

U.S. Department of Education

Washington, D.C. 20202-5335



Rank #2

APPLICATION FOR GRANTS UNDER THE

FOREIGN LANGUAGE ASSISTANCE PROGRAM SEA
CFDA # 84.293C
PR/Award # T293C090006

Closing Date: MAY 27, 2009

****Table of Contents****

Forms

1. Application for Federal Assistance (SF-424)	e1
2. Standard Budget Sheet (ED 524)	e5
3. SF 424B - Assurances Non-Construction Programs	e7
4. Disclosure of Lobbying Activities	e9
5. ED 80-0013 Certification	e10
6. 427 GEPA	e11
Nebraska GEPA	e13
7. Dept of Education Supplemental Information for SF-424	e14
Exempt Research Narrative	e16

Narratives

1. Project Narrative - (ABSTRACT NARRATIVE ATTACHMENT FORM (SEE COMPLET.....))	e21
Nebraska FLAP Abstract	e22
2. Project Narrative - (PROJECT NARRATIVE ATTACHMENT FORM (SEE COMPLETE.....))	e24
Nebraska FLAP Narrative	e25
3. Project Narrative - (OTHER NARRATIVE ATTACHMENT FORM (SEE COMPLETE I.....))	e58
Nebraska Other Narrative	e59
4. Budget Narrative - (BUDGET NARRATIVE ATTACHMENT FORM (SEE COMPLETE))	e66
Nebraska Budget Narrative	e67

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

Application for Federal Assistance SF-424		Version 02	
* 1. Type of Submission		* 2. Type of Application: * If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication		<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application		<input type="checkbox"/> Continuation * Other (Specify)	
<input type="checkbox"/> Changed/Corrected Application		<input type="checkbox"/> Revision	
* 3. Date Received:		4. Applicant Identifier:	
5/27/2009			
5a. Federal Entity Identifier:		* 5b. Federal Award Identifier:	
		NA	
State Use Only:			
6. Date Received by State:		7. State Application Identifier:	
8. APPLICANT INFORMATION:			
* a. Legal Name: Nebraska Department of Education			
* b. Employer/Taxpayer Identification Number (EIN/TIN):		* c. Organizational DUNS:	
470491233		808819882	
d. Address:			
* Street 1:		301 Centennial Mall South	
Street 2:		PO Box 94987	
* City:		Lincoln	
County:		Lancaster	
State:		NE	
Province:			
* Country:		USA	
* Zip / Postal Code:		68509	
e. Organizational Unit:			
Department Name:		Division Name:	
Curriculum Instruction and Innovation Team		World Language Education	
f. Name and contact information of person to be contacted on matters involving this application:			
Prefix:		* First Name:	
Mrs.		Vickie	
Middle Name:			
L			

* Last Name: Scow

Suffix:

Title: Director of World Language Education

Organizational Affiliation:

* Telephone Number: (402)471-4331 Fax Number: (402)471-8850

* Email: VICKIE.SCOW@NEBRASKA.GOV

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

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:

84.293C

CFDA Title:

Foreign Language Assistance Program SEA

*** 12. Funding Opportunity Number:**

Ed-Grants-042209-001

Title:

Foreign Language Assistance Program - State Educational Agencies

13. Competition Identification Number:

Title:

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

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

Nebraska Chinese Acquisition Program (NECAP)

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: NE-002

* b. Program/Project: NE-ALL

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

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 9/1/2009

* b. End Date: 9/1/2012

18. Estimated Funding (\$):

a. Federal	\$ 194898
b. Applicant	(b)(4)
c. State	
d. Local	
e. Other	
f. Program Income	
g. TOTAL	

*** 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: Dr. * First Name: Roger

Middle Name:

* Last Name: Breed

Suffix:

Title: Nebraska Commissioner of Education

* Telephone Number: (402)471-5020 Fax Number:

* Email: ROGER.BREED@NEBRASKA.GOV

* Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

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

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev. 7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (03-48-00-10), Washington DC 20503.

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

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

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

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

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

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

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

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

Signature of Authorized Certifying Representative:
Name of Authorized Certifying Representative: Dr. Roger Breed
Title: Commissioner of Education
Date Submitted: 05/18/2009

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action: <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input checked="" type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency: NA	7. Federal Program Name/Description: Foreign Language Assistance Program-SEA CFDA Number, if applicable: 84.293C	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): NA Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): NA Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Dr. Roger D. Breed Title: Commissioner of Education Applicant: Nebraska Department of Education Date: 05/18/2009	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

APPLICANT'S ORGANIZATION

Nebraska Department of Education

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. First Name: Roger

Middle Name:

Last Name: Breed

Suffix:

Title: Commissioner of Education

Signature: _____

Date:

05/18/2009

FD 80-0013

03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

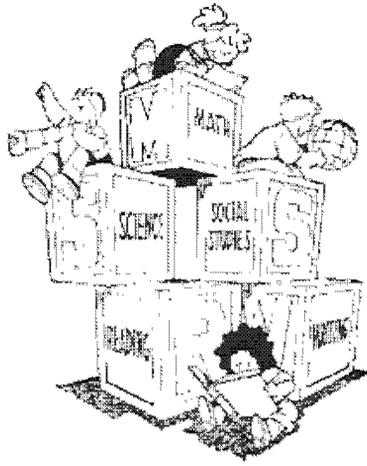
According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information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

Applicants should use this section to address the GEPA provision.

Attachment:

Title : Nebraska GEPA

File : E:\Nebraska Flap GEPA 2009.doc



NEBRASKA DEPARTMENT OF EDUCATION

Roger D. Breed, Ed.D., Commissioner

Marge Harouff, Ed.D., Interim Deputy Commissioner

301 Centennial Mall South ■ P.O. Box 94987 ■ Lincoln, Nebraska 68509-4987

Telephone: 402-471-2295 (Voice/TDD) ■ Fax: 402-471-0117

<http://www.nde.state.ne.us>

GENERAL EDUCATION PROVISIONS ACT (GEPA) REQUIREMENT

In an effort to ensure equitable access and/or participation in any federally funded Foreign Language Assistance Program awarded by U.S. Department of Education, the Nebraska Department of Education is committed to full compliance with all provisions of the General Education Provisions Act (GEPA).

The Nebraska Department of Education is an Equal Opportunity Employer and prohibits discrimination on the basis of race, color, creed, age, sex, national origin, marital status or disabling condition in conformity with applicable laws. Every effort will be made to ensure equitable access to and participation in any and all activities, workshops, institutes, and trainings for students, teachers, and other program beneficiaries with special needs that may be associated with the Nebraska Department of Education's *Nebraska Chinese Acquisition Program (NECAP)* FLAP Grant proposal.

Based on our local circumstances, we have identified no specific barriers that would affect the ability of certain potential beneficiaries to fully participate in any federally assisted foreign language program for state educational agencies (CFDA#: 84-293C). In general, persons with special needs will be provided any necessary assistance commensurate with their individual requirements in order to assure that no gender, race, national origin, color, disability, or age barriers will prevent students or educators from access to or participation in the federally-funded project.

State Board of Education

Kandy Innes President District 7 1850 20 th Street Gering, NE 69341	Jim Scheer Vice President District 3 P.O. Box 16 Norfolk, NE 68702	Robert Eynen District 1 301 South 13th Street Suite 500 Lincoln, NE 68508	Kerry T. Winterer District 2 12388 Rose Lane Omaha, NE 68154	Rebecca Valdez District 4 3922 South 23 rd Street Omaha, NE 68107	Patricia H. Timm District 5 1020 North 21 st Street Beatrice, NE 68310	Fred Meyer District 6 1580 Highway 281 St. Paul, NE 68873	Joe Higgins District 8 5067 South 107 th Street Omaha, NE 68127
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**SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS**

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Mrs.	Vickie	L	Scow	

Address:

* Street1:	301 Centennial Mall South
Street2:	PO Box 94987
* City:	Lincoln
County:	Lancaster
* State:	NE* Zip / Postal Code: 68509 * Country: USA

* Phone Number (give area code)	Fax Number (give area code)
(402)471-4331	(402)471-8850

Email Address:

VICKIE.SCOW@NEBRASKA.GOV

2. Applicant Experience

Novice Applicant Yes No Not applicable

3. Human Subjects Research

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

Yes No

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

Yes Provide Exemption(s) #: 1,2,3

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title : Exempt Research Narrative
File : E:\Exempt Research Narrative.doc

NEBRASKA DEPARTMENT OF EDUCATION APPLICATION

for

THE FOREIGN LANGUAGE ASSISTANCE PROGRAM (CFDA # 84-293C)

- 1. Application for Federal Assistance Cover Page (SF 424)
- 2. Program Abstract
- 3. Budget Form (ED Form 524 Sections A and B)
- 4. Itemized Budget (Section C)
- 5. Budget Narrative Justification
- 6. Application Narrative
 - a. Need for the Project1
 - b. Quality of Project Design.....5
 - 1) *Reflects Up-to-Date Knowledge from Research and Effective Practice*5
 - 2) *Goals, Objectives, and Outcomes are Specified and Measurable*8
 - 3) *Information to Guide Possible Replication of the Project*12
 - 4) *Builds Capacity and Yields Results Beyond Period of Federal Assistance*.....15
 - 5) *Establishes Linkages with Other Agencies and Organizations*17
 - c. Quality of Project Personnel.....19
 - 1) *Relevant Training/Experience of Project Director/Principal Investigator*20
 - 2) *Relevant Training/Experience of Key Project Personnel*.....22
 - d. Quality of Management Plan26
 - 1) *Adequacy to Achieve Objectives of Project*.....26
 - 2) *Time Commitments of Project Director and Other Key Personnel*29
 - e. Quality of Project Evaluation29
 - 1) *Methods of Evaluation are Thorough, Feasible, and Appropriate*29
 - 2) *Methods of Evaluation Include Use of Objective Performance Measures Related to Outcomes and Produce Quantitative and Qualitative Data*30
 - 3) *Methods of Evaluation Provide Performance Feedback and Permit Periodic Assessment of Progress Toward Achieving Outcomes*33

Exempt Research Narrative

Nebraska Chinese Acquisition Program (NECAP)

The research will be conducted by Dr. Ali Moeller at the University of Nebraska-Lincoln (UNL).

The University of Nebraska received IRB approval to conduct research for the previous FLAP Grant and will go through the same process as needed for the NECAP Grant. IRB Protocol Title: Foreign Language Assistance Program: Improving Nebraska Language Literacy (INELL) IRB Approval #: 200512166EP.

A mixed methods approach combines both quantitative and qualitative data collection and analysis in an attempt to best understand and describe a complex phenomenon (Creswell, 2003).

Quantitative data will be collected via surveys, workshop evaluations, and proficiency assessments. The evaluation also makes extensive use of qualitative data collection (such as written responses, one-on-one and focus group interviews, and document review) to understand the perspectives and experiences of teachers participating in NECAP.

Qualitative feedback collected from Immersion Institute participants will be used to revise institute structure and content. Chinese educators will be interviewed about classroom experiences, professional development opportunities, materials, and resources. All qualitative data will be entered into a qualitative data analysis software package, such as MAXqda2007, to facilitate storage, searching, and coding of data and development of thematic findings using rigorous qualitative analytic procedures (Creswell, 2005; Miles & Huberman, 1994).

Evaluation measures and the overall evaluation plan will be refined during the first semester of the project. Quantitative measures will be piloted to ensure reliability and validity and baseline data will be collected. Quantitative and qualitative data will be collected throughout the project in annual cycles in alignment with academic years. The project evaluator will meet regularly

with the project personnel, prepare annual project evaluation reports, and produce one final report at the conclusion of this project. A more detailed delineation of specific measurements tied to objectives and outcomes appears below:

Outcome (Objective 1.1): Nebraska schools will have access to highly-qualified teachers of Chinese.

Quantitative: Number of educators endorsed in Chinese Language teaching in the state of Nebraska according to the NDE Certification Office

Qualitative: Interviews with Chinese program coordinators and NECAP staff

Outcome (Objective 1.2): Chinese educators will have access to Chinese cultural and linguistic global connections

Quantitative: Development of Chinese cultural and linguistic on-line products; Survey of Chinese educators and program coordinators

Qualitative: Interviews with Chinese educators, program coordinators, and NECAP staff

Outcome (Objective 2.1): Chinese educators will have the tools necessary to enhance student achievement by implementing newly-learned strategies and activities available on a continuous basis

Quantitative: Development of 1 statewide professional development program; Survey of Chinese educators and program coordinators

Qualitative: Interviews with Chinese educators, program coordinators, and NECAP staff

Outcome (Objective 2.2): Build a critical mass of highly qualified Chinese K-12 educators equipped with standards-based best practices designed to enhance student achievement

Quantitative: Number of Chinese educators participating in Immersion Institute, workshops, and hybrid courses; Immersion Institute and workshop evaluations

Qualitative: Workshop transcriptions; Interviews with Chinese educators

Outcome (Objective 2.3): At the end of each year, Chinese educators will improve classroom teaching approaches and strategies and share curricular units in order to optimize student learning

Quantitative: Number of participants in professional development activities; Number of online-curricular units available; Survey of Chinese educators and program coordinators

Qualitative: Collection of on-line products; Interviews with Chinese educators and program coordinators

Outcome (Objective 3.1): Nebraska students in Chinese language classrooms will become a part of the global community and enhance their language knowledge, skills, and cultural understandings

Quantitative: Survey of Chinese educators and Chinese program coordinators

Qualitative: Interviews with Chinese educators and program coordinators; Workshop transcriptions

Outcome (Objective 3.2): Nebraska students will use their Chinese language knowledge and skills in real-world situations by working with students from China to explore global issues

Quantitative: Survey of Chinese educators and program coordinators

Qualitative: Interviews with Chinese educators

Outcome (Objective 4.1): Students will achieve a deeper level of understanding of their own curriculum and gain the additional perspective afforded through the lens of Chinese language and culture

Quantitative: Survey of Chinese educators and program coordinators

Qualitative: Collection of Chinese educator and student classroom products; Interviews with Chinese educators and program coordinators; Workshop transcriptions

Outcome (Objective 4.2): Students will acquire language skills, including pronunciation and intonation, which are native-like as demonstrated through performance-based measures

Quantitative: Survey of Chinese educators and Chinese program coordinators; Results of proficiency assessments (such as NOELLA, OPI, OPIc, STAMP)

Qualitative: Collection of Chinese educator and student classroom products; Interviews with Chinese educators and program coordinators; Workshop transcriptions

3) Extent to which methods of evaluation provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes

Data collection will include both qualitative indicators and quantitative measures, as previously discussed within this proposal. Data useful for formative and summative evaluation will be gathered from the beginning year of the project. This process will provide baseline data, inform project staff concerning progress toward established objectives, and assist project staff in meeting Chinese educators' needs.

Information gathered when meeting with teachers through workshops, conferences and e-mail listserves will provide continual feedback regarding progress. The Primary Investigator and Research Assistant will be in schools conducting quantitative and qualitative studies to determine effectiveness/impact of the LinguaFolio on student learning and teacher quality, and they will continually report results in formative and summative form. Student progress on language acquisition/learning will be monitored to evaluate and improve curriculum, resource selection, and other factors identified as impacting progress.

Data collected and analyzed during the NECAP project will allow for the development of a wealth of presentations and publications. The Project Director, Principal Investigator and Directors of Professional Development have a long and rich history of presentations, publications and leadership in professional organizations. Presentations based upon both formative and summative results of the NECAP project will be made at state, regional, and national conferences as well as publications in major professional journals. Capitalizing upon opportunities to communicate project findings will optimize dissemination and replication.

Abstract for the Nebraska Chinese Acquisition Program

Applicant – Nebraska Department of Education (NDE)

Title of Program – Nebraska Chinese Acquisition Program (NECAP)

Type of Program – Content-Based FLES (30-40 minutes/week in elementary and integrated daily into content areas), daily courses in secondary (40-50 minutes per day all year)

Language – Chinese

Partners – University of Nebraska-Lincoln, UNL Departments of Modern Language and Teaching, Learning and Teacher Education, Confucius Institute

Schools – Minimum of 5 pilot schools in Year 1: Omaha PS, Lincoln PS, O’Neill PS, Chambers PS, West Holt PS– A number of interested schools will be added in Years 2 and 3

Grade Levels – K-12 depending on the needs of the school

Total Number of Students – 2000 students served in Year 1, 4000 students served in Year 2, 6000 students served in Year 3, 12000 total students served by the end of the project

Project will support FL learning primarily during the traditional school day? Yes No

The Nebraska Chinese Acquisition Program expands efforts to increase Chinese language learning by improving Chinese teaching and learning in Nebraska. NECAP promotes systemic approaches to improve Chinese learning by meeting these goals and objectives:

Goal 1: Provide highly-qualified Chinese language educators in order to meet the demands of a growing interest in the Chinese language

Objective 1.1: Partner with the Department of Teaching, Learning and Teacher Education at the University of Nebraska-Lincoln

Outcome: Nebraska schools will have access to highly-qualified teachers of Chinese

Objective 1.2: Increase visibility of the importance of cultural and linguistic global connections with China

Outcome: Chinese educators will have access to Chinese cultural and linguistic global connections

Goal 2: Development of and access to a meaningful and continuous statewide professional development program for Chinese educators

Objective 2.1: Create a hybrid professional development model combining face-to-face and online training

Outcome: Chinese educators will have the tools necessary to enhance student achievement by implementing newly-learned strategies and activities available on a continuous basis

Objective 2.2: Offer summer immersion institutes that provide language and cultural immersion as well as the opportunity to develop curricular units for K-12 Chinese language classrooms

Outcome: Build a critical mass of highly qualified Chinese K-12 educators equipped with standards-based best practices designed to enhance student achievement

Objective 2.3: Provide professional development simultaneously with classroom teaching to optimize implementation of best practices

Outcome: At the end of each year, Chinese educators will improve classroom teaching approaches and strategies, share curricular units, in order to optimize student learning

Goal 3: Provide access to real-life, interpersonal connections through digital technology

Objective 3.1: Provide opportunities for teachers and students to access authentic, real-world communication with classrooms in China

Outcome: Nebraska students in Chinese language classrooms will become a part of the global community and enhance their language knowledge, skills, and cultural understandings

Objective 3.2: Place the learner in the role of the active producer rather than the consumer of knowledge and skills

Outcome: Nebraska students will use their Chinese language knowledge and skills in real-world situations by working with students from China to explore global issues

Goal 4: Build upon existing connections and background knowledge to create new connections to language and culture in the elementary curriculum

Objective 4.1: Use language as a venue to access content

Outcome: Students will achieve a deeper level of understanding of their own curriculum and gain the additional perspective afforded through the lens of Chinese language and culture

Objective 4.2: Deepen and increase students' knowledge and skills in the target language

Outcome: Students will acquire language skills, including pronunciation and intonation, which are native-like as demonstrated through performance-based measures

Ideally, Chinese should be offered in early elementary to ensure optimum contact hours. Critical to developing Chinese proficiency is maximum input by near-native and native speakers who possess a strong understanding of age appropriate instruction, pedagogy, curriculum development, and task-based language instruction. A three-pronged professional development approach consists of 1) intensive professional development institutes, 2) innovative online modules and discussion boards, and 3) face-to-face workshops. This approach requires continual professional development in language, instructional practices, and curriculum. Summer institutes enhance professional qualifications in language proficiency, pedagogy, and second language acquisition theory. Innovative research-based classroom strategies will be modeled and practiced during the immersion and throughout the school year via online modules and discussion boards. Teachers will be trained to use digital technology to create a learning environment where language is acquired through a variety of input from web-based resources. By connecting Chinese language learning to the core elementary curriculum, learners use background knowledge to build on what they know through the venue of language learning. This approach ensures learners are engaged cognitively as their Chinese language ability emerges and establishes horizontal articulation within the foundation of existing curriculum while building language proficiency to deepen and expand language skills promoting vertical articulation.

In addition, NECAP will provide opportunities for teachers to expand their understanding and use of a variety of assessments (formative and summative) that will document student achievement. Participants will implement the LinguaFolio, designed to allow students to track and assess their own language learning progress under the guidance of a foreign language educator. The LinguaFolio develops self-regulation skills in learners through goal setting, action plans, and reflection. This effective practice will be replicated with the teachers of Chinese.

Data collected and analyzed allows for development of a wealth of presentations and publications. The Project Director, Principal Investigator, and Directors of Professional Development have a long history of presentations, publications, and leadership in professional organizations. Presentations based upon both formative and summative results will be made at state, regional, and national conferences as well as publications in major professional journals. Opportunities to communicate project findings will optimize dissemination and replication.

Project Director: Vickie Scow, 402-471-4331, vickie.scow@nebraska.gov

Project Narrative

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

Attachment 1:

Title: Nebraska FLAP Narrative Pages: 33 Uploaded File: F:\Nebraska FLAP Narrative 2009.pdf

Nebraska Chinese Acquisition Program

Need for Project: *1) Specific gaps or weaknesses in services, infrastructure, or opportunities*

The major issues affecting Chinese language education in Nebraska are based on these four needs: 1) Increase access to highly-qualified teachers of Chinese in Nebraska schools, 2) Provide meaningful and continuous professional development programs for Chinese teachers, 3) Connect classrooms in Nebraska with classrooms in China through digital technology, 4) Integrate Chinese language learning into the elementary curriculum.

The first need for the Nebraska Chinese Acquisition Program (NECAP), increasing access to highly-qualified Chinese language teachers, reflects an expanding economy in the state. Nebraska hosts a growing economy oriented toward agriculture, industry, finance, education, and research – an economy that demands interaction with the global marketplace. In order to prepare Nebraska students to be citizens, workers, and leaders in the interconnected world of the twenty-first century, we propose to increase foreign language opportunities by initiating K-12 Chinese language programs through NECAP. In order to encourage more schools to offer Chinese language programs during the grant period, it is imperative to increase the number of Chinese teachers in Nebraska.

There has been growing interest from schools, businesses, and communities to offer more Chinese courses in Nebraska K-12 schools. According to the Nebraska Department of Economic Development, Nebraska's exports totaled over \$3.6 billion in 2006, representing a 34.2% increase of exports over 2001. Nebraska exports to China have grown from more than \$51 million in 2001 to almost \$190 million in 2007. China is one of the leading partners for Nebraska exports, ranking fourth in Nebraska trade partners. In order to meet the needs of Nebraska employees in the future, a sequential K-12 Chinese language program is essential to produce

globally competent students.

Another factor confirming the need to offer more Chinese language programs is the increased interest from students in Nebraska schools. Nebraska Department of Education (NDE) data shows that in the last 6 years, there has been a 161% increase in the number of Nebraska students enrolled in Chinese language courses, and an even more dramatic 203% increase in enrollment took place over the most recently reported 2-year period. Our state is definitely experiencing an upward trend in demand for Chinese language classes.

NDE and its partners, the University of Nebraska-Lincoln (UNL) Department of Teaching, Learning, and Teacher Education (TLTE), and the Confucius Institute at UNL, will initiate and expand efforts to improve Chinese teaching and learning in K-12 Nebraska classrooms. A strong collaboration has been established among UNL, NDE, and the Confucius Institute that will optimize sustainability of newly established and potential K-12 Chinese programs. The UNL Confucius Institute was established by the Office of Chinese Language Council International (Hanban), a part of the Chinese Ministry of Education. Hanban promotes friendly relationships with other countries, enhances understanding of Chinese language and culture among world Chinese learners, and provides a good environment for learning. UNL partners with Xi'an Jiaotong University in Xi'an, China to serve Nebraska schools, businesses and communities. The Confucius Institute can assist in providing the necessary instructional support, professional development, materials, resources, and native speakers of Chinese needed to sustain instruction in the newly introduced K-12 Chinese classrooms. This collaboration will ensure continual, long-term instructional support to build a foundation to "grow our own" Chinese language teachers. NDE has signed a Memorandum of Understanding (MOU) with Hanban in China. This MOU uniquely positions Nebraska to assume a leadership role in establishing a foundation for

providing highly-qualified Chinese language teachers.

NDE, UNL, and Nebraska K-12 schools have a long history of facilitating international teacher exchanges with France, Spain, and Germany. These experiences have resulted in face-to-face and online professional development seminars and online modules designed to provide global educators access to resources, materials, expertise, and a community of peers. This project proposes to build on the expertise gained from these international experiences by expanding opportunities for schools to hire teachers through the Chinese Visiting Teacher Program.

The commitment of NDE and its partners to provide more opportunities for students to learn Chinese is evidenced in their mission to expand Chinese language learning. For students to gain the required levels of language competency to interact in the business and global community, language learning must begin early in elementary school. Articulated, sequential language programs maximize opportunities to acquire functional language ability (Knop & Sandrock, 1994; Curtain 1990) and are especially critical among non-western languages that require longer and more intense exposure to language input over time.

By initiating instruction at the elementary level, learners can acquire (versus learn) language as they are developmentally able to emulate pronunciation, intonation, and mimic without interference of their first language. Making use of this language acquisition window (0-11 years of age or the Critical Age Hypothesis), optimizes language proficiency, especially in oral communication skills.

The second need for NECAP is addressing Nebraska's challenge of providing continuous professional development for our Chinese language educators. As more elementary Chinese language programs are implemented, more training will be needed not only to improve teacher proficiency but also to provide developmentally appropriate instructional strategies and

assessments to meet the needs of K-12 students. In order to become endorsed, Nebraska certification requires teachers have a major or coursework equivalent in the subjects they teach. However, the shortage of Chinese teachers in Nebraska and the need to “grow our own” requires that NDE and its partners provide online professional development accessible to all Nebraska Chinese teachers at any given time. Half of the population of Nebraska resides in the far eastern part of the state near the urban areas. This poses a problem for teachers in rural areas to find courses offered at postsecondary institutions that fit their schedule and would not require long hours of driving. For teachers to complete a Chinese endorsement and meet the demands of Nebraska licensure, NECAP enables NDE to utilize current technologies to provide online, continuous professional development, enabling teachers to not only meet the requirements but to improve their instructional practices.

The third need is based on connecting classrooms in Nebraska with classrooms in China through digital technology. Recent advances in new technologies will enable teachers and students in Nebraska to interact with teachers and students in China. Using blogs, podcasts, Skype, and a variety of other available technologies, teachers and students in both Nebraska and China will be able to use the language in real-life situations—learning about each other, their schools, communities, and lives. NDE and its partners will provide standards-based model lessons for teachers to utilize for implementation of common projects. NDE has facilitated the French Connection Program for the last two years, connecting teachers and students in Nebraska with teachers and students in France. This successful program provides a foundation upon which to build the same type of program with China. The opportunities teachers and students have experience through the French Connection Program have improved language learning abilities and given teachers and students from both countries a new perspective through real-life

interaction. It is critical in Nebraska, a state with limited diversity and relatively isolated communities, to develop intercultural competencies that promote global skills. Global education is of prime importance to students if they are to move forward into a globally interdependent and interculturally complex world (Olson & Kroeger, 2001). McLean and Ransom (2005) found that when teachers reinforce the development of intercultural competencies in students, they are more prepared for the global educational environment and experience personal growth.

Integrating Chinese language learning into the elementary curriculum is the fourth need. Studies show that children who begin to study a second language in the early years reap cognitive, academic, and attitudinal benefits (Robinson, 1998). By connecting Chinese language learning to the core elementary curriculum, learners use background knowledge to build on what they know through the venue of language learning. This content-based approach ensures that learners are engaged cognitively as their Chinese language ability emerges. The simultaneous convergence of content and second language learning has been documented. Research has found that foreign language students significantly outperformed their non-foreign language peers on every test in English language arts, mathematics, science, and social studies. The amount of instructional time spent reinforcing other content skill was reflected in students' significantly higher language scores during the second and third years of foreign language study compared to non-foreign language study (DeJesús, 2008; Taylor, 2003). A content-based model establishes horizontal articulation within the foundation of the existing elementary curriculum while building language proficiency to deepen and expand language skills promoting vertical articulation.

Quality of the Project Design: 1) *Extent to which design of proposed project reflects up-to-date knowledge from research and effective practice*

Professional development for K-12 language teachers requires time and resources to fully address

the following question: What do students know and what can they do with their language? Goal-setting gives teachers the opportunity to look at tasks from the learner's perspective and create an immediate purpose that is valid in their eyes. Most students do not really understand how and why they are involved in the learning activity. It has been found that specific goals can help a learner to structure the learning process (Little, 2005; Oskarsson, 1978, 1984). It is inappropriate to expect that the ultimate goal of the learning process will be to communicate with L2 native speakers or understand L2 in general. Such goals will not be strong enough to maintain motivation for learning L2 during an extended period of time. As a result, in such situations it is more important to have specific goals that might provide immediate motivation.

It would be beneficial for both the learner and teacher to document student language progress through student work, teacher independent measures, and formative and summative evaluations. Research indicates that goal setting combined with regular review of progress and documentation and reflection of learning growth enhances motivation and academic achievement (Shunk & Zimmerman, 1994). The LinguaFolio, modeled after the Council of Europe's European Language Portfolio, documents a student's language experiences, the level of proficiency reached according to the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Guidelines and Standardized Measure of Proficiency (STAMP), and includes examples of the student's work in the second language. The portfolio provides teachers, parents, administrators and policymakers with a snapshot of student language achievement from Pre-K through college. Alison (1993) emphasizes that goal-setting techniques are especially effective with unmotivated, reluctant students who have no general goals associated with language learning. As students realize their learning progress they see the relationship between effort and success, resulting in higher motivation and self-efficacy (Borkowski & Thorpe, 1994; Marzano,

Pickering, & Pollock, 2001).

Teachers of Chinese will be introduced to the LinguaFolio in the immersion institutes and will implement this portfolio in their classrooms in the fall. Teachers will guide students to set and review goals regularly, collect work samples documenting mastery of these goals, and reflect on how and why these documents meet the goals. Teachers will review the dossier containing student work and use these documents to inform their assessment of student learning.

Teachers will become acquainted with standards-based language skills through the use of “can do” statements that make language skills user friendly and allow students to see first-hand when they have accomplished specific skills. If students do not achieve their goals, they must identify the steps they will undertake to achieve them. This process allows students to connect effort with achievement, recognize progress in language skills, determine strengths and weaknesses, resulting in increased motivation, and ultimately develop self-monitoring and self-regulation skills (Van Houten, 2006; Little, 2005; Ekbatani, 2000; Huttunen, 1986; Oskarsson, 1978). Little (2005) also found that goal setting helps students to reflect upon their learning strategies, builds their interculturality skills, which in its turn sustains students’ engagement in deep learning, leads to increased effort, persistence in activities, and improved performance as well as increased initiation and enhanced cognitive processing.

The LinguaFolio aims to develop self-regulation skills in learners through goal setting, action plans, and reflection. Learners self-assess and self-monitor their learning by documenting the achievements of their goals through a variety of assessments contained in a dossier or portfolio. According to a longitudinal study conducted by Moeller (2009), the correlation between goal setting, which is central to the LinguaFolio, and student performance on a standardized proficiency exam (STAMP) is highly significant (at .01 level of significance) in reading, writing

and speaking. The role of teachers will be to identify overarching goals to be achieved while students personalize goals and make them relevant. The ownership for learning is thus shared and ultimately shifted onto the learner through regular self-assessment strategies.

To more efficiently and objectively measure actual student ability to use language, the National Online Early Language Learning Assessment (NOELLA) tool will be used at the elementary level. Secondary teachers will receive training for implementing STAMP, an online standards-based assessment of language skills that has been researched and tested for validity and reliability. Additional options in the LinguaFolio dossier might include the ACTFL Oral Proficiency Interview (OPI), the online OPIc, and the Writing Proficiency Test (WPT), which would further validate the language competency of the student.

Another focus of NECAP will be improving teacher quality through continuous professional development. Research has established a strong link between teacher quality and student achievement (Ferguson, 1997; Goldhaber and Brewer, 1996). Knowing a foreign language is a highly technical skill requiring a deep understanding of the target culture and the ability to perform at a high level of communication in a variety of complex social and professional settings (Moeller, 2005). Content expertise can be gained through extensive study and immersion in the target cultures. A second important quality, teaching skills, is acquired through teacher education, professional development, and experience in the classroom.

2) Extent to which goals, objectives, and outcomes are clearly specified and measurable

NECAP promotes systemic approaches to improving foreign language learning in Nebraska as stated in the purpose of the FLAP Program for State Education Agencies. The project objectives align with the National Standards for Foreign Language Learning, the Nebraska K-12 Foreign Language Frameworks, the Nebraska World Languages PreK-16 Initiative document, and the

LinguaFolio Nebraska Initiative.

Need 1: Increase access to highly-qualified teachers of Chinese in Nebraska schools

Goal 1: Provide highly-qualified Chinese language educators in order to meet the demands of a growing interest in the Chinese language

Objective 1.1: Partner with the Department of TLTE at the University of Nebraska-Lincoln

Activity 1.1.1: Develop a minor and major in Chinese at the postsecondary level

Activity 1.1.2: Train a critical mass of teachers to serve as trainers for those who pursue the teaching of Chinese

Activity 1.1.3: Partner with Hanban and the Confucius Institute at UNL to provide highly-qualified teachers of Chinese for Nebraska schools

Outcome: Nebraska schools will have access to highly-qualified teachers of Chinese

Objective 1.2: Increase visibility of the importance of cultural and linguistic global connections with China

Activity 1.1.1: Create a website devoted to Chinese cultural and linguistic aspects that connect the similarities/differences between U.S. and Chinese cultures

Activity 1.1.2: Develop online cultural units for K-12 educators to use in classrooms

Outcome: Chinese educators will have access to Chinese cultural and linguistic global connections

Need 2: Provide meaningful and continuous professional development programs for Nebraska world language educators

Goal 2: Development of and access to a meaningful and continuous statewide professional development program for Chinese educators

Objective 2.1: Create a hybrid professional development model combining face-to-face and

online training

Activity 2.1.1: Use Blackboard for communication among and between educators (modules, blogging, discussion threads) that will accompany world language teaching experiences

Activity 2.1.2: Hire a facilitator to monitor and provide feedback on the discussion boards and blogs

Outcome: Chinese educators will have the tools necessary to enhance student achievement by implementing newly-learned strategies and activities available on a continuous basis

Objective 2.2: Offer summer immersion institutes that provide language and cultural immersion as well as the opportunity to develop curricular units for K-12 Chinese language classrooms

Activity 2.2.1: Teachers will become consumers of best practices in language education through professional development opportunities (summer immersion, workshops, online hybrid course)

Activity 2.2.2: Teachers will be trained in implementation of the LinguaFolio in the language classroom

Outcome: Build a critical mass of highly qualified Chinese K-12 educators equipped with standards-based best practices designed to enhance student achievement

Objective 2.3: Provide professional development simultaneously with classroom teaching to optimize implementation of best practices

Activity 2.2.1: Enhance teaching experiences, give educators a peer audience and expert feedback, and provide a forum for discussion

Activity 2.2.2: Create and share online curricular units developed for Chinese classrooms

Outcome: At the end of each year, Chinese educators will improve classroom teaching approaches and strategies, share curricular units, in order to optimize student learning

Need 3: Connect classrooms in Nebraska with classrooms around the world through digital

technology

Goal 3: Provide access to real-life, interpersonal connections through digital technology

Objective 3.1: Provide opportunities for teachers and students to access authentic, real-world communication with classrooms in China

Activity 3.1.1: Pursue partnerships with Nebraska and Chinese K-12 schools using Web 2.0

Activity 3.1.2: Make language meaningful, by utilizing technology to connect to the target culture and language using multiple technologies (e.g., Skype, keypals, blogs, wikis, flickr, podcasts)

Outcome: Nebraska students in Chinese language classrooms will become a part of the global community and enhance their language knowledge, skills, and cultural understandings

Objective 3.2: Place the learner in the role of the active producer rather than the consumer of knowledge and skills

Activity 3.2.1: Students use multiple technologies to explore current global issues

Outcome: Nebraska students will use their Chinese language knowledge and skills in real-world situations by working with students from China to explore global issues

Need 4: Integrate Chinese language learning into the elementary curriculum

Goal 4: Build upon existing connections and background knowledge to create new connections to language and culture in the elementary curriculum

Objective 4.1: Use language as a venue to access content

Activity 4.1.1: Reinforce what is being taught in other content areas through the Chinese language

Activity 4.1.2: Use a counterbalanced approach between content and form to simultaneously

increase communicative proficiency and grammatical structures

Activity 4.1.3: Reinforce course content through the Chinese language to increase student motivation and achievement

Outcome: Students will achieve a deeper level of understanding of their own curriculum and gain the additional perspective afforded through the lens of Chinese language and culture

Objective 4.2: Deepen and increase students' knowledge and skills in the target language

Activity 4.2.1: Establish horizontal articulation within the foundation of the existent elementary curriculum through content-based instruction

Activity 4.2.2: Systematically build and assess language proficiency, thereby promoting vertical articulation (NOELLA, Elementary LinguaFolio)

Activity 4.2.3: Cultivate a native-like pronunciation and intonation during the critical age period (birth to 11 years) that is optimal during the elementary grades

Outcome: Students will acquire language skills, including pronunciation and intonation, which are native-like as demonstrated through performance-based measures

3) Extent to which design for implementing and evaluating proposed project results in information to guide possible replication of project activities or strategies

NDE and its partners have a well-documented history of project activities that can be replicated.

The Improving Nebraska Language Literacy (I-NELL) Project funded by the Foreign Language Assistance Program in 2005 allowed NDE and its partners to build the foundation for initiating language programs in Nebraska. NDE and UNL gained valuable experience from this project and developed models that will provide the impetus for the long-term development of strong Chinese language programs. These models include: 1) Summer Institutes offered to Spanish teachers for

the last five years will be replicated for Chinese teachers. The Confucius Institute will partner with NDE and UNL to enhance professional qualifications for teachers of Chinese in language proficiency, pedagogy, and second language acquisition theory. The Summer Institutes also offer the option for teachers to work toward endorsement in Chinese, obtain college credit, connect teachers to Chinese resources, and improve classroom teaching methods. The success of previous summer institutes is documented through participant evaluations — “This is truly the most important experience I’ve had as a Spanish teacher. Not only has my confidence in Spanish improved, but I also have several valuable new friends and many fantastic ideas for activities,” “This was a fabulous opportunity to form a true community with diverse Spanish teachers from across Nebraska to gain their perspectives, ideas, experiences and knowledge, and grow as a result.” The voices of these participants capture the magnitude that the impact of such an immersion experience has on teacher confidence, motivation, and instructional practices. This model will be replicated by inviting Chinese language teachers from across the nation to participate. 2) NDE and UNL worked with participating schools to start 15 new FLES or dual language Spanish programs. Web-based professional development models were produced including nine children’s literature-based units that provide teachers with standards-based lesson plans, handouts, teaching PowerPoints, and a plethora of resources including videos with songs, dances, pronunciation practice, vocabulary practice, and explanations of the strategies/activities used in the lesson. These units, available on the NDE website and iTunes University, were developed in Spanish and are currently being translated into French and German. Additional units will be replicated to reflect the Chinese culture, translated into Chinese, and posted on the websites. 3) Dr. Ali Moeller, a professor in the Department of TLTE at UNL, conducted a five-year longitudinal study of the LinguaFolio. This valuable research, along with LinguaFolio

professional development opportunities, is available to be replicated on the NDE website and on iTunes University. Lessons learned in this research will be replicated when implementing the Elementary LinguaFolio into Chinese language classes. These activities validate that NDE and its partners have successful experience initiating projects that can be replicated over time.

The first year of NECAP focuses on Pilot Schools. Omaha Public Schools and Lincoln Public Schools have established Chinese programs in selected high schools. We propose to expand these programs to start in the elementary grades, continue Chinese through middle and high school years, and progress through postsecondary. O'Neill Public School, along with its consortium partners, Chambers Public School and West Holt Public School, will be initiating Chinese elementary programs. The Pilot Schools represent both urban and rural districts and involve high poverty, low-income families. We will replicate and adapt the model elementary programs developed in our 2005 FLAP Grant to initiate Chinese language programs in additional schools interested in NECAP. Findings from the 2005 Nebraska FLAP Grant Multiple Case Study, "Challenges in Implementing New Elementary Foreign Language Programs," provides valuable feedback for starting new Chinese programs. The in-depth nature of this study suggests several lessons learned for policymakers, postsecondary and elementary personnel. Even when schools want to implement programs, barriers are so high, particularly for smaller schools, that many may be unable to develop quality programs or to maintain their efforts. Provision of the support necessary for new elementary foreign language programs may be the key to ensuring the spread of such programs. Flexibility in program format is essential so that individual schools and communities might design programs that best fit their needs and encourage local buy in (Plano Clark, Theiler, Moeller, & Scow 2009). The goals and objectives of the NECAP proposal show the extent to which NDE and its partners will provide support and resources necessary to

implement successful Chinese language programs. This model will be replicated nationally, and networks of methods, materials, and resources will be created and made available online to provide guidance and expertise for prospective teachers of Chinese.

The Nebraska World Languages PreK-16 Initiative document provides teachers and students with the expectations of what students should know and be able to do at the following grade levels: K-5 (weekly and immersion programs), 6-8 (after 2 or 4 semesters), 9-12 (at the end of 2, 4, and 5 years of study), and 13-16 (after 2 or 4 semesters and a major). These programs represent the most typical time periods Nebraska students take foreign language. However, foreign language educators will need to evaluate their programs and adjust expectations accordingly. NECAP provides an opportunity to extend the established articulation and develop a sequential K-12 curriculum. More Nebraska schools are realizing the importance of implementing a K-12 sequential program starting in the elementary grades but need the teacher expertise and resources to accomplish this goal.

Another aspect affecting articulation is finding adequate numbers of qualified Chinese language teachers. In order to “grow our own” teachers of Chinese, it will take both time and a concerted effort. NDE continues to promote cultural exchanges through the Visiting Teacher Program and has signed an MOU with Hanban that includes such a program. This agreement provides an exceptional opportunity for Nebraska school districts to request a Chinese language teacher.

4) Extent to which proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance

NECAP is a collaborative endeavor to build capacity and yield results that extend beyond the grant period. The success of the proposed project is dependent on all partners involved: NDE, UNL, the Confucius Institute, Pilot Schools, and future participating schools. It is evident that

NDE and its partners have successfully built capacity and yielded results in the 2005 FLAP Grant, as participating school districts continue their elementary programs and serve as resources for school districts implementing world languages including Chinese. The Pilot Schools provide opportunities to allow administrators and teachers to experience firsthand the effectiveness of these programs and consider these models in developing their own programs, help other schools plan a sequential K-12 curriculum, and implement an Elementary LinguaFolio. The partnership with UNL will offer teachers the option of college credit for attending the institutes, connect teachers to postsecondary education resources such as the Confucius Institute, work toward endorsement in Chinese, and improve language proficiency and cultural awareness. NDE is committed to maintaining the network of communication for Chinese educators at all levels to continue developing a positive working relationship in pursuing the common goal of improving Chinese language and cultural awareness in Nebraska.

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

Nebraska is fortunate to be able to collaborate with and connect to a plethora of organizations providing services for Chinese language learning. The linkages established among NDE, UNL, Confucius Institute, and Hanban, as explained previously, are at the heart of the Nebraska Chinese Acquisition Program. In addition, these four agencies will be the portals to organizations providing services to K-12 Nebraska schools. With extensive support from NDE and its partners, the Pilot Schools will assist with the development of the model Chinese language curriculum and serve as model programs for schools wanting to initiate Chinese.

Nebraska Chinese language educators have access to an abundance of support organizations.

Fifteen Foreign Language Resource Centers located throughout the U.S. can provide our Chinese

teachers with resources for research, teaching and learning materials, assessments, teacher development, Less Commonly Taught Language initiatives, K-12 initiatives, outreach, and dissemination. The National Network for Early Language Learning has the expertise needed to offer leadership, support and resources for elementary Chinese programs in Nebraska.

ACTFL has a wealth of language initiatives, resources, materials, and assessments to assist teachers of Chinese. The Asia Society collaborates with Chinese educators across the U.S. to strengthen language learning and cultural understanding. In Nebraska, Educational Service Units provide a venue for hosting Chinese workshops, trainings and conferences. The Nebraska International Languages Association serves as an important collaborator for connecting Chinese educators with native speakers and community resources. Chinese teachers will be encouraged to attend conferences at the national, regional, and state level that provide innovative strategies for teaching and learning, resources, and language-specific activities. Becoming members of the national and international Chinese associations and organizations such as the Chinese Language Teachers Association, Chinese Language Association of Secondary-Elementary Schools, and the International Association for Teachers of Chinese will also be promoted.

6) Extent to which design includes thorough review of relevant literature, plan for project implementation, use of appropriate methodological tools to ensure achievement of objectives

As a non-western language, Chinese ideally should be offered early in the elementary experience to ensure optimum contact hours. Critical to developing Chinese proficiency is maximum input by near-native and native speakers who possess a strong understanding of age appropriate instruction, pedagogy, curriculum development, and task-based language instruction. NECAP proposes a three-pronged professional development approach consisting of 1) intensive professional development summer institutes, 2) innovative online modules and discussion

boards, and 3) face-to-face workshops. This three-pronged approach will require continual professional development in language, instructional practices, and curriculum for teachers of Chinese. This proposal seeks to fund intensive professional development summer institutes in Chinese to enhance professional qualifications in language proficiency, pedagogy, and second language acquisition theory. Innovative research-based classroom strategies will be modeled and practiced during the immersion institute and throughout the school year via the online modules and discussion boards. Teachers will be trained to use digital technology to create a learning environment where language is acquired through a variety of input from web-based resources such as Skype, YouTube, blogs, podcasts, and other web-based resources. Participants will create lessons and unit plans that integrate these strategies for classroom implementation to improve language achievement. Building a community of learners via face-to-face workshops delivered regionally at Educational Service Units, state and local professional organizations, and conferences for teachers of Chinese will promote sharing of best ideas and practices. These workshops will be led by experts in teaching Chinese language, culture, literature, assessments, and curriculum development.

In addition, NECAP provides opportunities for teachers to expand their understanding and use of a variety of assessments (formative and summative) that document student achievement.

Participants will implement the LinguaFolio, which is designed to allow students to track and assess their own language learning progress under the guidance of a foreign language educator.

The LinguaFolio aims to develop self-regulation skills in learners through goal setting, action plans, and reflection. Over the past 5 summers, approximately 150 teachers of Spanish have participated in LinguaFolio training at UNL Immersion Institutes. This effective practice will be replicated with the teachers of Chinese.

There is considerable research showing how important teachers' content knowledge is to their effectiveness with students, especially at the middle and senior high school levels (Chaney, 1995; Rowan, Chiang, & Miller, 1997; Hawkins, Stancavage, & Dossey, 1998). Most of this research has been carried out in mathematics and science. Much like these two fields, foreign language is a highly specialized field that requires complex and profound understanding of content, especially cultural understanding and language proficiency. Further, there is evidence that suggests that subject-specific preparation is also an important variable in teacher preparation (Grossman, 1990). Since foreign language knowledge and skills lend themselves to being measured more easily than most other disciplines through a variety of performance based instruments that are both valid and reliable, research will be conducted as part of this project to determine the relationship between teacher competence and student learning. In addition to teacher's content knowledge, extensive research points out the necessity of understanding and implementation of effective pedagogical practices. Classroom learning, together with teachers' content knowledge, influences successful learning. The research revealed that success in the classroom depends on how teacher's pedagogical and methodological skills encourage students' thinking, motivate and challenge them (Star & McDonald, 2007; Allington, Johnson, & Day, 2002; Taylor, Pressely, & Pearson, 2000; Varella, 2000).

Quality of Project Personnel

NDE continually demonstrates its statewide commitment to foreign language education through the appointment of a full-time world language director. NDE has a long history of collaborating on projects with postsecondary institutions, Educational Service Units, and Nebraska school districts. The most notable language projects in the last decade have been the Nebraska K-12 Foreign Language Frameworks, the World Language P-16 Initiative, LinguaFolio Nebraska

(development, implementation/training, research), Hanban Chinese Culture Presentations, Visiting Teacher Programs, and the 2005 FLAP Grant. NDE also has collaboration experience with Longview Foundation International Education Grants and Improving Teacher Quality Grants. NDE will continue the team approach to coordinate NECAP. This program directly aligns with the current duties of Vickie Scow, Director of World Language Education at NDE. Vickie Scow will oversee NECAP and coordinating the team of key personnel.

In order to meet the needs of Nebraska's increasingly diverse population, NDE recognizes the importance of diversity on the Nebraska Chinese Acquisition Program team. This team is comprised of staff that traditionally has been underrepresented by race, color, gender, and age from diverse backgrounds. NECAP also includes Pilot Schools with diverse student populations and teaching staff. NDE policy states that NDE is an Equal Opportunity Employer and prohibits discrimination on the basis of race, color, creed, age, sex, national origin, marital status or disabling condition in conformity with applicable laws.

1) Relevant training and experience of project director and principal investigator

Project Director – Vickie Scow

Qualifications – Vickie Scow (M.Ed.), Director of World Languages at NDE, holds a Masters Degree in Education from UNL. Mrs. Scow brings to this project first-hand experience as an elementary teacher (8 years), secondary teacher of French (16 years) and most recently as Director of World Languages at NDE (11 years). These rich experiences have provided valuable insights into the needs of Nebraska students at all PreK-12 levels. She has been pivotal in initiating and implementing professional development opportunities for world language educators across the state, regionally, and nationally. She conducts numerous presentations and workshops, facilitates Visiting Teacher Programs with five countries, and was recognized by

NDE as the 2008 Employee of the Year. Projects such as the PreK-16 Initiative and LinguaFolio Nebraska have drawn national attention, resulting in valuable collaborations designed to improve language learning and teaching. She is active in professional organizations, acting as advisor for the Nebraska International Languages Association Executive Council and serving on the Board of Directors of both Central States and ACTFL.

NECAP Duties – As Project Director, Vickie Scow will coordinate the NECAP team activities, manage the budget, oversee the development of K-12 programs statewide, serve as liaison for the Pilot Schools, collaborate with the Director of Professional Development and Co-Coordinator of the Summer Immersion Institute, and work with the Principal Investigator to implement research projects and develop the Elementary LinguaFolio.

Principal Investigator and Director of Summer Immersion Institutes– Dr. Ali Moeller

Qualifications – Ali Moeller (Ph.D.) is the Edith S. Greer Professor of TLTE at UNL. Her areas of specialization include foreign language teacher education, second language acquisition, and technology-based language teaching and learning. Her teaching experiences include middle and high school teacher (11 years) in an urban school district, language and literature instructor in the UNL College of Arts and Sciences (8 years), and foreign language teacher educator in the UNL College of Education and Human Sciences (15 years). Her research has been published in major language journals (e.g. *Modern Language Journal*, *Foreign Language Annals*, *Unterrichtspraxis*). She has served as editor and guest editor of several journals (*International Journal of Educational Research*, *Unterrichtspraxis*, *Central States Conference Report on the Teaching of Foreign Languages*) and conference proceedings. Her most recent research efforts include a 5 year longitudinal study of Spanish students in K-12 settings to determine what students know and are able to do with Spanish language at the end of one year to five years of sequenced language

study. She has collaborated on numerous projects delineated in this proposal.

NECAP Duties –Dr. Moeller will examine the establishment and sustainability of critical language programs in elementary schools in urban and rural settings. The challenges that are faced by the community, administrators, teachers and school districts will be examined through a mixed methods approach by collecting data through surveys, interviews, observations, questionnaire responses, meeting transcripts and program products. Models that emerge from this project will be defined, described, and examined over three years to determine how issues of curriculum, support, and sustainability are addressed. She will supervise the development of all instruments associated with the research project, secure institutional board approval to conduct the research, and supervise the collection of data and preparation of the manuscript for publication related to NECAP findings. Dr. Moeller will coordinate staff, assist in the development of the Immersion Institute curriculum, and teach the research-based instructional strategies. She is also the instructor of record for coursework related to the professional development opportunities offered to teacher participants. Dr. Moeller will coordinate efforts to disseminate results of this research project via professional conferences and journals.

2) Relevant training and experience of key project personnel

Director of Professional Development and Co-Coordinator of Summer Immersion

Institutes – Olha Ketsman

Qualifications – Olha Ketsman holds an M.A. in Foreign Language Education and is currently pursuing a doctorate in the field at UNL. She has worked as a research assistant for the last two years on a project related to the LinguaFolio implementation. She has coordinated a teacher exchange between France and UNL, has a strong background in working with language teachers, and served as project assistant in two summer language immersion institutes.

NECAP Duties – Olha Ketsman will coordinate recruitment efforts for Immersion Institutes, co-coordinate curriculum and activities, and conduct outreach workshops related to the LinguaFolio. She will introduce and assist with implementation of the LinguaFolio, inform the Project Director and Principal Investigator of key developments associated with the Elementary LinguaFolio, and serve as a liaison between NDE, UNL, and participating teachers and schools.

Primary Instructor and Co-Coordinator of the Summer Immersion Institutes – Andrew Hustad and Hui Xu

Qualifications – Hui Xu is a native speaker of Mandarin Chinese and earned an M.A. in Foreign Language Education. She was an instructor at Hunan First Normal College, Changsha, China, the Jiangxi Science and Engineering University (Ganzhou, China), and a translator for Huton Translation Center in Ganzhou, China. Andrew Hustad is a near-native speaker of Chinese who taught in China for 5 years and is pursuing an M.A. in Foreign Language Education. Both have experience in curriculum development and will work with Chinese language organizations and the National Foreign Language Resource Centers to secure materials and resources for professional development of teachers of Chinese.

NECAP Duties – Hui Xu and Andrew Hustad will serve as primary language instructors for the Immersion Institutes. They will plan curriculum, deliver instruction, develop online classroom resources, connect classroom teaching with community resources, and serve as community liaison. They will collaborate with the NECAP team to create online professional development.

Director of Online Professional Development – Pat Randolph

Qualifications – Pat Randolph (M.Ed.) holds a Masters Degree in Education from Chadron State College. Mrs. Randolph has taught secondary Spanish for the past 35 years and has also taught foreign language methods courses at the graduate level. For the past 3 years, she has been the

professional staff developer for the 2005 FLAP Grant, conducting numerous presentations and workshops both statewide and nationally. In addition, Mrs. Randolph developed literature-based model units with activities and resources for the NDE web site. She was 1997 Nebraska Foreign Language Teacher of the Year and 1998 Nebraska Teacher of the Year.

NECAP Duties - Pat Randolph will coordinate face-to-face and online professional development opportunities for Chinese language educators. She will support the development of the model curriculum by presenting best practice workshops and sharing research-based teaching strategies at the state and regional levels. She will develop literature-based units for teaching Chinese as well as cultural units to be put online for easy teacher access and use.

External Evaluator – Office of Qualitative and Mixed Methods Research / Under the Direction of Dr. Vicki Plano Clark

Qualifications – The Office of Qualitative and Mixed Methods Research (OQMMR) was founded in 2002 and has evolved into an advanced-level research service center at the UNL. The affiliated personnel, including Director Vicki L. Plano Clark, are actively involved in scholarly and training activities to promote and advance our understanding of qualitative and mixed methods research and how these methods can be applied in social, behavioral, and health science research. The OQMMR offers methodological expertise in the areas of qualitative and mixed methods research, including data collection procedures and integrating qualitative and quantitative information to describe the process and outcomes of innovative projects. OQMMR personnel have also participated in several mixed methods evaluation projects, including working previously with PIs Scow and Moeller on the I-NELL Project.

NECAP Duties –The OQMMR will provide consultant services under the direction of Dr. Vicki L. Plano Clark. The OQMMR will collect and analyze qualitative and quantitative data relevant

to the project. The assigned personnel will develop and analyze survey instruments and questionnaires and gather qualitative information in the form of interviews, focus groups, and/or documents as needed to gain in-depth information regarding the process and outcomes of the project. The evaluator will prepare formative and summative reviews to regularly share with project personnel and write formative and summative evaluation reports related to the project.

Media Specialist – Elisabeth Reinkordt

Qualifications – Elisabeth Reinkordt graduated from Brown University’s Department of Modern Culture and Media with a special concentration in documentary production. She has been working as the media production specialist at NDE since December 2006 and has produced professional development projects for the 2005 Nebraska FLAP Grant. She is also an Apple-certified Final Cut Pro editor, and teaches workshops in documentary theory and production.

NECAP Duties – Elisabeth Reinkordt will videotape NECAP professional development projects, edit content, and post on the NDE website and iTunes University. This includes presentations, trainings, Pilot School strategies and best practice models, Immersion Institutes, and additional activities that might prove useful for Chinese language educators.

Technology Consultant – Brent Gaswick

Qualifications – Brent Gaswick has B.S. in Elementary Education and Special Education, M.A. in Educational Administration and is working on a Ph.D. in Instructional Technology. Brent is the Technology Integration Specialist for NDE, a Balanced Leadership trainer for McRel, an Apple Certified Pro Apps Trainer, and a conductor of statewide technology workshops.

NECAP Duties – Brent Gaswick will offer technical assistance to the NECAP team and consult with the Director of Online Professional Development. He will assist in online professional development projects, curriculum units, and Chinese teacher trainings.

Graduate Research Assistant – TBD

Qualifications – The graduate research assistant will have near-native to native language proficiency, be an experienced classroom teacher, and have research skills in qualitative and quantitative methodologies.

NECAP Duties – The graduate research assistant will conduct a literature review of research related to NECAP. The graduate research assistant will also collect and analyze data, conduct interviews with participating teachers and administrators and transcribe interviews.

Quality of the Management Plan: *1) Adequacy of management plan to achieve objectives of project on time/within budget, including responsibilities, timelines, and milestones for project*

(See Budget Narrative Section)

Timeline	Responsibility	Results/Milestones
Objective 1.1: Partner with the Department of TLTE at the University of Nebraska-Lincoln		
Ongoing	Project Director	Nebraska schools will have access to highly-qualified teachers of Chinese
2009-10	Principal Investigator	
2010-11	PD Director	
2011-12		
Objective 1.2: Increase visibility of the importance of cultural and linguistic global connections with China		
Ongoing	Project Director	Chinese educators will have access to Chinese cultural and linguistic global connections
2009-10	Online PD Director	
2010-11	Tech/Media Specialists	
2011-12	Immersion Instructors	

Objective 2.1: Create a hybrid professional development model combining face-to-face and online training		
Ongoing	Project Director	Chinese educators will have the tools necessary to enhance student achievement by implementing newly-learned strategies and activities available on a continuous basis
2009-10	PD Director	
2010-11	Online PD Director	
2011-12	Tech/Media Specialists	
Objective 2.2: Offer summer immersion institutes that provide language and cultural immersion as well as the opportunity to develop curricular units for K-12 Chinese language classrooms		
Ongoing	Project Director	Build a critical mass of highly-qualified Chinese K-12 educators equipped with standards-based best practices designed to enhance student achievement
2009-10	Immersion Director	
2010-11	and Co-Coordiators	
2011-12	Online PD Director Tech/Media Specialists Immersion Instructors	
Objective 2.3: Provide professional development simultaneously with classroom teaching to optimize implementation of best practices		
Ongoing	Project Director	At the end of each year, Chinese educators will improve classroom teaching approaches and strategies and share curricular units in order to optimize student learning
2009-10	Principal Investigator	
2010-11	PD Director	
2011-12	Online PD Director Tech/Media Specialists	

Objective 3.1: Provide opportunities for teachers and students to access authentic, real-world communication with classrooms in China		
Ongoing	Project Director	Nebraska students in Chinese language classrooms will become a part of the global community and enhance their language knowledge, skills, and cultural understandings
2009-10	Online PD Director	
2010-11	Tech/Media Specialists	
2011-12		
Objective 3.2: Place the learner in the role of the active producer rather than the consumer of knowledge and skills		
Ongoing	Project Director	Nebraska students will use their Chinese language knowledge and skills in real-world situations by working with students from China to explore global issues
2009-10	Online PD Director	
2010-11	Tech/Media Specialists	
2011-12		
Objective 4.1: Use language as a venue to access content		
Ongoing	Project Director	Students will achieve a deeper level of understanding of their own curriculum and gain the additional perspective afforded through the lens of Chinese language and culture
2009-10	Principal Investigator	
2010-11	Teacher Participants	
2011-12	Research Assistant	
Objective 4.2: Deepen and increase students' knowledge and skills in the target language		
Ongoing	Project Director	Students will acquire language skills, including pronunciation and intonation, which are native-like as demonstrated through performance-based measures
2009-10	Principal Investigator	
2010-11	Teacher Participants	
2011-12	Research Assistant	

2) Extent to which time commitments of project director, principal investigator, and other key project personnel are appropriate and adequate to meet objectives of proposed project

NDE has shown its support of NECAP by allowing Project Director Vickie Scow to spend (b)(6) of her work time to manage and coordinate the grant activities. As evidenced in the success of the 2005 Nebraska FLAP Grant, Mrs. Scow will have adequate time to coordinate the team of key personnel to ensure that the grant runs smoothly. NDE is also providing technical and clerical support for the grant by dedicating (b)(6) of Staff Assistant Mardi North's time to help Project Director Vickie Scow. Media Consultant Elisabeth Reinkordt will dedicate (b)(6) of her time and Technology Consultant Brent Gaswick will dedicate (b)(6) of his time to NECAP. UNL demonstrates support for the grant project by dedicating (b)(6) of Dr. Ali Moeller's time as Principal Investigator and as Director of the Summer Immersion Institutes. As Director of Online Professional Development, Pat Randolph will support the efforts of the Project Director and Principal Investigator to coordinate key online professional development projects.

Key personnel of the project team have demonstrated their commitment to NECAP through their active involvement in previous projects that have led to this grant. The time commitments of the project director and other key personnel are more than appropriate and adequate to ensure that the grant runs smoothly and meets the objectives of the Nebraska Chinese Acquisition Program.

Quality of the Project Evaluation: *1) Extent to which methods of evaluation are thorough, feasible, and appropriate to goals, objectives, and outcomes of the proposed project.*

A mixed methods approach combines both quantitative and qualitative data collection and analysis in an attempt to best understand and describe a complex phenomenon (Creswell, 2003). Quantitative data will be collected via surveys, workshop evaluations, and proficiency assessments. The evaluation also makes extensive use of qualitative data collection (such as

written responses, one-on-one and focus group interviews, and document review) to understand the perspectives and experiences of teachers participating in NECAP.

Qualitative feedback collected from Immersion Institute participants will be used to revise institute structure and content. Chinese educators will be interviewed about classroom experiences, professional development opportunities, materials, and resources. All qualitative data will be entered into a qualitative data analysis software package, such as MAXqda2007, to facilitate storage, searching, and coding of data and development of thematic findings using rigorous qualitative analytic procedures (Creswell, 2005; Miles & Huberman, 1994).

2) Extent to which methods of evaluation include use of objective performance measures clearly related to intended outcomes of project and produce quantitative and qualitative data

Evaluation measures and the overall evaluation plan will be refined during the first semester of the project. Quantitative measures will be piloted to ensure reliability and validity and baseline data will be collected. Quantitative and qualitative data will be collected throughout the project in annual cycles in alignment with academic years. The project evaluator will meet regularly with the project personnel, prepare annual project evaluation reports, and produce one final report at the conclusion of this project. A more detailed delineation of specific measurements tied to objectives and outcomes appears below:

Outcome (Objective 1.1): Nebraska schools will have access to highly-qualified teachers of Chinese.

Quantitative: Number of educators endorsed in Chinese Language teaching in the state of Nebraska according to the NDE Certification Office

Qualitative: Interviews with Chinese program coordinators and NECAP staff

Outcome (Objective 1.2): Chinese educators will have access to Chinese cultural and

linguistic global connections

Quantitative: Development of Chinese cultural and linguistic on-line products; Survey of Chinese educators and program coordinators

Qualitative: Interviews with Chinese educators, program coordinators, and NECAP staff

Outcome (Objective 2.1): Chinese educators will have the tools necessary to enhance student achievement by implementing newly-learned strategies and activities available on a continuous basis

Quantitative: Development of 1 statewide professional development program; Survey of Chinese educators and program coordinators

Qualitative: Interviews with Chinese educators, program coordinators, and NECAP staff

Outcome (Objective 2.2): Build a critical mass of highly qualified Chinese K-12 educators equipped with standards-based best practices designed to enhance student achievement

Quantitative: Number of Chinese educators participating in Immersion Institute, workshops, and hybrid courses; Immersion Institute and workshop evaluations

Qualitative: Workshop transcriptions; Interviews with Chinese educators

Outcome (Objective 2.3): At the end of each year, Chinese educators will improve classroom teaching approaches and strategies and share curricular units in order to optimize student learning

Quantitative: Number of participants in professional development activities; Number of online-curricular units available; Survey of Chinese educators and program coordinators

Qualitative: Collection of on-line products; Interviews with Chinese educators and program coordinators

Outcome (Objective 3.1): Nebraska students in Chinese language classrooms will become a

part of the global community and enhance their language knowledge, skills, and cultural understandings

Quantitative: Survey of Chinese educators and Chinese program coordinators

Qualitative: Interviews with Chinese educators and program coordinators; Workshop transcriptions

Outcome (Objective 3.2): Nebraska students will use their Chinese language knowledge and skills in real-world situations by working with students from China to explore global issues

Quantitative: Survey of Chinese educators and program coordinators

Qualitative: Interviews with Chinese educators

Outcome (Objective 4.1): Students will achieve a deeper level of understanding of their own curriculum and gain the additional perspective afforded through the lens of Chinese language and culture

Quantitative: Survey of Chinese educators and program coordinators

Qualitative: Collection of Chinese educator and student classroom products; Interviews with Chinese educators and program coordinators; Workshop transcriptions

Outcome (Objective 4.2): Students will acquire language skills, including pronunciation and intonation, which are native-like as demonstrated through performance-based measures

Quantitative: Survey of Chinese educators and Chinese program coordinators; Results of proficiency assessments (such as NOELLA, OPI, OPIc, STAMP)

Qualitative: Collection of Chinese educator and student classroom products; Interviews with Chinese educators and program coordinators; Workshop transcriptions

3) Extent to which methods of evaluation provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes

Data collection will include both qualitative indicators and quantitative measures, as previously discussed within this proposal. Data useful for formative and summative evaluation will be gathered from the beginning year of the project. This process will provide baseline data, inform project staff concerning progress toward established objectives, and assist project staff in meeting Chinese educators' needs.

Information gathered when meeting with teachers through workshops, conferences and e-mail listserves will provide continual feedback regarding progress. The Primary Investigator and Research Assistant will be in schools conducting quantitative and qualitative studies to determine effectiveness/impact of the LinguaFolio on student learning and teacher quality, and they will continually report results in formative and summative form. Student progress on language acquisition/learning will be monitored to evaluate and improve curriculum, resource selection, and other factors identified as impacting progress.

4) Extent to which evaluation provides guidance about effective strategies suitable for replication or testing in other settings.

Data collected and analyzed during the NECAP project will allow for the development of a wealth of presentations and publications. The Project Director, Principal Investigator and Directors of Professional Development have a long and rich history of presentations, publications and leadership in professional organizations. Presentations based upon both formative and summative results of the NECAP project will be made at state, regional, and national conferences as well as publications in major professional journals. Capitalizing upon opportunities to communicate project findings will optimize dissemination and replication.