

RANK ORDER 3

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

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

CFDA # 84.293A

PR/Award # T293A100198

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

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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.).

* Last Name: deFur

Suffix:

Title: Supervisor of World Languages

Organizational Affiliation:

* Telephone Number:

(203)946-7591

Fax Number:

(203)946-8664

* Email: KAREN.DEFUR@NEW-HAVEN.K12.CT.US

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.293A

CFDA Title:

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

*** 12. Funding Opportunity Number:**

ED-GRANTS-031510-001

Title:

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

13. Competition Identification Number:

Title:

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

New Haven, Connecticut

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

Chinese and Arabic Culture and Language Assistance Program

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: 3rd

* b. Program/Project: 3rd

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

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 9/1/2010

* b. End Date: 8/31/2015

18. Estimated Funding (\$):

a. Federal	\$ 246967
b. Applicant	\$ 353590
c. State	\$
d. Local	\$ 9900
e. Other	\$
f. Program Income	\$
g. TOTAL	\$ 610457

*** 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: Reginald
Middle Name: R
* Last Name: Mayo
Suffix:

Title: Superintendent of Schools

* Telephone Number: (203)496-8888 Fax Number: (203)946-7300

* Email: REGINALD.MAYO@NEW-HAVEN.K12.CT.US

* 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 (0348-0040), Washington DC 20503.

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

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

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

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

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

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

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

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

Signature of Authorized Certifying Representative:
Name of Authorized Certifying Representative: Dr. Reginald Mayo
Title: Superintendent of Schools
Date Submitted: 04/14/2010

CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

APPLICANT'S ORGANIZATION

New Haven Public Schools

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. First Name: Reginald Middle Name: R
Last Name: Mayo Suffix:
Title: Superintendent of Schools

Signature: _____ Date: 04/14/2010

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 : GEPA

File : P:\Grant information 09 10\FLAP\GEPA.doc

GENERAL EDUCATION PROVISIONS ACT (GEPA)

SECTION 427

Equitable Access and Participation

Gender: All of New Haven's public schools are required to provide equitable educational and other services to students regardless of gender. All public schools in Connecticut receiving federal funds must abide by Title XIX rules and regulations. All *Foreign Language Assistance Program* services will be available to both male and female students and male and female teachers as required by law. Whenever possible, gender equity issues will be addressed as part of this world languages enrichment and expansion program sponsored by the New Haven Public Schools. Through the school district's recent citywide curricular reform efforts, all K-12 schools and program sites have developed curricular materials that are not gender-biased. In terms of project employment, every effort will be made to employ professional staff members who are diverse and are of both genders. All state and federal equal opportunity regulations related to hiring will be observed. The New Haven Public Schools and the project will actively recruit both female and male world languages teachers for project participation and as candidates for consultant positions through the *Foreign Language Assistance Program*.

Race: All project services will be offered to all teachers, students and parents regardless of their race. The project, administered by the New Haven Public Schools, will abide by all state and federal regulations relating to race discrimination. No discrimination due to race will occur through the project's employment practices. The project will abide by all equal opportunity regulations related to race in all employment.

The New Haven Public Schools has a very high minority enrollment. Numerous New Haven public schools have over 84 percent enrollment among African-American and Hispanic,

Asian and other ethnical minority students. While the school district's teacher workforce has the highest percentage of minority teachers of any school district in the state, there is still a need for role model teachers in all aspects of education. The *Foreign Language Assistance Program* will seek out African-American, Hispanic, Asian and Middle Eastern teachers as part of the overall project schedule.

National origin: No person associated with, or served by, the *Foreign Language Assistance Program* will be discriminated against as a result of national origin. The New Haven Public Schools have a significant population of students and families who are recent immigrants to the United States. Many of these students enroll in Bilingual Education. Parents who formerly lived in non-English speaking countries also need to be served by this project. The school district's World Languages Department works with the school district's Bilingual Education Department to translate educational materials and other information in several languages other than English when appropriate. Program materials through this project will be sensitive to the national origin of students and their families. The program will pay specific attention to the learning needs of Asian and Middle Eastern students and their families. The *Foreign Language Assistance Program* is inclusive in nature and will have the full participation of world languages teachers who work with students in Bilingual Education classes.

Color: No person associated with, or served by, the *Foreign Language Assistance Program* will be discriminated against because of his or her color.

Disability: Connecticut's public schools comply with all federal and state laws prohibiting discrimination against persons with disabilities. All *Foreign Language Assistance Program* meeting rooms, conference facilities and other project facilities will be accessible to students, parents and other participants with disabilities. Project services will be inclusive in

nature; students with a range of disabilities will have access to all services. All New Haven Public Schools are accessible to persons with disabilities. Students with special needs will be fully served by the project. For example, blind students or those with other physical disabilities will be provided with necessary assistance for learning, special texts, Braille materials, etc. Students with special educational needs, including Special Education students and their families in the four target elementary schools, will be full participants in this project. The proposed enriched and expanded world languages program will be fully accessible to students who are physically, emotional, mentally or sensory disabled.

Age: This *Foreign Language Assistance Program* will not discriminate with regard to age. All Connecticut public school districts comply with state and federal laws regarding non-discrimination with regard to age. The school district's World Languages Department will ensure that people of all ages are involved in project activities. Project consultants and presenters will represent a spectrum of ages, emphasizing the breath of culture and community of those who speak those foreign languages represented in the City of New Haven and our global society.

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

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
Dr. Karen deFur

Address:

* Street1: 54 Meadow Street
Street2:
* City: New Haven
County:
* State: CT* Zip / Postal Code: 06519 * Country: USA

* Phone Number (give area code) Fax Number (give area code)
(203)946-7591 (203)946-8664

Email Address:

KAREN.DEFUR@NEW-HAVEN.K12.CT.US

2. Applicant Experience

Novice Applicant Yes No Not applicable

3. Human Subjects Research

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title : Personnel Non-discrimination
File : P:\Grant information 09 10\FLAP\Personnel Non-discrimination.doc

Personnel - Certified/Non-Certified**Nondiscrimination and Equal Employment Opportunity (continued)****Equal Education Opportunity**

The Board will follow the intent and spirit of all provisions of the IDEA, Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Every student has the right to participate fully in classroom instruction and extracurricular activities and such right shall not be abridged or impaired because of sex, sexual orientation, race, religion, national origin, pregnancy, parenthood, marriage, disability or for any reason not related to his/her individual capabilities.

No otherwise qualified individual with disabilities shall, solely by reason of such disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program of the New Haven Board of Education, including, but not limited to:

- Admission
- Use of School Facilities
- Vocational Education
- Competitive Athletics
- Students Rules, Regulations and Benefits
- Financial Assistance
- School-sponsored Extracurricular Activities
- Enrollment in courses
- Counseling and Guidance
- Physical Education
- Graduation Requirements
- Treatment as a Married and/or Pregnant Student
- Health Services
- Most Other Aid, Benefits or Services

Policy amended: January 11, 1999

New Haven Public Schools

Project Narrative

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

Attachment 1:

Title: NHPS FLAP Abstract 4 11 10 Pages: 2 Uploaded File: P:\Grant information 09 10\FLAP\NHPS FLAP Abstract 4 11 10.doc

PROJECT ABSTRACT

Applicant: New Haven Public Schools
Title of Program: Chinese and Arabic Culture and Language Assistance Program
Type of program: Immersion
Critical Languages: Chinese and Arabic
Schools: Fourteen schools
Grade levels: 4th to 12th Grade

Total number of students:

- Served by the end of project: 950
- Served each year: 1st: 500; 2nd: 700; 3rd: 850; 4th: 925; and 5th: 950

Partners: Connecticut State Department of Education and Yale University

Project Description: Working with relevant departments and institutes at Yale University and the Connecticut State Department of Education and other partners, the New Haven Public Schools (NHPS) Chinese and Arabic Culture and Language Assistance Program will significantly enhance, expand, and enrich the teaching of two critical foreign languages, Chinese and Arabic. The program will help the school district to strengthen the knowledge and pedagogy of current Chinese and Arabic teachers, support the process for heritage speakers of Arabic and Chinese to obtain teacher certification as highly qualified teachers, and will increase the number of teachers in these two critical languages employed by the school district. The FLAP program will be initiated with existing school district language teachers. The school district will work with the Connecticut State Department of Education's Alternate Route to Certification program to create a larger pool of highly qualified Arabic and Chinese teachers to fill new positions. Working with Yale University and heritage organizations in the community, teachers, parents, and student will have far-ranging access to the University's rich cultural resources and language and cultural partnerships in the region. Parents will be active partners in learning through the parent language and culture program.

Minutes of Instruction per day and week:

Grades 7-12, 5 times per week, 45 minute periods	225 minutes per week
Grades 4-6, 2-3 times per week, 30 minute periods	60-90 minutes per week

Program model, approaches, curriculum, assessments, and features: Multiple Departments and Centers at Yale University, including the University's Teacher Preparation Program, the Whitney and Betty MacMillan Center for International and Area Studies at Yale, and Yale's Council of East Asian Studies will collaborate with the New Haven Public Schools World Languages Department and the State Department of Education over the five-year program period to strengthen and expand the school district's Chinese and Arabic culture and language offerings. The district will gradually increase language-learning opportunities from 9 schools (Arabic-4, Chinese-5) to 14 schools (Arabic-6, Chinese-8) and enrollment from a current 363 students to 950 students by 2015. New teachers will be certified through the State Department of Education's Alternate Route to Certification. Professional development will be ongoing and

offered collaboratively by the school district, Yale's Teacher Preparation Program and graduate teaching assistants in East Asian and Arabic Studies. In addition to enriched regular classroom instruction, the program will offer a Saturday parent and student language and culture program, a summer language immersion program for students, and an intensive summer professional development program for teachers. Qualified advanced students will enroll in Yale University for study in Chinese and Arabic.

Program goals and objectives

Goals: (1) To strengthen, expand, and enrich the teaching of critical languages essential for our nation's international competitiveness; (2) To make more effective use of the rich resources of Yale University, a long-term partner of the school district and a national leader in international studies and language learning; (3) To help students achieve a score of Advanced in Chinese or Arabic as measured by ACTFL; and (4) To enrich parents', students', and teachers' knowledge of and interest in the cultures, traditions, and heritage of China and the Arab world.

Objectives: (1) To recruit and retain new teachers of Chinese and Arabic and to recruit heritage speakers for the CDSE-sponsored Alternate Route for Certification to increase the pool of highly qualified new teachers in these language areas; (2) To expand Chinese and Arabic language learning to grades 4-12, by increasing the program from 9 to 14 schools and enrollment from 363 to 950 students by 2015; (3) To offer classroom FLES and sequential instruction in Chinese and Arabic and to conduct ongoing assessments of student progress through such measures as STAMP and NOELLA, course results, numbers of students taking AP or level V courses, the number of juniors and seniors enrolled in college level Chinese and Arabic at Yale University, and ACTFL proficiency test; (4) To offer language and cultural learning through a Saturday program for parents and students in Chinese and Arabic and a two-week summer immersion program for students grades 7-12; (5) To collaborate with Yale University to enrich teachers', students', and parents' knowledge of, and exposure to, Chinese and Arabic culture, traditions and life styles through graduate assistants, the University's museums, art galleries and international centers; (6) To work with the Yale Teacher Preparation Program to assist teachers of Chinese and Arabic to become knowledgeable about urban education, American styles of teaching, and other methods of effective teaching.

Expected outcomes: (1) By 2015, Arabic and Chinese language instruction will each be in at least 8 high schools and 6 middle/elementary schools; enrollment will increase accordingly; (2) By 2015, 70 percent of all students with consistent attendance will have obtained levels of proficiency as determined by benchmarks aligned with ACTFL proficiency documents; (3) Annually 70 percent of students who have attended 90 percent of the summer immersion program will increase their skills as evidenced on the STAMP and NOELLA assessments; (4) Annually, parents attending the Saturday program at least 80 percent of the time will have grown in their appreciation and awareness of Chinese and Arabic cultures and basic expressions measured by pre and post surveys; (5) Chinese and Arabic teachers will have increased knowledge of content and best practices and (6) Qualitative and quantitative data will show the expansion and enrichment of the NHPS's Chinese and Arabic language and culture programs.

Contact Information: Dr. Karen de Fur, Supervisor of World Languages
(203) 946-7591, karen.defur@new-haven.k12.ct.us

Project Narrative

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

Attachment 1:

Title: NHPS Project Narrative 4 13 10 Pages: 35 Uploaded File: P:\Grant information 09 10\FLAP\NHPS FLAP Project Narrative 4 13 10.pdf

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

New Haven, Connecticut (CT) is the state's third largest and third poorest city. Currently, it is ranked the 20th poorest among the nation's medium-sized cities (2000 Census). Per capita income in New Haven was \$16,393 in 2006. Approximately 70.5 percent of New Haven Public Schools (NHPS) students qualify for free and reduced lunches compared to 28.7 statewide. The NHPS currently enrolls 20,759 students. A total of 88 percent of New Haven Public School students are from racial and ethnic groups who have been historically underserved and underrepresented in American higher education, including African-American, Hispanic-American, and Asian-American students. The school district is one of the five lowest performing urban school districts in the state at almost every level of instruction and across the disciplines.

While poverty continues to be a major obstacle to student success and the city struggles to maintain the financing of public education, New Haven also is rich in intellectual and cultural resources. The most recognized resource and partner in education is Yale University, located in the City of New Haven. Through direct partnerships and through its facilities and resources available to the public, Yale has been a traditional supporter of enriched learning in the city.

In terms of language instruction, the New Haven Public Schools offers a recognized world languages program in French, Spanish, Italian, Latin, Arabic and Chinese. In fact, the New Haven Public Schools has the largest foreign language program in the state. However, there is a significant gap in enrollment between traditional languages and languages defined by the Foreign Language Assistance Program (FLAP) as "critical" to the nation, Arabic, Chinese,

Korean, Japanese, Russian, and languages in the Indic, Iranian, and Turkic language families.

The current profile of languages offered by the New Haven Public Schools (NHPS) is:

2009-2010	Spanish	French	Italian	Latin	Arabic	Chinese
Total number of students enrolled	5,109	1,436	237	439	149	214
Grade levels served	K-12	K-12	9-12	9-12	6-12	6-12
Course levels served	FLES (grades K-6) Sequential Levels I – AP (Grades 7-12)	FLES (grades K-6) Sequential Levels I – AP (Grades 7-12)	Sequential Levels I - IV	Sequential Levels I – III	FLES (grade 6) Sequential Levels I-II	FLES (grade 6) Sequential Levels I-II
Number of schools providing instruction in language	37	14	2	4	4	5

This proposed FLAP Chinese and Arabic Language and Culture Assistance Program will be undertaken jointly the New Haven Public Schools and Yale University and other partners, including the Connecticut State Department of Education, and interested community heritage organizations.

The District's Chinese language program has been initially increased through guest teachers from China. The Chinese Guest Teacher program in NHPS is ending in June 2010. The New Haven Public Schools will work with all project partners to identify and recruit additional heritage speakers so that they can gain their certification as foreign language teachers and be employed by the school district. It is from this pool of heritage speakers that NHPS will replace our remaining guest teacher who is returning to China. Although the proposed FLAP Chinese and Arabic Language and Culture Assistance Program will assist in the recruitment and cost of teachers, the NHPS district will gradually assume costs of all new part-time and full-time certified Arabic and Chinese teachers.

The school district World Languages Supervisor and master teachers, Yale University's Teacher Preparation Program, CSDE language consultants, and others will design and institute ongoing professional development for all those teaching Arabic and Chinese in the schools each project year, providing intensive experiences in curriculum writing, use of technology in teaching and research, and urban classroom teaching and management strategies.

(B) QUALITY OF THE PROJECT DESIGN

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

Goals, Objectives and Outcomes

Goals

1. To assist the New Haven Public Schools to establish articulated 4-12 language learning programs in Mandarin Chinese and Arabic to enable successful students to advance from elementary school through college to achieve a superior level of proficiency in those languages;

2. To build on and expand the New Haven Public Schools partnerships with various departments and centers of learning at Yale University and to make full use of the University's extensive resources in the areas of East Asian and Middle Eastern language and culture, and urban teacher preparation;
3. To actively engage parents in learning Chinese and Arabic and to make use of heritage speakers, leaders of local and regional Chinese and Arabic communities, and other community resources and to offer students enriched learning experiences after-school and through a summer immersion program.

Objectives

1. To use creative recruitment and partnerships developed through the school district and the Connecticut State Department of Education (CSDE) and the FLAP network to retain new teachers of Chinese and Arabic and to recruit heritage speakers for the CSDE-sponsored Alternate Route for Certification to increase the pool of highly qualified new teachers in these language areas;
2. To carry out a graduated plan for expansion of Arabic and Chinese language learning 4-12, increasing the program in schools that offer Arabic and Chinese from 9 (Arabic-4, Chinese-5) to 14(Arabic-6, Chinese-8) in the NHPS school district and enrollment from a current 149 (Arabic) and 214 (Chinese) students to 950 students by 2015;
3. To offer classroom FLES and Sequential Language instruction in Mandarin Chinese and Arabic and to conduct ongoing assessments of student progress through such measures as STAMP and NOELLA, course results, numbers of students taking AP course or level V courses, the number of juniors and seniors enrolled in college level Chinese

and Arabic at Yale University, and ACTFL proficiency tests through the five-year grant period;

4. To offer additional language and cultural learning through a Saturday program for students and parents in Chinese and Arabic and a two-week summer immersion program for students grades 7-12 each summer;
5. To collaborate with Yale University to enrich teachers', students', and parents' knowledge of, and exposure, to Chinese and Arabic culture, traditions, and life styles through the engagement of graduate assistants, use of the University's museums, art galleries, and international centers;
6. To work with the Yale Teacher Preparation Program to assist teachers of Chinese and Arabic to become comfortable and knowledgeable about urban education, American styles of teaching, and other methods helpful to effective teaching in New Haven.

Outcomes

1. By 2015, 70 percent of the New Haven students who enrolled in Mandarin Chinese and Arabic language classes continuously from Grades 4 to 8 will have shown evidence of language proficiency in Mandarin Chinese and Arabic at the ACTFL Intermediate – Low level. Levels of language proficiency for Grades 4 to 8 to be determined by grade level benchmarks aligned with ACTFL proficiency documents. Ongoing assessment of student progress will utilize measures STAMP and NOELLA;
2. By 2015, 70 percent of the New Haven students who enrolled in Mandarin Chinese and Arabic language classes continuously from Grades 4 to 12 will have shown evidence of language proficiency in Mandarin Chinese and Arabic at the ACTFL Advanced –Low level. Levels of language proficiency from Grades 4 to 12 to be determined by grade

level benchmarks aligned with ACTFL proficiency documents. Ongoing assessment of student progress will utilize measures STAMP and NOELLA;

3. Annually, by the end of each summer immersion program in Mandarin Chinese and Arabic, 70 percent of students who have attended 90 percent of sessions and have taken pre-and post-tests will increase their interpersonal communication skills in Mandarin Chinese and Arabic as evidenced by STAMP or NOELLA;
4. Annually, parents participating in the FLAP program's Saturday learning program who have attended these learning sessions at least 80 percent of the time will have grown in their appreciation and awareness of Chinese and Arabic cultures and knowledge of basic Chinese and Arabic expression, as measured by pre and post Likert scale surveys. Annually, 70 percent of students who have attended the Saturday program at least 80 percent of the time will have increased their interpersonal communication skills in Mandarin Chinese and Arabic as evidenced by pre- and post-tests in STAMP or NOELLA;
5. By 2015, to have increased the content knowledge, use of best practices, and effective class management strategies among all of the school district's teachers of Chinese and Arabic as a result of ongoing professional development, as measured by tools developed by Yale University's Teacher Preparation Program;
6. By 2015, to have provided qualitative and quantitative data that the partnership between the New Haven Public Schools and Yale University has led to an expansion and enrichment of the district's Chinese and Arabic language and culture programs in meeting state and national standards for instruction, use of cultural resources and technology, and the engagement of parents in the teaching and learning process.

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

The New Haven Public Schools serves some of the most economically-disadvantaged students in the state and in New England. Consistently, the City of New Haven is ranked in the top 15 to 20 of the poorest medium-sized cities in the United States. At the same time, the public schools have a long-standing relationship with Yale University. The list of programs and services provided by the University is lengthy, including summer, after-school, and Saturday enriched education for young people, bridge programs, a long history of student service learning programs, and more substantial teacher preparation, curriculum development, and research activities.

The New Haven Public Schools and Yale University see the proposed critical foreign language partnership as a potentially replicable model for other urban school systems in the state and nation seeking to expand their critical language learning offerings. By sharing resources and developing replicable curricula, new parent involvement strategies, and creative teacher recruitment and teacher certification approaches, a number of urban districts would have a head start in their own efforts to begin critical language learning programs.

With the involvement of various departments at Yale University and the support of the State Department of Education, the New Haven Public Schools also are in a position to better publicize successful strategies and innovative approaches, and to also describe lessons learned that will be valuable to other economically-disadvantaged urban school systems. Papers and presentations could be made to both higher education and K-12 professional organizations.

By retaining an expert in the field of second language acquisition, foreign language education, and the use of technology in language teaching as the project evaluator, the school

district also will have the ability to look in depth at the effectiveness of the partnership and lessons learned over the grant period. Ongoing information about the project's progress also will be shared through products placed on a project Web site, through presentations, and papers.

The NHPS believes that the proposed critical language learning partnership will serve as a model for other urban school districts with research universities located in their region. Districts working with universities that offer undergraduate and/or graduate level foreign language programs could easily replicate many of the strategies proposed.

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

The proposed New Haven Public Schools FLAP project is envisioned as a capacity-building initiative that will result in an articulated K-16 critical language-learning program that prepares students for superior achievement in these languages at the university level.

To meet this ambitious goal, the school district must implement a step-by-step plan to: (1) recruit and retain highly qualified teachers of Chinese and Arabic; (2) expand the teaching workforce in critical languages in the school system to expand the number of students currently taking Chinese and Arabic; and (3) enrich approaches, learning opportunities including the development of curriculum and benchmarks and (4) expand time spent with students and their parents in the study of Chinese and Arabic language and culture.

The gradual increase in school district funding of teaching positions in Chinese and Arabic, as proposed by this project, will be essential for the creation of a fully articulated 4-12 critical language program. Similarly, a strong partnership among school administrators, school teachers, and various teaching and learning resources at Yale University will be essential for enriching the content and the perspective of critical language learning in the public schools and

the opening of a pathway for advanced students to undertake undergraduate foreign language study at the university while in high school.

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

The New Haven Public Schools FLAP project has been designed with the assistance of foreign language experts associated with the Connecticut State Department of Education (CSDE), Yale University's Teacher Preparation Program, and linguists and cultural and international affairs currently and formerly with Yale University. The ongoing relationship established with these Yale University partners and the CSDE will ensure that the school district will be aware of up-to-date knowledge of the research and effective practice and will have the support it requires to incorporate new knowledge and best practices in the expanding critical language-learning program.

Equally important, the program has been designed in keeping with the standards and practices of the American Council of Teachers of Foreign Languages (ACTFL), research cited by the Office of English Language Acquisition (OELA), and the national and state standards, including the Standards for Foreign Language Learning, resulting from the National Standards in Foreign Language Education Project, 1996). This research has helped proposal developers to define standards for instruction and the types of assessments that may be appropriate to assess skills achievement in the various learning components of the school district's program, for example its regular classroom FLES and Sequential Learning instruction, its summer immersion program for 7th-12th Graders, and its Saturday learning program for students and parents.

The school district, working with its partners, also will integrate technology in the critical languages program—an identified key component in the national research for effective foreign language learning. The district's World Languages Department seeks to use new

technologies such as MP3 devices (like the iPod) to help students communicate in Chinese and Arabic. iPods can be programmed to provide music and stories and other recordings in Chinese and Arabic. Teachers also will be taught to “load” the iPods with content lessons on a range of topics for students taken from native speakers and countries of origin. This technology is controllable as well, as opposed to the use of the Internet.

Technology will extend into language assessment tools used to monitor student progress. For example, lower grades will use the National Online Early Language Learning Assessment (NOELLA) and middle and high school students will be assessed using the Standards-based Measurement of Proficiency (STAMP). The data received from these assessments will be analyzed in data team meetings to inform teachers’ practice in the classroom and to confirm appropriateness of curriculum articulation for K-12 and alignment with benchmarks. As indicated by review of the data teaching strategies and curriculum articulation will be accordingly modified. Data will also be used to measure student progress in the stated goal of aligning instruction and curriculum with standards so that students may graduate at the “Advanced” level.

The NHPS will create a Web site linked to Yale University’s many intellectual and cultural resources and centers, such as the P.I.E. R. Center PIER (Programs in International Educational Resources) (<http://www.yale.edu/macmillan/pier/>). In addition to personal mentoring and communication with those who speak Chinese and Arabic, New Haven students will be able to use the Internet and other electronic paths to learn about other cultures and societies.

The NHPS also will make use of the critical language “flagship” program for up-to-date research on K-12 critical language learning (at Brigham Young’s National Middle East

Language Resource Center (<http://www.nmelrc.org/>) and at Ohio State University's National East Asian Languages Resource Center (<http://nealrc.osu.edu/default.cfm>).

The New Haven Public Schools currently is writing foreign language curricula in keeping with the CSDE K-12 Foreign Language Curriculum Framework, published in 2005, which has incorporated the work of the national standard project in 1996. Through the FLAP project, additional curriculum will be written by Arabic and Chinese teachers to be aligned with state and national world language standards for newly added course levels. Curriculum will be clearly articulated from grades K-12 progressing toward a proficiency level of Advanced as measured by ACTFL. Students at a proficiency level of Advanced in 12th grade will have the skills needed to achieve a Superior level of proficiency by the end of their undergraduate studies.

Curriculum developed will contain thematic project-based units with specified significant tasks to be completed at the end of each unit. Significant tasks will be used to assess oral and written proficiency. Thematic curriculum with significant, authentic, performance tasks is an effective research-based approach to second language acquisition. Curriculum will be available online for other schools and teachers for replication.

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

The school district will strengthen its relationships with the Connecticut State Department of Education and Yale <http://nealrc.osu.edu/default.cfm> University and establish new relationships with the Charter Oak State College and its Alternative Route to Certification, and with a range of local and regional Chinese and Arabic heritage and culture organizations through the FLAP project. The NHPS will work with the Alternative Route to Certification, currently directed by Charter Oak State College (www.charteroak.edu). Charter Oak College has offered online and alternative educational programs for over 20 years and now offers both classroom and

online courses for certification in critical languages. The CSDE foreign language consultant also will assist in ongoing professional development activities.

The school district's Supervisor of World Languages has made initial contacts with Chinese and Arabic culture and heritage organizations in Greater New Haven, gauging their interest in aspects of the project and ascertaining which might have the most interest for them. Groups, to date, that have shown interest in the program include: the New Haven Yale Chinese Language School; the Connecticut Chinese Culture Association (www.ctchinese.org); and the Yale-China Association (www.yalechina.org).

The most important linkage that will be made in the project, however, will be among parents of students enrolled in the district's Chinese and Arabic language courses. The World Languages Department will host a variety of events and recognition ceremonies for students' parents and families and will, as noted earlier, create a Saturday language and culture program for parents and students in Arabic and Chinese.

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

The Foreign Language Assistance Program will benefit from the long-term partnership between the New Haven Public Schools and Yale University. Specifically, the program will allow for additional collaborations to enhance, expand, and enrich the teaching of critical foreign languages, such as Chinese and Arabic. These collaborations include academic year enrichment programs, language and cultural programs for parents, as well as, two-week summer immersion programs at Yale University. All of these activities will utilize Yale's libraries, museums, art and visual resource collections, teacher training resources, and international and area studies programs to deepen teachers', students', and parents' knowledge of and exposure to Chinese and Arabic languages, traditions, and cultures.

Yale's commitment to public education is evident in the outreach activities of the Programs in International Educational Resources at the Whitney and Betty MacMillan Center for International and Area Studies at Yale (The MacMillan Center), which develops and implements programs, services, and resources that advance the understanding of international and world regional issues in the New Haven Public Schools and throughout school systems in the United States. Furthermore, Yale's Councils on East Asian and Middle East Studies, each of which is designated a National Resource Center by the U.S. Department of Education for the study of the East Asian and Middle Eastern languages and cultures, promote research and education about these strategically important regions, both in the college curricula and through lectures and workshops, conferences, cultural events, and educational activities open to faculty, students, and the general public. Our support will also draw upon the experience of the Yale University Graduate School of Arts and Sciences Graduate Teaching Center that offers specialized training to teaching assistants on the fundamentals of teaching foreign languages and the Yale Teacher Preparation and Education Studies Program that trains Yale College students for the complex and demanding job of teaching and instills in them a passion for excellence in their field.

New Haven Public School Chinese and Arabic teachers will work closely with an Outreach Language Liaison and specialized teaching assistants from Yale University, who will be hired by The MacMillan Center. The Outreach Language Liaison will be responsible for 1) organizing Professional Development programs for NHPS Chinese and Arabic Teachers; 2) providing curriculum development in Chinese and Arabic instruction; 3) managing teaching assistants assigned to provide programming/curricular support to NHPS Chinese/Arabic Classes; and 4) coordinating Yale faculty, staff and student involvement in enrichment, parent and student Saturday classes and summer programming. One of the main goals of this collaboration is to

provide assistance with curricular development by drawing upon the resources and expertise of the Programs in International Educational Resources of the Whitney and Betty MacMillan Center for International and Area Studies at Yale, Council on East Asian Studies, Council on Middle East Studies, Yale University Art Gallery, Peabody Museum of Natural History, Sterling Memorial Library, Center for Language Study, Graduate Teaching Center, Teacher Preparation and Education Studies Program, as well extra-curricular student groups and cultural associations.

Working in close coordination with the Outreach Language Liaison from Yale University, the Chinese and Arabic teachers will develop a series of enrichment programming to enhance the classroom language learning experience throughout the academic year. The Outreach Language Liaison will match the New Haven Public School teachers with qualified teaching assistants from Yale University who will devote approximately 10 hours per week to assist the teachers with regular programming. The teaching assistants will be carefully vetted by for appropriate language and cultural proficiencies and will be drawn from the qualified pool of graduate students, advanced undergraduate students, and visiting scholars across campus.

Enrichment activities will be developed to compliment the academic year lesson plans and, as much as possible, will incorporate the use of Chinese or Arabic language to strengthen the skills already acquired by the students. Activities may include arts and crafts projects; musical concerts and demonstrations to expose students to songs and instruments from Asia and the Middle East, both traditional and modern; holiday celebrations with traditional foods and cultural activities (e.g., Chinese New Year, Ramadan and Eid Al-Adha); Chinese martial arts demonstrations; cooking demonstrations; dance lessons; calligraphy sessions; screening of movies and documentaries; a visit to Yale University Art Galley to meet with curators; multi-media presentations by Yale students who have traveled to China and the Middle East to talk

about their experiences; show-and-tell sessions with Yale students from China and the Middle East to learn about schools, family, and everyday life; geography and mapping project to track all classroom visitors; and “pen pal” programs with schools in China and the Middle East. Programming will also include one field trip each term, possibly to New York City, to visit museums, cultural centers, and restaurants, so students can experience Chinese and Arab art, culture, and cuisine in an exciting and international city. Parents participating in the weekend language and cultural exposure program will be welcomed to participate in the field trip(s).

Teachers will also be encouraged to network with language and area studies faculty and staff at Yale, as well as, extra-curricular groups on campus (e.g., Association for Chinese Students and Scholars at Yale or the Yale Arab and Muslim Students’ Associations) which provide additional outlets for community and professional networking and specific linkages to potential experts from heritage communities who could visit the classroom and lead creative projects with the students.

As an important complement to the academic year enrichment activities in the Chinese and Arabic classrooms, Yale University will assist the New Haven Public schools with the development of weekend language and cultural learning programs for parents and students in Chinese and Arabic. Parental engagement is crucial to strengthening the impact of the Chinese and Arabic language programs within the New Haven Public Schools. The Outreach Language Liaison and teaching assistants from Yale will work to support the Chinese and Arabic teachers as they develop the curricular content for the weekend sessions in the relevant New Haven Public Schools. With approximately ten weekend sessions each term, parents and students will receive critical foreign language exposure that will also include a variety of cultural activities similar to those discussed above as part of the academic year enrichment activities. The

weekend sessions will also incorporate presentations and performances by the students to showcase their Chinese and Arabic language skills and instill an educational bond between the parents and students as they gain a deeper understanding about Chinese and Middle Eastern cultures. A range of special activities such as field trips, cultural performances, and more will be coordinated for parents and students.

Yale University will also cooperate with the Chinese and Arabic language teachers of the New Haven Public Schools to offer each year a two-week, summer immersion program at Yale University for students in grades 7-12. The summer immersion program will include daytime foreign language instruction complimented by cultural activities, including visits to the Yale libraries, museums, and art galleries. The summer program will also arrange for students to visit local restaurants to enjoy Chinese and Arab cuisine and participate in other cultural activities such as films, music and dance classes, and more. The two-week program will culminate with a large cultural activity such as a concert, a field trip, and/or student presentations and skits.

By showcasing the accessibility of the various collections and the rich resources at Yale University to New Haven teachers, students, and parents, the program will create a sustainable trend of project activities that can be replicated from school to school while also building local capacity and institutionalization of the overall Chinese and Arabic language programs in the New Haven Public School system.

The Yale Teacher Preparation and Education Studies Program has a graduate degree program that specifically prepares teachers for urban teaching settings. Through a partnership with New Haven Public Schools, this program offers candidates a stipend and full tuition waiver in exchange for their commitment to teach in New Haven secondary schools. Coursework includes pedagogy and analysis of urban student assets. New Haven Public School Chinese and

Arabic Teachers will be linked to this program and with its students and faculty. Specific workshops, three in total, will be offered to help the New Haven Public School Chinese and Arabic teachers bridge the cultural divide between their home teaching experiences and the New Haven context. In addition, each New Haven Public School Chinese and Arabic teacher could request a direct classroom observation from the Teacher Preparation program faculty in order to support the specific enactment of their practice.

In addition to the cooperation with the Teacher Preparation and Education Studies Program, the New Haven Public School teachers will also attend workshops and training sessions at the Graduate Teaching Center in order to get advice and practice in the basics of effective teaching, including: emphasis on teaching in another language and language skill development, lesson planning, classroom management, motivation, leading discussion, presenting material, grading and feedback, responding to students' questions, and assessment. The Graduate Teaching Center has direct experience working with teaching assistants from China and the Middle East and they provide important training resources in pedagogical methods utilized in the United States education system. We also envision the New Haven Public School Chinese language teachers participating in future East Asian language pedagogy workshops developed by the Council on East Asian Studies at Yale University, the Department of East Asian Languages & Literatures, and the Center for Language Study.

(C) QUALITY OF PROJECT PERSONNEL

(1) The qualifications, including relevant training and experience, of the project director.

Karen de Fur has been in the position of Supervisor of World Languages for the NHPS for a period of 3 years. Her leadership led to the introduction of Arabic and Chinese as language offerings in the New Haven schools. She has 23 years experience as a foreign language classroom teacher. Dr. de

Fur brings a substantial experience in curriculum writing having completed a dissertation on curriculum implementation and also as a curriculum author for the French and Spanish curriculums in place in NHPS. She has contributed her expertise in meetings at the state level regarding the Connecticut Common Core of Teaching and at multiple conferences regarding curriculum writing implementation. Dr. de Fur also regularly leads professional development activities on implementing the state and national standards, successful teaching strategies, language acquisition research and data analysis of assessment scores to improve classroom instruction and student achievement.

As the project director, Karen de Fur will:

1. Work with the Superintendent, Associate Superintendent, and the Project Management Team to implement the federally funded FLAP Critical Language and Culture Assistance Project;
2. Provide daily, ongoing management and direction of the project working with Yale University partners, the CSDE, and other community partners and the external evaluator;
3. Schedule summer and Saturday Chinese and Arabic learning programs for parents and students in Grades 7-12;
4. Assist in the enrollment of heritage speakers in the State's Alternative Route to Certification;
5. Act as primary contact and supervisor for all contractual services provided to the project, ensuring the highest quality of contractual services and ongoing assessment of the effectiveness of these contractual agreements.

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

Nancy L. Ruther has served as Associate Director of The MacMillan Center since 1988 and as a Lecturer in Political Science at Yale University since 1994. From 1981-88, she served as Associate Professor (Public and Development Management) at the University of Connecticut as well as Associate Director of the Institute of Public Service International. She began her career as a Foreign Service officer with the U.S. Agency for International Development serving in La Paz, Bolivia (1974-1979).

Abbey Newman is the Executive Director of the Council on East Asian Studies at Yale University (CEAS). She is responsible for the overall management and implementation of administrative, academic, development, and outreach programming of CEAS. Prior to her position as CEAS Executive Director, Abbey served as the Business Manager, M.A. Registrar, and Administrator for the China Program at CEAS. In addition to developing educational and outreach services for CEAS, Abbey liaisons with the PIER (Programs in International Educational Resources) outreach team to meet the needs of educators wishing to improve their classroom teaching on East Asia.

Nelleke Van Deusen-Scholl (Ph.D. Linguistics, University of Florida) is Director of the Center for Language Study, Director of Language Study, and Adjunct Professor of Linguistics at Yale University. Her research interests focus on sociolinguistics and foreign language education, with a specific emphasis on heritage language learning and the role of technology in language teaching and learning. She provides leadership and coordination for all aspects of foreign language teaching and learning across the University; works closely with faculty, students and senior administrators to address the issues and needs of Yale's foreign language programs, including staffing and curricula; and tracks national and international trends and developments in language study. In addition, Nelleke is Yale's primary representative to the international

language education community, promoting awareness of Yale's language study activities among professional organizations, other institutions of higher education, and consortia. Her research interests focus on sociolinguistics and foreign language education, with a specific emphasis on heritage language learning and the role of technology in language teaching and learning, and she is Review Editor for the Heritage Language Journal.

(D) QUALITY OF THE MANAGEMENT PLAN

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

New Haven Public School Leadership

The FLAP project will be administered by the New Haven Public Schools. The school district also will be responsible for all fiscal and administrative accountability to the U.S. Department of Education. The Project Director will be Karen de Fur, Supervisor of World Languages for the New Haven Public Schools. Ms. de Fur will report directly to the Associate Superintendent for Curriculum and the Superintendent of Schools for the conduct of this federally funded grant program.

Project Management Team

A ten-person FLAP Project Management Team will be formed to administer this critical language capacity-building project. Members of the Project Management Team will include Karen de Fur, representatives of the diverse constituencies served by the project, the school district's critical language teachers, collaborating Yale University departments and centers, and at-large parents of students enrolled in the two critical language learning programs. Ad Hoc members of the Project Management Team will include the NHPS Grants Manager, the Connecticut State Department of Education Foreign Language Consultant, and the FLAP project

evaluator, Claudia Merson. The Project Management Team will meet monthly for the period of the project.

Project Tasks and Timetable Chart

The following chart presents the major tasks to be undertaken each project year, the personnel who will carry out those tasks, and projected milestones for completion of the tasks.

Project Year	Activities/Tasks	Personnel	Milestones
2010-2011	Add 2 new full-time Chinese teachers	FLAP Project director/ NHPS World Language Supervisor; school principals	Mandarin Chinese instruction available in 4 K-8 and 3 high schools
	Expand the high school Chinese Language program by adding Level III in those schools that offer Chinese	World Language Supervisor; School principals, Chinese language teachers	Existing 2009-2010 program adds level III in 2010-11
	Expand Chinese Language Instruction to 2 additional middle schools with introductory levels of FLES language instruction	FLAP Project director/ NHPS World Language Supervisor, school principal, Chinese language teachers	Students are enrolled in Mandarin Chinese instruction in 7 New Haven Public Schools
	Add 1 new full-time and 1 part-time Arabic teachers	FLAP Project director/ NHPS World Language Supervisor; school principals	Arabic instruction available in 3 K-8 and 3 high schools

Expand Arabic Language Instruction with introductory levels of language instruction to 1 additional middle school (FLES) and 1 additional high school (Level I)	FLAP Project director/ NHPS World Language Supervisor, school principal, Arabic language teachers	Arabic instruction available in 6 New Haven Public Schools
Begin Saturday morning Arabic and Chinese classes for parents and students	Project director, Yale support staff, Chinese and Arabic teachers, Parents	Parents and students attend Saturday program and increase awareness of Arabic and Chinese culture and knowledge of basic expressions as shown on pre and post surveys (parents) and pre- and post-tests in STAMP or NOELLA (students)
Plan and implement the 1 st Arabic and Chinese summer immersion program (2011)	Project director, Yale support staff, Chinese and Arabic teachers, Parents	Students enroll and attend Arabic and Chinese Summer Immersion Program on Yale University's campus.
Offer intensive teacher professional development (curriculum writing, methods, use of technology)	Yale Teacher Preparatory Program	NHPS Chinese and Arabic teachers participate in the professional development activities planned by Yale University Teacher Preparatory Program

2011-2012	Add 2 new full-time Chinese teachers	FLAP Project director/ NHPS World Language Supervisor; school principals	Mandarin Chinese instruction available in 5 K-8 and 3 high schools
	Add Chinese IV at the high school level, in the 3 high schools that implemented Chinese level III in 2010-11	FLAP Project director/ NHPS World Language Supervisor, school principal, Chinese language teachers	Sequential Mandarin Chinese instruction expanded to include one additional level in high school.
	Expand Chinese language Instruction to 1 additional K-8 school with introductory levels of language instruction	FLAP Project director/ NHPS World Language Supervisor, school principal, Chinese language teachers	Students are enrolled in Mandarin Chinese instruction in 8 New Haven Public Schools
	Add Arabic IV at the high school level in the 2 high schools that implemented Arabic level III in 2010-11, add Arabic II at the high school level in the 1 high schools that implemented Arabic level I in 2010-11 and add Arabic I at the K-8 school level in the 1 K-8 school that implemented FLES level Arabic in 2010-11	FLAP Project director/ NHPS World Language Supervisor, school principals, Arabic language teachers	Sequential Arabic instruction expanded to include one additional level in 1 K-8 and in 2 high schools: Arabic instruction continues in 6 New Haven Public Schools

	Continue Saturday morning parent and student Arabic and Chinese classes	Project director, Yale support staff, Chinese and Arabic teachers, Parents	Parents and students attend Saturday program and increase awareness of Arabic and Chinese culture and knowledge of basic expressions as shown on pre and post surveys (parents) and pre-and post-tests in STAMP or NOELLA (students)
	Continue Arabic and Chinese summer immersion program	Project director, Yale support staff, Chinese and Arabic teachers, Parents	Students enroll and attend Arabic and Chinese Summer Immersion Program on Yale University's campus.
	Continue teacher professional development (curriculum writing, use of technology, methods of practice)	Yale Teacher Preparatory Program	Chinese and Arabic teachers participate in the professional development activities planned by Yale University Teacher Preparatory Program
2012-2013	Expand the Chinese FLES language program to include 4 th grade classes in all participating schools and 5 th , 6 th grade classes in 1 school that introduced Chinese in 2011-1012	FLAP Project director/ NHPS World Language Supervisor, school principals, Chinese language teachers	Chinese FLES program extended to include 4 th – 6 th grades in all participating schools

Add AP Chinese at the high school level, in the 3 high schools that implemented Chinese level IV in 2011-12	FLAP Project director/ NHPS World Language Supervisor, school principal, Chinese language teachers	Sequential Mandarin Chinese instruction expanded to include one additional level in high school.
Increase 2 part-time to 2 full-time Arabic teaching positions	FLAP Project director/ NHPS World Language Supervisor; school principals	Arabic instruction available in 3 K-8 and 3 high schools
Expand the Arabic language program to include 4 th grade classes in all participating schools	FLAP Project director/ NHPS World Language Supervisor, school principals, Arabic language teachers	Arabic FLES program extended to include additional grade.
Add Level IA (7 th grade) Arabic in the 1 K-8 school that implemented FLES Arabic (5 th & 6 th grade) in 2011-12	FLAP Project director/ NHPS World Language Supervisor, school principal, Arabic language teachers	Sequential Arabic instruction expanded to include one additional level in K-8
Add Arabic V at the high school level in the 2 high schools that implemented Arabic level IV in 2011-12, add Arabic III at the high school level in the 1 high schools that implemented Arabic level II in 2011-12	FLAP Project director/ NHPS World Language Supervisor, school principals, Arabic language teachers	Sequential Arabic instruction expanded to include one additional level in 1 K-8 and in 2 high schools: Arabic instruction continues in 6 New Haven Public Schools

	Continue Saturday morning parent and student Arabic and Chinese classes	Project director, Yale support staff, Chinese and Arabic teachers, Parents	Parents and students attend Saturday program and increase awareness of Arabic and Chinese culture and knowledge of basic expressions as shown on pre and post surveys (parents) and pre-and post-tests in STAMP or NOELLA (students)
	Continue Arabic and Chinese summer immersion program	Project director, Yale support staff, Chinese and Arabic teachers, Parents	Students enroll and attend Arabic and Chinese Summer Immersion Program on Yale University's campus.
	Continue teacher professional development (curriculum writing, use of technology, methods of practice)	Yale Teacher Preparatory Program	Chinese and Arabic teachers participate in the professional development activities planned by Yale University Teacher Preparatory Program
2013-2014	Increase 1 part-time to 1 full-time Chinese teaching position	FLAP Project director/ NHPS World Language Supervisor; school principals	Chinese language instruction available in 5 K-8 and 3 high schools
	Add Level IA (7 th grade) Chinese in the 1 K-8 school that implemented FLES Chinese (5 th & 6 th grade) in 2012-13	FLAP Project director/ NHPS World Language Supervisor, school principal, Chinese language teachers	Sequential Mandarin Chinese instruction expanded to include one additional level in K-8

Increase 1 part-time to 1 full-time Arabic teaching position	FLAP Project director/ NHPS World Language Supervisor; school principals	Arabic language instruction available in 3 K-8 and 3 high schools
Add Level IB (8 th grade) Arabic in the 1 K-8 school that implemented Arabic Level IA (7 th grade) in 2012-13	FLAP Project director/ NHPS World Language Supervisor, school principal, Arabic language teachers	Sequential Arabic instruction expanded to include one additional level in K-8
Add Arabic IV at the high school level in the 1 high schools that implemented Arabic level III in 2012-13	FLAP Project director/ NHPS World Language Supervisor, school principals, Arabic language teachers	Sequential Arabic instruction expanded to include one additional level in 1 K-8 and in 2 high schools: Arabic instruction continues in 6 New Haven Public Schools
Continue Saturday morning parent and student Arabic and Chinese classes	Project director, Yale support staff, Chinese and Arabic teachers, Parents	Parents and students attend Saturday program and increase awareness of Arabic and Chinese culture and knowledge of basic expressions as shown on pre and post surveys (parents) and pre-and post-tests in STAMP or NOELLA (students)

	Offer college level Arabic and Chinese courses at Yale University for students who qualify for Yale's entry-level Arabic and Chinese Level I courses	Yale Professors, NHPS Chinese and Arabic language teachers, school principals, Project director	New Haven students in their junior or senior year will participate in college level courses at Yale.
	Continue Arabic and Chinese summer immersion program	Project director, Yale support staff, Chinese and Arabic teachers, Parents	Students enroll and attend Arabic and Chinese Summer Immersion Program on Yale University's campus.
	Continue teacher professional development (curriculum writing, use of technology, methods of practice)	Yale Teacher Preparatory Program	Chinese and Arabic teachers participate in the professional development activities planned by Yale University Teacher Preparatory Program
2014-2015	Add Level IB (8 th grade) Chinese in the 1 K-8 school that implemented Chinese Level IA (7 th grade) in 2013-14	FLAP Project director/ NHPS World Language Supervisor, school principal, Chinese language teachers	Sequential Mandarin Chinese instruction expanded to include one additional level in K-8
	Add Arabic V at the high school level in the 1 high schools that implemented Arabic level IV in 2013-14	FLAP Project director/ NHPS World Language Supervisor, school principals, Arabic language teachers	Sequential Arabic instruction expanded to include one additional level in 1 high schools:

Continue Saturday morning parent and student Arabic and Chinese classes	Project director, Yale support staff, Chinese and Arabic teachers, Parents	Parents and students attend Saturday program and increase awareness of Arabic and Chinese culture and knowledge of basic expressions as shown on pre and post surveys (parents) and pre-and post-tests in STAMP or NOELLA (students)
Offer college level Arabic and Chinese courses at Yale University for students who qualify for Yale's entry-level Arabic and Chinese Level I courses	Yale Professors, NHPS Chinese and Arabic language teachers, school principals, Project director	New Haven students in their junior or senior year will participate in college level courses at Yale.
Continue Arabic and Chinese summer immersion program	Project director, Yale support staff, Chinese and Arabic teachers, Parents	Students enroll and attend Arabic and Chinese Summer Immersion Program on Yale University's campus.
Continue teacher professional development (curriculum writing, use of technology, methods of practice)	Yale Teacher Preparatory Program	Chinese and Arabic teachers participate in the professional development activities planned by Yale University Teacher Preparatory Program

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

Percentage of time commitment to the project

POSITION	PERCENTAGE OF TIME
Project Director	30 percent time, 11 months a year
Full-time Chinese and Arabic Teachers	100 percent time during school year
Part-time Chinese and Arabic Teachers	Up to 50 percent time during school year, 20 percent time if teaching during summers
Yale Outreach Language Liaison	Up to 30 percent time over 11 months
Yale Graduate Students	15 percent time during the academic year
Yale University MacMillan Center Staff	Two to five percent over 11 months during each project year
Yale Teacher Preparation Program staff	As needed for professional development, two to five percent during the school year
Project External Evaluator	Twenty percent time over each project year

(E) QUALITY OF THE PROJECT EVALUATION.**(1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.**

Claudia Merson, Yale University Director of Public School Partnerships, has worked in K-12 education for 29 years. She holds graduate degrees from Harvard University and the University of York. She has been with Yale University since 1995. In her current role with the Office of New Haven and State Affairs, Ms. Merson helps to develop and coordinate the University's many programs with the New Haven Public Schools. She has established a broad array of sustainable programs and partnerships. In addition, Ms. Merson designs and implements programs and professional development for Yale students, faculty and New Haven teachers.

Curricular areas include language exposure and instruction, science and technology, the arts, reading and mathematics.

Ms. Merson will work with the NHPS World Languages Supervisor and other members of the FLAP project management team to design and carry out both formative and summative research about the project. A priority for the external evaluator will be the quality of the partnership with Yale University and an ongoing assessment of how that partnership addresses the needs and gaps in services of the NHPS World Languages program, especially the teaching of Chinese and Arabic. Therefore, a great deal of time will be spent observing various components of the project, conducting surveys and questionnaires, and interviewing recipients of project services. The external evaluator also will meet with the Project Director to review and analyze all scores on all relevant tests and will provide feedback to the Project Director and the Management Team as to these analyses.

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

The external evaluator will work with the New Haven Public Schools and Yale University partners to collect and analyze both quantitative and qualitative data to assess their success in meeting the stated goals and outcomes of this FLAP project. GPRA outcomes and measures will assist in the evaluation of several stated project objectives pertaining to the expansion of critical foreign language study in the NHPS and the extent of student achievement in the two critical foreign languages identified for the project, Chinese and Arabic. The following grid provides a snapshot of the data that will be collected and analyzed. The success in achieving a majority of these stated outcomes can be measured through quantitative means.

Project Objectives	Activities	Measures	Outcomes
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<p><u>Objective 1:</u> To retain new highly-qualified Chinese and Arabic language teachers</p>	<ul style="list-style-type: none"> • On site professional development as conducted by New Haven Board of Education. • Professional Development activities as planned by Yale University Teacher Preparatory Program • Alternate Route to Certification Program 	<ul style="list-style-type: none"> • Attendance at all professional development activities • Enrollment in Alternate Route to Certification Program • ACTFL tests of writing and oral proficiency as required for teacher certification 	<ul style="list-style-type: none"> • Chinese and Arabic teachers receive their Durational Shortage Area (teaching) Permit, followed by their Provisional Educator Certificate and remain employed by the New Haven Public School District.
<p><u>Objective 2:</u> To expand foreign language study for New Haven Public School students; To expand foreign language study in critical languages for students served by the FLAP program. (GPRA measures 1.1, & 2.1</p>	<ul style="list-style-type: none"> • Mandarin Chinese and Arabic instruction is expanded from 9 schools (Arabic-4, Chinese-5) to 14 schools (Arabic-6, Chinese-8) in the NHPS school district and enrollment from a 149 (Arabic) and 214 (Chinese) students to 950 	<ul style="list-style-type: none"> • GPRA measure 1.1: The number of students participating in foreign language instruction in the target language(s) in the schools served by FLAP • GPRA measure 2.1: The number of students participating in critical languages 	<ul style="list-style-type: none"> • GPRA measure 1.1, a 400 percent increase in enrollment • GPRA measure 2.1— 950 students in 14 schools enrolled in critical language programs

	students	in the schools served by FLAP	
<p><u>Objective 3</u> To improve the foreign language proficiency of students served by the project.</p>	<ul style="list-style-type: none"> Improved oral proficiency skills in Arabic and Chinese through expanded sequential course of language study. 	<ul style="list-style-type: none"> Noella language learning assessment for grades 4-6. STAMP language learning assessment for grades 7-12. 	<ul style="list-style-type: none"> Year to year increases in oral proficiency for students enrolled in a sequential course of Arabic or Chinese language study.
<p><u>Objective 4:</u> To increase parent involvement in critical language learning in the schools</p>	<ul style="list-style-type: none"> Saturday morning Chinese and Arabic language classes for parents. 	<ul style="list-style-type: none"> Parents' attendance at Saturday morning program Pre and post Likert scale surveys 	<ul style="list-style-type: none"> Increased awareness of Arabic and Chinese cultures and knowledge of basic expressions
<p><u>Objective 5:</u> Enriched language and cultural partnership with Yale University</p>	<ul style="list-style-type: none"> Student and parent participation in Yale programs of cultural enrichment Use of graduate assistants in various program areas Connections to Yale's diverse Chinese and Arabic resources 	<ul style="list-style-type: none"> Pre and post Likert scale surveys to measure students' and teachers' perception and use of Yale facilities. 	<ul style="list-style-type: none"> Data from pre and post program surveys.

	and networks		
Objective 6: Teachers' increased knowledge of pedagogy and cultural resources	<ul style="list-style-type: none"> Ratings by project mentors 	<ul style="list-style-type: none"> Pre-post surveys and adapted tests to assess teacher gains in knowledge and pedagogy. 	<ul style="list-style-type: none"> 95 percent of teachers will have increased their knowledge and skills of teaching Chinese and Arabic based on baseline data.

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

Ms. Merson will conduct a process evaluation to monitor the implementation of the New Haven Public Schools FLAP project. The evaluator will analyze the internal and external contexts that impact project implementation; the progress in implementing project activities; the structure of project partnerships; strategic and operational project planning; and the project's continuous improvement efforts. The evaluator will assist in the revision of the project objectives and milestones and the preparation and revision of strategic and operational plans.

The project's process evaluation will track completion of project tasks that contribute to the achievement of project objectives, largely through quantitative methods, and gather information about the quality and complexity of the project's implementation, largely through qualitative methods. Qualitative process measures will include observations at relevant meetings and activities; interviews with key informants regarding the quality, character and progress of project implementation; and analysis of meeting minutes, plans, assessments and pilot test reports, and other project documents. As a whole, these qualitative process measures will help provide context and meaning for understanding the progress in implementing project activities.

Quantitative process measures will include counts of participants, completion status of

activities, counts of schools, counts of new language learning programs and cultural experiences, and responses to closed-ended satisfaction and activity items. Quantitative key success indicators for activities, such as interest and participation in the Saturday parent program, will yield formative feedback to the design and implementation of project activities. These quantitative process measures will help provide detail about the scale and completeness of the implementation activities. The evaluator will integrate qualitative and quantitative findings of the process evaluation and provide feedback to the Program Management Team to improve project implementation. The evaluator will assist in the preparation of the project's annual reports.

Project Narrative

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

Attachment 1:

Title: **NHPS FLAP Table of Contents Pages: 2** Uploaded File: **P:\Grant information 09 10\FLAP\NHPS FLAP Table of Contents.doc**

**NEW HAVEN PUBLIC SCHOOLS
FOREIGN LANGUAGE ASSISTANCE PROGRAM**

Chinese and Arabic Culture and Language Assistance Program

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and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

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Project Narrative

OTHER NARRATIVE ATTACHMENT FORM - IHE Letter(s)

Attachment 1:

Title: Yale Letter of Support Pages: 2 Uploaded File: P:\Grant information 07 08
\YALELETTEROFSUPPORT.pdf

YALE UNIVERSITY

OFFICE OF THE PRESIDENT

105 WALL STREET, PO BOX 208229
NEW HAVEN CT 06520-8229

April 25, 2008

Dr. Reginald Mayo
Superintendent
New Haven Public Schools
54 Meadow Street
New Haven, CT 06519

Dear Dr. Mayo:

I am very pleased to write on behalf of Yale University in support of your application to the U.S. Department of Education for the Foreign Language Assistance Program.

As you know, over the past fifteen years, Yale has expanded significantly its partnerships with the City and citizens of New Haven to promote economic and human development and to revitalize our city's neighborhoods. We support directly, through our college and professional schools or through the work of our faculty and students, a wide range of cultural and educational endeavors in the community. No effort in this initiative is more important than our work with you to strengthen academic achievement by and enrichment of New Haven's children.

Now in its fourth century, Yale strives to become a truly global university, and the expansion of foreign language and area studies is crucial to ensuring that future generations are well-equipped with the skills and knowledge to become constructive and engaged global citizens. Yale is deeply involved in diverse efforts to promote international and area studies, including the acquisition of critical languages, such as Chinese and Arabic. These efforts are coupled with important outreach activities for K-12 constituencies and teacher preparation and training throughout the State and region.

Yale's commitment to public education is evident in the outreach activities of the Programs in International Educational Resources (PIER) at the Whitney and Betty MacMillan Center for International and Area Studies at Yale, which develops and implements programs, services, and resources that advance the understanding of international and world regional issues in the New Haven Public Schools and throughout school systems in the United States. Furthermore, Yale's Councils on East Asian and Middle East Studies, each of which is designated a National Resource Center by the U.S. Department of Education for the study of the East Asian and Middle Eastern languages and cultures, promote research and education about these strategically important regions, both in the college curricula and through lectures and workshops, conferences, cultural events, and educational activities open to faculty, students, and the general public. Our support will also draw upon the experience of the Yale Teacher Preparation and Education Studies Program, which trains Yale College students for the complex and demanding job of teaching and instills in them a passion for excellence in their field.

Dr. Reginald Mayo
April 25, 2008
Page Two

Through extensive partnerships with the New Haven Public Schools and many of the District's individual schools, University personnel and students provide curriculum, tutoring and mentoring, professional development, and academic enrichment experiences to thousands of New Haven public school students and teachers each year. All three of Yale's museums have extensive public education programs with thousands of K-12 students each year using the Yale University Art Gallery, the Yale Center for British Art, and the Yale Peabody Museum of Natural History.

We pledge to maintain our high level of support for the work of the New Haven Public Schools. Yale is wholeheartedly committed to providing additional access to the University's rich cultural, language, and area studies resources to help students achieve advanced Chinese and Arabic language skills, along with a deeper understanding of the diverse cultures of Asia and the Middle East.

We look forward to working with you on this program, and we urge the U.S. Department of Education to support your strong application.

Sincerely yours,



Richard C. Levin

RCL:mg

cc: Ian Shapiro, Sterling Professor of Political Science and Luce Director of the Whitney and Betty MacMillan Center for International and Area Studies at Yale
Haun Saussy, Bird White Housum Professor of Comparative Literature; Chair, Council on East Asian Studies at Yale University; Acting Chair, Comparative Literature; Professor of East Asian Languages & Literatures
Frank Griffel, Associate Professor of Religious Studies and Political Science; Chair, Council on Middle East Studies
Jonathan Gillette, Director, Yale Teacher Preparation & Education Studies Program
Claudia Merson, Director, Public School Partnerships, Office of New Haven & State Affairs

Project Narrative

OTHER NARRATIVE ATTACHMENT FORM - Waiver Letter (if applicable)

Budget Narrative

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

Attachment 1:

Title: **Final NHPS FLAP Budget Pages: 20** Uploaded File: **P:\Grant information 09 10\FLAP\Final NHPS FLAP Budget.doc**