

FLAP-08

Application for Federal Assistance SF-424

T293B080047

Version 02

* 1. Type of Submission: <input type="radio"/> Preapplication <input checked="" type="radio"/> Application <input type="radio"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="radio"/> New <input type="radio"/> Continuation <input type="radio"/> Revision	* If Revision, select appropriate letter(s): [] * Other (Specify): []
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Utica

* 3. Date Received: 04/30/2008	4. Applicant Identifier: []
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5a. Federal Entity Identifier: []	* 5b. Federal Award Identifier: []
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State Use Only:

6. Date Received by State: []	7. State Application Identifier: []
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8. APPLICANT INFORMATION:

* a. Legal Name: Utica Community Schools
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* b. Employer/Taxpayer Identification Number (EIN/TIN): 38-6002552	* c. Organizational DUNS: 074258047
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d. Address:

* Street1: 11303 Greendale
Street2: []
* City: Sterling Heights
County: []
* State: MI: Michigan
Province: []
* Country: USA: UNITED STATES
* Zip / Postal Code: 48312

e. Organizational Unit:

Department Name: []	Division Name: []
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f. Name and contact information of person to be contacted on matters involving this application:

Prefix: Mr.	* First Name: Robert
Middle Name: []	
* Last Name: VanCamp	
Suffix: []	

Title: Executive Director of Curriculum

Organizational Affiliation: []

* Telephone Number: (586) 797-1087	Fax Number: (586) 797-8353
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* Email: Robert.VanCamp@UticaK12.org

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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:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.293

CFDA Title:

Foreign Language Assistance

*** 12. Funding Opportunity Number:**

ED-GRANTS-032708-001

* Title:

FOREIGN LANGUAGE ASSISTANCE PROGRAM (84.293B)

13. Competition Identification Number:

84-293B2008-2

Title:

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

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

Critical Language Initiative for Mandarin Education (CLIME)

Attach supporting documents as specified in agency instructions.

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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="298,305.00"/>
* b. Applicant	<input type="text" value="298,305.00"/> B4
* 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="298,305.00"/> B4

* 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:

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

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

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

**Project CLIME (Critical Language Initiative in Mandarin Education)
Utica Community Schools Foreign Language Assistance Program (2008-2013)
Proposal Abstract**

Background and Context. Utica Community Schools (UCS) is located approximately 20 miles north of Detroit on the western edge of Macomb County. Almost 30,000 students from a 66-square mile area attend the 29 elementary schools, seven junior high or middle schools, and four high schools within UCS, making it the second largest public school district in Michigan. UCS students currently have access to exploratory language beginning in 7th grade and dedicated target language curricula in grades 8-12. Languages of instruction include French, Spanish, and German beginning at the introductory level and continuing through Advanced Placement. In addition, UCS has offered a program in Japanese language study for the past 21 years, which is in place in one middle school (Malow) and all four UCS senior high schools.

Dramatic changes in the local and regional economy present UCS with a unique and unparalleled opportunity to expand upon its current program of foreign language instruction and at the same time ensure that our students are well prepared to compete in the global economy. Currently Ford, General Motors and many of their subsidiaries are moving significant portions of their manufacturing and engineering operations to China, creating a significant need for language instruction in Mandarin. In this industrial county at the heart of Michigan's automotive corridor, currently only one middle school within its 21 member school districts is teaching Mandarin to its students.

On April 18, 2008, UCS signed a Memorandum of Understanding (MOU) with the Municipal Education Authority (MEA) of Chongqing, China's largest city and the automotive capital of Asia. The Memorandum of Understanding provides unparalleled opportunity for teachers, students and the broader community. When fully realized, the partnership will provide students and teachers from both nations the opportunity to increase mutual understanding while providing educational opportunities that do not currently exist in either part of the world, such as cultural exchanges, student and teacher exchanges, international internships and on-line educational programs. In addition, in 2007, UCS created a partnership with the Confucius Institute at Michigan State University (MSU) to support the development of the district's International Baccalaureate Academy, which will be offering a four-year course of study in Mandarin Chinese. A grant from the U.S. Department of Education's Foreign Language Assistance Program (FLAP) would enable UCS to leverage these powerful and historic partnerships for the purpose of establishing a K-12 continuum of Chinese language instruction that can serve as a model for other districts within our geographic region as well as the nation.

Project Design. In keeping with the Absolute Priority established for the program, the overarching goal of Project CLIME is to establish a self-sustaining K-12 foreign language program that will create opportunity for a K-16 continuum of Mandarin Chinese learning for students within UCS and Macomb County. This goal will be accomplished by establishing a K-6 partial immersion program at one UCS elementary school (Oakbrook) that feeds into a 7-12 secondary target language curriculum to be housed at Heritage Junior High School. In addition to being the receiving middle school for a majority of Oakbrook students, Heritage is also

housing the Utica IB Academy, creating the possibility of a seamless K-12 continuum for UCS students. In addition, for students graduating from Heritage who do not opt to attend the Utica IB Academy, UCS will offer a three-year sequence of instruction in Mandarin Chinese at Stevenson HS, to which many Heritage students matriculate. The FLAP program will accept students from within UCS as well as students who choose to access the program through the Michigan Schools of Choice policy and process. By the end of the five-year federal funding period, the UCS FLAP initiative will be serving approximately 650 students.

In addition to addressing the Absolute Priority, the UCS project will address three of the four Competitive Preference Priorities. The professional development plan to be implemented in collaboration with MSU will include an intensive summer program of foreign language study at MSU (Priority #1). Both the elementary and secondary Chinese language instructional programs will make effective use of technology to promote foreign language study (Priority #3). The K-6 program will employ a partial immersion model that will include target language and content-based instruction (Priority #4).

MSU's primary role in this project will be to recruit, train and support the Mandarin Chinese teachers who will be providing instruction to UCS students as well as offer professional development for the general education teachers working in the partial immersion program. The Institute works with the Michigan Department of Education to secure teaching credentials for the Chinese language teachers. In addition, the partnership with MSU will offer UCS graduates the opportunity to continue their language study through their post-secondary careers and thereby achieve a superior level of language proficiency as measured by the Federal Interagency Language Roundtable.

This Chinese language instructional program will be buttressed by a commitment to community and the expansion of Mandarin instruction beyond the walls of the traditional classroom into the homes of our students and their families. Through the use of technology and our partnership with MSU and its US-China Institute, all of UCS' nearly 30,000 students and their families will have some access to Mandarin language and/or cultural exposure.

Project Evaluation. The evaluation of Project CLIME will use a multi-method approach to assess the implementation and impact of the project on students and teachers. The formative evaluation will allow for ongoing assessment of progress towards meeting the project's process performance measures. The impact of the project on participating students and teachers will be assessed through the collection of qualitative and quantitative data pertaining to the project's outcome measures. UCS proposes to retain Metis Associates, an independent national research and evaluation firm, to develop and conduct the project evaluation. Metis has conducted evaluations of educational initiatives in school districts across the country, including the evaluation of a three-year FLAP program implemented in NYC District 18. Metis currently serves as the evaluator for the UCS Voluntary Public School Choice Program.

Project CLIME (Critical Language Initiative in Mandarin Education)
Utica Community Schools Foreign Language Assistance Program (2008-2013)
Proposal Narrative

"The longest journey begins with the first step."

-Chinese Proverb

(A) Need for the Project

(1) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

Utica Community Schools (UCS) is located approximately 20 miles north of Detroit on the western edge of Macomb County. Almost 30,000 students from a 66-square mile area attend the 29 elementary schools, seven junior high or middle schools, and four high schools within UCS, making it the second largest public school district in Michigan. The student population of UCS is predominately white (93%). About 2.5% of UCS' students are English language learners, and the district serves over 3,700 students with disabilities. About 12% of UCS students are eligible for free or reduced lunch (up from 0% in 2003).

UCS students currently have access to exploratory language beginning in 7th grade and dedicated target language curricula in grades 8-12. Languages of instruction include French, Spanish, and German beginning at the introductory level and continuing through Advanced Placement. In addition, UCS has offered a program in Japanese language study for the past 21 years, which is in place in one middle school (Malow) and all four UCS senior high schools. Teaching and learning is focused on communicative competence, and the curriculum in all four languages reflects the five National Standards for Foreign Language Learning (Communication,

Cultures, Connections, Comparisons and Communities) and the American Council on the Teaching of Foreign Languages (ACTFL)'s guidelines for foreign language study.

Dramatic changes in the local and regional economy present UCS with a unique and unparalleled opportunity to expand upon its current program of foreign language instruction and at the same time ensure that our students are well prepared to compete in the global economy. Currently Ford, General Motors and many of their subsidiaries are moving significant portions of their manufacturing and engineering operations to China, creating a significant need for language instruction in Mandarin, the most spoken Chinese language. Indeed, as reported in the *Washington Post*, "Americans have awakened to a far more global playing field and the need for specialized languages, economists say. And nowhere is that more evident than with China" (Aratani, August 26, 2006). In this industrial county at the heart of Michigan's automotive corridor, currently only one middle school within its 21 member school districts is teaching Mandarin to its students.

On April 18, 2008, UCS signed a Memorandum of Understanding (MOU) with the Municipal Education Authority (MEA) of Chongqing, China's largest city and the automotive capital of Asia. The Memorandum of Understanding provides unparalleled opportunity for teachers, students and the broader community. When fully realized, the partnership will provide students and teachers from both nations the opportunity to increase mutual understanding while providing educational opportunities that do not currently exist in either part of the world, such as cultural exchanges, student and teacher exchanges, international internships and on-line educational programs.

In addition, in 2007, UCS created a partnership with the Confucius Institute at Michigan State University (MSU) to support the development of the district's International Baccalaureate

Academy, which will be offering a four-year course of study in Mandarin Chinese. A grant from the U.S. Department of Education's Foreign Language Assistance Program (FLAP) would enable UCS to leverage these powerful and historic partnerships for the purpose of establishing a K-12 continuum of Chinese language instruction that can serve as a model for other districts within our geographic region as well as the nation.

(B) Quality of Project Design

In keeping with the Absolute Priority established for the Foreign Language Assistance Program, the overarching goal of Project CLIME is to establish a self-sustaining K-12 foreign language program that will create opportunity for a K-16 continuum of Mandarin Chinese learning for students within UCS and Macomb County. This goal will be accomplished by establishing a K-6 partial immersion program at one UCS elementary school (Oakbrook) that feeds into a 7-12 secondary target language curriculum to be housed at Heritage Junior High School. In addition to being the receiving middle school for a majority of Oakbrook students, Heritage is also housing the Utica IB Academy, creating the possibility of a seamless K-12 continuum for UCS students. In addition, for students graduating from Heritage who do not opt to attend the Utica IB Academy, UCS will offer a three-year sequence of instruction in Mandarin Chinese at Stevenson HS, to which many Heritage students matriculate. The program will accept students from within UCS as well as students who choose to access the program through the Michigan Schools of Choice policy and process¹.

¹ In June 1996, Michigan passed Sections 105 and 105c of the State School Aid Act authorizing an inter-district school choice program within Intermediate School Districts in the state. During the current school year, 586 students have opted to participate in UCS' Schools of Choice programs from within UCS and the rest of Macomb County.

This Chinese language instructional program will be buttressed by a commitment to community and the expansion of Mandarin instruction beyond the walls of the traditional classroom into the homes of our students and their families. Through the use of technology and our partnership with MSU and its US-China Institute, all of UCS' nearly 30,000 students and their families will have some access to Mandarin language and/or cultural exposure.

Currently, MSU is supporting another FLAP-funded Chinese language program in East Lansing, Michigan, and therefore brings a wealth of experience working with a local education agency to design and implement this type of program. As described below, MSU's primary role in this project will be to recruit, train and support the Mandarin Chinese teachers who will be providing instruction to UCS students as well as offer professional development for the general education teachers working in the partial immersion program. The Institute works with the Michigan Department of Education to secure teaching credentials for the Chinese language teachers. In addition, the partnership with MSU will offer UCS graduates the opportunity to continue their language study through their post-secondary careers and thereby achieve a superior level of language proficiency as measured by the Federal Interagency Language Roundtable.

In addition to addressing the Absolute Priority, the UCS project will address three of the four Competitive Preference Priorities. The professional development plan to be implemented in collaboration with MSU will include an intensive summer program of foreign language study at MSU (Priority #1). Both the elementary and secondary Chinese language instructional programs will make effective use of technology to promote foreign language study (Priority #3). The K-6 program will employ a partial immersion model that will include target language and content-based instruction (Priority #4).

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

As detailed in the table below, four project objectives have been established in support of the UCS FLAP initiative's broad and long-term goal, along with a series of process and outcome measures. The project objectives and performance measures are ambitious, and reflect high standards in terms of service delivery as well as expectations for student achievement and performance. Following the table, we describe the activities that will be carried out to accomplish the project's key objectives. Plans for assessing the extent to which the process and the outcome performance measures are achieved are summarized in the Quality of Project Evaluation section below.

Table 1. FLAP Project Objectives and Performance Measures

Objective 1: To build the UCS' capacity to design, implement and evaluate the effectiveness of a K-12 sequence of instruction in the critical foreign language of Mandarin Chinese.	
Process Measures:	Outcome Measures:
<ul style="list-style-type: none"> ▪ By the end of year 5, the curriculum for a high quality, rigorous and standards-based partial immersion program (English and Mandarin Chinese) along with aligned assessments to measure Chinese language proficiency will have been developed for grades K-3, with plans in place to expand the program to grade 6 by 2016. ▪ By the end of year 5, the curriculum for a high 	<ul style="list-style-type: none"> 1.1 Each year, at least 85% of the teachers providing Mandarin Chinese instruction will report enhanced knowledge and skills in the five ACTFL standards for foreign language learning (communication, cultures, connections, comparisons and communities). 1.2 Each year, at least 85% of the teachers providing Mandarin Chinese instruction in the partial immersion program will report enhanced

<p>quality, rigorous and standards-based target language program (Mandarin Chinese) along with aligned assessments to measure Chinese language proficiency will have been developed for grades 7-12.</p> <ul style="list-style-type: none"> ▪ Each year, a professional development plan will be developed and implemented to enhance the knowledge and skills of teachers providing Chinese language instruction to UCS elementary and secondary students. ▪ Each year, the in-kind resources leveraged to support the FLAP initiative will increase by 5% from the baseline year (50%). ▪ Each year, web-based opportunities will be offered to the UCS community to provide exposure to Chinese language and culture. 	<p>knowledge and skills in designing and delivering content area instruction aligned with the State of Michigan's Grade Level Content Expectations (GLCE's).</p> <p>1.3 Each year, at least 85% of the classroom teachers in the FLAP program sites will gain a profound understanding of the cultural and pedagogical differences unique to the two educational structures.</p> <p>1.4 Each year, all of the school-based and Central Office administrators overseeing the FLAP initiative will report enhanced knowledge and skills in the design, implementation and assessment of a high quality, rigorous and standards-based program of Mandarin Chinese instruction.</p>
<p>Objective 2: To increase the numbers of elementary, middle and senior high students taking Mandarin Chinese from within UCS as well as from other districts within Macomb County.</p>	
<p>Process Measures:</p>	<p>Outcome Measures:</p>
<ul style="list-style-type: none"> ▪ Each year, a marketing and recruitment plan will be developed and implemented, both within UCS and throughout Macomb County, 	<p>2.1 Each year, the number of applications to the Mandarin Chinese language program will meet or exceed the number of available seats.</p>

<p>to promote the awareness of the Mandarin Chinese language program available at the elementary, junior high and high school levels.</p> <ul style="list-style-type: none"> ▪ Each year, the FLAP host schools will design and implement 3-4 exposure activities for non-participating students and families to promote awareness of the Mandarin Chinese language program. ▪ Each year, the Mandarin Chinese instructional program will expand by one grade level, beginning with grades 7 and 9 in year one, such that by the end of the five-year grant period, the program will be serving approximately 500 students in grades K-3 and 7-12. ▪ Each year, program staff will participate in 2-4 dissemination activities to share lessons learned about the FLAP initiative. 	<p>2.2 Each year, the number of visits to the FLAP elementary and secondary sites by interested educators from within and outside of the school district will increase by 5%.</p>
<p>Objective 3: To promote student attainment of intermediate level proficiency in Mandarin Chinese and the State's Grade Level Content Expectations through the delivery of a high quality, rigorous and standards-based partial immersion program in grades K-3.</p>	
<p>Process Measures:</p>	<p>Outcome Measures:</p>
<ul style="list-style-type: none"> ▪ Each year, the Chinese language proficiency of 	<p>3.1 Each year, there will be a statistically</p>

<p>all students participating in the partial immersion program will be measured using a developmentally appropriate, reliable and valid assessment instrument that is fully aligned with national and state standards for foreign language proficiency.</p> <ul style="list-style-type: none"> ▪ Each year, the FLAP host elementary school will design and implement 3-4 activities for parents of participating students to promote awareness of and support for the instructional goals of the Mandarin Chinese partial immersion program. 	<p>significant and educationally meaningful increase in the Chinese language proficiency of participating elementary students.</p> <p>3.2 By the end of year 5, the percentage of grade 3 students meeting Grade Level Content Expectations (GLCE's) in the core curriculum areas will meet or exceed that of their non-participating peers.</p> <p>3.3 By the end of year 5, elementary school students who have participated in the partial immersion for four years (grades K-3) will demonstrate intermediate level proficiency in Mandarin Chinese in the five areas of communicative competence.</p>
<p>Objective 4: To promote attainment of advanced proficiency in Mandarin Chinese through the delivery of a high quality, rigorous and standards-based instructional program in the target language at the secondary level (grades 7-12).</p>	
<p>Process Measures:</p>	<p>Outcome Measures:</p>
<ul style="list-style-type: none"> ▪ Each year, the Chinese language proficiency of all students participating in the Mandarin Chinese instructional program will be measured using a reliable and valid assessment instrument that is fully aligned with national 	<p>4.1 Each year, the Chinese language proficiency of participating students will increase by at least one level (e.g., from low novice to mid novice).</p> <p>4.2 By the end of years 4 and 5, graduating seniors who have participated in the Mandarin</p>

<p>and state standards for foreign language proficiency.</p> <ul style="list-style-type: none"> ▪ Each year, the FLAP host secondary schools will design and implement 3-4 activities for parents of participating students to promote awareness of and support for the instructional goals of the Mandarin Chinese language program. ▪ In year 1, the UCS exploratory foreign language program will be modified to incorporate a 10-week cycle of instruction in Mandarin Chinese at Heritage Junior High School; in year 4, this component will be expanded to all other junior high schools UCS. 	<p>Chinese language program for four years (grades 9-12) will demonstrate advanced proficiency in the five areas of communicative competence.</p>
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Activities to Accomplish Objective I: Capacity Building

Creating an infrastructure to support the development, expansion and sustainability of the K-12 Chinese language instructional program involves capacity building activities in the areas of curriculum development, professional development, community development and resource development. These activities, which will be supported through USDOE and in-kind resources, are described below.

Curriculum Development. In preparation for this proposal, UCS senior staff conducted a site visit to Post Oak Elementary School to see the partial immersion program (English/Chinese) in action, and to speak with program administrators about the model. Given the success of the

program, the UCS planning team has decided to replicate many aspects of the instructional program and curriculum at Oakbrook. Education for Global Curriculum (EGC) in cooperation with MSU has developed grade level content expectations for the immersion classrooms through 3rd grade. These materials, curriculum and assessment tools will be integrated into the UCS immersion program via instructional and professional development workshops provided by MSU and EGC during the summer and throughout the year as necessary. Faculty at Post Oak have agreed to serve as advisors to the planning team at UCS, which will entail hosting inter-visitations for teachers and administrators, participating in the Project Steering Committee, and serving as a sounding board for UCS program planners.

During 2008-09, plans for implementing the 7-12 target language sequence will be developed utilizing ACTFL standards, AP Chinese Language and Culture and IB Mandarin language program guidelines. Pre-developed curricular tools including multi-media resources, online instruction and a host of benchmarks and assessments that are already being utilized will be integrated for classroom use.

Professional Development. MSU and the Confucius Institute will play a key role in providing professional development for UCS teachers. PD activities will take place during the summers as well as throughout the school year.

Table 2. Overview of FLAP Professional Development Plan

Participants	Topic(s)	Number of Hours/Days	Delivery Method
Mandarin Chinese Teachers (Elementary)	Orientation to American Culture, educational system, teacher certification, pedagogy	2 weeks in MSU; 2 weeks in China	Direct Instruction by EGC staff; Site visits to EGC school in Beijing
	Orientation to living in	1 week	Direct instruction by

Participants	Topic(s)	Number of Hours/Days	Delivery Method
	Michigan		EGC and MSU staff; Observations; Site visits
UCS Kindergarten Teacher	Introduction to Chinese educational system, pedagogy, etc.	3 days	Direct instruction by Mandarin teacher
	Beginning Mandarin	1 week intensive and monthly coordinated preparation with Mandarin teacher	Immersion introduction by Post Oak staff
Mandarin Chinese Teacher and UCS Kindergarten Teachers	EGC program at Post Oak Elementary Lansing, MI	3 day intensive and periodic visitation and collaboration as necessary	Observation facilitated by MSU and EGC staff
	Orientation Updates, Curriculum planning, Lesson plan modeling, etc.	2 days a month	Observation; Video conferencing facilitated by MSU and EGC staff
Mandarin Chinese Teachers (Secondary)	Orientation to UCS Secondary Foreign Language Program and 7 th grade Exploratory Language course	2 days for orientation; 3 days for observation	Direct instruction; Observation facilitated by UCS teachers and MSU/EGC staff
MSU – EGC Summer Institute	Orientation for all UCS staff, administrators and Chinese teachers in EGC technology and curriculum	1 week in the summer	Facilitated by the EGC staff and MSU via direct instruction

Participants	Topic(s)	Number of Hours/Days	Delivery Method
Technology Training Workshops	Understanding and facilitating online Mandarin educational tools	Annual summer workshops; Periodic Workshops during mandated monthly PD time	Facilitated by the MSU Confucius Institute and EGC staff as well as trained UCS educators

Community Development. In cooperation with MSU and the US-China Institute, UCS will use its outreach and public relations department to provide its community with access to a host of web-based resources to expand interest in Mandarin education, increase understanding of Chinese culture and generate interest for the program during its developmental phases and throughout its existence. More than moving the learning environment beyond the classroom, this endeavor will engender interest and understanding within the UCS community, which will assist with capacity building and the long-term sustainability of the program. This community programming might include adult programs such as “Chinese Panorama” webcasts, “Chinese Chat” and “My Chinese Tutor,” which would be provided free of charge to the community. Similar community access programs would be pre-K–5 programs such as “Little Chinese Podcast” and K – Adult programs such as “Character a Day”.

Resource Development. Clearly, UCS is off to a powerful start with its newly formed relationships with both MSU and the MEA of Chongqing, and will build upon this network as the program expands. Establishing a performance measure for increasing the level of in-kind resources leveraged in support of the FLAP initiative indicates the district’s commitment to this capacity building strategy.

Activities to Accomplish Objective 2: Increasing Enrollments in Chinese Language Program

As noted earlier, UCS intends to create a K-12 continuum of Chinese language instruction, which will eventually serve approximately 650 students by the end of the five-year federal funding period. The table below shows the proposed implementation timeline as well as the proposed numbers of students to be served by grade and project year.

Table 3. Numbers of Students Served by Grade and Year

Grades	Numbers of Students Served				
	YR 1	YR 2	YR 3	YR 4	YR 5
Partial Immersion					
K		24	24	48	48
1			24	24	48
2				24	24
3					24
Totals		24	48	96	144
Target Language					
7 (All UCS JHS)	90	90	90	360	360
8 (Heritage)		25	25	25	100
9 (Heritage)	15	25	55	55	55
10 (Heritage)		15	25	55	55
11 (Stevenson, UA)			15	25	55
12 (Stevenson, UA)				15	25
Totals	105	155	210	535	650

Marketing and Recruitment. As noted above, students from both within UCS and from the other districts within Macomb County will be eligible to apply to the Chinese language program through the Michigan Schools of Choice process. FLAP program planners recognize the importance of marketing the program to both internal (intra-district) and external (inter-district) audiences. Additionally, the use of Internet based interactive educational software as

described above will generate interest and serve to expand community awareness of and interest in the Chinese program.

The focus of our internal marketing activities will be on providing exposure programming at the elementary and junior high school levels, beginning in year 1 of the grant. Language learning opportunities will be offered at Oakbrook Elementary through multi-media (online games and Zhima Jie/Chinese Sesame Street) and teleconferencing opportunities with sister schools in Chongqing. Language and cultural events will be hosted for a school-wide audience and community members.

The UCS exploratory language program has been a celebrated means of introducing foreign languages to promote student interest in foreign language study. At Heritage, in year 1, we will offer Mandarin Chinese as part of the language exposure curriculum in addition to French, German and Spanish. This 40-week process includes basic introductions to language and culture and provides an orientation to these four languages. Starting in 2008-9, ten weeks of this 40-week period will be dedicated to the introduction of Mandarin instruction, and will be taught by the Mandarin Chinese language teachers hired through the grant.

Marketing strategies to be used to promote awareness and support of the Chinese language program within and outside UCS during the Schools of Choice recruitment season include the following proven strategies: newspaper (The Macomb Daily) and radio (WJR, WYCD) advertising; mass mailings, E-blasts and blogs; mall booths; open houses and presentations to the community; and DVD's and other high-tech outreach strategies.

Activities to Accomplish Objective 3: Elementary Student Attainment of Chinese Proficiency and Grade Level Content Expectations

The Education for Global Citizenship (EGC) will serve as the foundation for the K-6 program at Oakbrook. Beginning in kindergarten, students will spend half their school day receiving core content lessons in English, while the other half of the day's instruction is conducted in Chinese. This "partial-immersion" model provides the student with unique and separate Eastern and Western learning environments in which they may easily develop both sets of language skills as well as their knowledge of the core material being presented. Students are also exposed to the Chinese culture, history and traditions through various multimedia tools developed by the Confucius Institute at MSU. Instruction is delivered in a 50/50 model throughout the grades, providing a total of 1,048 minutes per week of instruction in the target language. The EGC standards are aligned with the Michigan Grade Level Content Expectations in all areas of instruction and there is minimal content repetition from year to year.

Technology will be used as an ancillary instructional resource in the partial immersion program. Technology will be purchased to facilitate the use of laptops in the classrooms to provide access to a host of on-line curriculum tools available through partners at the Confucius Institute as well as EGC. The Confucius Institute will provide access through grant supported funds and initiatives to Little Chinese Chat Podcasts, which are designed to provide the immersion students a chance to engage in grade level appropriate lessons and chats in a stimulating and appropriate virtual learning environment.

A series of parent education events will help parents develop basic Chinese Language skills and acquire skills to support their child's learning. Parent involvement will include participation in activities in the immersion classrooms, involvement with after-school activities and special events, and parent access to multi-media and online learning tools.

Activities to Accomplish Objective 4: Secondary Student Attainment of Chinese Proficiency

The secondary target language curriculum will utilize the National Standards for Foreign Language Learning and the ACTFL guidelines. Each course will be taught 100% in Mandarin and in a context that would be familiar to speakers of that language. The three modes of communication (interpretive, interpersonal and presentational) will be integrated throughout the curriculum, building communicative competence in the target language. Students completing the program will be able to communicate effectively in Mandarin, orally and in writing, in everyday situational settings. Students will be able to recognize and write between 300-400 Chinese characters by the time they complete their secondary language study.

Instructional strategies include engaging students in instructional activities that are embedded in culturally authentic materials from a variety of mediums including literature, film, newspapers, magazines, television, popular and traditional music and theatre, and other realia. Activities will include pair and group work, whole class discussions, songs, role-plays, skits, in-class debates, and interviews. The teacher will also design instruction around the multiple intelligences inherent in his/her students and differentiate instruction accordingly. Instruction in the target language will be provided for five 55-minute periods/week in grades 7-12.

A host of technologies are available to the students including interactive software such as “Chinese Your Way” which allows students to traverse China through “light-hearted, yet culturally rich experiences” that give the students the opportunity to learn autonomously within a supportive environment. The Confucius Institute’s interactive, game-based learning environment ZON is designed to challenge students at novice and experienced levels, providing a series of interlaced multi-media interactions with rich cultural and academic relevance. Laptop computers will be utilized as a means to access these games, though they can be accessed at home as well on personal computers, allowing the learning to transcend the four walls of the

classroom. Finally, a fully multi-media integrated Voice Over IP language lab is being constructed for the Heritage site prior to the 2008-09 school year (at not cost to the grant) to facilitate collegiate level language instruction at the site. Language labs of this caliber exist at Stevenson HS as well.

Upon graduation, students completing the four-year sequence of Mandarin Chinese will achieve advanced proficiency as determined by the ACTFL and measured by the Federal Interagency Language Roundtable. These students will have the opportunity to pursue Mandarin Chinese at MSU as well as at Oakland University, Wayne State University, Eastern Michigan University, and the University of Michigan. Ultimately, when the K-12 sequence of instruction is in place in UCS, we expect that students will graduate from high school with a superior level of proficiency in Mandarin Chinese.

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

Project CLIME's formative evaluation activities will be designed to assess the effectiveness of the proposed implementation strategies (i.e., process measures) for the purpose of providing information about the effectiveness of approaches and strategies to program managers. The following paragraphs describe the data sources and evaluation methods used to measure progress toward meeting each of these measures. Formative evaluation findings will be reviewed on a quarterly basis by the project management team and used for program improvement purposes.

To assess the process measures of Objective 1 (**Capacity Building**), Metis will review project documentation including project-developed materials (e.g., curriculum units and assessments); attendance rosters, handouts and agendas for professional development activities; and agenda from other project-related meetings, including minutes from the Project Steering Committee meetings.

To assess the process measures of Objective 2 (**Increasing Enrollments**), each year, Metis will review student enrollment data as well as project documentation such as agendas, handouts and attendance rosters for all project-related activities (i.e., internal and external marketing events, recruitment campaigns, language and cultural events), and web usage reports.

To assess the process measures of Objectives 3 and 4 (**Elementary and Secondary Student Attainment of Chinese Proficiency**) each year, Metis will work with UCS to ensure that reliable and valid assessment instruments aligned with national and state standards for foreign language proficiency at both the elementary and secondary levels are used. At the elementary level, documentation of parent activities (i.e., in-school and after school activities and special events) and use of multi-media and online learning tools will be reviewed. In Year 1, a survey will be developed and administered to participating parents in the spring to assess their level of awareness and support of the program. Surveys will continue to be administered to parents in the spring of Years 2-5.

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

UCS will institutionalize the Chinese language program through strategies such as developing and disseminating innovative, standards-based curricula, offering extensive

professional development and support for teachers, building strong and lasting collaborations with outside partners, and expanding the community's awareness of and support for the program.

Curriculum Development and Dissemination. Over the five-year project period, UCS will develop, refine and disseminate curricular materials and course sequences for use by elementary and secondary Chinese language and general education teachers. These materials will not only be available for use by the host school staff, but they will also be disseminated widely via the district's and MSU's websites, as well as the EGC website and Blackboard.

Professional Development and Support. The project's comprehensive professional development component will enable staff to develop and implement standards- and research-based instructional strategies that will transform their classrooms into innovative and effective learning environments for critical foreign language study. Once teachers have been trained and supported through professional development, the district will encourage teachers to transmit their knowledge to their peers through workshops, inter-visitations, and district-wide conferences and meetings.

Collaborations with Outside Partners. As noted earlier, the district will establish and expand collaborations with a rich array of external institutional partners to support and enhance the Chinese language program, and provide a mechanism for leveraging additional resources to support program activities.

Support from Parents and Community. Utilizing school newsletters and media, FLAP host schools will provide natural opportunities for parent involvement through participation in a wide variety of educational and informational program events. Community agencies and businesses will be recruited to provide authentic experiences for student study and internships, particularly at the high school level. Utilizing existing partnerships with Ford PAS, and the

MEA of Chongqing, students will have opportunities to extend these community relationships to their satellite locations around the world. Additionally, the UCS will work with the Chinese Association of Greater Detroit (CAGD), the largest Chinese Community group in the Greater Detroit area. CAGD has grown into a 2,300-member organization since 1992 and has been actively promoting Chinese image and cultural heritage in southeastern Michigan.

Dissemination Activities. UCS will utilize a wide variety of strategies to disseminate lessons learned and best practices from the FLAP initiative. These dissemination activities will make use of well-established networks as well as national and “virtual” venues to support institutionalization as well as contribute to the knowledge base of effective critical foreign language programs and practices. In addition to the USDOE-sponsored grantee conferences, project staff will participate and/or present at numerous educational conferences throughout the project period, for example: The Asia Society Forum for Policy Makers and Practitioners, The Michigan State University College of Education K-12 Outreach Office’s Internationalizing Education Conference, the College Board’s workshops and summer institutes, International Baccalaureate Level 1, 2 and 3 workshops and the Asia Society’s National Chinese Language Conference.

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

The goals of a foreign language immersion program are developing students’ skills in the target language, an understanding of the new culture, and improved performance in core content areas. In addition, maintaining an advantage in an increasingly global economy has become a new interest in today’s world that is aided through foreign language instruction (Stewart & Wang, 2005).

The partial immersion model provides a unique set of benefits as students are exposed to two languages through core curriculum instruction. First, recent research has shown that students using both their native and target language in a school day develop more proficiency in the target language than students in other types of foreign language programs (Korth, 2001; Cummins, 2000; Lindholm-Leary & Borsato, 2005). Such gains may be even higher in partial immersion programs that begin in the earliest years of schooling, as children are developmentally more adept at learning language skills before adolescence (Stewart & Wang, 2005; Asia Society, 2005). Further, high school students who had participated in a partial immersion program in elementary school were also less likely to drop out of school, more motivated to achieve academically, and sought higher education with a strong belief in their success (Lindholm-Leary & Borsato, 2003). Gains have also begun to appear in studies on students' performance in core curriculum subjects, yet the research in this area is still in its beginning stages (Swain & Lapkin, 1991 as cited by Met, 1993; Cummins, 2000).

Moreover, foreign language immersions programs may be seen as an investment toward our students' success in communicating, interacting, and understanding a global market. Through learning the history and culture of other groups, students can appreciate a commonality between all people, clearly a benefit in an increasingly global community (Western Canadian Education, 1999). The EGC model highlights many of the key benefits of using a partial immersion program in this respect, while also introducing important technological components that can further aid students. Programs in this field have recently received praise for use of interactive and multimedia components as a supplement to classroom learning, providing individualized learning and access to new perspectives on the material (Stewart & Wang, 2005).

The insufficient number of Chinese teachers in the United States could pose significant difficulty to the implementation of partial immersion programs in this language (Stewart & Wang, 2005). Stewart & Wang (2005) discuss several programs that have found a solution by hiring faculty from China to teach in their schools, modeled after practices used successfully in other American schools. Such faculty can also bring an understanding of the Chinese culture that students are intended to gain (Met, 1993).

Due to the instructional complexities of implementing partial immersion programs, professional development and support to teachers is crucial (Stewart & Wang, 2005). As the teachers involved in Walker and Tedick's (2000) investigation of immersion programs discussed, guidance is needed in incorporating the language, content, and culture lessons that are taught simultaneously in such curriculum. Stewart and Wang (2005) suggest ongoing training in the use of lessons, evaluation, and communication to ensure that teachers' skills are at a level appropriate for conveying their understanding to their students (Stewart & Wang, 2005).

Support provided to teachers from parents and others in the community can also allow a foreign language program to spread beyond the classroom and provide a beneficial resource to the community's students. In characterizing successful immersion programs, Met (1997) cites such involvement as a factor in the success of such a program as well. A parent's encouragement of their child's use of language skills may be related to better foreign language achievement (Rosenbusch, 1987). Programs must ensure that parents are fully informed of their student's curriculum, which can allow this education to occur both inside and outside of the school.

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

As described throughout this proposal, several organizations have agreed to support

Project CLIME. The nature of the resources that each organization will be providing to the project is highlighted in the table below (see letters of commitment in attachments).

Table 4. UCS FLAP Partners and Their Roles

Project Partner	Scope of Services
Michigan State University (MSU)	--Facilitate the recruitment and hiring of Mandarin Chinese Teachers --Provide PD for both US and Mandarin Chinese teachers --Provide PD on internationalizing education in Michigan and throughout the US --Provide access to workshops and other services that will enhance the immersion and target language programs --Provide intensive summer institute for UCS teachers
Municipal Education Authority of Chongqing	--Provide exchange opportunities for students and teachers in both elementary and secondary programs --Provide sister-school relationships to facilitate virtual conferences and student exchanges
US-China Center	--Provide access to educational software that will help facilitate Mandarin Chinese instruction --Provide resources for progress tracking and curriculum development
Post Oak Elementary School / EGC Schools	--Provide curriculum development assistance to immersion teachers and classrooms
Metis Associates	--Conduct external formative and summative evaluation

The project management plan includes a Project Steering Committee (PSC), to be comprised of the following senior staff from the partner organizations:

- Tom Lietz, CLIME Project Director, UAIS Coordinator
- Erin Sullivan, CLIME Site Coordinator and UAIS Mandarin Teacher
- Robert Van Camp, CLIME Project Advisor, Executive Director of Curriculum, Utica Community Schools

- Linda Hall, Principal, Heritage Junior High School
- Brian Shephard, Principal, Oakbrook Elementary School
- Barbara Markle, Assistant Dean for K-12 Outreach, College of Education, Michigan State University
- Dr. Yong Zhao, Director, U.S.-China Center College of Education Michigan State University
- Dr. Sijun He, Executive Director of Communication, Chinese Association of Greater Detroit

The PSC will serve to guide and inform the implementation of the project and the evaluation, and will be convened on a quarterly basis.

(6) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

In April 2006, Michigan Governor Jennifer M. Granholm signed into law the *Michigan Merit Curriculum*, considered to be one of the most comprehensive sets of high school graduation requirements in the nation. The curriculum requires students to earn a full complement of math, science, English, social studies, and other credits, and is the first state curriculum to require students to have an online learning experience. In addition, students who enter 3rd grade in 2006 or beyond must complete two credits of a language other than English prior to graduation.

UCS is at the forefront among Michigan school districts in its commitment to preparing all of its graduates for the rigors of post-secondary education and success in the global economy. To that end, Superintendent Christine Johns has initiated a number of instructional reforms, including a vertical teaming initiative to ensure that the curriculum in all subject areas is aligned

across schools and grades to maximize the ability of all students to meet the State's high school graduation requirements, and a major emphasis on increasing the number of AP courses available to students.

(C) Quality of Project Personnel

The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

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

(1) The qualifications, including relevant training and experience, of the Project Director.

Thomas Lietz currently serves as the Coordinator of the Utica Academy for International Studies, UCS's International Baccalaureate Diploma Program. Lietz has been a teacher for eight years and has been honored by the National Federation for High School Association as Michigan Teacher of the Year in 2007-08 and was Macomb County Teacher of the Year in 2007. Lietz attended the 2007 iNet Conference on Internationalizing Education in Beijing, has done site visits to elementary and secondary schools within Beijing and Chongqing, and has already developed working relationships with schools at both levels within Chongqing. Lietz has also served as an executive member of the UCS Curriculum Leadership Council. Lietz holds an MA and is pursuing his Ph.D. in K-12 Administration at MSU.

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

As Project Director, Lietz will receive guidance from and report directly to Robert Van Camp, Executive Director of Curriculum for UCS. Mr. Van Camp has played a pivotal role in bringing international education to UCS. While directing the East Asian Institute at Henry Ford II High School, Van Camp developed a program that enabled students from all four high schools in the district to study the Japanese language as well as the geography, history and contemporary society of East Asian countries. He also set up a sister school relationship with Kokusai Joho High School in Shiga, Japan. As part of the development of the IB program, Van Camp worked with colleagues from UCS, Armada Area Schools, MSU and the Chongqing MEA to develop a cultural and educational partnership. Most recently, Van Camp co-hosted a group of students from several Chongqing Middle Schools for 10 days in April, 2008.

Lietz will also work collaboratively with Erin Sullivan, who will serve as the part-time FLAP Site Coordinator. Sullivan currently teaches Japanese in the UCS and will be the co-instructor of Mandarin in the Utica Academy for International Studies. Erin has taught foreign language at the elementary and secondary levels and is currently the President of the Japanese Teacher Association of Michigan. Erin recently attended the Asia Society's Forum for Policy Makers and Practitioners in Washington DC. Erin holds an MA and is pursuing the IB Level I Graduate Certificate at Oakland University.

Key project staff will work closely with two key faculty members from MSU, who will be integral to the design and implementation of Project CLIME:

- Dr. Barbara Markle, Assistant Dean, Office of K-12 Outreach, develops and implements programs for teachers, school administrators and policymakers that help educators translate educational research into practice in schools and settings where education policy decisions are made. She has led educational study groups to China for the purpose of

fostering relationships and greater understanding between Chinese and American schools. She serves on the Boards of Directors for the Michigan Virtual University, and the Confucius Institute.

- Yong Zhao, a Distinguished Professor in the College of Education, is the founding director of the Center for Teaching and Technology and the US-China Center for Research on Educational Excellence. His current work focuses on the impact of globalization on education and the integration of Eastern and Western educational practices.

In addition, Linda Hall, Principal at Heritage Junior High School, has been a UCS administrator at various levels since 1994. A trained foreign language teacher, Linda has taught the Exploratory Foreign Language program. In 2004, Linda received a Fulbright Fellowship and spent six weeks on an administrative exchange with a secondary school in Argentina.

The Project Director will work with the district's human resources department to ensure that the English teachers at Oakbrook are not only "highly qualified" according to No Child Left Behind guidelines but are also committed to the instructional goals of the foreign language program. MSU will ensure that the Mandarin Chinese teachers providing instruction at the elementary and secondary levels meet the State's certification requirements.

(D) Quality of the Management Plan

- (1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines and milestones for accomplishing project tasks.**

UCS has assembled an exceptionally well-qualified team of Central Office and school-based staff and external consultants to support the project and ensure that all of the objectives are attained effectively and within the desired timeframe.

Project Management. As Project Director, Thomas Lietz will be responsible for overseeing the design and implementation of all project components (curriculum, instruction, professional development, assessment, community outreach); facilitating regular project management meetings with key school-based and Central Office staff; interfacing with outside partners, including MSU and the project evaluator; monitoring budget expenditures; and serving as a spokesperson in the various networking activities, including the annual USDOE-sponsored program conference.

Fiscal Management. As demonstrated in the attached budget (ED 524), UCS is requesting a 60-month grant from the U.S. Department of Education to support the proposed Foreign Language Assistance Program initiative. We believe costs are reasonable in terms of the target population of staff and students to be served, and the opportunity for capacity building at both the school and district levels. At the same time, the project is designed so that achievement of objectives is promoted through comprehensive planning and coordination of services that will insure the appropriate intensity of program effort.

As described throughout this proposal, the UCS is making a significant contribution to the FLAP initiative to ensure that it achieves both its process objectives and desired outcomes. Among the in-kind resources that UCS is contributing are:

- Personnel (salaries and associated fringe benefits) at the host schools, including classroom teachers, principals, and clerical support.

- Personnel (salaries and associated fringe benefits) at the district level, including the Project Advisor and Budget Director.
- Local travel for the participating teachers.
- Renovations to the language laboratories at participating schools.
- Instructional equipment, including laptop carts and media center technology upgrades.
- Instructional materials to support the exploratory and target language programs.
- Support for marketing and recruitment from the district's communications department.

Project Timeline. The timeline on the following two pages summarizes the major project milestones during the five-year FLAP Initiative.

- (2) The extent to which the time commitments of the project director and other key personnel are appropriate and adequate to meet the objectives of the project.

Table 5. FLAP Personnel

FLAP Staff Member	FTE	Funding
District Staff		
CLIME Project Director (Thomas Lietz)	.5	FLAP Grant / Local
CLIME Site Coordinator (Erin Sullivan)	.2	FLAP Grant / Local
Project Advisor (Bob Van Camp)	10%	Local funding
School-Based Staff		
Principals (Oakbrook, Heritage JHS, UAIS)	10%	Local funding, VPSC ²
Elementary Language Teachers	50%	Local
Secondary Language Teacher	50%	Local

² The other half of the salary of the Utica Academy Coordinator is paid for by the Voluntary Public School Choice grant, and will not be used as part of the cost sharing agreement.

Table 6. FLAP Implementation Time Line³

Major Project Milestones	Persons Responsible	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
PLANNING / ADMINISTRATION						
Finalize scope of services with external consultants	Project Director, Site Coordinator, Project Advisor	F	F	F	F	F
Conduct monthly project status meetings to track implementation progress	Project Director, Site Coordinator, Project Advisor	F, W, S, SU				
Convene quarterly meetings of Project Steering Committee	Project Director	F, W, S				
Develop curricula for partial immersion program, target language instructional program	Project Director, Project Advisor, Site Coordinator, MSU	F, W, S, SU				
IMPLEMENTATION						
Expand exposure program in grade 7 to include Mandarin at Heritage	Chinese Teachers, Site Coordinator, Principal	S	S	S	S	S
Expand exposure program to include Mandarin at all UCS JHS	Project Director, MSU, Principals, Site Coordinator				S	S
Implement partial immersion	Chinese and General Ed Teachers, Site		K	K-1	K-2	K-3

³ F=Fall; W=Winter; S=Spring; SU=Summer

Major Project Milestones	Persons Responsible	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
program at Oakbrook	Coordinator					
Implement target language instruction at Heritage, UAIS	Chinese Language Teachers, Site Coordinator	9	7-10	7-11	7-12	7-12
Implement target language instruction at Stevenson	Chinese Language Teachers, Site Coordinator					10-12
Design/implement PD plan	Project Director, Project Advisor, Site Coordinator, MSU	F, W, S, SU				
Design/implement marketing plan	Project Director, UCS Communications Dept	F	F	F	F	F
Offer Chinese language exposure programming to UCS community	Site Coordinator, MSU, Principals	F, W, S, SU				
EVALUATION						
Finalize evaluation design	Evaluator, Project Director, Project Liaison	F	F	F	F	F
Conduct quarterly evaluation meetings with project staff (in person and via conference call)	Evaluator, Project Director, Site Coordinator, Project Liaison	F, W, S, SU				
Carry out data collection activities	Evaluator	F, W, S				
Prepare/present evaluation reports	Evaluator, Project Director	S	S	S	S	S

(E) Quality of the Project Evaluation

UCS proposes to retain Metis Associates, an independent national research and evaluation firm, to develop and conduct the project evaluation (see letter of commitment in the attachments). Founded in 1977, Metis provides technical assistance and professional support for a wide range of human services initiatives that involve program evaluation, policy analysis, program development, and computer system design activities. Metis has conducted evaluations of educational initiatives in school districts across the country, including the evaluation of a three-year FLAP program implemented in NYC District 18. Metis currently serves as the evaluator for the UCS Voluntary Public School Choice Program.

(1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

The evaluation of Project CLIME will use a multi-method approach to assess the implementation and impact of the project on students and teachers. As noted in Section B2, the formative evaluation will allow for ongoing assessment of progress towards meeting the project's process performance measures. The impact of the project on participating students and teachers will be assessed through the collection of qualitative and quantitative data pertaining to the project's outcome measures.

(2) The extent to which the evaluation includes the use of objective performance measures clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

Objective 1 (Capacity Building). Interviews with school-based and Central Office administrators will be conducted in the spring of each year to gather data on the schools' capacity to develop, implement and assess the FLAP instructional program and the extent to

which the program has enhanced staff knowledge and skills in these areas. Administrators will also be asked their opinions of the extent to which participating teachers have increased their abilities to implement Chinese language instruction (Outcomes 1.1-1.4). The evaluator will also conduct interviews with participating teachers each spring to assess the extent to which the program has enhanced their knowledge, skills and instructional practices. Teachers will be asked about their experiences in the program, the extent to which the program has positively impacted their understanding of curricular goals and instructional practices, and how they have incorporated assessments into their teaching. Data gathered through the interviews will also assess teachers' understanding of the five ACTFL standards and their ability to design and implement foreign language instruction aligned with Michigan's GLCE (Outcome 1.2).

In addition, a survey will be developed in Year 1 and administered each spring to all classroom teachers at the host schools. The survey will use a combination of Likert scale and open-ended questions to assess the extent to which the program has positively impacted teachers' understanding of the cultural and pedagogical differences unique to the American and Chinese cultures (Outcome 1.3). Interviews will be conducted utilizing semi-structured interview protocols that will be developed in collaboration with UCS staff. Data from the interviews will be summarized using a content analysis approach. Survey data will be analyzed using descriptive statistics. Each spring, Metis will also conduct observations of a sample of meetings and project classrooms to learn about the Chinese language program being implemented at the elementary and secondary levels.

Objective 2 (Increasing Enrollments). Program documentation will be collected and reviewed to measure the number of applications submitted to the program (Outcome 2.1) as well as the number of visits to program sites by interested educators (Outcome 2.2). Data gathered

from the administrator and teacher interviews will also address these outcome areas. The assessment of the GPRA Measures 1 and 2 will be addressed utilizing these methods.

Objective 3 (Elementary Student Attainment of Chinese Proficiency). To assess students' proficiency in Chinese (Outcome 3.1), data will be gathered through the use of the Early Language Learning Oral Proficiency Assessment (ELLOPA) for students at the Kindergarten level beginning in Year 2. This assessment was designed to capture the progress of students in the earlier stages of language learning and assesses students' interpersonal listening and speaking skills. The ELLOPA rating profile includes beginner, junior novice-low, junior novice-mid and junior novice-high. For Years 3-5, UCS will collaborate with the evaluator to select the most appropriate Chinese proficiency assessments and identify annual benchmarks for each of the elementary grades.

Data to assess student achievement in reading, writing, English language arts and math (Outcome 3.2) will be assessed through the Michigan Educational Assessment Program (MEAP), which is directly aligned with State standards and administered each fall in grades 3-9. Results are expressed in continuous scale scores and performance levels. The extent to which participating students in grade 3 outperform their non-participating peers at their school -- i.e., the percent of participating students achieving "proficient" or "advanced" levels will exceed that of non-participants and these differences will be statistically significant ($p < .05$) and educationally meaningful (Cohen's $d \geq .33$) -- will be determined by an analysis of covariance. Language proficiency in Chinese (Outcome 3.3) will be assessed using the Student Oral Proficiency Assessment (SOPA) at the end of Year 5 for students who have participated in the program from K-3. This assessment was designed to measure elementary school students' ability to understand and speak Chinese and assesses students' oral fluency, grammar,

vocabulary, listening and ability to perform hands-on activities. The SOPA has proven to be valid and reliable measure of Chinese language proficiency. The assessment of the GPRA Measure 3 will be addressed utilizing these methods.

Objective 4 (Secondary Student Attainment of Chinese Proficiency). To assess students' Chinese language proficiency in Year 1 at grade 9, data will be gathered from the Standards-based Measure of Proficiency (STAMP), a summative assessment utilized in grades 7-12 to assess students' ability to read, speak and write in Chinese. The STAMP is based on benchmarks consistent with the ACTFL performance guidelines (novice low, novice mid, novice high, intermediate low, intermediate mid and intermediate high) and is proven to be a valid and reliable measure of Chinese language proficiency. This same instrument will be used to assess students' proficiency throughout the secondary grades. Long-term proficiency (Outcome 4.2) will be assessed at the end of Years 4 and 5 for those students who have participated in the program from grades 9-12. Data from the STAMP will be collected and reviewed. The assessment of the GPRA Measure 3 will be addressed utilizing these methods.

(3)The extent to which the evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

Findings from both formative and summative evaluation activities will be communicated to project staff on a regular and as-needed basis through telephone and email communications and through regular meetings with key project staff. Formative and summative evaluation results will be more formally summarized and presented in annual performance reports and the final evaluation report, on the time schedule specified by the USDOE.