identifier:

5a. Federal Entity Identifier:

*5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

I. APPLICANT INFORMATION:

a. Legal Name: Pioneer Valley Chinese Immersion Charter School

b. Employer/Taxpayer Identification Number (EIN/TIN):

03-6447115

*c. Organizational DUNS:

808791821

I. Address:

Street 1: 7 Pomeroy Lane

Street 2: Units 6-8

City: Amherst

County:

State: MA

Province:

Country: USA

Zip / Postal Code: 01002

Organizational Unit:

Department Name:

Division Name:

Name and contact information of person to be contacted on matters involving this application:

Prefix: Ms. *First Name: Kathleen

Middle Name:

Last Name: Wang

Suffix:

Title: Principal

Organizational Affiliation:

Telephone Number: 413-253-0216

Fax Number: 413-253-7932

Email: info@pvcics.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:
Type of Applicant 3: Select Applicant Type:
***Other (Specify)**

***10 Name of Federal Agency:**
JS Department of Education Foreign Language Assistance Program LEA (CFDA number 84.293B)

11. Catalog of Federal Domestic Assistance Number:
84.293B
CFDA Title:
Foreign Language Assistance Program Local Educational Agencies

12 Funding Opportunity Number:
32708-01
Title:
Foreign Language Assistance Program LEA

13. Competition Identification Number:
4-293B 2008-2
Title:
Foreign Language Assistance Program LEA

14. Areas Affected by Project (Cities, Counties, States, etc.):
Amherst, Hampshire and Franklin Counties, Massachusetts

15. Descriptive Title of Applicant's Project: Pioneer Chinese Initiative: K-12 Chinese immersion

Application for Federal Assistance SF-424 Version 02

Congressional Districts Of:
Applicant: MA-2 *b. Program/Project: MA-2, MA-1

17. Proposed Project:

*a. Start Date: September 2008

*b. End Date: September 2013

18. Estimated Funding (\$):

*a. Federal \$ 1,456,372
 *b. Applicant (B)(4) [REDACTED]
 *c. State _____
 *d. Local _____
 *e. Other _____
 *f. Program Income _____
 *g. TOTAL (B)(4) [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: Ms _____ *First Name: Kathleen _____
 Middle Name: _____
 *Last Name: Wang _____
 Suffix: _____

*Title: Principal

*Telephone Number: 413-253-0216

Fax Number: 413-253-7932

* Email: info@pvcics.org

*Signature of Authorized Representative: *Kathleen Wang*

*Date Signed: April 25, 2008

Authorized for Local Reproduction

Standard Form 424 (Revised 10/2005)

Prescribed by OMB Circular A-102

OMB Number: 4040-0004

Expiration Date: 01/31/2009

Applicant Federal Debt Delinquency Explanation

The following should contain an explanation if the Applicant organization is delinquent of any Federal Debt.

**SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION**

I. Project Director:

Prefix: *First Name: Middle Name: *Last Name: Suffix:

Address: * Street1:
Street2:
* City:
County:

* State: * Zip Code: * Country:

Phone Number (give area code) Fax Number (give area code)

Email Address:

Applicant Experience:

Novice Applicant Yes No Not applicable to this program

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:

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NOTE: the following are N/A but listed for completion:

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

OMB Control Number: 1890-0004
Expiration Date: 10-31-2007

Name of Institution/Organization
Pioneer Valley Chinese Immersion Charter School

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

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$137,400	\$148,629	\$144,070	\$139,104	\$133,710	\$702,914
2. Fringe Benefits	\$34,350	\$37,157	\$36,018	\$34,776	\$33,428	\$175,728
3. Travel	\$13,475	\$12,575	\$12,575	\$12,575	\$12,575	\$63,775
4. Equipment	\$4,500	\$2,000	\$2,000	\$2,000	\$2,000	\$12,500
5. Supplies	\$20,000	\$17,500	\$17,500	\$17,500	\$15,000	\$87,500
6. Contractual	\$65,948	\$65,580	\$66,636	\$67,692	\$68,748	\$334,604
7. Construction						
8. Other	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$10,000
9. Total Direct Costs (lines 1-8)	\$277,673	\$285,441	\$280,799	\$275,647	\$267,461	\$1,387,021
10. Indirect Costs*	\$13,884	\$14,272	\$14,040	\$13,782	\$13,373	\$69,351
11. Training Stipends						
12. Total Costs (lines 9-11)	\$291,557	\$299,713	\$294,839	\$289,430	\$280,834	\$1,456,372

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

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

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ___ Yes X No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: ___/___/___ To: ___/___/___ (mm/dd/yyyy)
 Approving Federal agency: ___ ED ___ Other (please specify): _____
- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 ___ Is included in your approved Indirect Cost Rate Agreement? or ___ Complies with 34 CFR 76.564(c)(2)?

Name of Institution/Organization

Pioneer Valley Chinese Immersion Charter School

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

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

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

SECTION C - BUDGET NARRATIVE (see instructions)

The Pioneer Chinese Initiative

Budget Narrative

September 2008 through August 2013

1. Personnel:

Project Director (.25 FTE) PVCICS' Principal, Kathleen Wang, will act as the Project Director (PD) and will devote .25 FTE to guide the project management. She will have oversight of the proposed project and provide management and recruitment leadership. She will be responsible for overall coordination of the project development, implementation, and evaluation activities as described in the project narrative.

	Year 1	Year 2	Year 3	Year 4	Year 5
Matching Funds	[REDACTED]				
Federal Funds	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

(B)(4)

Chinese Program Coordinator (1.0 FTE, with FLAP portion of funding declining to .20 over 5 years) Zaiyun Lu is a highly qualified, experienced Chinese immersion teacher, who is proficient in Chinese language and culture instruction. She will serve as the Chinese Program Coordinator (CPC). In Year 1 she will serve on the Design Team to coordinate development of the Chinese Language and Culture Curriculum Framework. In Years 2 thru 5, she will continue to work on refinements of the framework and coordinate development of Chinese immersion content and Chinese Language Arts curriculum, instructional materials, experiential learning opportunities, assessments and site implementation planning. This position will report to the Project Director.

	Year 1	Year 2	Year 3	Year 4	Year 5
Matching Funds	\$ 0	[REDACTED]			
Federal Funds	\$ 42,500	\$ 35,020	\$ 27,053	\$ 18,576	\$ 9,567

(B)(4)

Cherry Hsieh, PVCICS Business Manager, will be assigned to the project at .10 FTE to assist with budget and other administrative paperwork.

	Year 1	Year 2	Year 3	Year 4	Year 5
Matching Funds	[REDACTED]				
Federal Funds	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

(B)(4)

Chinese Immersion Teachers (1.0 FTE at 198 days)
Each year of the project PVCICS will be adding one grade to the K-12 immersion program. In Year 2 thru 5 additional teachers will be recruited and hired.

	Year 1	Year 2	Year 3	Year 4	Year 5
# Teachers	8	10	12	14	16
Matching Funds	[REDACTED]				
Federal Funds	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

(B)(4)

Chinese Language and Culture Secondary School Teacher (.50 FTE at 198 days in Yr. 1 and .70 FTE in Yrs 2 thru 5) A highly qualified secondary school experienced Chinese language teacher will serve on the Design Team to lead the development of the Chinese Framework, benchmarks, assessments, and development and implementation of Chinese language instructional units and materials for both explicit language instruction and Chinese immersion content classes. This person will also help to develop age-appropriate experiential learning opportunities for students entering PVCICS' 6-12th grade partial immersion program. In Fall 2009, this teacher will implement the curriculum and instructional materials for students entering 6th grade in Year 2, adding grade 7 in Year 3, grade 8 in Year 4, and grade 9 in Year 5. A portion of this teacher's time will be used to support the Hadley Public Schools and is not included in this budget. A second teacher will be hired in Year 4 to staff the partial immersion program.

	Year 1	Year 2	Year 3	Year 4	Year 5
Matching Funds	\$ 0	\$ 0	\$ 0	 	
Federal Funds	\$ 19,250	\$ 27,759	\$ 28,592	\$ 29,449	\$ 30,333

(B)(4)

Chinese Language and Culture Elementary School Teacher (.50 FTE at 198 days in Yr. 1 and .70 FTE in Yrs 2 thru 5) Hsuan-chun Hsu is a highly qualified, experienced elementary-school Chinese immersion teacher. She will serve on the Design Team to develop the Chinese Framework, benchmarks, assessments, and development and implementation of elementary school instructional units and materials for both explicit language instruction and Chinese immersion content classes. She will also develop age-appropriate experiential learning opportunities. In Fall 2009, she will oversee the implementation of the elementary school curriculum and instructional materials with Kindergarten and 1st grade students in Year 2 and will add grades 2, 3 in Year 3; grades 4, 5 in Year 4; and grade 6 in Year 5. A portion of her time will be used to support the Hadley Public Schools and is not included in this budget.

	Year 1	Year 2	Year 3	Year 4	Year 5
Matching Funds	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Federal Funds	\$ 19,250	\$ 27,759	\$ 28,592	\$ 29,449	\$ 30,333

Chinese Language and Content Development Assistants (2.0 FTE for 185 days)
 Two Chinese language and content development teaching assistants will be recruited and hired as part of the immersion program staff. They will provide assistance to project teachers, assist with developing instructional materials, and provide small group reinforcement activities. They will have a special focus on adapting English language content curriculum materials, like math and science, into Chinese for use in Chinese immersion classrooms. Salary is calculated at \$15/hour.

	Year 1	Year 2	Year 3	Year 4	Year 5
Matching Funds	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Federal Funds	\$44,400	\$45,732	\$47,104	\$48,517	\$49,973

Project Assistant (.50 PTE at 200 days)
 An experienced and qualified project assistant will be recruited and hired to perform all clerical duties for the project director.

	Year 1	Year 2	Year 3	Year 4	Year 5
Matching Funds	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Federal Funds	\$ 12,000	\$ 12,360	\$ 12,731	\$ 13,113	\$ 13,506

Total Personnel

	Year 1	Year 2	Year 3	Year 4	Year 5
Matching Funds	[REDACTED]				
Federal Funds	\$ 137,400	\$ 148,629	\$ 144,070	\$ 139,104	\$ 133,710

(B)(4)

2. Fringe Benefits:

Fringe benefits are calculated at 25% of the total salaries for federal grant funded positions. Benefits are calculated at 16% for non grant funded positions due to reduced retirement system match.

	Year 1	Year 2	Year 3	Year 4	Year 5
Matching Funds	[REDACTED]				
Federal Funds	\$ 34,350	\$ 37,157	\$ 36,018	\$ 34,776	\$ 33,428

(B)(4)

3. Travel:

Conduct annual visitations and collaborative activities with the Center Applied Second Language Studies (CASLS) at the University of Oregon: 4 days – Airfare \$ [REDACTED], hotel [REDACTED]/night X 3, meals [REDACTED]/day X 4 = \$ [REDACTED] X 3 people = \$ [REDACTED]

(B)(4)

Massachusetts Foreign Language Association: 3 days in October – Auto mileage \$100, Hotel \$175/night X 2, meals [REDACTED]/day X 3 = [REDACTED] X 4 teachers = [REDACTED]

(B)(4)

ACTFL conference: 3 days in November – Registration [REDACTED], airfare \$ [REDACTED], Hotel [REDACTED]/night X 2, meals [REDACTED]/day X 3 = \$ [REDACTED] X 2 people = [REDACTED]

(B)(4)

National Charter School Conference, sponsored by the National Alliance for Public Charter Schools: 4 days in June – Registration [REDACTED], airfare \$ [REDACTED], Hotel \$ [REDACTED]/night X 3, meals [REDACTED]/day X 4 = \$ [REDACTED]

(B)(4)

FLAP Washington kickoff session: 2 days – Airfare [REDACTED], Hotel \$ [REDACTED]/night X 2, meals [REDACTED]/day X 3 = \$ [REDACTED]

(B)(4)

	Year 1	Year 2	Year 3	Year 4	Year 5
Matching Funds	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Federal Funds	\$ 13,475	\$ 12,575	\$ 12,575	\$ 12,575	\$ 12,575

4. Equipment:

Funds are requested for two computers, warranty, and associated software for the project director and Chinese program coordinator. These computers will be used for program planning and management, developing instructional materials, translations, website development, etc.

Additional funds are requested to provide two computers and software per year for Chinese immersion classroom use.

	Year 1	Year 2	Year 3	Year 4	Year 5
Matching Funds	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Federal Funds	\$ 4,500	\$ 2,000	\$2,000	\$2,000	\$2,000

5. Supplies:

Commercially available, age-appropriate Chinese language and culture instructional materials are limited. Therefore, funds are requested to review and purchase appropriate materials, realia, and software programs (Chinese keyboard/software, vocabulary builder flashcards, Chinese dictionaries (hardbound and software), children's literature, Chinese magazines, etc. Funds will also be used to purchase supplies to create classroom instructional materials (foam core board, glue, felt, pocket holders, tag board, overhead projector supplies, storage containers, organizers, etc.). Also included are office supplies, photocopy paper, photocopies, and other supplies needed for the FLAP project.

	Year 1	Year 2	Year 3	Year 4	Year 5
Matching Funds	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Federal Funds	\$ 20,000	\$17,500	\$17,500	\$17,500	\$15,000

6. Contractual:

The Oregon Flagship Collaborative at the Center Applied Second Language Studies (CASLS) will provide the following services to PVCICS:

- *Recruiting assistance:* CASLS network will help identify qualified teachers and coordinators.
- *Online Materials Database:* CASLS will maintain a database of curricular materials shared by the members of the network, which will ease the burden of materials development for network members.
- *Assessment services:* CASLS is a national leader in language assessment and will advise PVCICS on available assessment options and on use and interpretation of data to improve instruction.
- *Professional Development Services:* CASLS will help PVCICS develop a comprehensive professional development plan to ensure ongoing, focused help for teachers.
- *Summer Professional Development Courses:* CASLS will sponsor credit-bearing summer courses for K-12 immersion teachers to help them attain or maintain licensure through coursework tailored to the needs of critical language immersion teachers.
- *Annual Collaborative Meeting and Ongoing Networking:* CASLS will sponsor an annual meeting of K-16 partnerships aimed at creating global professionals with superior language skills. This network of innovators will provide mutual support and resources at the annual face-to-face meeting and regular online support throughout the year.
- *Chinese Flagship Academy for Students:* This summer academy will prepare promising high school students to succeed at Flagship universities by providing them with the academic and linguistics skills needed to succeed in college-level content courses delivered in Chinese. Depending on funding, these will be at free or reduced cost.

- *Articulation to college:* Ten Flagship universities around the country are currently accepting students into their honors-level undergraduate programs, with the number expanding every year. Graduates of K-12 members of the Collaborative will have the preparation and information to be competitive candidates for these honors-level programs and the generous scholarships that come with them.

	Year 1	Year 2	Year 3	Year 4	Year 5
Matching Funds	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Federal Funds	\$ 25,000	\$25,000	\$25,000	\$25,000	\$25,000

Chinese Language Association of Elementary-Secondary Teachers (CLASS), CLASS will assist PVCICS with the development of the Chinese language and culture curriculum framework and proficiency benchmarks.

	Year 1	Year 2	Year 3	Year 4	Year 5
Matching Funds	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Federal Funds	\$ 10,000	\$10,000	\$10,000	\$10,000	\$10,000

Mr. Greg Duncan, Independent Evaluator will be contracted with to design and implement the project evaluation, conduct the evaluation, analyze the data, report the findings, and prepare reports. Calculated at \$1,200/day for 8 days per year for site-visits, \$ 2,000 for two round trip airfares and \$1,600 for hotel and meals.

	Year 1	Year 2	Year 3	Year 4	Year 5
Matching Funds	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Federal Funds	\$ 14,200	\$ 14,200	\$ 14,200	\$ 14,200	\$ 14,200

Expert Consultants. \$8,400 per year is included in the budget for 7 days of on-site project consulting/training with experts in the field at \$1,500/ per day plus \$ 2,000 for two round trip airfares and \$1,400 for hotel and meals. Experts who have worked with PVCICS in the past and will continue to do so in this project include Dr. Myriam Met, who, worked with PVCICS on the design of its immersion program prior to school opening and Dr. Helena Curtain, who has provided and will be providing teacher training to PVCICS's teachers. PVCICS will also require training on the use of Online LinguaFolio.

	Year 1	Year 2	Year 3	Year 4	Year 5
Matching Funds	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Federal Funds	\$ 13,900	\$ 13,900	\$ 13,900	\$ 13,900	\$ 13,900

Assessments: These funds are to conduct standardized tests, like *NOELLA and STAMP*, or contract with trained university students to conduct and grade assessments, as appropriate. Estimated at \$16 per assessment with pre-test and the end-of-year test conducted the first year of the program.

	Year 1	Year 2	Year 3	Year 4	Year 5
Matching Funds	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Federal Funds	\$2,848	\$2,480	\$3,536	\$4,592	\$5,648

An Advisory Committee will be formed with representative members to include PVCICS staff committed to the project's success; members of the local Chinese community; business members; parents; higher education and community college partners; and project staff. Matching funds calculated at eight members (not previously included elsewhere) for 10 two-hour meetings per school year at an hourly rate of \$35.

	Year 1	Year 2	Year 3	Year 4	Year 5
In-Kind Funds	_____				
Federal Funds	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

(B)(4)

Professional Services:

Prof. Zhongwei Shen, Associate Professor of Chinese and Director, Asian Languages and Literatures at the University of Massachusetts/Amherst (.20 FTE) will provide professional expertise in linguistics and Chinese language teacher certification. Additionally, Professor Shen will work with PVCICS to develop opportunities for teachers working on a Master of Arts in Teaching Chinese at the University of Massachusetts/Amherst to either observe or train at PVCICS. Calculated at .20 FTE on an annual salary and fringe of \$128,519. $\$128,519 \times .2 = \$25,703$

Dr. Wanli Hu, Ph.D., Director of The China Program Center and Confucius Institute at the University of Massachusetts/Boston, brings the resources of their Mandarin Language Curriculum Resource Center which provides much needed training for teachers of Mandarin. $\$87,500 \times .15 = \$13,125$

University of Massachusetts Consultants

	Year 1	Year 2	Year 3	Year 4	Year 5
Matching Funds	_____				
Federal Funds	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

(B)(4)

8. Other:

Funds are included to provide transportation to and fees for events focusing on Chinese culture. These could range from taking students to community events, assemblies with invited community members, to sending students to China Center Program events in Boston.

	Year 1	Year 2	Year 3	Year 4	Year 5
Matching Funds	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Federal Funds	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000

9: Total Direct Costs:

	Year 1	Year 2	Year 3	Year 4	Year 5
Matching Funds	_____				
Federal Funds	\$ 277,673	\$ 285,441	\$ 280,799	\$ 275,647	\$ 267,461

(B)(4)

NARRATIVE

PART A. NEED FOR THE PROJECT

Fundamental change requires fundamentally new approaches, new structures, and new thinking. Overcoming the significant challenges that often impede the creation of extended K-12 sequences leading to Superior-level proficiency in critical languages requires partnerships spanning both traditional and non-traditional institutional and intellectual boundaries. The Pioneer Chinese Initiative offers a new approach that will be a model for many others nationally. Key elements of the Pioneer Chinese Initiative include: 1) a *charter school* funded by the state that draws students from a *number* of districts, thereby gathering a critical mass of students while leveraging limited human and materials resources; 2) a *collaboration* between that charter school and a public school district to enable a K-12 immersion program for students from a variety of districts; 3) *leveraging state funding* with federal funding used as seed money for the planning and development necessary to implement a high quality K-12 immersion program that will flourish long past the five years of the grant; and 4) *higher education partnerships* with a national Flagship institution (the University of Oregon) to complete the K-16 sequence, as well as with local universities (the University of Massachusetts/Amherst and the University of Massachusetts/Boston).

The unique structure and set of strategies proposed by the Pioneer Chinese Initiative will address key issues facing this and similar projects nationally, including:

- A shortage of highly qualified teachers
- The lack of an articulated K-12 curriculum and supporting materials
- Competition with other subject areas for time in the school day and year

- Competition for a place in the curriculum with existing language programs and their tenured teachers

The Pioneer Valley Chinese Immersion Charter School (PVCICS) is well situated to implement this model. It is the first and only elementary and secondary Chinese language and culture immersion school in New England. It is a regional charter public school serving predominately rural communities in Massachusetts, including much of Franklin County, the poorest county in the state. PVCICS also serves two of the poorest cities in Massachusetts, Holyoke and Springfield. Of the thirty-nine public-school districts that the school serves, only two offer any Chinese language instruction, and those serve only students residing in their own districts. Having a charter school that serves a large area has created a service area with a population on a scale comparable to those served by urban Chinese immersion programs. In fact, the Pioneer Valley Chinese Immersion Charter School provides access to a world-class Chinese immersion program to children from 39 different school districts.

After a rigorous charter approval process, PVCICS opened in August 2007 as a charter school funded by the state of Massachusetts¹. In its first year of existence, PVCICS is currently serving 42 students split between one kindergarten and one 1st grade classroom. Admission is by lottery and PVCICS has already expanded to admit two new classrooms of Kindergarten students for the fall of 2008, bringing its second year enrollment to roughly 89 students. Each year a new

¹ Massachusetts's charter school authorization process is ranked first in the nation by the Thomas B. Fordham Institute. In *Charter School Authorizing: Are States Making the Grade?* they noted "Massachusetts has in place comprehensive application review and oversight processes. For new schools, it now involves an approval cycle that lasts nearly two years from initial application to school opening."

grade level will be added. An indication of the success of the program is that, since its inception, there has been a waiting list for entrance into the school. Most students enter with no proficiency in Mandarin.

As would be the case with a charter school in any state, PVCICS is required to fulfill state requirements, in this case following the Massachusetts Curriculum Frameworks. To ensure compliance with those mandates PVCICS has elected to adapt a compliant English language curriculum in subjects like math and science for use in the Chinese immersion classrooms. In addition, the school offers Chinese Language Arts as a separate subject, includes cultural enrichment activities such as Chinese calligraphy, and is developing experiential learning opportunities for students to interact with native Chinese speakers outside the classroom. In order to allow time to adequately cover this expanded curriculum, PVCICS has an extended-day schedule of 7 hours for Kindergarten and 1st grades, and 7 hours 45 minutes for 2nd grade and up.

In Kindergarten and 1st grades, 75% of the school day is taught in Chinese. This allows roughly 945 contact hours per year with the language for the youngest students. In 2nd through 5th grades, 50% of the school day will be in Chinese and 50% in English. After 6th grade, 25% of the school day will be in Chinese, including Chinese Language Arts as well as other content and experiential learning opportunities. After completing grades K-8, students will have had an estimated 5,700 contact hours with Chinese.

As a Massachusetts charter school, PVCICS receives tuition payments from the state based on the number of students enrolled. The school is also currently receiving additional startup funding from the state that will end after the 2008-2009 academic year. While the state funding has made the very existence of the school possible, PVCICS faces the unique problem encountered by any language immersion school: the necessity of beginning with Kindergarten and adding a grade each year as students move up to the next grade, which severely restricts the

number of students at the beginning, just when the school has its greatest need for research and development funding. As a result, PVCICS needs additional, upfront funding to develop a sequential K-12 curriculum language and culture framework with two pathways for students-- a K-12 immersion pathway for students who enter in Kindergarten, and a new 6-12 partial immersion pathway (projected at a minimum of one classroom) for students who enter in 6th grade; create instructional units and materials; train teachers and staff; and implement an appropriate proficiency-based language assessment system that informs teaching and learning in a constant loop of feedback. It is for this reason that the school is submitting this proposal to the U.S. Department of Education.

In order to leverage state and federal monies should this proposal be funded, PVCICS will use a modest part of the grant monies to join the Oregon Flagship Collaborative at the University of Oregon's Center Applied Second Language Studies (CASLS). PVCICS will greatly benefit from their experience and leadership in Chinese immersion. CASLS will also be integral to the professional development component of the project and will network the Pioneer Chinese Initiative with other FLAP grantees for the sharing of ideas, expertise, and materials. PVCICS will also work collaboratively with the University of Massachusetts in teacher preparation and training to increase the overall supply of highly qualified Chinese teachers.

At the completion of the five-year project PVCICS will have designed an articulated K-12 immersion program that has been implemented through grade six, and an associated 6-12 partial immersion program that has been implemented through grade 9, thus creating a critical mass of students in the charter school large enough to sustain the program well into the future through student tuition payments from the state.

PART B. PROJECT DESIGN

1) Goals, Objectives and Outcomes:

Goal 1: The K-12 Chinese immersion program will prepare students to reach the Superior level of proficiency in Chinese language and culture.

Objective 1.1 Students completing the 6th grade of the K-12 immersion path during this five-year grant period will be on track to reach the Superior level of proficiency in Chinese by grade 16, college graduation.

Outcome 1.1.1 Students will reach Intermediate Low/Mid by grade 6.

Objective 1.2 Students completing the 9th grade of the 6-12 partial immersion path during this five-year grant period will be on track to reach at least the Advanced High level of proficiency in Chinese by grade 16, college graduation.

Outcome 1.2.1 Students will reach Intermediate Low by grade 9.

Goal 2: Students from the 39 school districts that comprise PVCICS's region of service will have access to a challenging, standards-based, and well-articulated K-12 sequence of study of Chinese that will prepare them to enter an institution of higher learning and reach the highest levels of proficiency in the Chinese language.

Objective 2.1 The curriculum in PVCICS's immersion program will demonstrate the components of a well-articulated, standards-based, sequence of language study.

Outcome 2.1.1 The program will have and follow a standards-based, content-based curriculum as evaluated by an independent outside evaluator.

Outcome 2.1.2 The program will include explicit language instruction.

Outcome 2.1.3 The program will involve students in experiential learning.

Objective 2.2 The curriculum will be offered for a substantive amount of time daily and weekly for the entire school year.

Outcome 2.2.1 Students in the K-12 immersion path will learn in Chinese: *75% of day/1575 minutes per week for grades K-1; 50% of day/1163 minutes per week for grades 2-5; 25% of day/582 minutes per week for grades 6-8. High school time for grades 9-12 will be determined in the planning and development process.*

Outcome 2.2.2 Students in the 6-12 partial immersion path will learn in Chinese: *25% of day/582 minutes per week for grades 6-8. High school time for grades 9-12 will be determined in the planning and development process.*

Objective 2.3 The program will use performance assessments to measure, inform, and improve student learning.

Outcome 2.3.1 Teachers will use formative assessments throughout the school year to measure student progress in the language.

Outcome 2.3.2 All students will take at least one summative performance assessment at the end of each school year.

Outcome 2.3.3 All students will have an online LinguaFolio portfolio.

Outcome 2.3.4 The staff of the project will demonstrate use of data from performance assessments for program analysis and improvement.

Objective 2.4 The program will use high quality materials in the target language that reflect and support the focus of the program on content-based learning, explicit language instruction, and experiential learning.

Outcome 2.4.1 Program materials will support the program's goals and objectives as judged by an independent outside evaluator.

Goal 3: In-service teachers and pre-service teachers of Chinese will be better prepared to teach in immersion, partial immersion, FLES and secondary programs as the result of their involvement with this project.

Objective 3.1 In-service PVCICS teachers will become more knowledgeable about and skillful in teaching Chinese through intensive, highly effective professional development.

Outcome 3.1.1 The program staff will participate in no fewer than three professional development opportunities per year.

Objective 3.2 Pre-service teachers will have more opportunities to observe, be mentored, and practice teaching in an immersion setting as a result of this project.

Outcome 3.2.1 The University of Massachusetts will offer pre-service K-12 Chinese teachers on-going opportunities to observe, be mentored, and practice teaching at PVCICS and in the Hadley Public School District program.

Goal 4: The Pioneer Chinese Initiative will be a vital part of the general and educational communities in the state and nation, involving all parties in a two-way process of information, enrichment and program development.

Objective 4.1 The project will establish partnerships with K-16 programs where Chinese is taught— including no fewer than two Chinese immersion schools and three universities.

Outcome 4.1.1 The project will build cooperative relationships with no fewer than two other immersion schools and three universities in the nation.

Objective 4.2 The project will involve parents, business, industry, and community organizations in the program.

Outcome 4.2.1. No fewer than one representative from each group will be active on the Advisory Committee.

Outcome 4.2.2. The project will make at least one public presentation per year sharing information and inviting public input into the project.

Objective 4.3 Students in the program will have opportunities to participate in community events that are tied to their Chinese language learning.

Outcome 4.3.1. Students in the program will participate in no fewer than two community events each year of the project.

Goal 5: The results of this collaboration between a charter school, public schools, and institutions of higher learning in offering a K-12 Chinese immersion program that prepares students for university study will be disseminated nationally.

Objective 5.1 Project personnel will make presentations at professional conferences at the local, state, and national levels.

Outcome 5.1.1. Project personnel will make at least one presentation describing what is learned in this project at a state, regional, or national conference each year of the project.

Objective 5.2 Project personnel will share what has been learned from the project in professional publications.

Outcome 5.2.1 Project personnel will submit no fewer than two articles to state, regional and national professional publications describing the project and its results.

2) Program Design

In 2006, PVCICS's founding group used some of the charter developer funding provided by the Massachusetts Department of Education to visit five mature Chinese early-immersion programs. During each school visit, teachers, administrators and parents were interviewed and

students were observed during classes. The schools visited were: Potomac Elementary School in Potomac, Maryland; Woodstock Elementary School in Portland, Oregon; Meyerholz Elementary in Cupertino, California; Alice Fong Yu Alternative Elementary School in San Francisco; and the Chinese American International School (CAIS) in San Francisco.

Based on that research and in part on the high retention of students experienced at the Alice Fong Yu Alternative Elementary School, PVCICS was designed to be a K-8th grade school with all students participating in the Chinese immersion program at a single facility. For grades 9 thru 12, the school has elected to partner with the Hadley Public School District. That district will host PVCICS's 9-12 immersion classes, share their high school facility and other educational services.

PVCICS will use the FLAP funding to: 1) build on its existing K-1 one-way total Chinese immersion path by expanding through grade 6 and planning for implementation through grade 12; and 2) design and implement grades 6-9 of a two-hour-per-day partial immersion path for late-entry 6th graders that will eventually expand through grade 12.

At the same time, PVCICS will collaborate with the Hadley Public School District to create a new K-12 Chinese World Language program in the Hadley schools, thus broadening the impact of the project. Within that collaboration, PVCICS will share expertise, materials, curriculum, and professional development with the Hadley Public School District. To facilitate this collaboration, in August 2008 PVCICS will move four miles from its current location to Hadley. Locating PVCICS's and Hadley's 9-12 programs on one campus will offer opportunities to share resources, allow students a wider range of Chinese offerings, and provide long-term program stability.

In order to sustain commitment to the project, a Design Team involving school administrators, university experts, teachers, and community members will work to research and

plan strategically for important programmatic, curricular, and outcome decisions. Experts at the University of Oregon and the University of Massachusetts will provide immersion experience in cognate and non-cognate languages as well as processes for planning in one-way immersion and foreign language programs. Representatives from the Chinese Language Association of Secondary-Elementary Schools (CLASS), which participated in the creation of the *Standards for Foreign Language Learning in the 21st Century* and the *CLASS Professional Standards for K-12 Chinese Language Teachers*, will also be involved in the Design Team.

3) Curriculum Development

Research conducted by Met (2004), Arnall (1992), Curtain (1993), Louton and Louton (1992) Omaggio (2001), Lebach (1974), Rhodes *et al* (1981) and many others has informed the basis of PVCICS's immersion program. *Lessons Learned: Model early foreign language programs* by Gilzow, D. F., & Branaman, L. E. (2000) and *Languages and Children - Making the Match: New Languages for Young Learners, Grades K-8* by Curtain, H and Dalberg, C. A. (2004) present key elements for developing and sustaining early language programs. Those elements have informed and shaped the design of the Pioneer Valley Chinese Immersion Charter School as well as the planning for this proposal.

As a charter public school PVCICS offers curriculum that is aligned with the Massachusetts Curriculum Frameworks' (MCFs) standards and learning strands for the Arts, English Language Arts, Foreign Languages, Comprehensive Health, Mathematics, History/Social Science, Science and Technology/Engineering. Current curriculum and that to be designed in this project will address the learner outcomes for all Massachusetts students at a given grade level. If immersion schools are to be widely accepted in the nation, this will be a critical step in their design and implementation.

Some subjects will be taught in English and some in Chinese. For subjects taught in Chinese, PVCICS will adapt and develop instructional resources that are either aligned with the Massachusetts Curriculum Frameworks or can be easily be brought into alignment to produce grade-appropriate and linguistically accessible Chinese teaching materials. Where possible, curricular resources will also be adapted to support the school's cultural mission. Adaptation of English language curriculum for use in immersion programs is a strategy that has been successfully implemented in other Chinese immersion programs. Dr. Myriam Met helped design this curriculum-adaptation strategy for PVCICS.

PVCICS expects all students to attain high academic standards, and its curriculum is being designed to enable students to meet those high expectations. Because students will be learning some curriculum through the medium of a new language, curriculum adaptation is used to make it linguistically accessible without diluting or lowering standards. When teachers adapt curriculum for use in immersion classrooms, they generally: 1) Consult the curriculum guide to identify unit goals and objectives as well as how they will know whether or not students have met those objectives; 2) Identify language required for learning (*e.g.* structures, expressions, key vocabulary); 3) List instructional experiences and supporting materials that will help students reach those learning objectives; 4) Rewrite text to make it comprehensible in the target language by using simpler structures and shorter sentences; emphasizing key terms through boldface or highlighting; making the meanings of key terminology transparent by use of pictures, diagrams, charts, and graphic organizers; and making the meaning of key terminology comprehensible by defining it through multiple examples, paraphrasing, restating, synonyms, antonyms, and definitions.

In most immersion programs, classroom teachers adapt curriculum resources themselves, a practice that is most likely to result in materials best adapted to student needs and abilities;

however, this practice can result in a poorly articulated program. In other programs, additional personnel (teacher aides, volunteers, external consultants) may be responsible for this process. This project will take advantage of the strengths of both approaches: classroom teachers working as part of a team that is supported by a designated curriculum developer and by input from other experts to design a well-articulated curriculum with designated teaching strategies.

In addition, the project will exchange ideas and materials wherever possible with other FLAP projects in the collaborative hosted by the Chinese Flagship Program at the University of Oregon. This networking and sharing will be facilitated by an online materials database that will be housed at the Center for Applied Second Language Studies (CASLS). This database will address a concern at the lack of national coordination that was cited in the Asia Society's Chinese Field Report 2008.

In the program and curriculum design to be accomplished in this project, the Design Team will keep best practices in immersion education as its primary focus. Best practices will inform all the planning for and design of instructional strategies and resources—including the design of units and lessons, learner outcomes, and instructional delivery. The Design Team will specify what teachers will be doing, what students will be doing, what instructional resources will support student learning, how students will be assessed, and how the results of assessments will be used in a constant loop of program evaluation and improvement.

A) Development of a K-12 Articulation and Language Curriculum Framework

In the past, many language immersion programs in the U.S. and Canada did not have, and some still do not have, formal language curricula. Programs that did engage in language curriculum development usually did so at the unit and lesson plan levels and focused on the specific language needed to understand specific content. As a result, assessment results have shown that students in some programs have been left with deficits in social language. Further,

since individual teachers planned the units and lessons by themselves, articulation across grade levels suffered.

PVCICS research at other immersion schools and conversations with experts like those at the Center Applied Second Language Studies (CASLS) have reinforced the project planners's belief that the development and implementation of a second language curriculum framework is an important step in ensuring the success of any language program model. The critical goal of language acquisition cannot be left to chance. A language curriculum framework defines benchmarked proficiency goals at various levels and ensures that students learn not just academic language but social language as well. Having an articulated language curriculum framework also ties the planning of units and lessons to student performance, thus fostering greater accountability and program rigor. This is particularly crucial in a non-cognate language like Chinese, in which students cannot rely on L1 (English) to inform hypotheses regarding the target language.

A first major milestone of Year 1 of this project then will be the construction of a comprehensive K-12 Chinese Language and Culture Curriculum Framework. Using successful models developed at other school nationwide, the Design Team will work with the Oregon Flagship Collaborative at CASLS as well as with the Chinese Language Association of Secondary-Elementary Schools (CLASS) to develop clearly stated proficiency benchmarks for each grade, as well as specific syntactic and semantic features to be mastered. This framework will be a dynamic template rather than a static document. It will be resilient enough to guide instruction regardless of variables (e.g., district curriculum or student demographics) that may change over time. Furthermore, the framework will constantly be reviewed and adjusted in light of student data from performance assessments.

The process of developing a framework will also be central to the professional development efforts in the first years of the project. Teachers, like students, learn best by doing.

The process of examining the second language acquisition research, reflecting on existing curriculum, studying other models, and determining concrete proficiency goals will help PVCICS' Chinese teachers and other program staff to become more knowledgeable and reflective practitioners.

B) Focusing the Curriculum: Balancing Content-based Language Learning and Explicit Language Instruction with Experiential Learning

1) Experiential Learning

Engaging students in experiential learning requires them to utilize their language and cultural skills, fosters higher levels of motivation, and contextualizes their learning. Borrowing from and collaborating with other successful programs, PVCICS will establish regular experiential learning opportunities to help ensure higher language proficiency outcomes.

Students in the secondary school program will be required to complete a minimum of 135 hours of documented Community-Based Language Learning (CBLL) activities for one year of high school elective credit. Whether working locally as a tutor for young Chinese learners, as a volunteer with a community organization to support recent Chinese immigrants, or traveling as an exchange student to China, students will document their experiences in both written and oral presentations in class and in the broader community. PVCICS plans to develop elementary and middle-school summer Chinese immersion camps to facilitate student learning and teacher training. Working with the Amherst and Springfield Chinese Heritage schools and the Pioneer Valley Chinese-American Association, the project will also plan at least two cultural events every year that will link students with the local Chinese-speaking community.

Because in-country learning experiences are critical for advanced level language development, especially with non-heritage speakers, PVCICS will implement a capstone academic trip to China in the 8th grade and strongly support and promote student exchanges in

high school. Lastly, PVCICS will offer opportunities for students to connect with students in China, including developing a “sister” school relationship with a school in China and working with iEARN (The International Education and Resources Network- iEARN.org) to develop online projects with schools in China and Taiwan.

2) Content-base Learning and Explicit Instruction

Academic arguments regarding the relative importance of implicit learning versus explicit instruction have been raging for decades. Given the long-term goal of high levels of proficiency, however, both experiential and formal learning are essential. Lever and Shekhtman (2002) argue persuasively for the need to integrate transmission (knowledge), transaction (doing), and transformation (creating) to develop high-level proficiency.

Transmission (knowing)	Transaction (doing)	Transformation (creating)
Explicit Instruction	Explicit Instruction Academic Content	Experiential Learning Content (research and writing)

This approach is also consistent with National Standards. Experiential learning address the Community standards, which are most often neglected in traditional programs. The metalinguistic and metacognitive components of explicit instruction address the Comparisons standard. Obviously, learning academic content in Chinese fulfills the Connections standard. Communication and Culture are intertwined throughout the program.

4) Assessing Student Learning: Using Performance Feedback for Continuous Program Improvement.

The Pioneer Valley Chinese Immersion Charter School program and the proposed FLAP project have both been designed to gather and use student-performance data to guide all activities

and decisions: administrative, curricular, and pedagogic. Because the program and the FLAP project have such a strong focus on student performance data it is essential that the assessment system be reliable, valid, easy to manage, and provide usable feedback to teachers, administrators, students, and parents.

The assessment data will be used in four ways: 1) to improve articulation by providing easy access to student performance data according to common terms of reference; 2) to evaluate program, curriculum, and instructional effectiveness; 3) to inform adjustments to the program where necessary; and 4) to help individualize and differentiate instruction to meet the needs of students.

The assessment plan for this project will be three pronged: 1) formative performance assessments developed by the Design Team (which includes classroom teachers), to provide continuous information that is close to the classrooms and the content being studied; 2) nationally validated, summative performance assessments for every student at the end of every year of the project to provide reliable data on student learning and program effectiveness; and 3) a portfolio system that will enable students to take ownership of their own learning.

The formative performance assessments will be developed by the program teachers, will be curriculum embedded and will be administered throughout the year to provide constant information on student growth in the language. A minimum of two writing assessments per quarter will be required.

The summative performance assessments will be two online proficiency assessments: the National Online Early Language Learning Assessment (NOELLA) for grades 2-5 and the Standards-based Measurement of Proficiency (STAMP) for grades 6-8. Both assessments were developed by the Center for Applied Second Language Studies (CASLS), NOELLA as part of a FLAP grant (leveraged by Chinese Flagship funds for the Chinese version). With the guidance of

the Oregon Flagship Collaborative of which this project will be a part, PVCICS will employ the Chinese language version of these two valid and reliable assessment instruments.

These proficiency assessments will be administered at the beginning of the first year funded to gather baseline data for listening, speaking, and reading. In subsequent years, student growth will be measured against those baseline assessments. They will again be administered each May to show annual student gains.

In cases where there is a need for information specific to student proficiency in Interpersonal Communication beyond that generated by the formative assessments, a statistically significant number of students will be assessed using the Early Language Learning Oral Proficiency Assessment (ELLOPA) for K-2 students and the Student Oral Proficiency Assessment (SOPA) for students in grades 3-6. Those assessments were not included in this plan as a major component because of recent research questioning their validity. Should those questions be resolved and the ELLOPA and SOPA be found to be valid measurements (or should new, more valid assessments be developed) the Design Team will weave them back into the overall student-assessment plan. In the meantime, they will be used only as backstops.

The third prong of the assessment plan will be LinguaFolio Online, a portfolio system that has been developed and piloted by the National Council of State Supervisors for Languages (NCSSFL). Modeled after the highly successful European Language Portfolio of the Council of Europe, LinguaFolio Online is a system where second language learners record and reflect on their language learning. At the heart of LinguaFolio Online are “CanDo’s”: Concise statements of specific abilities in the language organized into various proficiency levels. At the Novice-high level, for example, one CanDo statement is “I can exchange personal information.” A student could choose “This is a goal,” “I can do this with help,” or “I can do this easily.” The student will

then be able to attach evidence, such as an audio file of a conversation, to this statement to prove that his or her self-assessment is indeed accurate.

LinguaFolio consists of three parts: 1) *The Language Passport* is a summary of student performance, including self-evaluations in the form of CanDo statements and standardized test scores such as STAMP, OPI, or AP; 2) *The Language Biography*, where students keep a record of their progress on CanDo statements as well as their personal language learning history, reflecting on their own goals for learning the language, any experiences they have had with the language, e.g. travel, visits to a cultural center; and 3) *The Language Dossier* is a compilation of evidence supporting student proficiency claims on the CanDo statements. With LinguaFolio Online, it will be easy for students to keep track of what they want to learn, what they are learning, and keep examples of their best work in an electronic portfolio.

One other set of data will be gathered, analyzed and reported: the students' gains in basic skills as measured by the Massachusetts Comprehensive Assessment System's tests for English reading and writing, as well as mathematics. While these skills do not necessarily relate directly to growth in the Chinese language, reporting on them is essential for the survival and health of any immersion program. In effect, documenting that students in language immersion schools demonstrate equal or greater growth in these areas as compared to students in English language schools is a critical argument for increasing the number of immersion schools nationwide.

5) Professional Development for In-service and Pre-service Teachers

PVCICS has structured its professional development to address the challenge of finding experienced Chinese immersion teachers. PVCICS recruits teachers nationally and expects to have to "grow" its own teachers. Accordingly, the schools' professional development philosophy is to invest in teachers with native language skills, solid academic credentials, and work

experience in U.S. elementary schools, by developing them internally and providing them with a career path to more senior positions. An essential part of the school's job-embedded professional development is a program of peer coaching, mentoring, and classroom observations. In addition, all new teachers are encouraged to take a week-long immersion course before starting at the school. Opportunities provided by the school have included participation in CARLA's *Immersion for Teaching Asian Languages*, as well as on-site workshops by Dr. Helena Curtain in building thematic units in an immersion environment. This summer, teachers will attend UMass/Boston and CLASS summer institutes and Dr. Curtain will return. But these kinds of professional development are very expensive for one school.

With the initiation of the Chinese Flagship Collaborative at the University of Oregon, PVCICS will be part of a professional-development partnership, sharing resources with other Chinese language schools. CASLS will work with the Pioneer Chinese Initiative and with other FLAP projects to identify professional development needs and design a comprehensive plan to ensure ongoing, focused help for teachers. Partnering with CASLS and the Flagship Collaborative will leverage the school's limited human and materials resources as well as provide ideas and professional development opportunities for the staff that would otherwise be unlikely. Included in this collaboration will be summer courses tailored to the needs of K-12 Chinese immersion teachers. CASLS will also establish a network of schools in the Collaborative, through an annual meeting and ongoing, online support throughout the year for mutual support and sharing of expertise and resources.

Because many of the students in the University of Massachusetts' teacher-preparation program for future teachers of Chinese, work at PVCICS, or will be immersion teachers at it and other similar programs around the nation, every effort will be made to include and involve pre-service teachers in the professional development activities generated by this project.

Specifically, PVCICS will work with the UMass programs to facilitate observations and practice-teaching opportunities for their students, including establishing mentorships by PVCICS teachers and staff with the students. Professor Zhongwei Shen of the Department of Asian Languages and Literatures at UMass/Amherst and Dr. Wanli Hu, Director of the UMass/Boston China Program Center and the UMass Confucius Institute will be central in these initiatives.

6) Outreach to Educational and Community Organizations

Community members have been integral in the development of the PVCICS program and of this proposal. Involvement of stakeholders will be expanded to an Advisory Committee for the FLAP project that will be comprised of representatives from the Hadley Public Schools; members of the local Chinese community, business members, parents, higher education partners, and students (as appropriate). Committee members will include Dr. Kathleen Riordan, Dr. Chihwen Su, Dr. Yu-Lan Lin, Prof. Ranjanaa Devi, Mr. Chung Liu, Mr. Robert Chung and Mr. Greg Duncan. Background bios for these members is in Part C: Personnel Section of this application.

The Advisory Committee will provide expertise and guidance to the project, act as liaisons between the project and their representative communities and other stakeholders, and assist in the facilitation of community-based project activities. The Advisory Committee will meet a minimum of once per month or more often as needed.

As part of this project, PVCICS will also work closely with three institutions of higher education: the Chinese Flagship Program at the University of Oregon, which will be the host of the Oregon Flagship Collaborative; the University of Massachusetts/Amherst; and the University of Massachusetts/Boston. The project plan is to meet monthly online or via teleconference with representatives of each and/or all of these institutions to facilitate the sharing of ideas and expertise. Some examples of topics that will be addressed in these meetings are : 1) sharing

expertise in proficiency-based Chinese language instruction, assessment, and program articulation, 2) linking UMass's Chinese heritage speakers as mentors/tutors for PVCICS students, 3) providing on-site experiences at PVCICS for pre-service teachers in the UMass teacher-preparation programs; 3) sharing and adapting instructional materials; and 4) sharing of materials, courses, and exchange opportunities resulting from UMass's network of partner universities in China.

In addition, as part of the outreach and student-service component of this project, sample activities will include: 1) school-to-school activities, where PVCICS students practice their language skills in performances and celebrations at other schools; 2) activities with the heritage community, where students participate in cultural events in the areas or volunteer at local heritage-language schools; and 3) community partnerships, where students share their knowledge of Chinese art, culture, and language with museums and area libraries. (PVCICS has a partnership with the Springfield museums.)

7) Sustainability of the Project

The Pioneer Chinese Initiative herein proposed is a five-year project to build on and leverage what the State of Massachusetts has already invested in the first and only elementary and secondary Chinese immersion school in New England. FLAP funds will be used as seed money for the upfront long-range research, planning, and development of an articulated K-12 Chinese immersion program. The products of the FLAP grant will include an articulated K-12 Chinese Language and Culture Curriculum Framework; materials that will support that curriculum; a staff that has received extensive professional development to prepare them to teach that curriculum; and an assessment program that will gather, analyze and use data on student performance in Chinese to inform and improve instruction in a constant loop of feedback. The

involvement of a national Flagship university, the University of Oregon, and two local university campuses of the University of Massachusetts will ensure that the project is well informed and guided in this process.

PVCICS will also have established a firm relationship with the Hadley Public School District, which will give the program a physical location and shared resources for grades 9-12; with community and language organizations in the region; and with Chinese immersion programs nationally.

When the five-year grant period is completed, the Pioneer Valley Chinese Immersion Charter School will have designed a fully articulated K-12 immersion program, implemented K-6 of the total immersion and 6-9 of the partial immersion paths, and have the appropriate resources to continue the immersion programs through grade 12. Because of expanding to these higher grades, there will be sufficient student enrollment and associated state funding to sustain the program far past the life of the grant. In essence, by funding this program, which serves a large area of Massachusetts, this grant will build *regional* capacity for Chinese immersion.

8) Replicability of the Project

The Pioneer Chinese Initiative will provide for the nation a model of a charter school funded by the state to serve a number of school districts working with public school districts and institutions of higher learning to build a well-articulated K-12 immersion program in a critical language that prepares students to achieve Superior level proficiency at a university.

In many areas of the country this concept will make a long sequence of immersion study possible where it would not be possible otherwise. It addresses the challenge of finding a critical mass of students to justify a full immersion school by drawing students from a wider area than a single district. It addresses the challenge of limited human and material resources by pooling

state and local dollars. It provides a model of how charter and traditional public schools can work together for the benefit of both and of students who wish to become highly proficient in another language.

The Pioneer Chinese Initiative will add information to national discussions about the effectiveness of immersion curriculum and materials in Chinese through the data gleaned from student performance assessments. It will also demonstrate the way in which a publicly funded critical-language immersion school can enable students to meet or surpass state requirements for all content areas while still providing much of the instruction in another language.

9) Dissemination Plans

The results and information gleaned from this 5-year project will be disseminated nationwide in a number of ways: 1) The K-12 Chinese Language and Culture Framework and supporting materials will be contributed to Oregon Flagship Collaborative's data base, where they will be available at no cost to schools and districts throughout the country; 2) The Pioneer Chinese Initiative staff will make presentations at state, regional, and national professional conferences, including ACTFL, MaFLA and the National Charter School Conference, to share what will be learned from the implementation of this model, including the curriculum and curricular materials, the student performance data gathered and how it informed program modifications, and the effectiveness of the charter-tradition school collaborative model; 3) The Pioneer Chinese Initiative staff will submit articles describing lessons learned from the project to professional publications at the state, regional, and national levels; and 4) The Pioneer Valley Chinese Immersion Charter School will serve as a model site where those contemplating a similar program can come to observe and consult with program staff.

PART C: PROJECT PERSONNEL

The planners of this project have made every effort to identify the strongest possible experts and partners in the area and in the nation to assure that the PVCICS K-12 immersion program meets its goals and objectives.

Ms. Kathleen Wang, PVCICS' Principal, will act as the *Project Director* and will devote twenty-five percent of her time to the project. Ms. Wang is a graduate of MIT and Stanford University with over 15 years of experience managing complex technical projects involving multiple organizations. She was Director of Industrial Collaboration at MIT's Center for Innovation in Product Development (CIPD), responsible for developing a collaborative industry-university research consortium with 10 industry partners across the US. CIPD is a joint venture between the Sloan School of Management and the School of Engineering that received a start-up 5-year multi-million dollar grant from the National Science Foundation. She has spent the last six years promoting early immersion locally and was a member of the statewide Massachusetts Initiative for International Education. She is a co-founder of PVCICS. Ms. Wang will be responsible for overall coordination of the program development, implementation, and evaluation activities as described in the project narrative. She will also be the principal interface between PVCICS and the project partners—CASLS, the UMass/Amherst, the UMass/Boston, and the Hadley Public School District.

Ms. Zaiyun Lu and Ms. Hsuan-chun Hsu, Lead Chinese Immersion Teachers, will assist with project planning, development of the Chinese Language and Culture Curriculum Framework, instructional materials identification and development, benchmarks, assessments, and development of immersion instructional units and materials. Ms. Lu has a Masters of Arts degree in Curriculum and Instruction from the South Dakota Wesleyan University and a

Bachelors of Arts degree in English and Chinese Literature from the Anhui Science and Technology University. Ms. Hsu has a Masters of Arts degree in Special Education from the University of Virginia and a Bachelors of Arts degree in Education, Special Education and Learning Disabilities from the National Taipei Teachers College.

Prof. Zhongwei Shen, Associate Professor of Chinese and Director, Asian Languages and Literatures at the University of Massachusetts/Amherst, will provide professional expertise in linguistics and Chinese language teacher certification. Additionally, Prof. Shen will work with PVCICS to develop opportunities for teachers working on a Master of Arts in Teaching Chinese at the University of Massachusetts/Amherst to observe and train at PVCICS. His areas of research are Chinese Linguistics, Dialectology, Chinese Writing System, and Phonology. He has a PhD in Linguistics from the University of California/Berkeley.

Dr. Wanli Hu, Director of The China Program Center at the University of Massachusetts/Boston and Director of the Confucius Institute there, brings the resources of the Mandarin Language Curriculum Resource Center to the project, which will provide much needed training for teachers of Mandarin. Since 2001, Dr. Hu has initiated and implemented eleven New England Chinese Language Teachers Network Conferences and four New England World Language Department Chair seminars with a focus on promoting Chinese language instruction. The China Center Program also includes a summer camp for secondary students learning Chinese, and an annual high school student Chinese language speech contest. Additionally, Dr. Wanli Hu will work with PVCICS to develop opportunities for teachers working on a Master of Arts in Teaching Chinese at the University of Massachusetts/Boston to observe and train at PVCICS.

Project Advisory Committee Members:

Dr. Kathleen M. Riordan is the former foreign languages director for the Springfield School District and former President of the American Council on the Teaching of Foreign Languages (ACTFL). She is credited by many in the foreign language community with having the foresight to seek funding from the Geraldine R. Dodge Foundation to launch Chinese in the Springfield high schools in the 1980s, well before most public school districts. Springfield's public high schools were identified by the Asia Society as one of three national models in 2006.

Dr. Chih-Wen Su, has been a teacher and educator for more than 30 years. She is the former President of the Chinese Language Association for Secondary-Elementary Schools (CLASS), an AP Chinese Task Force committee member 2004-2005, and lead organizer for the first U.S./China Conference for Teaching Chinese as Second Language in Beijing, China, 2005.

Dr. Yu-Lan Lin, has been a teacher and administrator for the Boston Public Schools for the past 28 years. Currently, she is the Program Director of the World Languages Program of the Boston Public Schools. She received her B.A. in Asian Languages and Cultures from National Cheng Chi University in Taiwan, her M.Ed. in Bilingual/Multicultural Studies from Boston State College, and her Ed.D. in Reading and Language Development from Boston University. Dr. Lin is currently the Executive Director of the Chinese Language Association of Secondary-Elementary Schools (CLASS) and serves on the Board of Directors for the American Council on the Teaching of Foreign Languages (ACTFL).

Professor Ranjanaa Devi, is Director of the Asian Arts and Culture Program, UMass/Amherst. As the Founding Director of the Asian Arts and Culture Program, Professor Devi brings the unique artistic and educational resources of her program. These include performances at UMass by professional artists, artist-residencies and workshops in schools for children (grades K-12). On-line study guides, curriculum and informational resources are provided for teachers to help prepare students for the performances. Also, listed are methods for

tying curriculum to integrating the history, language and culture with art genres into classroom lesson plans.

Mr. Chung Liu, Senior Technical Manager of the Massachusetts Municipal Electric Company, is Chairperson of the Chicopee Cultural Council and Principal of the Springfield Chinese Language School. He is also Secretary of the New England Association of Chinese Schools, a forum for Chinese heritage language schools to share their common interests, exchange ideas, and assist school activities.

Mr. Robert Chung, Software consultant, is the Principal of the Amherst Chinese School, one of the oldest Chinese heritage language schools in the area. Mr. Chung previously taught elementary school in Taiwan. He is also an organizing chairperson of the Pioneer Valley Chinese-American Association, a local organization focused on Chinese cultural events.

Mr. Greg Duncan, Independent Evaluator, has extensive experience in second language education program evaluation. He has provided technical assistance to programs serving language minority students and frequently provides consulting services regarding program planning and evaluation to school districts and state departments of education nationwide. He will design, conduct, and annually report findings for the independent evaluation of this project.

PART D: MANAGEMENT PLAN

PVCICS will be the fiscal agent for this project. There are three individuals responsible for managing this project. *PVCICS's Principal, Kathleen Wang, will serve as the Project Director.* She will oversee financial management, project development, implementation, and evaluation activities. She will convene and facilitate the Advisory Committee; and the Design Team. She will lead recruitment activities and work with the outside evaluator Greg Duncan for a full and robust project evaluation.

PVCICS's Lead Chinese Immersion Teacher, Zaiyun Lu, will serve as the Chinese Program Coordinator, and assist the Project Director in the design and management of this project and implementation of the full program. She will lead professional development of teachers, outreach activities, and development of the K-12 Chinese Language and Culture Curriculum Framework and instructional design components. She will work with the Oregon Flagship Collaborative, UMass and CLASS in support of project activities.

The Project Director and Chinese Program Coordinator are located at PVCICS's facility and will schedule frequent meetings to ensure the project objectives are achieved on time and within budget.

The Outside Evaluator, Greg Duncan, will be responsible for the independent evaluation of the project and will assist PVCICS staff in interpreting the results of yearly evaluations and student performance data to inform teaching and learning at the school.

The chart below delineates timelines and milestones for accomplishing the project tasks:

Activity	Person/s Responsible	Begin	End
A. Leading work of the Advisory Committee: 1. Convening meetings 2. Reporting/ leading discussions of program and project 3. Analysis of student performance data/ making recommendations for programmatic adjustments	Project Director (PD)-Lead Chinese Program Coordinator (CPC)-Support	Fall 2008-monthly	On-going
B. Implementation of Student Assessment Plan- see Project Evaluation Plan for Details and Timelines	PD- Lead CPC-Support Duncan-Support	Fall 2008	On-going

	Staff-Support		
C. Recruitment and orientation of new staff (teachers, coordinators)	PD- Lead CPC-Support	Fall 2008	On-going
D. Study and Research for Program Design 1. Curriculum Mapping 2. Standards Based Content Based Instruction 3. Explicit Instruction 4. Experiential Learning 5. Integrated Performance Assessments/Formative Assessments	CPC/Design Team- Lead PD-Support Staff-Support	Fall 2008	On-going
E. Development of Chinese Language and Culture Curriculum Framework	CPC/Design Team- Lead PD- Support Oregon Flagship Collaborative (OFC) - support CLASS - Support UMASS - Support	Fall 2008	Fall 2009, and On- going
F. Instructional Materials: Identification, Adaptation, Creation, and Sharing	CPC-Lead OFC Database - Support Design Team- Support Staff-Support Advisory Committee- Support	Fall 2008	On-going
G. Professional Development: Continuing Peer Coaching and Mentoring	CPC- Lead PD- Support	Fall 2008	On-going

Program			
H. Professional Development; Design and Implementation of PD Plan to Support and Improve K-12 Chinese Program	PD- Lead CPC- Support OFC - Support UMass- Support CLASS - support	Fall 2008	On-going
I. Professional Development: Design and Implementation of Opportunities for Pre-service Chinese Teachers at UMass to Observe and Practice Teaching at PVCICS	UMass- Lead PD- Support CPC- Support Staff- Support	Fall 2008	Design: Fall 2009 Implement ation: ongoing
J. Evaluation of Project: (See Project Evaluation Plan for Details)	Duncan- Lead PD- Support CPC- Support	Spring 2009	Fall 2013
K. Dissemination of Results of Project: 1. Presentations at State and National Conferences 2. Submit Publications to State and National Professional Organizations	PD- Lead CPC- Support Advisory Comm.- Support Staff-Support	Fall 2009	Yearly/ Fall 2013

E. Project Evaluation Outcome

Data to Collect

Evaluation Criteria

Persons Responsible

<p>1.1.1 Immersion students will reach Intermediate Low/Mid by grade 6.</p> <p>1.2.1 Partial immersion students will reach Intermediate Low by grade 9.</p>	<p>Assessment data:</p> <ul style="list-style-type: none"> •Fall 2008- establish baseline •Spring 2009-2012 students take NOELLA to establish progress toward proficiency targets. • Spring 2013 First group of students complete 6th grade and take STAMP for final project evaluation. 	<p>1. At least 90% of students in the immersion pathway will demonstrate Intermediate Low or above proficiency on the STAMP at the end of Grade 6.</p> <p>2. At least 90% of students in the partial immersion pathway will demonstrate Intermediate Low or above on the STAMP at the end of grade 9.</p>	<p>PD-Lead.</p> <p>CPC-Support</p> <p>Staff-Support</p>
<p>2.1.1 The program will have and follow a standards-based, content-based curriculum.</p>	<p>1. K-12 Chinese Language and Culture Curriculum Framework</p> <p>2. Classroom observations</p> <p>3. Samples of instructional materials used in the classroom</p>	<p>1. All teachers in the program will use the K-12 Chinese Language and Culture Curr.Framework.</p> <p>2. Classroom observations will show the curriculum used is standards-based, content-based.</p> <p>3. All instructional materials will be standards</p>	<p>Duncan-Lead</p> <p>PD- Support</p> <p>CPC- Support</p> <p>Staff-Support</p>

E. Project Evaluation Outcome

Data to Collect

Evaluation Criteria

Persons Responsible

		and content based.	
2.1.2 The program will include explicit language instruction.	1. K-12 Chinese Language and Culture Curriculum Framework 2. Classroom observations 2. Sample lesson plans	1. The Curriculum Framework will include explicit language instruction. 2. Classroom observations will find explicit language instruction. 3. Lesson plans will show explicit language instruction.	Duncan-Lead PD- Support CPC- Support Staff-Support
2.1.3 The program will involve students in experiential learning.	1. K-12 Chinese Language and Culture Curriculum Framework 2. Examples of experiential learning.	1. The Curriculum Framework will include experiential learning. 2. Student use what they are learning in experiential activities.	Duncan-Lead PD- Support CPC- Support Staff-Support
2.2.1/2.2.2 Time in Chinese: K-1=1575 min. a week; 2-5=1162 min. a week; 6-8= 582	1. School schedule	1. School schedule will substantiate the required minutes per week in each grade.	Duncan-Lead PD- Support CPC- Support Staff-Support

E. Project Evaluation Outcome

Data to Collect

Evaluation Criteria

Persons Responsible

min. week			
2.3.1 Teachers use formative assessments throughout the year.	1. Sample assessments. 2. Frequency of formative assessments in classes.	All teachers will use formative assessments on at least a weekly basis.	Duncan- Lead CPC- Support Staff- Support
2.3.2 All students will take at least one summative assessment each year.	NOELLA or STAMP or other appropriate assessment data	1. There is data from the NOELLA or STAMP or other appropriate assessment for every student in every year.	Duncan- Lead PD- Support CPC- Support
2.3.3 All students will have an Online LinguaFolio portfolio.	Student LinguaFolio portfolios.	1. There is confirmation of every student's Online LinguaFolio.	Duncan- Lead PD- Support CPC- Support
2.4.4 Program materials will support the program's goals and objectives.	Samples of program materials	All materials examined will support the program's goals and objectives.	Duncan- Lead PD- Support CPC- Support

**E. Project Evaluation
Outcome**

Data to Collect

Evaluation Criteria

**Persons
Responsible**

<p>3.1.1 Program staff will participate in professional development activities.</p>	<p>1. Number of professional development activities. 2. Number of staff participating.</p>	<p>1. Staff members will participate in no fewer than three professional development activities in each year.</p>	<p>Duncan- Lead PD- Lead CASLS-Supprt CPC- Support</p>
<p>3.1.2 Pre-service teachers will have Prof. Develop. opportunities at PVCICS</p>	<p>1, Observations by pre-service teachers. 2. Mentorships, 2) Practice Teaching episodes.</p>	<p>1) There will be 15 or more observations per yr. 2) There will be 5 or more mentorships per yr. 3) There will be at least 2 practice teachers per yr.</p>	<p>Duncan-Lead CPC- Support UMass-Support</p>
<p>4.1.1 The project will establish partnerships and collaborations.</p>	<p>Records of collaborative activities.</p>	<p>1) No fewer than 2 other immersion schools. 2) No fewer than 3 universities.</p>	<p>Duncan- Lead PD- Support CPC- Support</p>
<p>4.2.1/4.2.2 The project will involve parents, business, industry, community in the</p>	<p>1) List of Advisory Committee members. 2) List of public interactions/presentations.</p>	<p>1) One representative of each group on the Advisory Committee. 2) One or more public presentations/community activities per year.</p>	<p>Duncan- Lead PD- Support CPC- Support</p>

E. Project Evaluation Outcome

Data to Collect

Evaluation Criteria

Persons Responsible

program.			
4.3.1 Students will participate in community events tied to Chinese.	1) List of community events in which students participated.	1) Two more community events per year.	Duncan- Lead PD- Support CPC- Support
5.1.1 Project will make professional presentations.	1) List of professional presentations.	1) No fewer than one presentation per year at a state, regional or national conference.	Duncan- Lead PD- Support
5.2.1 Project will submit publications.	1) List of submissions or publications.	1) No fewer than two articles submitted to state, regional or national professional publications.	Duncan- Lead PD- Support