

U.S. Department of Education

Washington, D.C. 20202-5335



RANK #2

APPLICATION FOR GRANTS UNDER THE

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

CFDA # 84.293A

PR/Award # T293A090004

OMB No. 1894-0006, Expiration Date: 09/30/2011
Closing Date: MAY 27, 2009

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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.).

Application for Federal Assistance SF-424		Version 02
* 1. Type of Submission <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: * If Revision, select appropriate letter(s): <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation * Other (Specify) <input type="checkbox"/> Revision	
* 3. Date Received: 5/23/2009	4. Applicant Identifier:	
5a. Federal Entity Identifier:	* 5b. Federal Award Identifier: 042109-002	
State Use Only:		
6. Date Received by State:	7. State Application Identifier:	
8. APPLICANT INFORMATION:		
* a. Legal Name: Palos Verdes Peninsula Unified School District		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 956006594	* c. Organizational DUNS: 079596375	
d. Address:		
* Street 1:	3801 Via La Selva	
Street 2:		
* City:	Palos Verdes Estates	
County:	Los Angeles	
State:	CA	
Province:		
* Country:	USA	
* Zip / Postal Code:	90274	
e. Organizational Unit:		
Department Name: Curriculum and Instruction	Division Name:	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix:	Mrs.	* First Name: Rosemary
Middle Name:	M	

* Last Name: Claire

Suffix:

Title: Director

Organizational Affiliation:

Palos Verdes Peninsula Unified School District

* Telephone
Number:

(310)378-9966

Fax Number:

(319)791-2919

* Email: CLAIRER@PVPUSD.K12.CA.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:**

042109-002

Title:

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

13. Competition Identification Number:

CFDA 84.293A

Title:

Grants to LEA's with IHE Partners
Foreign Language Assistance Program (FLAP)

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

Palos Verdes Estates
Rolling Hills Estates
Rancho Palos Verdes
Rolling Hills
Palos Verdes Peninsula Los Angeles County California

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

Mandarin Acquisition Project (MAP)

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: 46

* b. Program/Project: 46

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

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 9/30/2009

* b. End Date: 9/30/2014

18. Estimated Funding (\$):

a. Federal	\$ 1469293
b. Applicant	\$(b)(4)
c. State	\$
d. Local	\$
e. Other	\$
f. Program Income	\$
g. TOTAL	\$

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on 5/26/2009.

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: Mr. * First Name: Walker

Middle Name:

* Last Name: Williams

Suffix:

Title: Superintendent

* Telephone Number: (310)378-9966 Fax Number: (310)378-0732

* Email: WILLIAMSW@PVPUSD.K12.CA.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 (03-48-0040), 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: Mr. Walker Williams
Title: Superintendent
Date Submitted: 05/20/2009

Disclosure of Lobbying Activities

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

1. Type of Federal Action: <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input checked="" type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Palos Verdes Peninsula USD Address: 3801 Via La Selva City: Palos Verdes Estates State: CA Zip Code + 4: 90274-1119 Congressional District, if known: 46	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency: Department of Education	7. Federal Program Name/Description: Foreign Language Assistance IHE CFDA Number, if applicable: 84.293A	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): none Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Walker Williams Title: Suuperintendent Applicant: Palos Verdes Peninsula Unified School District Date: 05/20/2009	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

Statement for Loan Guarantees and Loan Insurance.

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

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee 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

Palos Verdes Peninsula Unified School District

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. First Name: Walker Middle Name:

Last Name: Williams Suffix:

Title: Superintendent

Signature: _____

Date:

05/20/2009

ED 80-0013

03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Applicants should use this section to address the GEPA provision.

Attachment:

Title : PVPUSD Mandarin Acquisition Project (MAP) GEPA Statement

File : C:\Documents and Settings\Barbara\My Documents\General Education Provisions Act.doc

**General Education Provisions Act (GEPA) Palos Verdes Peninsula Unified School
District Response to General Education Provisions Act (GEPA)**

The Palos Verdes Peninsula Unified School District, an Affirmative Action – Equal Opportunity Employer, does not discriminate in educational programs and activities or in the employment of personnel and the process therein, on the basis of sex, race, color, religious creed, national origin, ancestry, age , marital status, physical or mental disability, sexual orientation or Vietnam era veteran status.

The proposed PV K-12 Mandarin FLAP is designed in such a way that it will serve all K-5 students including those with special needs. At Grades 6-12, the program is part of the elective course offerings and is open to all students.

Teachers and other participants will have access to FLAP activities, as evidenced by the proposed Project Director and Evaluator who are members of an under-represented group based on their ages

PVPUSD Mandarin Acquisition Project (MAP)

Table of Contents

ABSTRACT

NARRATIVE

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Attachments

IHE Letters of Commitment

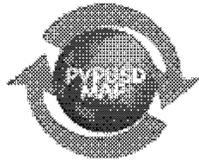
University of Southern California (USC) U.S.-China Institute

University of California, Los Angeles (UCLA)

Center for World Languages

Center for East West Medicine

California State University, Long Beach (CSULB)



**PALOS VERDES PENINSULA UNIFIED SCHOOL DISTRICT
MANDARIN ACQUISITION PROJECT (MAP) ABSTRACT**

Applicant: Palos Verdes Peninsula Unified School District (PVPUSD), California

Title of Program: K-16 Mandarin Language Program

Type of Program: Partial Immersion Standards-Based Content-based (K-5)
Sequential Foreign Language Program (grades 6-12)
IHE Program for Post-Advanced Placement (AP) students (10-12)
with continued linkage at university level

Critical Language: Mandarin Chinese

Schools/Grade-Levels: 4 Elementary (K-5): Lunada Bay, Montemalaga, Pt. Vincente, Cornerstone
3 Intermediate (6-8): Miraleste, Ridgecrest, Palos Verdes
2 High Schools (9-12): Palos Verdes and P V Peninsula

Total Students Served:

Year	K-5	6-8	9-12	Post AP	Total
2009-10	1640	82	280	31	2,033
2010-11	1640	104	307	43	2,094
2011-12	1640	123	316	50	2,129
2012-13	1640	140	329	55	2,164
2013-14	1640	156	334	60	2,190

IHE Partners:

University of California Los Angeles (UCLA)

Center for World Languages
Center for International Business Education and Research in partnership with:
Jiao Tong University, Shanghai
Center for East West Medicine

University of Southern California (USC)

U.S. – China Institute

California State University Long Beach (CSULB)

Department of Education – Languages Other Than English (L.O.T.E.)
Department of Asian and American Studies

Project Support: Mandarin language learning primarily during the school day

Matching Costs: No waiver requested.

Other Partners: Community Based Organizations (CBO's)

Palos Verdes Chinese School
South Bay Chinese School
Port of Los Angeles/Long Beach
Schools in China in the cities of Changchun, Shenyang, and Shanghai

Project Description:

The Project will not duplicate or maintain the current program but will establish, improve, and expand through the following.

- College linkages to serve post AP students (11th-12th) grade), conduct intense, applied language activities including exploratory internships, advisement and support for continued university level Mandarin-related study, and professional development
- Increased K-5 Mandarin content-based instruction with addition of Health, Math, and the Arts with increased number of minutes K-5 from 100 to 300 per week
- Extension of Mandarin program to 1 elementary school and 2 intermediate schools

<u>Minutes</u>	K-5	60 minutes/day, 300 minutes/week
	6-12	55 minutes/day, 275/week

Program Model, approaches, curriculum, assessments, and features

The model and approaches are partial immersion with standards-based, content-based (K-5), and articulated, sequential language instruction (Chinese 1-4, including AP) (6-12) with extensions to college-level coursework. It features include intense, applied summer language experiences for both professional development and extended student study at all levels. Annual assessments will include AP, SAT Subject Tests, Mandarin, publishers' tests, and locally developed materials using ACTFL guidelines with performance data reported as required.

Program goals and objectives

- Goal 1: Increase Mandarin proficiency through program expansion and improvement
- Goal 2: Deliver effective Mandarin language instruction with a highly trained staff
- Goal 3: Collaborate with IHE partners and others to improve/extend the program

Expected outcomes

- Increased student achievement to the ACTFL "Advanced" level prior to graduation
- Development and implementation of Health, Physical Education, Math, and Arts curriculum and materials (K-5)
- Increased enrollment through recruitment and school expansion
- Student progress monitored/reported annually using ACTFL aligned assessments and other materials
- Improved instruction and expanded opportunities through professional development
- Increased applied language experiences for teachers and students locally and in China through collaborations with IHE and other partners
- College recruitment/advisement program for continued Mandarin language and career-related studies

Project Directors: Rosemary Claire, clairer@pvpusd.k12.ca.us (310) 378-9966 Ext.294
Barbara Hardesty, hardestyb@pvpusd.k12.ca.us (310) 378-9966 Ext 294

PALOS VERDES PENINSULA UNIFIED SCHOOL DISTRICT (PVPUSD)

MANDARIN ACQUISITION PROJECT (MAP)

a. Need (5 points)

PVPUSD serves the 12,000 students of the Palos Verdes Peninsula, an area strategically located on the Pacific Coast overlooking the Port of Los Angeles/Long Beach and the largest U.S. gateway for trade with China. The critical need for Mandarin speakers to ensure global competitiveness and national security is highly evident as are opportunities for employment in a wide-range of Mandarin-related careers.

Students are academically motivated with a low mobility rate resulting in over half the kindergartners graduating as seniors, an important factor in retaining enrollment in 13+ years of an articulated, sequenced Mandarin language program. Ninety-four percent (94%) of seniors continue on to colleges or universities.

This student population is linguistically diverse with more than 40 languages spoken, the largest number being East Asian including Mandarin. The community values education and provides financial assistance to sustain the basic Mandarin program with Mandarin heritage speaking members volunteering countless hours of support.

PVPUSD's prior FLAP experience 2004-2007 has resulted in the identification of strengths to build upon and weaknesses to address. Currently, the school-wide K-5 model of partial immersion provides the foundation for language learning through physical education with related cross-curricular lessons. A program review with feedback from teachers and instructional assistants, parent surveys, interviews with students in Chinese classes, reviews of programs in other schools and current trends has identified the following gaps and needs.

Elementary K-5 At the elementary school level there is a need for 1) increased time for language development provided by highly qualified teachers and instructional assistants; 2) development of a standards-based curriculum aligned with the *California Content Standards* in Health, Physical Education, Math, and the Arts; 3) student assessment at each grade level with benchmark measurements at critical points; 4) intense Mandarin instruction in summer programs with applied language opportunities; 5) better articulation with intermediate school instruction; 6) better recruitment strategies to increase intermediate school enrollment and 7) effective professional development by grade level for teachers and instructional assistants to address the above needs. With the objective of establishing 4 school-wide, all inclusive elementary programs there is an urgent need to improve program quality, establish consistency, and promote expansion.

Intermediate School (6-8) The 6-8 traditional sequenced Mandarin language class design has worked well. Offering Chinese 1 as a 2 year program (Chinese 1A, Chinese 1B) in 6th and 7th grade has proved to be beneficial. The loss of students transitioning from 5th grade has occurred largely because only one of the three intermediate schools offers Chinese, and students tend stay in their assigned attendance area. The difficulty of a high school/college textbook has been overcome with the use of supplementary materials. Program analysis has identified the need to: 1) expand from 1 to 3 intermediate schools and hire highly qualified teachers; 2) develop intense summer language opportunities; 3) increase integrated, cross-curricular activities; 4) improve recruitment strategies and articulation between school levels; and 5) design an effective professional development plan to address needs.

High School (9-12) In May 2008 31 students earned 4's or 5's on the Mandarin AP examination. In May 2009 the number taking the exam increased to 39 with 22 in the 10th or 11th grade. These students need access to advanced Chinese classes. Additionally, the number currently in the pipeline completing Chinese AP prior to the 12th grade will increase over the next few years. Needs at the high school level focus on: 1) improved recruitment strategies; 2) opportunities for intensive, applied language programs; 3) college level study for students completing AP prior to 12th grade; 4) increase cross-curricular activities; 5) advisement for post-secondary Mandarin-related study and career opportunities; and 6) design an effective professional development plan to address needs.

Focus of the proposal Through this Project, PVPUSD will: 1) develop a sequential, articulated K-12 curriculum with regular assessment; 2) increase K-5 time to 5 hours of instruction per week; 3) provide intense, applied summer study K-12; 4) add Chinese classes at 1 additional elementary school and 2 intermediate schools; 5) develop an articulation plan K-16 that includes recruitment and transition strategies and advisement; 6) design and implement comprehensive professional development to ensure delivery of a high quality, sequenced and articulated program with cross-curricular connections; 7) hire additional highly qualified teachers as program expands and 8) engage IHE and CBO partners including Mandarin speaking community members to develop programs including college level study for post-AP students and intense, applied study opportunities for teachers and students at all grade levels.

The Project proposal is ambitious. It increases the number of students studying Chinese to 2,190 at the end of the Project with seniors at the "Advanced" to "Superior"

ACTFL performance levels ready to continue their Mandarin-related studies at colleges and universities. PVPUSD students are academically motivated with records of exceptionally high achievement making our goals challenging but realistic.

(b) Quality of Project Design. (60 points)

One of the strengths of the MAP design is the long-established relationship with IHE's and CBO partners. For years, partners have encouraged and participated in the development the Mandarin program, provided guidance, and worked to disseminate its achievements throughout the U.S. The willingness of partners to share expertise and give financial support, along with an unwavering belief in the ability of the MAP participants to achieve success reflect the extent and quality of partner commitment.

IHE Partners: Relationships with UCLA, USC, and Cal State Long Beach are time-tested commitments with PVPUSD Mandarin projects and bring vast resources to support Post-AP college level language classes for high school students, professional development for teachers, and assistance with curriculum development, assessment, and program evaluation.

CBO Partners: The Palos Verdes Chinese School, South Bay Chinese School, and Port of Los Angeles/Long Beach are long-time supporters of the program and promise continued assistance. Other community resources and parents provide a vital link between students and the schools and have given dependable, enthusiastic support.

MAP PARTNERS AND COMMITMENTS

YEARS 1-5

<p align="center">University of Southern California</p> <p align="center">U.S.- China Institute</p> <p>Clayton Dube, Assistant Director Tel: 1-213-821-4382 3535 S. Figueroa Street, FIG 202 Los Angeles, CA 90089-1262</p>	<ul style="list-style-type: none"> • Professional development seminar for content area teachers • Assist teachers with development of China-related lessons in content areas • China study-travel programs teachers • Exploratory Internships in Shanghai
<p align="center">University of California, Los Angeles</p> <p align="center">Center for World Languages</p> <p>Katherine Paul, Executive Director Tel: 310-825-2510, 1333 Rolfe Hall PO Box 951411 • Los Angeles, CA 90095</p>	<ul style="list-style-type: none"> • Post-AP classes and seminars with career related speaker series • Tutoring by college students • Facilitate assessment/evaluation plan • Assistance with website design
<p align="center">Center for International Business Education and Research (CIBER)</p> <p>Chris Erickson, Ph.D., Senior Associate Dean and Director of CIBER Tel: (310) 206-5317, 110 Westwood Plaza, Suite B307 Los Angeles, CA. 90095-1481</p> <p align="center">Center for East West Medicine</p>	<ul style="list-style-type: none"> • Facilitate "Tale of Two Ports" project with Jiao Tong University, Shanghai • Seminar with introduction to Chinese business terminology for students and teachers • Shanghai business career-related exploration
<p align="center">David Geffen School of Medicine</p> <p>Ka-Kit Hui, M.D. FACP, Director Tel: (310) 794-0712</p>	<ul style="list-style-type: none"> • Introduction to concept and practice of integrative East West medicine

<p>1033 Gayley Ave. Suite 111 Los Angeles, CA 90024</p>	<ul style="list-style-type: none"> • Introduction to Chinese medical terminology for students and teachers • Facilitate health services career-related exploration
<p>California State University Long Beach Jean-Jacques, LOTE Single Subject Coordinator – Single Subject Program Tel: 562-985-2200 Tim Xie, Department of Asian Studies Tele: 562-985-5278 1250 Bellflower Blvd. Long Beach, CA 90840-1002</p>	<ul style="list-style-type: none"> • Conducting workshops on linguistics, pedagogy, and technology • Advanced level Chinese language courses for Post AP students • Serving on MAP Advisory Committee • Assign student teachers to PVPUSD schools for training • Assist with teacher credentialing
<p>Palos Verdes Chinese School Ming-Fen Yeh, Director Tel: (310) 541-6408 P.O. Box 7000–377 Rolling Hills Estates, CA 90274</p>	<ul style="list-style-type: none"> • Staff and volunteer recruitment • Intensive summer Chinese study (6-12) • Special programs and cultural activities • Development of materials and training
<p>South Bay Chinese School and South Bay Chinese Association William Kuo, Chairman Tel: 310-534-5589 P.O. Box 2611, Palos Verdes, CA 90274</p>	<ul style="list-style-type: none"> • Staff and volunteer recruitment • Language practice in the classroom • Special programs and cultural activities • Intensive summer Chinese study (6-12) • Development of materials and training
<p>Partner Schools in China</p>	

Caoyang 7-12 Middle School, Shanghai	<ul style="list-style-type: none"> • Student exchanges with home stays
Tang Shengfa, Headmaster	
Shenyang Shiyin K-8 School, Shenyang	<ul style="list-style-type: none"> • Joint research projects including travel in China
Ms. Zhang Jin, Principal	<ul style="list-style-type: none"> • E-pals including research projects
Changchun Senior High School #2	<ul style="list-style-type: none"> • Teacher study programs
Dai Jui Lai, Principal	<ul style="list-style-type: none"> • Intense summer Chinese instruction

(1) Research - The MAP design is firmly based on research. The MAP model takes into account recent findings as to the key elements for developing and sustaining early language programs (Gilzow, D.F., & Branaman 2000.) The importance of participation in language acquisition for a minimum of 6 years (Thomas and Collier, 1997, 2002) is also included. Consideration of community characteristics and resources (Reese, Goldenberg, & Saunders, 2006) is also a MAP component. The design places special emphasis on participation by the local Chinese heritage speaking community for authentic language experiences. Partnerships with Los Angeles area IHE's are also a factor. At the K-5 level is based on improved and expanded standards based content with increased time (Met & Rhodes, 1990) and emphasizes communicative language skills developed through Physical Education using the Total Physical Response (TPR) method (Asher, 1969) and the Natural Approach method (Terrell, 1991). Physical education and its instructional setting on the schools' playgrounds provide a low Affective Filter (Krashen 1993) environment. Students are free from the anxiety associated with formal classrooms and so produce language more spontaneously. Mandarin Physical Education provides multiple opportunities for the components of body/kinesthetic, musical/rhythmic, interpersonal, visual/spatial, and verbal/linguistic

experiences within a nature/playground environment. Additionally, research shows the important link between physical fitness and academic achievement (Calif. Dept. of Ed., (March 2005) *A Study of the Relationship between Physical Fitness and Academic Achievement in California using 2004 Test Results* (December 2005) Extensions into math with increased time (Campbell, Gray, Rhodes & Snow, 1985) add the important logical/mathematical element. Academic language is supported using Specially Designed Academic Instructional (SDAI) strategies for Chinese instruction in Health, Math and the Arts.

Articulated Sequence

Elementary Level (K-5) Beginning in kindergarten, all students in 4 schools including those with special needs will participate in sequenced language instruction for 300 minutes per week. Students will progress toward mastery of the first semester content of Chinese 1 with for placement into Chinese 1B at grade 6. Others will enroll in Chinese 1A. Projected ACTFL Benchmarks are listed below.

Intermediate Level (6-8) The foundation is a traditional, articulated, sequenced Mandarin language program that begins in the 6th grade and continues through Chinese 2 at grade 8 with placement into high school Chinese 3. Advanced students 8th grade will be recommended into either Chinese 4 or AP or into Chinese 3 to strengthen their skills before continuing into Chinese 4 or AP. All PVPUSD Chinese classes are University of California (UC) and California State University approved and meet the foreign language requirement for freshmen admissions to any of the universities' campuses.

High School Level (9-12) The articulated, sequenced program continues uninterrupted and without duplication. Incoming freshmen and others new to the program will enroll in Chinese 1, or may test into Chinese 2, 3, 4 or AP. The Project will expand sequentially. Students completing AP Mandarin classes prior to grade 12 will enroll in college level courses including distance learning classes developed through the Project with UCLA. Other intensive language programs designed for students to achieve a superior level of Mandarin fluency will feature seminars, internships, and field studies including those in China provided in collaboration with IHE and CBO partners.

The definition of “Superior” level of fluency is that of the ACTFL Proficiency Guidelines: “Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations; can discuss particular interests and special fields of competence with reasonable ease; has comprehension which is quite complete for a normal rate of speech; has a general vocabulary which is broad enough that he or she rarely has to grope for a word; has an accent which may be obviously foreign; has a good control of grammar; and whose errors virtually never interfere with understanding and rarely disturb the native speaker.”

ACTFL Benchmark projections by grade level follow.

Grade	Benchmark	Grade	Benchmark	Grade	Benchmark
K-5 Baseline	Novice-Low	6	Intermed-Mid	9	Int-High/Adv-Low
K-1	Novice-Mid	7	Int-Mid/High	10	Advanced-Mid
2-3	Novice-High	8	Intermed-High	11	Advanced
4-5	Int-Low (Novice-High for Read/Writ)			12	Adv-Superior

Assessment. The assessment design will be developed in partnership with the UCLA Center for World Languages. High quality assessment is seen as a key to creating a systematic and sequenced Mandarin program. MAP with UCLA expertise will assess language learning beginning in kindergarten. Using ACTFL benchmarks, a K-12 system of instruction targeted at meeting the NSFL “5 C’s of foreign language education” including functional use of language will be developed. ELLOPA, SOPA, and Oregon Oral Assessment: 10 Minute Proficiency at K-5 will establish the baseline. Publisher’s materials, teacher observations and assessments, and portfolios will be used at 6-12 with AP Mandarin and SAT Mandarin examinations at 9-12. The *Directory of K-12 Foreign Language Assessment Instruments and Resources* will be reviewed and with guidance from UCLA will be used to identify additional assessment instruments especially for use with Post AP students. The assessment process will place students appropriately into classes, transition them seamlessly between classes and school levels, and assess their skills and knowledge through commonly accepted criteria. Training for administering ELLOPA and SOPA will be included in professional development activities. Adjustments will be made to benchmarks and the assessment plan as needed.

Government Performance and Results Act (GPRA) Requirement

Data will be collected and reported annually for the required GPRA Objectives 2 and 3.

Objective 2: To expand foreign language study in critical languages served by FLAP.

Each spring at the end of the second semester the number of K-12 students completing enrollment in the Project will be collected by grade level and by course title, Chinese 1A

through Chinese AP as well as college level classes. The number of minutes for each grade level or class will also be reported.

Objective 3: To improve the foreign language proficiency of students served by FLAP

The number of students who meet the Project objectives will be reported as follows:

K-5 the number of students who meet the ACTFL Proficiency levels as described above, 6-12 the number of students who meet the ACTFL Proficiency levels as described above as shown by end of year course academic grades (A-F) based on a combination of locally designed assessments, publishers' assessments, results for AP Mandarin and SAT Mandarin examination results and college level academic grades.

2) Goals, Objectives and Outcomes

GOAL 1: Increase Mandarin proficiency through program improvement and expansion

GOAL 2: Deliver effective Mandarin language instruction with a highly trained staff

GOAL 3: Collaborate with IHE partners and others to enrich and extend the program

Key Elements of Goals and Objectives reflect the previously detailed gaps and needs.

Elementary Level: 1) Instruction for all K-5 students including those with special 2) Content-based instruction expanded to Health, Math, and the Arts; 3) Time increased to 60 minutes per day; and 4) Full immersion summer camp with intense language study

Intermediate Level: 1) Mandarin classes available to an additional 2,000 students at 2 schools; 2) Advanced incoming 6th graders placed into Chinese 1B rather than Chinese 1A ; and 3) A full immersion summer camp with intense language study

High School Level: Collaboration with IHE's/CBO's providing college level classes, intense language/cultural immersion, and exploratory internships locally and in China.



(2) Goals, Objectives, and Outcomes

<p>GOAL 1: Increase Mandarin proficiency through program improvement and expansion</p>
<p>1.1 OBJECTIVE: To design with increased instructional time (300 min/week) a content-based Health, Math and the Arts Mandarin instruction aligned with CCS and NSFL and strengthen Physical Education components</p>
<p>1.1 Activities</p> <ul style="list-style-type: none"> • Project Managers will assemble a K-5 curriculum committee of instructional staff from each school and grade level to work with IHE's, SBCS, and PVCS experts on the following schedule: <u>Year 1</u>: K-1; <u>Year 2</u> : grades 2-3; <u>Year 3</u>: grade 4-5; <u>Year 4</u>: grade 5 with articulation to grade 6; <u>Year 5</u> : Review and refinement of articulated K-6 instruction • Curriculum committee will: <ol style="list-style-type: none"> 1. Redesign content-based Physical Education curriculum 2. Develop content-based Health, Math, and Arts lessons 3. Develop content-enriched Social Studies and Language Arts lessons 4. Identify and recommend for purchase related instructional materials including technology 5. Develop benchmark assessments based on ACTFL 6. Design intense summer language opportunities 7. Co-ordinate with principals to schedule 300 minutes of language/culture instruction at all grade levels at all elementary schools

1.1 Outcomes

At the end of each project year the following will have occurred:

Year 1- K-1 curriculum implemented, summer activities planned, and lessons/activities piloted for grade 2-3

- K-1 Instructional materials acquired/developed
- K-1 Benchmark assessments established and all K-5 students assessed to provide baseline information
- Increased instructional to 300 minutes per week at all grade levels in all 4 schools

Year 2- Refined and adjusted K-1 curriculum, implemented grades 2-3, partial development of grades 4-5

- Grade 2-3 instructional materials acquired

Year 3- Refined and adjusted K-3 curriculum, implemented grades 4-5 curriculum

- Grade 4-5 instructional materials acquired
- Grade 5 proficiency levels evaluated for placement into grade 6 Chinese 1A or 1B

Year 4- Program evaluation K-5 with refinement and adjustment of curriculum as needed

Year 5- Continued program improvement and adjustments including summer camp immersion curriculum

- Implemented school-wide K-5 content-based Mandarin Physical Education, Health, Math curriculum with content-enriched Language Arts and Social Sciences instruction aligned with CCS and NSFS
- Printed and web-based K-5 program information and materials produced for dissemination

1.2 OBJECTIVE: To measure increased language proficiency

1.2 Activities

- Based on the K-5 timeline (Objective 1.1) students will be assessed and assigned ACTFL benchmark levels using Early Language Learning and Oral Proficiency Assessment (ELLOPA) with reading and writing proficiency assessment based on MAP-developed rubrics calibrated to ACTFL benchmarks
- Grades 3-8 students will be similarly assessed using the Student Oral Proficiency Assessment (SOPA) and publishers' tests and teacher designed assessments to develop rubrics
- Adjustments to benchmarks will be made as needed through articulation meetings
- Grade 5 students will be recommended for 6th grade placement by grade 5 instructional team with review by principal

1.2 Outcomes

- **All students school-wide performed at ACTFL benchmark levels as follows:**
 - Years 1-5:** 90% of K-1 students at Benchmark 2 (ACTFL Level Novice-Mid)
 - Years 2-5:** 80% of grade 2-3 students at Benchmark 3 (ACTFL Level Novice-High)
 - Years 3-5:** 70% of grade 4-5 students at Benchmark 4 (ACTFL Level Intermediate-Low) for Speaking and Listening and at Benchmark 5 (ACTFL Level Novice-High) for Reading and Writing
- **40% of 5th graders recommended for 6th grade Chinese 1B and the remainder considered for Chinese 1A.**

1.3 OBJECTIVE: To expand 6-12 enrollment in Chinese classes by 50% by the end of the grant period **1.3 OBJECTIVE:**

1.3 Activities

Year 1- Develop and implement a recruitment plan for Chinese 1A, Chinese 1B and Chinese I with grade 5 team, 6-12

Chinese teachers, counselors, and principals

- Prepare, publish and distribute informational materials
- Schedule intermediate school recruitment/advisement sessions in early spring for parents and students conducted by counselors, Chinese teachers and student ambassadors from Chinese classes
- Schedule similar recruitment/advisement sessions including an evening "Open House" at each high school for incoming grade 9 students and their parents to meet grade 9 Chinese teachers

Year 2 -Initiate Chinese I A and Chinese 1 classes at 2 additional 6-8 schools

- Schedule 6th grade Chinese 1 A/B visits by elementary school principals, teachers, and/or instructional assistants to observe and discuss with students transitioning into 6th grade Chinese 1A/B and suggestions for improvement

1.3 Outcomes

Grade 6-12 enrollment increased

Year 2: 420; **Year 3:** 470; **Year 4:** 530 and **Year 5:** 550

End of Project Enrollment: 1640 (K-5) + 550 (6-12) = 2,190 (K-12 TOTAL)

<p>1.4 OBJECTIVE: To provide a minimum of one additional intense language and cultural experience at each school level each year in addition to regular Mandarin instruction</p>
<p>1.4 Activities</p>
<p>Project Managers in partnership with:</p> <ul style="list-style-type: none"> • CSULB and UCLA will develop and conduct intense language/culture classes on high school campuses and other sites • Chinese teachers will develop projects with teachers of other disciplines to establish cross-curricular connections • Changchun Middle (7-12) School #2, Shenyang Shiyan K-8 School and Caoyang (7-12) Middle School will make connections for E-Pal projects of common interest • PVCS and SBCS and others will design and implement K-5 and 6-8 summer intensive language camps • USC, CSULB and UCLA including the Anderson School of Business CIBER will design and implement 9-12 summer workshops, language classes, residential programs, and exploratory internships both on the campus and in China in coordination with Jiao Tong University, Shanghai • Changchun Middle School #2, Caoyang Middle School, and Shenyang Shiyan School will design exchange programs
<p>1.4 Outcomes</p>
<ul style="list-style-type: none"> • 50% of students completing the Mandarin AP prior to 12th grade will have enrolled in college seminars, classes or activities for academic/career related vocabulary development and advanced language/culture study beginning 2010

- Chinese teachers 6-12 made one content area teacher connection and developed 3 related lessons beginning 2010
- 90% of K-5 and 6-12 students participated in an E-Pal activity beginning 2010
- 80 K-5 students participated in an intense immersion summer language camp each year beginning 2010
- 30 students 9-12 participated in workshops, language classes, internships, and other intensive language activities including CSULB classes and UCLA residential programs at UCLA and in China annually beginning 2010
- 25 students in grades 6-8 participated in an intense summer language program annually beginning in 2011
- Exchange programs were developed and conducted, as feasible, by the end of the grant

GOAL 2: Deliver effective Mandarin language instruction with a highly trained staff

2.1 OBJECTIVE: To provide professional development/training activities for Mandarin instructional staff annually to increase expertise in language development, acquire awareness, understanding, knowledge, teaching skills, and attitudes necessary to conduct an articulated, sequenced K-5 partial immersion and 6-12 traditional, language pr

2.1 Activities

MAP Project Directors and IHE partners will:

- Years 1-5 Design, coordinate and implement workshops and other training activities including for *ELLOPA* and *SOPA*
- Years 1-5 Identify websites, software, and other technology and community resources for use with instruction
- Years 1-5 Arrange for a representative group of instructional staff to attend ACTFL and other conferences

2.1 Outcomes

- All K-5 instructional teams participated in 20 hours of training annually
- Funding permitting, one team member attended ACTFL in San Diego 2009 and reported to team members
- 3 principals and other administrators attended ACTFL in San Diego 2009 and reported to District administrative team
- An ELLOPA/SOPA assessment team trained to support assessment implementation schedule
- All 6-12 Chinese teachers attended a minimum of one ACTFL conference/workshops and one other high quality training such as the California Subject Matter Project's L.A. STARS during the course of the grant
- All 9-12 Chinese teachers completed AP training by 2011

2.2 OBJECTIVE: To increase knowledge and understanding, Chinese and content area teachers K-12 will participate in a 40 hour seminar on contemporary and historic Chinese cultural, economic, social, and political topics **1.4 OBJECTIVE:**

2.2 Activities

Project Directors will schedule and:

- Assist the USC U.S. - China Institute staff with conducting seminars for Chinese and content area teachers including administrators
- Review each teacher's two content-related lessons for classroom instruction developed through the seminar
- Identify and recommend other workshops and trainings related to Chinese language and culture

<p>2.2 Outcomes</p> <ul style="list-style-type: none"> • 20 Chinese and content area teachers and interested administrators completed a 40 hour China Institute seminar • China Institute seminar participants designed and taught two related lessons to students and infused Chinese related topics into their instructional program • Workshops and trainings were recommended
<p>2.3 OBJECTIVE: To participate in a minimum of one intensive summer residential language program on instructional skills and strategies, effective use of community and technology resources, language acquisition theories, and assessment during the course of the proposed project</p>
<p>2.3 Activities</p>
<p>Project Directors will identify and coordinate with USC, CSULB, UCLA and Jiao Tong University, Shanghai to provide summer intensive Mandarin language and related training programs for Chinese language teachers</p>
<p>2.3 Outcomes</p>
<p>All Chinese teachers will have participated in one intensive summer residential program in China during the grant period</p>
<p>GOAL 3: Collaborate with IHE's and other partners to improve and extend the program</p>
<p>3.1 OBJECTIVE: To investigate, identify, calendar and coordinate enrichment and extension activities with IHE, CBO's and other partners</p>

3.1 Activities
Project Directors will:
<ul style="list-style-type: none">• Facilitate partners' contributions according to Letters of Commitment• Calendar meeting dates, times, and locations of extension and enrichment activities• Research programs and activities that will extend and enrich MAP
3.1 Outcomes
<ul style="list-style-type: none">• Specific activities calendared, conducted, evaluated and documented• Made recommendations for additional activities based on evaluations and requests communicated• A summary of yearly IHE and other partners' activities published for review and dissemination
3.2 Objective: To formalize plans with partner schools for exchanges and other interactive projects
3.2 Activities
The Project Directors will:
<ul style="list-style-type: none">• Ensure that E-pals' programs are initiated at all school levels• Extended plans will be developed with partners to provide opportunities for student programs in China
Outcomes

<p>At the end of the first year:</p> <ul style="list-style-type: none">• E-pal connections established with partner schools in China and students at all schools have participated• All K-12 students participated in E-pal activities by the end of the grant period• During the grant period 75 PVUSD students visited students from partner schools in China <p>3.3 Objective: To develop and conduct annual summer intense, applied Mandarin language programs at each level</p> <p>3.3 Activities</p> <p>Project Directors will design and coordinate:</p> <ul style="list-style-type: none">• A language immersion summer camp for 80 students K-5 with PVCS and SBCS• An intense summer language program for 30 students 6-8 which includes tutoring K-5 students-PVSC, SBCS• Intense summer language programs for 20 students 9-12 with CSULB, USC, UCLA, and Jiao Tong University, Shanghai and other partners <p>3.3 Outcomes</p> <p>At the end of year 1 and each subsequent year:</p> <ul style="list-style-type: none">• 80 students K-5 will have participated in an immersion summer language camp• 30 students 6-8 will have participated in an intense summer language program and tutored K-5 students• 20 students 9-12 will have participated in an intense summer language programs with CSULB and other partners

(3) Design for Replication-The PVPUSD K-5 model is easily replicable by districts without the large numbers of heritage Mandarin speaking students necessary for immersion programs. Participation by all K-5 students within a school creates a large, self-sustaining cohort studying Mandarin. It eliminates the need for recruitment and the emotional recruitment/selection process required for traditional magnet classes/schools. The model offers administrative flexibility in assigning instructional teams to work with classroom teachers. As a consequence, this approach is especially cost effective, eliminates concerns as to classroom teachers' job security, and promotes collegiality among staff rather than antagonism that risks controversy with unions. Another advantage of the MAP K-5 model is that once established, minor adjustments make this model easily adaptable for other languages.

An articulated 6-12 sequenced foreign language instructional design with its textbook series, *Integrated Chinese Levels 1 and 2*, moves a student, uninterrupted, from Chinese 1 through AP. Upon completion of AP classes, students may enroll in advanced level Mandarin classes either as high school students or as college freshman. Information about the effectiveness of the approach and strategies employed will be disseminated in several ways. UCLA will assist with a website where the K-5 curricular model with lessons plans and recommended materials will be posted. MAP information on projects and activities will be updated regularly. MAP staff and partners will also be available for consultation and assistance with implementation. MAP Project Directors will continue to present and disseminate materials at national, state, and local conferences and workshops, whenever the possibility arises. Also, PVPUSD is an

Educational Testing Service (ETS) summer workshop training site for AP teachers, and Chinese AP training will be included and available to all interested teachers.

(4) Building Capacity - MAP will build capacity by concentrating on the development of curriculum, professional training for staff and programs with partners. All of these elements, once in place, are a relatively low cost to maintain. Program infrastructure including curriculum design and assessments cause no further expense. Materials developed and purchased will continue in use with consumables replaced and materials updated with textbook and instructional materials funds. Professional development activities with skills and knowledge acquired will be ongoing and documented for replication through PVPUSD's professional development program. Parental interest and community support is constant and will continue. IHE and other partnerships are secure and the relationships will continue into the future. Recruitment, counseling and other advisement activities will become part of the schools' regular program.

PVPUSD has already demonstrated its ability and proven its commitment to continue a Mandarin program beyond an initial FLAP grant's "seed" money. The District, parents, and community consider Mandarin language instruction for students to be a high priority. The grant's 5-year span provides adequate time to improve, expand, and institutionalize the PV MAP. With this commitment, Mandarin instruction K-12 will continue beyond the grant period.

(5) Linkages – In addition to IHE's and CBO's, MAP Directors will continue to work with the Education Consul at the Consulate of the Peoples Republic of China in Los Angeles and the Hanban Office in China to obtain supplementary materials and resources. PTA and School Site Councils' support will help with supplemental materials

and special programs. Parent participation with many volunteer hours creates a vital link for MAP. Through the MAP website, printed materials, and parent meetings staff will provide MAP information. Partners disseminate information and are strong in their commitment.

(6) High Quality of Project As described at the beginning of the Project Design, the proposal is based on a thorough, high-quality review of relevant research literature. It uses a variety of methods including a K-5 partial immersion model, intensive summer language programs, and extensions beyond the traditional secondary foreign language program designed to ensure that successful students achieve a “Superior” level of proficiency. These extensions include college level classes, seminars, and exploratory internships developed with IHE and CBO partners. Activities are based on the NSFL’s 5 “C’s” components of communication, cultures, connections, comparisons, and communities. As referenced in the Goal 2, the Project’s K-12 design includes extensive professional development to ensure high quality instruction and adherence to NSFL and CSS.

(c) Quality of project personnel. (10 points)

PVPUSD encourages applications from traditionally underrepresented groups. Based on age, the proposed project directors are from underrepresented groups.

Rosemary M. Claire, Associate Superintendent for Educational Services (retired.)

During her years with PVPUSD beginning as an Asian Studies/World History teacher, she implemented innovative programs of high interest and value to students. Her lifelong interest in Asia is seen in participation in the USC Fulbright Fellowship Program in Taiwan and National Chengchi University study in Taipei. She served as Education

Chair for the Los Angeles Guangzhou Sister Cities Assoc. and coordinated shipment of surplus books and materials to Chinese schools and libraries in Guangzhou. As a result the Chinese Foreign Office invited a PV group to visit China in 1985, which included the Board President, Superintendent, administrators, teachers and support staff. Three additional PV visits have taken place with the most recent in 2009. She served on the World Bank's review team in China to assess the impact of \$1,000,000 loan for science/technology teacher training. As an administrator, she coordinated development of the VPHS Pacific Rim Program through grants from the California Specialized Secondary Program (SSP), Title VII, and the Bradley Exchange Program. Another, recent SSP grant at the high school level has established a school-wide research program beginning in 9th grade with "PV and the Pacific" as a theme. As Project Director for the 2004-07 FLAP, she facilitated 3 UCLA/USC forty-hour seminars with field studies in China. She will serve as MAP Project Co-Director.

Barbara S. Hardesty, associate principal and counselor (retired) is a career educator primarily in PVPUSD. She served as program evaluator of the PVPUSD FLAP 2004-2007 program and has facilitated the UCLA/USC seminar programs for three years. She assisted with planning the teachers' three field study programs in China and accompanied the groups. She served as mentor for the high school Mandarin teacher as well as the exchange teacher from China. She is program director and liaison to PVPUSD for the Palos Verdes Peninsula Summer Schools that enrolls 2,000 Peninsula high school students. In 1996 she served as evaluator/coordinator for the Title VII grant that served Chinese, Korean, and Japanese second language learners. Additionally, she participated in the development of the Pacific Rim Program and conducted the

state-required evaluation. As the result of her contributions to the project and her connections with Asian businesses, she was selected by the high school to lead students on a field study to Japan sponsored by Hino Motors. She later traveled to the Russian Far East with a student group as part of the Pacific Rim Program Bradley Exchange Program grant. Her experience also includes administrator of Calif. SB 1882 Professional Development program, chair of the school leadership team which established school goals and vision statement, planned conducted school-wide leadership training, instructional improvement, and facilitated professional development activities.

Teachers 6-12: Grace Anderson Chinese 1-AP, PV Peninsula High School, a native speaker from Taiwan is fully credentialed and certified in Mandarin with AP training. She has participated in the 40-hour USC East Asian Seminar and regularly attends the South Bay Chinese teachers meetings. Grace serves as a CSULB Master Teacher and student teachers are placed with her every semester. She works closely with the other PVPUSD Mandarin teachers. Fame Kao Shin Chi , Chinese 1-AP, PV High School , a native speaker from Taiwan is fully credentialed with certification in Mandarin. Chi has completed training for Mandarin AP instruction and has been selected as a reader for the AP examinations for the past 2 years. She has completed two 40-hour seminars with USC and traveled twice to China as a field study participant. Chi has hosted a Chinese exchange teacher and has been master teacher for CSULB and Cal State Dominguez Hills student teachers and visiting interns. She also holds a degree in business. Lilia Wang, Chinese 1A - Chinese 2, PV Intermediate School, a native speaker from China, will complete her credential with certification in Mandarin next year.

Lilia works closely with the other Mandarin teachers to facilitate student transition to high school and worked with visiting interns from Taiwan. Lilia holds an MBA from Boston University and a BA from Beijing Foreign Studies University. Previously, she taught at the SBCS and also served as Third Secretary to the Foreign Ministry of the PRC. All three teachers are active with the area's Chinese teachers' associations and the Chinese community. K-5 Instructional Assistants and Volunteers are native Mandarin speakers most of whom are university graduates, some with teaching credentials. Many are parents and community members who chose to work or volunteer part-time while their children are in school.

(d) Quality of management plan. (10 points)

Project Directors: Rosemary Claire and Barbara Hardesty will serve as Co-Directors funded at (b) (6) each on PVPUSD Director's salary schedule reporting to the Ass't. Supt. for Curriculum and Instruction. Responsibilities include preparing the Annual Performance Reports and as indicated on the Goals, Objectives, and Outcomes Chart, accountable on a daily basis to direct, guide, and support the MAP staff, coordinate with administrators at each school site, and coordinate programs with IHE/CBO partners.

Each year in September, February and June, the Project Co-Directors, the Executive Director of the UCLA Center for World languages, the Assistant Director of the USC U.S. China Institute, and representatives from CSULB and CBO's will meet to plan and monitor Project implementation and make necessary modifications to Project activities. In the spring, they will review progress on project goals and objectives and make necessary recommendations before the Annual Performance Reports are submitted to the Department of Education for review.

Staff responsibilities and milestones designed to meet our objectives.

Plan to meet objectives annually: The following will be compiled and reported.

1.1 OBJECTIVE: Increased number of instructional minutes per week as verified and compiled by principals by site and by classroom.

1.2 OBJECTIVE: Increased language proficiency including ACTFL benchmark results and academic grades compiled by Co-Directors

1.3 OBJECTIVE: Expanded 6-12 enrollment in Chinese classes compiled by the Co-Directors using PVPUSD K-5 site enrollment and 6-12 course enrollment reports

1.4 OBJECTIVE: Completion of one additional intense language and cultural experience at each school level based on events calendared and conducted by school level compiled by Co-Directors

2.1 OBJECTIVE: Professional development/training records of activities and participation compiled by Co-Directors

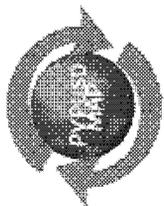
2.2 OBJECTIVE: Seminar schedule/participation compiled by Co-Directors based on USC U.S.-China Institute records of attendance/satisfactory completion of assignments.

2.3 OBJECTIVE: Intensive summer residential language program records including participation, location and duration compiled by Co-Directors

3.1 OBJECTIVE: Compilation by Co-Directors of enrichment and extension activities investigated, identified, calendared and conducted with IHE's and other partners

3.2 Objective: Partner schools exchanges and other interactive projects conducted and compiled by Co-Directors

3.3 Objective: Annual summer intense, applied Mandarin language programs for each school level conducted with IHE's and other partners compiled by Co-Directors.



MANDARIN ACQUISITION PROJECT TIME LINE

Responsible Staff: Project Directors: Rosemary Claire, Barbara Hardesty

MONTH	Year 1 ACTIVITIES - 2009-2010	Years 2-5 Activities 2010-2014
September	<ul style="list-style-type: none"> • Establish instructional teams K-5 • Join and register for ACTFL conference • Establish K-1 curriculum committee from interested applicants and calendar meetings • Schedule increased time with K-5 principals • Initial meeting with IHE/CBO partners to calendar meetings and activities • Initial meeting with UCLA for guidance in implementing assessment and evaluation • Place initial order for supplies and materials 	<ul style="list-style-type: none"> • Recruit, hire and train teachers and instructional assistants as needed • Calendar curriculum meetings, reserve subs • Conduct orientation meeting for instructional staff • Calendar Professional Development • Calendar training for instructional assistants • Begin instruction the third week of school • Partner Meetings/consultation • After year 1 college level courses begin
October	<ul style="list-style-type: none"> • Training for benchmark assessment/UCLA • Initial meeting of K-1 Curriculum committee • Pilot lessons designed by Curriculum Committee 	<ul style="list-style-type: none"> • Assess and establish baseline benchmarks (K-5) • Select and schedule cultural events • Schedule CSULB/UCLA advanced classes

	<ul style="list-style-type: none"> Order materials for new school (Cornerstone) 	<ul style="list-style-type: none"> E-Pal/other connections with schools in China
November	<ul style="list-style-type: none"> Establish E-pal connections with Changchun, Shenyang, and Shanghai partner schools Investigate and plan programs in China Begin preliminary planning for the inclusion of 2 additional intermediate schools Meet with instructional staff at Cornerstone (new) Initial meeting with Cornerstone parent volunteers 	<ul style="list-style-type: none"> USC-40 hour seminar on East Asia begins Curriculum review, refine, or design K-5 content-based or enriched lessons for targeted grades Instructional assistants' meeting-review progress, adjust lessons Attend ACTFL Convention Attend Washington D.C. Directors' meeting
December	<ul style="list-style-type: none"> Design instrument to assess progress K-1 Evaluate initial effectiveness of curriculum (K-1) by reviewing results/discussion with instructional staff Design application for summer programs/projects 	<ul style="list-style-type: none"> Advertise and select summer staff Begin summer planning with instructional staff and partners Notify students/parent of pending programs
January	<ul style="list-style-type: none"> Recruit students for second semester Post-AP classes in conjunction with UCLA/CSULB Meet with K-5 principals/instructional team, 6-8 	<ul style="list-style-type: none"> Curriculum meeting with targeted grade level instructional staff Implement student recruitment plan

	principals, instructional team and 6 th grade Chinese teacher to plan recruitment strategies	<ul style="list-style-type: none"> Plan and present cultural activities for Chinese New Year
February	<ul style="list-style-type: none"> Begin Advanced level Post-AP class Celebrate Chinese New Year with cultural activities Announce projected summer opportunities for applied language/culture summer programs 	<ul style="list-style-type: none"> Meet with IHE and CBO partners to review program effectiveness and needs Recruit students for summer programs K-12 Finalize details with IHE's for summer exchanges study/internships 9-12 internships and teacher intensive summer professional development
March	<ul style="list-style-type: none"> Curriculum development meeting for K-1 Assemble Yr. 2 grade 2-3 curriculum team and calendar 2010-11 meetings Implement adjustments for program effectiveness Attend K-5 faculty meeting for feedback from staff Review progress, needs, and recommendations of initial curriculum effort 	<p>Recruitment: activities:</p> <ul style="list-style-type: none"> Chinese teacher/students in grades 6-8 visit 5th graders for recruitment purposes 9-12 Chinese teacher/student team visit 8th graders for recruitment with Parent Night held to encourage both continued and new enrollment <p>Train staff for K-5 assessments</p>
April	<ul style="list-style-type: none"> Meet with partners for identification of summer 	<ul style="list-style-type: none"> Register students for summer opportunities

	language opportunities for teachers and students	<ul style="list-style-type: none"> • Review enrollment figures for next year • USC China teachers seminar field study in China
May	<ul style="list-style-type: none"> • USC-US-China seminar China field study • Consult with UCLA evaluator re: program evaluation procedure, gather data • Curriculum Meeting • Instructional team assessment workshop (K-5) 	<ul style="list-style-type: none"> • Pre-assessment workshop • K-5 assessment SOPA/ELLOPA/Oregon Oral Assessment and (Chinese 1A exam for grade 5) • Mandarin AP exam and SAT Mandarin exam • Recommendations for 6th grade placement • Order requested supplies/materials for next year
June July August	<ul style="list-style-type: none"> • School ends June 10 • Complete program evaluation • Plan and implement summer program evaluation design-satisfaction surveys, achievement • Meet with partners for year-end review and planning 	<ul style="list-style-type: none"> • Conduct summer programs • K-5-Summer Camp-SBCS, PVCS • 6-8 Culture Workshop and tutor training, PVCS • 9-12 Exploratory Internship/Port project in U.S. (UCLA) China (Jiao Tong University, Shanghai) • Intense summer teacher prof. development in China • Hire teachers and inst. assistants as needed • Compile and report GPRA and other requirements

(e) Quality of the project evaluation (15 points)

The Project evaluation design is an important component of the Project implementation and measure of success. The proposed process will result in ongoing information useful for monitoring and adjusting Project components. Each of the proposed Objectives will be measured with the results compiled and reported as required. To guide this effort, the Project will have the expertise of the Executive Director of the UCLA Center for World Languages. The Center is a long-standing PVPUSD MAP partner whose mission is to conduct research that increases understanding of language acquisition, teaching and assessment, to design, manage and evaluate language programs, and to build partnerships with academic institutions, government agencies and private organizations.

The methods of evaluation are feasible and will be aligned with the Objectives and Outcomes detailed beginning page 12.

1) Types of Data- Data will include baseline and yearly ELLOPA and SOPA language assessments with ACTFL rating scales, AP and SAT Mandarin exams, student progress reports, satisfaction surveys, teacher-designed scoring rubrics, observations, portfolios, interviews, attendance sheets and other records of increased K-5 instructional time, observations, minutes and other data recommended by the evaluator. **2) Data Collection-** MAP Directors will monitor and periodically collect results and reports from teachers, College Board, etc.. **3) Methods of Data Collection-** MAP Directors will review and compile results of assessments, satisfaction surveys, attendance sheets and other records of participation. Teachers and instructional assistants will evaluate

portfolios and compile reports including student progress reports to be filed with Directors. **4) Assessment instruments** will include ELLOPA and SOPA to measure Mandarin proficiency at the elementary school level. With guidance from the Center for World Languages and input from the Project's Mandarin teachers, additional instruments consistent with ACTFL benchmarks will be developed if needed to better determine proficiency. At the end of grade 5, students will be assessed with the intermediate school's Chinese 1A final examination for placement in grade 6. California STAR content area tests will be used to measure standards-based achievement.

At the secondary level, Mandarin textbook publishers' assessments will be used to measure language acquisition and grades assigned at the end of the semester. At the conclusion of AP classes the AP Mandarin and SAT Mandarin tests will be used to determine benchmarks. Advanced college level assessments will be determined by the university's instructors. These college level data will be correlated by the Center to measure student progress toward the ACTFL "Superior" level of Mandarin language proficiency. **5) Data Analysis-** Analysis will be done at regularly scheduled intervals with visits twice a year by the external evaluator. Project Directors will gather, organize, and provide a preliminary review of data and arrange interviews and other meetings in preparation for the visits as requested by the external evaluator. **6) Outcome Reports-** Results and outcomes reports will be published and available annually in September. **7) Information-** Information will be reviewed and analyzed by MAP staff, and recommended program adjustments will be discussed. Co-Directors will review recommendations, archive records to provide additional information for dissemination and replication.

GPRA Results to be reported are described earlier and will include: 1) Number of students participating in MAP Chinese language study 2) Number of minutes of Chinese instruction at each school level 3) Number of students who meet ambitious project language proficiency.

The proposed Project when funded will serve a lighthouse model for other schools and districts. It will demonstrate what committed partners, a well-qualified staff, capable students and strong District and school level leadership can accomplish in a Mandarin Language Acquisition Project. Its flexibility and adaptability will ensure equal access for all students. It will create an exemplary program that results in graduates with “Superior” level of Mandarin proficiency and ensures U.S. global competitiveness and national security for the future.